

SOC 370 — Racism and Decolonization
Fall 2015
Department of Sociology
University of Alberta

Professor Sandra Bucerius

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Office Hours: Tuesdays 1 pm until 2 pm or by appointment (please email to set up appointment)

Lecture Time: Tuesdays and Thursdays 11:00 am -12:20 pm

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Prerequisites: SOC 100

Course Description:

We will speak about some aspects of decolonization, but the focus of the course will be on racism and marginalization in Canada and the wider Western world. In this class, you will be introduced to theoretical and historical perspectives on racism and marginalization and examine the complex situations of different marginalized communities in various social contexts. While you will learn about distinctively Canadian institutions and topics, for example, racism in the Canadian educational system and the Canadian Criminal Justice system, you will also spend a considerable amount of time, especially in the second half of the course, to talk about the marginalization of minority groups in other Western countries – not only on the basis of race, but also on the basis of religion, immigrant status, or ethnicity. Despite a general interest in marginalized communities, you should be interested in learning about other social contexts.

Learning Objectives:

Upon successful completion of this course you will:

- ❑ Understand that race is socially constructed and ever changing.
- ❑ Be able to utilize theoretical perspectives to understand the situation of marginalized communities.
- ❑ Understand the historical perspectives on racism and racialized communities in Canada.
- ❑ Understand how social context impacts which minority groups are subject to marginalization.
- ❑ Be able to critically assess racism's manifestations in the public sector and voluntary organizations
- ❑ Become a critical consumer of the media and political discourse about racialized and marginalized communities.

Readings:

All readings will be made available on e-class

Teaching Method:

The course will consist of lectures, required readings, class discussions, guest lectures and videos. Everything that is covered in the class room and in the readings should be considered “fair game” for tests. In other words: the content of guest lectures and videos may be covered on the mid-terms and/or the final test. You should come to class having read all required materials and should be prepared to engage in class discussions. You are also responsible for **all** assigned readings, whether or not such readings are specifically covered in class. In other words: all assigned readings can (and will!) be covered on the mid-terms or final.

Classroom Atmosphere:

This classroom will become our learning community. I expect that you all do the readings before class and come to class prepared to engage with the material and ready to participate in a class discussion. In order to learn with and from each other, it is important that we are all coming to class with an open mind, ready to share ideas and – potentially – have them challenged by someone else (you should also feel free to question me!). However, the rule is that we always do so in a respectful manner! I will not tolerate whispering when another student has the floor – you will be asked to leave the classroom if you chatter behind someone’s back.

Evaluation:

Your final mark will be based on the following:

- One assignment which is worth **25%** of your final grade. This assignment is the analysis of a particular scene or character in a movie – you will find the detailed description of the assignment, including the movie that you will be assigned, on e-class in mid-September. **The assignment is due at the beginning of class on November 19.**
- Two mid-term exams worth **20% each** that will be given in-class on **October 6** and on **November 3**. The first mid-term will cover all course material from **September 1** until **October 1 (inclusive)**, the second mid-term will cover all course material from **October 8** til **October 29 (inclusive)**. Each mid-term will consist of 3 short answer questions and 20 multiple choice questions.
- A final exam worth **35%** that will be written during the examination period. The final exam will consist of 20 multiple choice questions and 3 short answer questions covering the weeks of **November 5** until **December 3 (inclusive)** and an additional 4 short answer questions that will cover **all course material**. The multiple choice part of the final exam will amount to 20% of your final grade, the short answer questions will amount to 15% of your final grade.

Breakdown of Grades:

Take-home assignment:	25%
Mid-term 1:	20%
Mid-term 2:	20%
Final Exam:	35%

Sample questions for the midterm and final will be made available online two weeks prior to the test date!

Grades:

Excellent	A+	95-100	4.0
	A	90-94	4.0
	A-	85-89	3.7
Good	B+	80-84	3.3
	B	76-79	3.0
	B-	75-75	2.7
Satisfactory	C+	68-71	2.3
	C	64-67	2.0
	C-	60-63	1.7
Poor	D+	55-59	1.3
Minimal Pass	D	50-54	1.0
Fail	F	0-49	0

Attendance

Students who attend class will be more likely to understand the material and will therefore be in a better position to do well in the course. Attendance at lectures is extremely important because some topics presented in class are not contained in the readings. If you, due to work or other commitments, know that you will miss a lecture you will have to make arrangements to get notes from another student. My lecture notes are not available on the internet.

