

University of Toronto
Department of Sociology
Sociology 218H: Asian Communities
Fall Term 2013
Friday 10 am - 12 pm

Instructor: Dr. Baljit Nagra
Office Hours: Wednesday 3:30 to 4:30, Friday 12:30 pm to 1:30 pm
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Location:

Course Description

This course provides a sociological understanding of the history of Asian communities in Canada. Although Asian communities have a long and important history in Canada, they have often been marginalized and have been excluded from the important privileges and benefits associated with Canadian citizenship. In this course, students will learn the experiences of early immigrants from Asia, particularly important events that involved long term ramifications on Asian communities such as the Chinese Head Tax, The komagata maru incident and the internment of Japanese Canadians during the Second World War. We then will move into some contemporary issues facing Asian communities. In exploring the history of Asian communities in Canada we will examine what their experiences tell us about nation state formation, racism, national belonging, citizenship, white privilege and multiculturalism in Canada.

Note: In this course, the categorical term ‘Asian’ will be construed as the heterogeneous, dynamic, and socio-politically constructed grouping of peoples, cultures, materials, and ideas that derive from East Asian, South Asian, Southeast Asian, and West Asian backgrounds.

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

Annotated Bibliography – 10% (October 4)
Test #1 (multiple choice questions) – 30% (October 11)
Critical Research Essay – 35% (November 08)
Test #2 (multiple choice questions) - 25% (November 29)
No Final Exam in the Exam period

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.

Accommodations

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

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, 2nd 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 13) – Race and Nation State Formation

o Satzewich, Vic and Nikolas Liodakis. "The Dynamics of Nation Building: French/English Relations, Aboriginal/Non-Aboriginal Relations and Immigration in Historical Perspective, in *'Race' and Ethnicity in Canada*" 28-58. Oxford University Press.

Week 2 (September 20) - Chinese Canadians and the head tax

o Lai, David Chuen-yan. "Entry Without Restriction." In *Chinatowns: Towns Within Cities in Canada*, 15-33. Vancouver: University of British Columbia Press, 1988.

o Li, Peter S. "Racism Against the Chinese." In *The Chinese in Canada*, 2nd ed., 27-43. Toronto: Oxford University Press, 1998

Week 3 (September 27) - South Asian [sikh] Canadians and the Komagata Maru

o Buchignani, Norman, Doreen M. Indra, with Ram Srivastava. "Beginnings" and "Pioneers." In *Continuous Journey: A Social History of South Asians in Canada*, 4-47. Toronto: McClelland and Stewart, 1985.

o Ward, W. Peter. "The Komagata Maru Incident." In *White Canada Forever: Popular Attitudes and Public Policy Toward Orientals in British Columbia*, 3rd ed., 79-93. Montreal and Kingston: McGill-Queen's University Press, 2002.

Week 4 (October 4) - Japanese Canadians as enemy aliens

o Ward, W. Peter. 'Japs' In *White Canada Forever: Popular Attitudes*

and *Public Policy Toward Orientals in British Columbia*, 3rd ed., 98-117. Montreal and Kingston: McGill-Queen's University Press, 2002.

o Oikawa, Mona. "Cartographies of Violence: Women, Memory, and the Subjects of the 'Internment.'" *Canadian Journal of Law and Society* 15, no. 2 (2000): 39-69.

Due: Annotated Bibliographies

Week 5 (October 11) – Test One

Week 6 (October 18) – Vietnamese Canadians and the boat people

o Lam, Lawrence. *From Being Uprooted to Surviving: Resettlement of Vietnamese-Chinese "Boat People" in Montreal, 1980-1990*. Toronto: York Lanes, 1996. Chapter 1: "The Boat People Phenomenon" pages 1-20

o Ethnic identity, resettlement stress and depressive affect among Southeast Asian refugees in Canada. *Social Science & Medicine* (July 2006), 63 (1), pg. 137-150

M.N.M.N. Beiser; F. Hou

Week 7- (October 25): Filipina/o Canadians and care labour

o Eleanor Ty, "Filipino Canadians in the Twenty-First Century: The Politics of Recognition in a Transnational Affect Economy" in *Filipinos in Canada: Disturbing Invisibility*, 46-63. Toronto: University of Toronto Press, 2012.

o Cohen, Rina. "'Mom is a Stranger': The Negative Impact of Immigration Policies on the Family Life of Filipina Domestic Workers." *Canadian Ethnic Studies Journal* 32, no. 3 (2000):76-88

o Pratt, Geraldine. 2012. 'Waiting and the Trauma of Separation' in *Families Apart*.

Week 8 – (November 01): No Class – Extended Office Hours for Critical Research Essay

Week 9 – (November 08): Muslim Canadians, 9/11 and its aftermath

o Williamson, Janice. Omar Khadr: Oh Canada. Toronto: McGill-Queens University Press. (Introduction)

o 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.

