

UNIVERSITY OF TORONTO, Winter 2020
SOC351H1S - New Topics in Sociology: Xenophobia and Discrimination

Schedule: Wednesday 3 pm-6 pm; **Location: OI 5150 (OISE, 252 Bloor Street West, Room 5150)**

Professor:

Claudia Diehl - claudia.diehl@utoronto.ca

Munk School for Global Affairs and Public Policy, 1 Devonshire Place, Room 219N

Face to Face Office Hours: Tuesday 10 am -12 noon or by appointment

Email Office Hours: Tuesday 10 am-11 am

TAs:

René Bogovic - rene.bogovic@mail.utoronto.ca

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Room 225, 725 Spadina Ave

Office hours: Tuesday 10 am – noon

OVERVIEW AND LEARNING OUTCOMES

Central topics of this seminar are attitudes towards ethnic and racial minorities and immigration on the one hand and discriminatory behavior against these groups on the other hand. After clarification of the fundamental concepts we examine the question of how these attitudes and actions have developed in Europe and North America, how we can explain changes herein and which problems empirical research on these problems faces. We will read and discuss empirical studies that analyze these phenomena using different methodological approaches such as survey based research, analyses of “ethnic residuals”, audit studies, or reports of those affected by xenophobia and discrimination.

Course Prerequisite: The **prerequisites** to take this course are SOC201H1, SOC202H1, SOC204H1, plus 1.0 FCE (two) of SOC251H1, SOC252H1, SOC254H1. Students without one of these prerequisites will be removed from the registration list at any time discovered and without notice.

Learning Outcomes:

- Students will acquire knowledge on the theories related to xenophobia and discrimination
- Students will become familiar with important empirical findings on the scope, causes and consequences of xenophobia and discrimination across Europe and North America
- Students will acquire knowledge about the different methodological approaches to capturing xenophobia and discrimination in quantitative research and about challenges related to them

Special needs: If you require accommodations or have any **accessibility concerns**, please visit: accessibility.services@utoronto.ca as soon as possible. If you have documentation that you are a special needs student and/or using accessibility services, please see Professor Diehl to discuss how best to assist you in the course. She needs to know in order to ensure that Tests and Exam Services have the required materials in time for you to take tests or exams there.

Class Structure and Expectations: This is a three hour class. I will start out each session with a short lecture with more time being given to classroom discussion. From time to time, I will show movies or short film clips relevant to the topic. The last hour is reserved for a tutorial.

Students are expected to **read the course material** before each class and to attend each class. Attendance is very important, both in terms of class participation and discussion and because classes are designed to supplement as well as clarify readings (e.g. if you miss classes, you have missed valuable material). For these reasons, you should not be in this course if you routinely **miss classes** to attend another course or to hold a job or to meet other commitments.

Note on readings: Some readings contain **tables** that not all of you may find easy to understand because you lack the necessary methods skills. In this case, simply stick with the text and try to understand the substantive message of it.

TOPICS AND SCHEDULE

January 8: Introduction

January 15: Explaining Xenophobia

Readings: Zamora-Kapoor, Kovincic and Causey 2013; Ceobanu and Escandell 2010

Tutorial: Reading sociological literature

January 22: Data and Methods: Survey data and survey experiments

Readings: The Evonics Institute for Survey Research. 2018; Sniderman, Hagendoorn and Prior 2004

Tutorial: Choosing a research topic

January 29: Empirical Studies II: Internationally comparative survey studies

Readings: Sides and Citrin 2007; Manevska and Achterberg 2011

Tutorial: Conducting library research

February 5: Forms of Discrimination

Readings: Pincus 1996; National Research Council 2004

Tutorial: Building a research proposal

February 12: Data and Methods

Readings: Quillian 2006; Pager and Shepherd 2008

Tutorial: How to describe tables and graphs

February 19: no class, reading week

February 26: Empirical Studies I: Discrimination on housing markets

Readings: Auspurg et al. 2017; Diehl et al. 2013

Tutorial: How to structure a research paper

Assignment I: Write a proposal for your term paper

March 4: Empirical Studies II: Discrimination on labor markets

Readings: Bertrand and Mullainathan 2004; Kaas and Manger 2011

Tutorial: How to present effectively?

March 11: Racial bias – in-class discussion

Tutorial: How to provide effective peer feedback

Assignment II: Search for, summarize and be ready to present a specific and real case of racial or ethnic discrimination in everyday life that you read about in the media.

March 18: In-class test (no tutorial)

March 25: Paper presentations with student comments I

April 01: Paper presentations with student comments II

LEARNING COMPONENTS AND COURSE REQUIREMENTS

Class and tutorial participation. While class attendance will not be taken in class, it is strongly recommended that you attend class and tutorials regularly. My input will introduce material not covered by the readings, and elaborate on the assigned texts. Attendance in the tutorial is mandatory and will be taken. Participation in class discussions is expected.

Assignment I: Proposal for term paper. This 750 word (PLUS references) proposal should include the research question of your term paper, an outline of the structure of the paper and a list of additional (additional to class readings) books and/or articles you plan to include in your paper (worth 15% of the final grade). Proposals will be graded and returned in class on March 11.