Email

Email is great for communicating simple information, but extended conversations should be conducted face to face. The TA and I generally reply to email inquiries from students within 48 hours. If you do not receive a reply within this period, please resubmit your question(s). Please note that some commercial servers can be unreliable in both sending and receiving messages.

Please make sure that you address all email inquiries to BOTH – the TA and myself. Whoever reads your email first will reply. This way, we can assure that your questions are taken care of as quickly as possible!

Course policies

Policy about course outlines can be found in §23.4(2) of the University Calendar.

Video/Audio recording

As per University calendar: *"Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s)."*

Late Take Home Assignment

Take-home assignments must be handed in **as hard copy at the beginning** of class. Late assignments will incur a penalty of 5% per day (including weekends), unless **prior** arrangements with the instructor have been made. Late assignments will NOT be accepted after November 26, 8pm. All late assignments have to be emailed by November 26, 8pm to both the TA and myself. You will receive a confirmation email that we have received your late assignment before 10 pm on November 26. If you do not receive an email confirmation, you should assume that we have not received your late assignment!

Extensions will be granted if there are legitimate medical or compassionate grounds only. I encourage everyone to start early with your assignment – you have more than two months to complete it!

Handing in work and Record Keeping

It is your responsibility to ensure your TA receives your course work. If you know that you cannot make it to class on the day when the assignment is due you must make prior arrangements! Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted in a timely manner. It is also the student's responsibility to back up their work either electronically or by photocopying the work for their own reference. Requests for special consideration will not be granted for students who have failed to keep copies of their work.

Missed Final Exam

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- If you miss the final exam, you will have to apply for a deferred final exam at your home faculty student services office, within two business days from the date of the missed exam, or as soon as you are able to, having regard for the circumstances underlying the absence.
- Deferred exams are intended to accommodate students who have experience an incapacitating illness or severe domestic affliction; applications based on minor inconsequential ailments will not be approved.
- Students approved for a deferred final exam in this course will write on The **January 16, 2016 at 9:00 am in BUS 1 06**.
- As per the University Calendar [§23.3\(2\)c](#) of the Calendar, “*a deferred final examination will not be approved if a student (a) has not been in regular attendance where attendance and/or participation are required, and/or, (b) excluding the final exam, has completed less than half of the assigned work.*”

▪ **Missed Mid-term Tests**

If you miss one of the midterm tests, you must contact me **within two days** after the test date to request an opportunity to write a make-up test (or as soon as possible, given the circumstances). A make-up test will be granted if there are legitimate medical or compassionate grounds only. Documentation must be submitted. Deferred midterms are intended to accommodate students who have experienced an incapacitating illness or severe domestic affliction; applications based on minor or inconsequential ailments will not be approved. Students will not be given make-up tests or essay extensions due to travel (employment, vacations), weddings or other personal commitments.

For **medical illnesses**, you can present one of the following:

- **“University of Alberta Medical Statement”** signed by a doctor
- **"Medical Declaration Form for Students"** (*for Faculty of Arts students*)
- **"Statutory Declaration"** (*for students in Faculties other than Arts, to be obtained from home Faculty or the Office of the Registrar*)

For **other acceptable absences**, such as domestic afflictions or religious convictions, you should submit appropriate documentation to the situation. This could include the following:

- For a death in the family – a copy of the death certificate
- For a religious conflict – a letter from the religious leader or institution
- For a car accident – a copy of the accident report
- For other serious afflictions – consult with Instructor or Department about appropriate documents

▪ **Remarking term work policy (i.e., midterm or assignment)**

Please submit a detailed memo *in writing* in which you specify the questions or portions of the assignment or test that you believe were marked incorrectly, and why you think the marking was incorrect, together with the test or assignment. Please note:

1. Your request for remarking must be submitted in writing. We will not remark any work based on a student’s verbal request. You will receive a written response on the reevaluation. The deadline for requesting a remarking is one month from the date the term work was made available for pickup. Late requests will not be accepted.
2. If your work was originally marked by myself and you wish to request a remark, I will remark the entire assignment. Any work marked by myself may not be submitted to the Teaching Assistant for a remarking.
3. If the work was remarked by the Teaching Assistant and you are not satisfied with the outcome, you may submit the assignment to me with your original memo and the TA’s written response. Attach a note stating that you wish to request a second remarking. The deadline is 2 weeks from the date the first remark was made available for pick up. Late requests will not be accepted.