Due: Critical Research Essay Due Today

Week 10 – (November 15): No Class – Reading Week

Week 11-- (November 22): "Too asian?" in Canada

o Macleans Magazine article: Too Asian

o "Too Asian?" or the Invisible Citizen on the Other Side of the Nation? Dan Cui & Jennifer Kelly. *Int. Migration & Integration* (2013) 14:157-174

o "Introduction" by Jeet Heer in "Too Asian?" Racism, Privilege, and Post-Secondary Education: Edited by RJ Gilmour, Davina Bhandar, Jeet Heer and Michael C.K. Ma

o Chapter 6 by Anita Jack-Davies : "Ruling through discourse: the experiences of Chinese Canadian Youth" Article by Anita Jack-Davies in "Too Asian?" Racism, Privilege, and Post-Secondary Education: Edited by RJ Gilmour, Davina Bhandar, Jeet Heer and Michael C.K. Ma

Week 12: -- (November 29) Test #2

Annotated Bibliography and Critical Research Essay

These assignments are designed to improve and assess your ability to research and critically evaluate sociological topics. For these assignments you will be asked to write a critical research essay based on a topic related to Asian communities in Canada. You could write a research essay by going in more depth about an issue that we have already discussed in class or you could choose a topic of your choice that is related to Asian communities in Canada. For example you could answer this question by choosing one of the following topics:

1. The Chinese Head Tax
2. The History of one of the following in Canada: Chinese, Japanese, Korean, Vietnamese, Sikh or South Asian Community in Canada
3. The portrayal of Asian communities in the media
4. The experiences of Asian Canadians in the educational system
5. The workplace experiences of Asian Canadians
6. The experiences of early women immigrants from Asia

Please note that you are not limited to the topics listed above. You are free to choose a topic of your own choice. Just make sure that use the topic is related to Asian communities in Canada. You will be required to refer to a minimum of five academic sources outside of the course material for this project. I strongly suggest that you come visit me during office hours to discuss your topic and to get advice on how to write your paper. More specific information on the two assignments is provided below.

Annotated Bibliography (worth 10% of your final mark) due October 04

An annotated bibliography gives an account of the research that has been done on a given topic. Like any bibliography, an annotated bibliography is an alphabetical list of research sources. In addition to bibliographic data, an annotated bibliography provides a concise summary of each source and some assessment of its value or relevance to your topic. You will be required to do the following in the Annotated Bibliography:

- 1) In a brief paragraph describe your main objective (thesis statement) of your research essay. This should include a brief description of the topic you have chosen and exactly what your focus will be in the essay.
- 2) Provide bibliographic data and for each of your five (or more) academic sources.
- 3) A concise summary of each source: Your summary should identify the source's main thesis (or research question, or hypothesis), its major methods of investigation, and its main conclusions.
- 4) An assessment of each sources' value or relevance to your topic.

Your analytical description for each source should be about 1 to 2 paragraphs and you should use the following format: Times New Roman, 12 point font, double spaced. Your citations should be done in the American Sociological Association reference style (ASA style).

Examples of ASA style:

Bowen, Kurt. 2004. *Christians in a Secular World: The Canadian Experience*. Montreal, (indent) QC:McGill-Queen's University Press.

Robert Lauer, Jeanette Lauer, Zelda Abramson and Jeanette A. Auger. 2006. *Social Problems (indent) and the Quality of Life*. Toronto, ON: McGraw-Hill Canada.

Rippeyoung, Phyllis L. F. 2007. "When Women are Right: The Influence of Gender, (indent) Work, and Values on European Far-Right Party Support." *International Feminist (indent) Journal of Politics* 9(3):379-397.

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

Example of an Annotated Bibliography citation:

McIvor, S. D. 1995. Aboriginal women's rights as "existing rights." *Canadian Woman Studies/Les Cahiers de la Femme* 2/3, 34-38.

This article seeks to define the extent of the civil and political rights returned to aboriginal women in the *Constitution Act* (1982), in its amendment in 1983, and in amendments to the *Indian Act* (1985).^{*} This legislation reverses prior laws that denied Indian status to aboriginal women who married non-aboriginal men. On the basis of the Supreme Court of Canada's interpretation of the *Constitution Act* in *R. v. Sparrow* (1991), McIvor argues that the Act recognizes fundamental human rights and existing aboriginal rights, granting to aboriginal women full participation in the aboriginal right to self-government. This article's thorough examination of the Constitution act allows me to discuss the way alterations to legislation has impacted on Aboriginal women's civil and political rights.

For further tips on how to write an annotated bibliography please visit following links:

<http://www.writing.utoronto.ca/advice/s>

<http://library.uvic.ca/site/lib/instruction/cite/annobib.html> [pecific-types-of-writing/annotated-bibliography](#)

Critical Research Essay (worth 35% final mark) due November 08th

For the critical research essay you will write about focusing on a specific sociological issue/topic of your choice. Your paper should be about eight to ten pages and should be in the following format: Times New Roman, 12 point font, double spaced , 1.25 left/right margins. The in text citations and bibliography should be done in the American Sociological Association reference style (ASA style) – examples of the ASA style can be found on page 6 of the syllabus. You need to use five academic sources outside of the course material for this essay.

To deter and detect plagiarism, this course will make use of the turnitin.com system. In addition to submitting a hard copy of the research proposal in class on the due date, each students must upload the proposal to turintin.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 universities 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.

As for the marking criteria, An “A” essay will be one that:

- is organized around a critically considered, original and well-documented thesis, 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 factually grounded through the use of empirical evidence and conclusions made are based on a careful consideration of verifiable (empirical) examples.
- uses relevant research (a minimum of five academic sources) to support its main arguments.
- displays critical thinking and originality in raising important questions beyond relying on the content of sources consulted. You must make sound critical evaluations in your paper.
- provides a comprehensive understanding of topic on hand
- uses correct in text citations and has a correct bibliography
- is well written using correct grammar and with no typos

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.

Undergraduate Grade Scale

Grade Meanings Refined Letter Grade Scale Numerical Scale of Marks

	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%
Inadequate	F	0-49%