

**University of Toronto**  
**Department of Sociology**  
**Sociology 210H: Ethnicity in Social Organization**  
Fall Term 2013  
Wednesday 1pm- 3pm

Instructor: Dr. Baljit Nagra  
Office Hours: Wednesday 3:30 to 4:30, Friday 12:30 pm to 1:30 pm  
Office: 725 Spadina Ave., Room 225  
E-mail: [baljit.nagra@utoronto.ca](mailto:baljit.nagra@utoronto.ca)  
Location: TZ6 (Tanz NeuroScience Building - 6 Queen's Park Crescent West)

## **Course Description**

*The problem of the twentieth century is the problem of the color line --- W. E. B. Du Bois*

This course provides a sociological understanding of how ethnic and racial identities shape and are shaped by economic, political, historical and social factors. In the first part of the course we will look closely at different concepts, definitions and ideas to the study of ethnicity and race and in doing so we will examine important empirical studies done on various ethnic groups in different settings. We will also use key concepts and theories from the course to understand everyday experiences of race and current contemporary issues. Next we will review how different sociological approaches such as the Assimilation Approach, Segmented Assimilation and Transnationalism have understood immigrant integration in western nations. We will conclude the course by looking at important issues surrounding ethnic and race relations in Canada.

**NOTE:** The prerequisite to take SOC210H1F is SOC101Y1 OR SOC102H1 OR SOC103H1. Students without the prerequisite will be removed at any time they are discovered.

## **Course Materials**

There is one course reader in the course and it is available for purchase at the University of Toronto book store.

## **Course Evaluation**

Test #1 (multiple choice questions) – 30% (October 9)  
Academic Journal – 10% (October 23)  
Critical Film Assignment – 35% (November 20)  
Test #2 (multiple choice questions) - 25% (November 27)  
No Final Exam in the Exam period

**Test 1 (30%):** the in-class test will assess your knowledge of materials covered from week 1 to week 4. The format of the test will be multiple choice questions and it will be 90 minutes long.

**Academic Journal (10%):** Personal issues are often also political issues, because people fit into and are impacted by social and political structures. During the course you will be required to keep an academic journal in order to make the connection between the personal and the political. In the academic journal you will make entries where you will be asked to relate issues raised in the course to your personal experiences. Please note you are required to **apply** course ideas and concepts in the journal entries. When referring to the course material please make sure to cite the readings or lectures you are referring to. You are required to cite at least **one course reading**. You will be required to make a total of **TWO** entries in the journal. The questions for the entries will be given to you **IN CLASS** only as this is a way for me to measure attendance and participation. Each journal entry should be about 500 to 650 words in length (approximately 1.5 to 2 typed pages, double spaced, Times New Roman, 12 point font). In the beginning of each journal entry, clearly specify what question you are answering.

**Critical Film Assignment (35%):** For this assignment you are expected to write a 5 – 7 page critical analysis of either the movie CRASH, the HELP. In this assignment you need to apply the different concepts, perspectives and ideas studied in this course in order to discuss the experiences of the characters in this film and to analyze how race relations play out in the film. You will be required to draw on and reference course readings and lecture materials for the assignment. More information about this assignment can be found on page 6 of the syllabus.

**Test Two (25%):** The final test will assess your knowledge of all material covered in lectures and assigned readings from week 6 to week 12. It is not cumulative. The test will contain multiple choice questions. More information will be provided on the final test closer to the exam date.

## **Class Expectations**

**Respect** must be paid to everyone in the class. Since this course involves sensitive issues it is important to remember that everyone has a different identity and different experiences and that everyone's perspective is relevant. It is alright to disagree with others including me but it is important to remember that you must also respect others right to disagree with you, including the instructors.

**Please** also try your best to not distract other students during the class. Do not talk to each other or cause any other disturbance during the lecture. Turn off all electronic communication devices, and use lab tops for only note taking. Please turn off cell phones through the duration of the class.

**Attending** the course lecture is an important part of the course. Material that is not covered in the course texts will be discussed during the lectures and will be on the tests. Crucial information about the course is provided in the lectures. If you miss a lecture it is your responsibility to get the information that you have missed from one of your peers.