Readings. We will read about two journal articles per week in most weeks. The lectures build on the readings, and I expect that you have read the assigned texts ahead of class. Please bring a copy of the assigned readings with you to class. It is critical that you keep up with these readings. They form the basis for the writing assignments and are part of the material covered by the in-class test.

In-class Test. There will be one in-class test in March. The test will consist of multiple choice and essay questions. You will be asked to synthesize the readings, and course material discussed in class to fully answer the questions. Readings and lectures are part of the test material. The mid-term test will cover all assigned readings for this class (worth 25% of final grade).

Empirical term paper. For this class, you are expected to write a 2,500 word paper based on the readings and additional library research. I encourage you to do your own data analyses or even to collect your own data (e.g. interviews, observations) but you do not have to do this. In any case, I expect you to report empirical findings in a systematic way. You may choose between the topic xenophobia (attitudes) and discrimination (behavior). There will be a separate handout with more specific instructions handed out in the second week of class (in total worth 35% of the final grade).

Assignment II: You should search for reports (e.g. newspaper reports, videos) about a recent specific case of ethnic or racial discrimination in everyday life (e.g. while shopping, driving, eating out etc.). Be prepared to present this case in class (max. 5 min). Keep the following questions in mind (not all may fit to all cases, these are just suggestions): Where, when and to whom did the incident happen? Was it contested/debated that the situation was discriminatory? Which consequences did the incident have for the victim? (How) did the person accused of discrimination react? Did the incident reflect rather implicit racial bias or blatant racism? Write a 1 page summary of the case (worth 10% of total grade, to be handed in at the end of class). Be ready to present this case briefly in class!

Presentation of term paper: You will present your paper during class on March 25 or April 1. Students will be allocated to one of these dates during the first class on a voluntary basis. You have more time for your presentation when you present April 1 but you can benefit more from the feedback if you present March 25 (the paper is due on April 1, see below). Each student will give a 7-minute presentation of his or her paper and receive a 3 minute feedback by another student (presentation worth 10% of the final grade, comment worth 5% of final grade).

Requirement	Fraction of final grade	(due) date
Assignment I: Proposal for term paper	15%	February 26*
In-class test	25 %	March 18
Term paper	35 %	Due April 1*
Assignment II	10%	March 11
Presentation of term paper	10 %	March 25 or April 1
Comment on another students' term paper	5 %	March 25 or April 1
Pick up/review date for term papers		April 7 (during office hours)

* You have to submit the proposal and the term paper as a hardcopy in class. In addition, they have to be submitted electronically on turnitin by the of the day they are due.

Course Grades are calculated using a 100 point scale. This point scale is used in the testand the assignment. The weighted sum at the end of the course is then translate into the letter grade used by the University of Toronto as follows:

90-100 = A+ 77-79 = B+ 67-69 = C+ 57-59 = D+
85-89 = A 73-76 = B 63-66 = C 53-56 = D
80-84 = A- 70-72 = B- 60-62 = C- 50-52 = D- 49 or below = F

Documentation from your physician or college registrar: If you miss a test or a paper deadline, **do not contact the instructor or a TA unless you have followed the steps described here!** Telling us why you missed a deadline or a test will not be considered.

In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). A doctor's note is also acceptable but **MUST** contain the start date and anticipated end date of the illness. The form 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.

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 Professor during office hours.

COURSE ASSIGNMENT AND PENALTIES FOR MISSED DEADLINES

You are asked to complete your term paper by April 1. You are asked to **turn in the assignment twice**. One is a hard copy, given to Professor Diehl or the TA personally in class on April 1. The second copy is to be turned in is an online copy, submitted by 11:59pm on April 1 to Turnitin.

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.

Assignments not submitted through Turnitin will receive a grade of zero (0 %) unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto. The assignment should be **written in English**. If you have difficulties in writing, please check www.writing.utoronto.ca. Also see these tips: <http://advice.writing.utoronto.ca/student-pdfs/> I encourage you to use the university's writing resources, which are described on their website.

See: <http://www.writing.utoronto.ca/writing-plus>

Also see: <http://www.writing.utoronto.ca/writing-centres/arts-and-science>

ACADEMIC INTEGRITY

Academic offenses include **plagiarism and re-submitting works submitted in other classes**. Academic offenses will not be tolerated and students who commit academic offenses will face serious penalties. By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties. Penalties can be severe, including a grade of zero (0) for the assignment or for the course and a notice of plagiarism may be placed on your transcript.

You are expected to have read and be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and Code of Student Conduct (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>).

As a student in this course, you are expected to inform yourself on how not to plagiarize. Please see <http://onereach.library.utoronto.ca/faq/how-do-i-avoid-plagiarism>.

Remember, that submitting someone else's work as your own constitutes plagiarism. Plagiarism includes unacknowledged text, using another person's paper, and/or purchasing a paper, even if you use only part of such material. Using substantial amounts of web-based text or extensive use of quotations also can constitute plagiarism. Please also be aware that turning in an old paper, or large parts thereof, for credit in a second (or third etc.) course, is considered an academic offense that results in students being referred to the Office of Academic Integrity.