***Remarking done by me:**

I will remark the entire assignment, not simply the portion you believe was scored improperly. Note that in the course of remarking your assignment, I may discover errors or defects that were not originally detected on the assignment or test. As a result, it is possible that your revised mark may actually go down, rather than going up or staying the same. The revised mark stands. It is not to your advantage to submit a request for a second remarking unless you believe you will actually gain points.

Academic Integrity

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”



Don't do it!



Honesty is always the best policy

The academic community depends on academic honesty. The Faculty of Arts has a zero tolerance policy when it comes to plagiarism and cheating. In the past 3 years, despite warnings such as this handout, over 250 students were charged by the Faculty of Arts alone under the *Code of Student Behaviour*. A common sanction for Academic Offences is a **Grade of F8** in the course and possibly a **suspension** of at least one term! Don't jeopardize your academic career by cheating.

There are no excuses! Here are some **ethical choices** if you run into difficulty:

- 1) Talk to your Professor.
- 2) Take a reduced grade, even a zero; these are better than an F8 and a suspension.
- 3) Don't procrastinate: start assignments immediately; you will normally have to juggle other assignments and cannot count on enough time if you delay.
- 4) Reduce your course load to what *you* can manage given *your* personal non-academic circumstances.
- 5) Talk to Student Counselling (2nd floor SUB).

Student Counselling
2-600 SUB
PH 780-492-5205

Academic Support Centre
2-703 SUB
PH 780-492-2682

The Consequences are serious!

- Your **GPA is lowered** substantially if you receive an F8 on your transcript. This grade is averaged into your GPA and may lead to your being **required to withdraw** if your GPA falls below Satisfactory Standing (2.0).
- You might **lose your scholarship or admission** (or future chances of admission) into other programs such as Graduate Studies, Law, Business, Education, or Medicine.
- Suspension can **set back or prevent graduation**.
- **Resentment of your fellow students** – honest students don't want to see their grades diminished by those who cheat on exams and plagiarize written work.

Here are some examples of the most common academic offences reported:

Plagiarism:

- Using any text/words, phrases, ideas or images from books (including encyclopedias), articles—including the Internet—without proper citation.

- **Paraphrasing** without providing proper documentation also constitutes plagiarism. **ASK**, if you're in doubt!
- Copying (in whole or in part) answers, essays, assignments or lab reports from another student.
- Submitting an essay, assignment or report that was (in whole or in part) submitted in another course.

Cheating:

- Use or possession of unauthorized materials (notes, textbook, cheat-sheet, cell phone) during an exam.
- Copying or simply looking at another student's answers during an exam or allowing another student to see your answers during an exam.
- Unacceptable levels of external compositional or editorial assistance by a paid or unpaid tutor. If you are unsure of what would be acceptable, **ASK!**

Misrepresentation of Facts:

- Making up data, sources or page numbers for reports, assignments or essays.
- Changing answers on a corrected exam and re-submitting it for a mark increase.
- Exaggerating/ faking illness to support assignment or exam extensions. Remember, deferred exams are granted for *incapacitating* illnesses.

Please familiarize yourself with the following web resources:

Truth in Education

<http://www.uofaweb.ualberta.ca/TIE/nav01.cfm?nav01=22064&>

Student OmbudService

<http://www.uofaweb.ualberta.ca/OmbudService/>

If you would like details or a current copy of the **Code of Student Behaviour**, please contact the University Governance office, 3-20 University Hall (Phone: 780-492-2655) or check it out online at

<http://www.governance.ualberta.ca/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>



UNIVERSITY OF ALBERTA
FACULTY OF ARTS

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Course schedule

- Sept. 1** **Introduction to the course: the ideology of Racism**
- Sept. 3 & 8** **Theoretical Perspectives**
Readings:
- Satzewich, Viz and Li Zong. 1996. "Social Control and the Historical Construction of "Race"". In Bernard Schissel and Linda Mahood (eds.), *Social Control in Canada: Issues in the Social Construction of Deviance*. Toronto: Oxford University Press, pp. 263-287.
 - Smedley, A. and B. Smedley: Race as biology in fiction, racism as a social problem is real. *American Psychologist* 60 (1): 16-25.
- Sept 10, 15 &17** **Race, Racism and Immigration in Canadian History**
Readings:
- Winks, Robin. 2009. Negro School Segregation in Ontario and Nova Scotia. In Wallis, Maria and Augie Fleras. *The Politics of Race in Canada*. Toronto: Oxford University Press, pp. 24-31
 - Boyd, Monica, Gustave Goldmann, and Pamela White. 2009. Race in the Canadian Census. In Wallis, Maria and Augie Fleras. *The Politics of Race in Canada*. Toronto: Oxford University Press, pp. 63-74.
- Sept. 22 & 24** **Case Study: Indigenous People in Canada**
Readings:
- Bombay A, Matheson K, Anisman H. 2014. "The intergenerational effects of Indian Residential Schools: Implications for the concept of historical trauma." *Transcultural Psychiatry*. 51(3):320-338
 - Razack, Sherene H. 2000. "Gendered racial violence and spatialized justice: The murder of Pamela George." *Canadian Journal of Law & Society*. 15: 123-157.
- Sept. 29 & Oct 1** **Racism today: Canadian Education, New Racism, Islamophobia**
Readings:
- Gosh, Ratna 2010: "Racism – A hidden curriculum". *Education Canada* Vol 48 (4).
 - Dua, Enakshi and Bonita Lawrence 2000: Challenging White Hegemony in University Classrooms: Whose Canada Is It? *Atlantis*. Volume 24.2: 105-121.