**Late assignments** All students are to hand in their assignments on the due date at the beginning of the lecture. The penalty for late assignments is 5% per day including weekends. This penalty is strictly enforced unless proper documentation of medical illness is provided. Please note that requests for medically based exemptions must be accompanied by a U of T form signed in legible handwriting and completely filled out with address and CPSO registration number. This form is available from

<http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Injury-form-Jan-22-2013.pdf.aspx>. A doctor's note is not acceptable. The form must be placed in a

sealed envelope, addressed to the instructor, and submitted with your work at class or during office hours. If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work at class or to your TA during their office hours. All late assignments should be dropped off in Room 225 (open Monday to Friday, 9:00 a.m. to 5:00 p.m.), at 725 Spadina Avenue, 2<sup>nd</sup> Floor. Please use the date/time stamp machine and place in the second year drop box. **Please note you cannot drop off the assignments on the weekends or on the evenings as the department is closed.**

**Missed Tests** students who miss a test will receive a mark of zero; UNLESS within three days of the missed test, students who wish to write the make-up test submit a written request for special consideration which explains why the test was missed, accompanied by proper documentation from a physician or college registrar (see above). A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. A student who misses a test and the subsequent make-up test for a valid reason will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns for the other test in this course. Please note under no circumstances will students be permitted to write a make-up test without proper documentation from a student's physician or college registrar.

**Plagiarism** Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science.

**Getting Help** Do not hesitate to contact me if you need assistance. However, do not contact me for information that is easily available on this syllabus or the course website.

## **Reading and Class Schedules**

### **Week 1 (September 11). Introduction to Course**

### **Week 2 (September 18). Concepts and Definitions of Ethnicity and Race.**

Readings: Cornell and Hartmann – Chapter 2 ‘Mapping the Terrain’: Definitions

### **Week 3 (Sept 25). A Social Constructionist approach to ethnicity**

Cornell and Hartmann – Chapter 6 ‘Contextual Factors in the Making of Identities’  
Espiritu, Yen. 1992. Asian American Panethnicity: Bridging Institutions and Identities.  
(Chapter Two – Coming Together: The Asian American Movement)

Nagra, Baljit (2011). Our Faith Was also Hijacked by those People’: Reclaiming Muslim Identity in Canada in a Post 9/11 Era’. *Journal of Ethnic and Migration Studies*. 37(3), 425-441.

### **Week 4 (October 02). Intersectionality/Internalized oppression**

Readings: Reynoso, Julissa 2004. Perspectives on Intersections of Race, Ethnicity, Gender and Other Grounds: Latinas at the Margins, *Harvard Latino Law Review*  
Pyke, Karen (2010). What is Internalized Racial Oppression and Why Don't We Study it? Acknowledging Racism's Hidden Injuries.  
Parmer, Twinet (2004). Physical Attractiveness As a Process of Internalized Oppression and Multigenerational Transmission in African American Families.

### **Week 5 (October 9).**

\*\*\*Test #1\*\*\*

### **Week 6 (October 16). White Privilege**

Wise, Tim.2008. White Like Me: Reflections on Race from a Privileged Son. Brooklyn: Soft Skull Press. (Preface and Chapter One – Born to Belonging)  
Peggy, McIntosh. 1988. White Privilege: Unpacking the Invisible Knapsack

### **Week 7 (October 23). Racialized Violence**

Razack, Sherene. 2002. Race, Space and Law (Chapter 5: Gendered Racialized Violence and Spatialized Justice: The Murder of Pamela George)  
Williamson, Janice. Omar Khadr: Oh Canada. Toronto: McGill-Queens University Press. (Introduction)  
Chapter 6: Racism and Policing

\*\*\*Academic Journal Due\*\*\*

**Week 8 (October 30). Sociological Approaches to Immigration: Assimilation, Segmented Assimilation and Transnationalism**

Portes, Alejandro and Min Zhou. 1993 'The New Second Generation: Segmented Assimilation and its Variants', *The ANNALS of the Academy of Political and Social Science* 530, November, pp. 74-96.

Waters, Mary. 1999. *Black Identities: West Indian immigrant dreams and American realities*.

Espiritu, Yen Le. 2003. *Home Bound: Filipino American Lives Across Cultures, Communities, and Countries*. Berkeley: University of California Press (Chapter One – Homemaking)

**Week 10 (November 06).**

No Class – Extended office hours for Critical Film Assignment

**Week 11 (November 13).**

No Class – Reading Week

**Week 12. (November 20). Multiculturalism in Canada.**

Kymlica, Will. 1998. *Finding Our Way: Rethinking Ethnocultural Relations in Canada*. Toronto: Oxford University Press. (Chapter One: Setting the Record Straight)

Ahmad, Mehrunnisa. 2008 'Second Generation Youth's Belief in the Myth of Canadian Multiculturalism', *Canadian Ethnic Studies*, Vol.40, Issue 2, pp. 89-107.