OTHER THINGS YOU NEED TO KNOW

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record one or more lectures or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. ***It is absolutely forbidden for a student to***

publish an instructor's notes, to place them on a website or sell them in other form without formal permission from the instructor.

Course Website: This website is open to students enrolled in the course. On it you will find the course Syllabus (this document); announcements as they are made; grades; and lecture relevant slides. Remember although the lecture material in the course is made available to you for academic purposes, it is copyrighted.

OTHER COURSE RELATED ITEMS

I encourage you to come by my office – or to contact the TA'S – to discuss matters of concern. If you cannot make it during scheduled **office hours**, please let me know and we can make an appointment. **If you don't understand a concept: ask in class, I will always be happy to explain things again, but please do not ask me these questions during office hours or by email!**

E-mail office hours: if you contact me via email, please be aware that I have "e-mail office hours" and will be answering course related emails only in this time. **I do not answer to Emails with questions that are answered in the syllabus.**

You are required to use your **U. of T email address** for course related emails. The university tells faculty not to reply to emails that use Gmail, yahoo etc. or other web accounts. Please indicate the course number (SOC351) and a brief reason in the subject header.

SOC351H READINGS (all readings are required)

January 8: Introduction

January 15: Explaining Xenophobia

Readings:

Zamora-Kapoor, A., P. Kovincic, and C. Causey. 2013. Anti-foreigner Sentiment. State of the Art. Social Compass 7:303–313.

Ceobanu, A. M., and Escandell X. 2010. Comparative Analyses of Public Attitudes Toward Immigrants and Immigration Using Multinational Survey Data. A Review of Theories and Research. Annual Review of Sociology 36:309–328.

Tutorial: Reading sociological literature

January 22: Data and Methods: Survey data and survey experiments

Readings:

The Evonics Institute for Survey Research. 2018. Focus Canada. Canadian public opinion about immigration, refugees and the USA. Final Report.

https://www.environicsinstitute.org/docs/default-source/default-document-library/focus-canada-fall-2018---final-report.pdf?sfvrsn=fe91cb12_0

Sniderman, P. M., L. Hagendoorn, and M. Prior. 2004. Predisposing Factors and Situational Triggers. Exclusionary Reactions to Immigrant Minorities. *The American Political Science Review* 98:35–49.

Tutorial: Choosing a research topic

January 29: Empirical Studies II: Internationally comparative

Readings:

Sides, J., and J. Citrin. 2007. European Opinion About Immigration. *The Role of Identities, Interests and Information. British Journal of Political Science* 37:477–504. Sides and Citrin 2007; Manevska and Achterberg 2011

Manevska, K., and P. Achterberg. 2011. Immigration and Perceived Ethnic Treat. *Cultural Capital and Economic Explanations. European Sociological Review* 29:437–449.

Tutorial: Conducting library research

February 5: Forms of Discrimination

Readings:

Pincus, F. L. 1996. Discrimination Comes in Many Forms. Individual, Institutional, and Structural. *American Behavioral Scientist* 40:186–194.

National Research Council, eds. 2004. *Measuring Racial Discrimination*. Washington: National Academies Press.

Tutorial: Building a research proposal

February 12: Data and Methods

Readings:

Quillian, L. 2006. New Approaches to Understanding Racial Prejudice and Discrimination. *Annual Review of Sociology* 32:299–328.

Pager, D., and H. Shepherd. 2008. The Sociology of Discrimination. *Racial Discrimination in Employment, Housing, Credit, and Consumer Markets. Annual Review of Sociology* 34:181–209.

Tutorial: Describing tables and graphs

February 19: no class, reading week

February 26: Empirical Studies I: Discrimination on housing markets

Readings:

Auspurg, K. et al.; 2017. Contexts and conditions of ethnic discrimination: Evidence from a field experiment in a German housing market. *Journal of Housing Economics* 35:26–36.

Diehl, C. et al. 2013. Not in my Kitchen? Ethnic Discrimination and Discrimination Intentions in Shared Housing among University Students in Germany. *Journal of Ethnic and Migration Studies* 29:1679–1697.

Tutorial: How to structure a research paper

Assignment I: Write a proposal for your term paper

March 4: Empirical Studies II: Discrimination on labor markets

Readings:

Bertrand, M., and S. Mullainathan. 2004. Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination. *The American Economic Review* 94:991–1013.

Kaas, L., and C. Manger. 2012. Ethnic Discrimination in Germany's Labour Market. A Field Experiment. *German Economic Review* 13:1–20.

Tutorial: How to present effectively

March 11: Racial bias – in-class discussion

Assignment II: You don't have to read an academic text for this week's class but you should search for reports (e.g. newspaper reports, videos) about a recent specific case of racial or ethnic discrimination in everyday life, summarize it and be ready to present it in class.

Tutorial: Providing effective peer-feedback

March 18: In-class test (no tutorial)

March 25: Presentations of term papers with student comments I

April 01: Presentations of term papers with student comments II **Term papers due!**