COURSE DESCRIPTION AND OUTLINE

Instructor: Dan Zuberi, RBC Chair and Professor of Social Policy, Factor-Inwentash Faculty of Social Work and Munk School of Global Affairs & Public Policy

Time: Thursday, 1:00 - 3:00 p.m.
Meeting Place: SK348 Social Work, 246 Bloor Street West
Office: Room 430, Factor-Inwentash Faculty of Social Work
Office Hour: 1:00-2:00pm Tuesdays, SWK 430 or by appointment
Contact: Tel 416-978-3264; danzuberi@yahoo.com
Ethnic and Pluralism Studies (EPS) Program Administrator, Momo Kano Podolsky ethnic.studies@utoronto.ca

EPS Program information at: http://munkschool.utoronto.ca/ethnicstudies/graduate-program/

Overview and Objectives
This course provides theoretic and methodological tools for the interdisciplinary study of ethnic and race relations; it also illustrates their application to specific institutional sectors of society. The first part of the course reviews basic theory and methods for addressing five key topics: ethnic groups and their demography, ethnic status and racism, ethnic communities and the incorporation of ethnic groups into society, ethnic inequality, and ethnic conflict. The second half of the course explores ethnic and race relations within selected institutional settings, and emphasizes the use of concepts and research from diverse disciplines in understanding theoretical and policy issues arising in each. The specific institutional settings selected for emphasis will be based on student interest and paper topics, and may include: employment relations and the workplace, social and medical service delivery, policing and the administration of justice, and citizenship and immigration policy. The focus will be on comparative ethnic and race relations in Canada and other advanced industrial societies including the United States, Europe, and Australia.
Format of the Course and Readings
Class sessions include lecture presentations, student presentations, activities, guest lectures and discussions of related readings. Required readings for Sessions 1 - 4 are listed below and available online on the Quercus portal. Students will also contribute 2-3 additional readings for each of their presentation. These readings will be made available in “Course Materials” on the Quercus portal, and should be submitted in a timely fashion, for example by Friday of the week prior to the presentation.

Course Assignments and Marking Scheme:

1. **Attendance and Class Participation (10%)**
   Students are expected to attend class lecture and discussion every week, having completed the assigned readings for the week, and prepared to actively participate in discussion of the topic of the week. Required readings should be completed before the class. If you cannot attend class, please email me prior to the class meeting for an excused absence.

   Please do not come to class if you are feeling ill. If you miss more than one class in a row, please bring me a doctor’s note.

2. **Presentation and Discussion Assignment (20%)**
   Individual students will be responsible for leading discussion section during one week of the semester. You will be expected to provide a response presentation to the readings and lead class discussion to engage students around key topics.

   **Class discussion:** Classes will start promptly at 1:10pm. We will devote the first part of class to discussion of the readings and led by discussion leaders lecture on the week’s readings. Please note that the lectures are not replacements for readings, but rather supplements to the readings. After break, we will have lecture and continue to discussion of the topics. Sometimes lectures might provide overviews on the topics covered for the week, while some other times, they may focus on a particular issue related to the readings.

   Student presenters should keep their initial comments to 10 to 15 minutes in total. This will be followed by a creative exercise or facilitated discussion (around a case, for example), where students will lead the students in applying the course material for the week. The instructor welcomes the opportunity to provide ideas and feedback to develop an engaging and appropriate exercise.

3. **Critical Response Papers (20%)**
   You will be responsible for completing at least two Critical Response Papers during the term. These papers engage the assigned readings for the week as well as additional research to identify the main research, theory and/or policy issues, which emerge, the key
challenges and considerations. Each paper should be between two to three pages, double-spaced, and in 12-pt font. It must be handed in at the beginning of class on Thursday. Absolutely no late papers accepted. You are expected to bring up insights from your critical response papers during class discussion. While you can select the weeks you complete this assignment, you cannot submit a critical response paper or briefing note for the week that you have been assigned to complete Presentation and Discussion Assignment.

4. Research Paper (10% Introduction + 30% Final Research Paper + 10% Class Conference Presentation = 50%)

You will focus on one of the topics covered in this course and develop a full research paper. This means you will develop your own research question based on the topic you choose, and undertake research and analysis to answer your question. The research paper will be submitted and marked in three stages: 1) Introduction – due at the beginning of class on October 10; 2) Final Research Paper – due on November 28 and 3) In Class Conference Presentation on November 28

Your papers will be graded on: 1) quality and thoroughness of analysis; 2) incorporation of research from academic and other sources; and 3) clarity and organization of presentation; timely completion of each part of the exercise.

4.1 Introduction (10%) 2-3 pages double spaced, plus bibliography

Typically, students begin with a research topic that interests them. The first step you will have to make is to move from your research topic to formulating a research question. The introduction will present your overarching argument and a roadmap of subarguments. It will be 2-3 pages of text, plus bibliography.