Malhi, Rebecca L; Boon, Susan. Discourses of "Democratic Racism" in the Talk of South Asian Canadian Women, *Canadian Ethnic Studies* 39.3 (2007): 125-149.

**\*\*\*Critical Film Assignment Due\*\*\***

**Week 13 – (November 27)**

**\*\*\*Test #2**

## Critical Film Analysis

\*\*\*Worth 35 percent\*\*\*

\*\*\*Due November 20\*\*\*

For this assignment you are expected to write a 5 – 7 page critical analysis of either the movie *CRASH* or *THE HELP* using course material. These films are available in Media Commons at Robarts Library and should also be available at your local video store. Papers should be 5-7 pages long, double spaced, in Times or Times New Roman font, on A4 letter size paper with 1” margins, and paginated. **Maximum length allowed is 8 pages.** The last page should contain a list of works cited for all course citations and other research materials. Students should use ASA referencing style.

For more information on the ASA style please go to:

[http://sociology.acadiau.ca/tl\\_files/sites/sociology/resources/pdf%20documents/asa\\_style\\_guide.pdf](http://sociology.acadiau.ca/tl_files/sites/sociology/resources/pdf%20documents/asa_style_guide.pdf). Marks will be deducted if these parameters are not met.

To cite course lectures use the following for intext citation: (Nagra, Date).

To cite course lectures in the bibliography use the following: Nagra, Baljit. *Soc 210 Lecture*, Date.

**You need to use two to four key course themes to analyse the film.** In this assignment you need to apply the different concepts, perspectives and ideas studied in this course in order to analyze how race relations play out in your film of choice and to discuss the experiences of the characters. For example, you could refer to various concepts such as white privilege, internalized oppression, intersectionality, the social construction of race and ethnicity, primordial approach to ethnicity, racialized violence and the different sites of identity construction (ethnic economy, residential segregation, everyday life, social institutions, culture of ethnicity, politics) to analyze the film.

When writing the assignment please remember the following:

- In the introduction clearly mention what the main argument is of your analysis. For example, your focus could be to examine how white privilege and/or intersectionality help to explain race relations in *The Help*.
- Clearly discuss and define the course concepts and perspectives you refer to in your analysis.
- Do a thorough analysis of the film using the course material. Use a minimum of THREE relevant course readings to back up your arguments.

- Use concrete examples from the movie to strengthen your arguments.
- Conclude your paper with a brief discussion of how race/ethnicity shapes the experiences of the characters in this film; briefly summarize your main argument (approx. half a page).

Please remember that an ‘A’ paper:

- is organized around a critically considered, original and well-documented argument, with an introductory paragraph, a well-developed middle, and an appropriate conclusion. Good organization is key to do well on a paper.
- has accurate content. Points raised are grounded through the use of appropriate examples and conclusions made are based on a careful consideration using relevant course material.
- displays critical thinking and originality in making sound critical evaluations.
- uses correct in text citations and has a correct bibliography.
- is well written using correct grammar and with no typos.

To deter and detect plagiarism, this course will make use of the turnitin.com system. In addition to submitting a hard copy of the assignment in class on the due date, each student must upload the assignment to turnitin.com. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

If you have any questions or concerns about the university's plagiarism guidelines please contact the instructor or visit the following website <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. It is your responsibility to know the guidelines on how not to plagiarize.

Tools on how to write a good research essay are provided on the next page.

Essay Writing Websites:

<http://www.utoronto.ca/ucwriting/handouts.html>

Writing Manuals:

Johnson, W., R. Rettig, G. Scott & S. Garrison, *The Sociology Student's Writers Manual* (5th edition). Upper Saddle River, NJ: Prentice-Hall, 2006.

Richlin-Klonsky, J & E Strenski, *A Guide to Writing Sociology Papers* (5th Edition). New York: St. Martin's Press, 2001

## Refined Letter Grade Scale Numerical Scale of Marks

### Grade Meanings

	A +	90-100%
Excellent	A	85-89%
	A -	80-84%
	B+	77-79%
Good	B	73-76%
	B-	70-72%
	C+	67-69%
Adequate	C	63-66%
	C-	60-62%
	D+	57-59%
Marginal	D	53-56%
	D-	50-52%
	F	0-49%
Inadequate		