Oct 6

Midterm 1

Oct 8

Racism in the Media

Readings:

- Baumann, Shyon, and Loretta Ho. 2014. "Cultural Schemas for Racial Identity in Canadian Television Advertising." *Canadian Review of Sociology* 51 (2): 152–169.

Oct. 13 & 15

Race in the Canadian Criminal Justice System

Readings:

- Chan, Wendy and Dorothy Chunn. Racialization, Crime, and Criminal Justice in Canada. Toronto: University of Toronto Press. Introduction, pp. 3-24.
- Owusu Benpah, Akwasi and Wortley, Scot. 2013. Race and Justice in Canada. In Sandra Bucerius and Michael Tonry. *Oxford Handbook of Ethnicity, Immigration and Crime*. New York: Oxford University Press.
- Thompson, Sara. 2013. Case Study: Black Homicide Victimization in Toronto, Ontario, Canada. In Sandra Bucerius and Michael Tonry. *Oxford Handbook of Ethnicity, Immigration and Crime*. New York: Oxford University Press.

Oct. 20 & 22

Case-Study USA: Race relations in the US then and now. From Slavery to Segregation.

Readings:

- Zinn, Howard. 2012. "Drawing the Color Line." In Zinn, Howard: *A people's History of the United States*. eBookIt.com.
- William Julius Wilson. 1990. *The Truly Disadvantaged*. Excerpt.
- Douglas Massey. 2013. The Racialization of Latinos in the United States. In Sandra Bucerius and Michael Tonry. *Oxford Handbook of Ethnicity, Immigration and Crime*. New York: Oxford University Press.

Oct. 27 & 29

Case-Study USA: Race and Crime, Race and Policing

Readings:

- Contreras, Randol. 2013. *Stick-Up Kids. Race, Drugs, Violence, and the American Dream*. University of California Press. Several chapters.
- Cassia Spohn. 2013. Racial Disparities in Prosecution, Sentencing, and Punishment. In Sandra Bucerius and Michael Tonry. *Oxford Handbook*

of Ethnicity, Immigration and Crime. New York: Oxford University Press.

Nov. 3

Midterm 2

Nov. 5

Case Study: Muslim Immigrants and exclusion in Europe

Readings:

- Klausen, Jvette. 2008. *Public Policy for European Muslims*. London: Institute for Strategic Dialogue.

Nov. 9-13

Reading Week

Nov 17

Case Study: Moroccans in the Netherlands

Readings:

- Buijs, Frank. 2009. "Muslims in the Netherlands: Social and Political Developments after 9/11". *Journal of Ethnic and Migration Studies* 35 (3).

Nov. 19

Assignment due

Case Study: Iranians in the UK

Readings:

- Gholami, Reza. 2013. "Is This Islamic Enough?' Intra-Diasporic Secularism and Religious Experience in the Shi'a Iranian Diaspora in London". *Journal of Ethnic and Migration Studies*.

Nov. 24 & 26

Case Study: Headscarf debate in France

Readings:

- Killian, Caitlin 2003: The Other Side of the Veil: North African Women in France Respond to the Headscarf Affair. *Gender and Society* 17(4): 567-590.
- Body-Gendrot, Sophie 2007: France Upside down over a Headscarf? *Sociology of Religion* 68 (3): 289-304.

Dec 1 & 3

Case Study: Turks in Germany

Readings:

- Bucerius Sandra 2014: *Unwanted – Muslim Immigrants, Dignity, and Drug Dealing*. New York: Oxford University Press. Introduction, Chapter 1 and 2.

This schedule is tentative and may be adjusted along the way