4.2 Final Research Paper (30%) 18-20 pages double-spaced, plus bibliography

The final research paper will engage a course-relevant topic of your choice. Additional detail about expectations will be distributed in the final term paper assignment evaluation guide.

4.3 Class Conference Presentation (10%)

You will complete a 10 minute presentation your final paper’s hypothesis, findings, and conclusion (with accompanying power point slides or other A/V such as Prezi) during the final class on Tuesday, December 5 and engage in Q+A with the class audience after your talk.

Writing Skills: In this course, you will have the opportunity to develop the quality of your writing. Writing skills (clarity, logic, parsimony, organization) are also extremely important. The use of empirical evidence to persuasively support claims and arguments is central.
Missed deadlines: You must complete each assignment as scheduled. The only exception is when a student meets conditions that will be accepted by the University as meeting conditions for missed exams. If you miss deadlines without proper documentation, you will receive a grade of zero for each missed deadline. These grades of zero will be included in your total grade.

Special needs: If you have documentation that you are require accommodation, please see me as soon as possible to discuss how best to assist you in the course.

Plagiarism: I know that for this group of students, plagiarism will not be an issue. We take plagiarism very seriously. Please see the following recent news article about plagiarism:
http://www.thestar.com/news/gta/2013/01/10/tdsbs_chris_spence_resigns_amid_growing_plagiarism_scandal.html

Again, be aware that the university administration and faculty, including me, take plagiarism very seriously. Plagiarism means presenting work done by another person or source as your own, or using the work of others without acknowledgment. Heavy reliance on one or two resources can constitute plagiarism, as does copying paragraphs or sentences from multiple sources, purchasing an essay, or cutting and pasting from web-based documents without acknowledgments. Any assignment or essay that is plagiarized will be assigned a grade of zero with no opportunity to resubmit or to carry out a make-up assignment. If you are in doubt as to whether you are engaging in plagiarism, the following covers some (but not all) types:

http://www.hamilton.edu/academics/resource/wc/AvoidingPlagiarism.html
http://www.indiana.edu/~wts/wts/plagiarism.html

The University of Toronto webpage on writing also contains a great deal of useful information on academic writing. One topic is plagiarism. Access the information by going to the web address (www.utoronto.ca/writing). Then in the search box, type the term plagiarism, and you will get a listing of files. Open the one called “How not to plagiarize.”

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.

***Remember also, companies that are selling students papers are also selling us services to check for plagiarism.
**Session Topics**

1. Welcome, Orientation, Introduction to the Course Sept. 12

**Part 1. Basic Concepts and Methods**

2. Ethnic Groups, Communities and Incorporation into Society Sept. 19
3. Ethnic Status and Racism and Inequality Sept. 26
4. Ethnic Conflict Oct. 3

**Part 2. Research on Ethnic Relations in Specific Institutions**

Note: Selection of specific institutional settings will be based on student interest, and may include employment relations and the workplace, social and medical service delivery, gender, refugees, policing and the administration of justice, and citizenship and immigration policy

5. Readings and Student Presentation TBA Oct 10
6. Readings and Student Presentation TBA Oct. 17
7. Readings and Student Presentation TBA Oct. 24
8. Readings and Student Presentation TBA Oct. 31
9. Readings and Student Presentation TBA Nov. 7
10. Readings and Student Presentation TBA Nov. 14
11. Readings and Student Presentation TBA Nov. 21
12. In-Class Conference: Presentation of Final Papers Nov 28
REQUIRED READINGS FOR EACH SESSION
(Suggestions for further study are provided under Optional.)

2. Ethnic Groups, Communities and their Incorporation into Society Sept. 26


OPTIONAL:


3. Ethnic Status and Racism and Inequality Sept 26


OPTIONAL:


4. Ethnic Conflict, October 3


OPTIONAL:


Citizenship and Immigration Canada (Immigration, Refugees and Citizenship Canada)
What Canada is doing - Syrian Refugees.
http://www.cic.gc.ca/english/refugees/welcome/

**Part 2. Research on Ethnic Relations in Specific Institutions**

**Note on readings and class participation in Part 2**
Note: Selection of specific institutional settings will be based on student interest, and may include employment relations and the workplace, social and medical service delivery, gender, policing and the administration of justice, and citizenship and immigration policy.

Background readings for term paper presentations: Each presenter will, at least one week prior to the presentation, suggest 2-3 publications which will be required reading for the class (availability must be confirmed in advance).

4. Readings and Student Presentation TBA Oct 10 (Introduction Assignment Due)
5. Readings and Student Presentation TBA Oct. 17
6. Readings and Student Presentation TBA Oct. 24
8. Readings and Student Presentation TBA Oct. 31
9. Readings and Student Presentation TBA Nov. 7
10. Readings and Student Presentation TBA Nov. 14
11. Readings and Student Presentation TBA Nov. 21
12. No Assigned Readings – Final Papers and Presentations Nov. 28