



UNIVERSITY OF  
**TORONTO**

University of Toronto  
Collaborative Graduate Specialization in Ethnic and Pluralism Studies  
**JTH 3000H – F – LEC0101**  
**Ethnic Relations Theory, Research and Policy**  
(Required Seminar in Ethnic and Pluralism Studies Collaborative Graduate  
Specialization)  
**Fall Term 2018**

### COURSE DESCRIPTION AND OUTLINE

**Instructor: Morton Weinfeld, Professor of Sociology, Chair in Canadian Ethnic Studies, McGill, Visiting Professor of Sociology at Univ. Of Toronto**

Time: Monday, 4-6 p.m.

Meeting Place: OISE room 3312

Office: OISE room 10-122

Office Hours : 1:30 to 3: 30 Monday, or by appointment

Contact: Morton.weinfeld@utoronto.ca

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, and related issues such as religion and immigration. It also illustrates their application to specific institutional sectors of society. The first part of the course reviews basic theory, methods and cases for addressing five key topics:

Ethnic assimilation and integration; ethnic status, inequality, and racism; ethnic conflict: local and international ; culture and policy domains; culture, and policy domains; and suspect minorities. 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 – these are just examples: employment relations and discrimination in the workplace, education, social service, and medical service delivery, housing and residence patterns, policing and the administration of justice, cultural issues, and citizenship and various policy domain issues. The focus of the seminar will be on

comparative ethnic and race relations mainly in Canada, with some reference to other advanced industrial societies including the United States and Europe.

**The seminar will provide students with an interesting and challenging encounter with many perspectives, issues, and debates in this area. The insights will be relevant to further academic work, as well as helpful in pursuing other professional careers.**

### **Format of the Course and Readings**

Class sessions include discussions of weekly readings, led either by the professor and then in later classes by students. Required readings for Sessions 1 - 6 are listed below and available online. When signing on, go to 'Library Course Reserves' on the lower right; for further information see <https://onsearch.library.utoronto.ca/copyright/course-reserves-expansion>. Or try <https://cr.library.utoronto.ca/studenthome/id/217758> There is a new Quercus system, being set up as of this writing, for course management. All will fall into place. Some useful url links to the library are also provided on the reading list. See also Short Term Loan in the Periodical Reading Room at Robarts Library.

Students will lead the first four seminar meetings of the second half of the course, meetings 7 through 10.. They will make a general presentation presenting their disciplinary approach, and then a discussion of the broader area of their s specific topic they will present later. Students will also select 1-2 additional readings for these presentations. (See below) These readings will be made available in "Course Materials" and should be submitted in a timely fashion, for example by Tuesday of the week prior to the presentation.

### **Course Assignments and Marking Scheme:**

#### ***1. Attendance and Class Participation (10%)***

Students are expected to attend seminars every week, having completed the assigned readings for the week, and prepared to participate actively 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 very ill, i.e. worse than a mild cold. If you miss more than one class in a row, please bring me a doctor's note.

#### ***2. Weekly Issue papers and general presentations.(40%)***

Students will present weekly issue papers of 2-3 pages in length, double spaced. There will be nine in total. In the first part of the seminar, there will be one introductory meeting with no readings, and then five substantive meetings. Students will prepare an issue paper for those five meetings.

In the second half, a total of 6 meetings, the class will deal with the selected readings chosen by the students in the first four of those meetings. Issue papers must be presented for those four sessions as well. During these four sessions students will present one time a general disciplinary framework for their specific topics, and then lead a discussion based on the 1-2 readings they will select for discussion. In other words, the readings and thus the content will be determined by the students. The schedule for those four sessions will be decided on Oct 1.

The last two meetings of the seminar will be devoted to formal student paper presentations. Length of time for the formal final presentations will depend on final enrollment. And after the last seminar we will find a way to share a meal, or at least a drink or coffee ☺. Food is an important, if at times devalued, element of ethnic and cultural diversity!

So students will prepare 9 issue papers : five for the first half of the seminar, and 4 for the second half. They will also as mentioned above, lead part of a session based on the general framework of their paper topic.

***Class discussion:*** Classes will start *promptly* at 4: 10 pm. We will devote the class to discussion of and lecture on the readings, led by the professor in the first half of the course , and then by students for the week's readings on the second half of the course. 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. So during the seminar students will present a total of nine issue papers of 2-3 pages each.

Each issue paper should be between two to three pages, double-spaced, and in 12-pt font. They will be helpful for student participation during the seminar. You are expected to bring up insights from your issue papers during class discussion. The issue papers will be graded based on the degree of effort, and integration of the readings where possible.

***3. Research Paper - 50%, 40% for the paper and 10% for the in class presentation in the last two meetings.***

You will focus on one of the topics covered in or related to 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.

Students must hand in a paper proposal by **Monday Oct 1, the latest**. Earlier is fine, either by email or in an earlier class. The proposal – can be one or two pages -- must consist of a description of the topic, and at least 6 academic references that have been found dealing with topic. I will reply within a week, and give feedback. The final paper must be handed in hard copy the latest Dec. 5. Earlier is also fine! Only a medical note or comparably documented issue will be acceptable as a reason for a late paper.

Your papers will be graded on: 1) quality and thoroughness of analysis; 2) extent of incorporation of research from academic and other sources; and 3) clarity and organization of presentation . The papers will not involve original research with human subjects. The final paper should be about 16-20 pages in length, not including bibliography. More references – all which must be cited – are better than fewer. The paper should be handed in as hard copy and also electronically.

You will prepare a 15-20 minute presentation ( the actual time can vary depending on enrollment numbers ) your final paper’s hypothesis, findings, and conclusion (with accompanying hard copy handouts or power point slides or other A/V such as Prezi) during the final two classes Nov. 26 and Dec. 3. And depending on class size, and therefore timing, there will be Q and A and discussion.

**Special needs:** If you have documentation that you 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](http://www.thestar.com/news/gta/2013/01/10/tdsbs_chris_spence_resigns_amid_growing_plagiarism_scandal.html)

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](http://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. 10

### **Part 1. Basic Concepts and broad issues**

2. Ethnic assimilation and integration – Sept 17
3. Ethnic inequality—Sept 24
4. Ethnic conflict: local and international—Oct. 1
5. Dual loyalties, suspect minorities, Oct. 15
6. Policy issues: culture and ethnic match—Oct. 22

### **Part 2. Research on Ethnic Relations in Specific Institutional and geographic settings**

Note: Selection of specific case studies and settings will be based on student interest, and may include employment relations and the workplace, social and medical service delivery, gender, immigration and refugees, policing and the administration of justice, issues of culture and intersectionality, and politics, citizenship and tensions in other policy domains.

7. Readings and general Student Presentation TBA –Oct 29
8. Readings and general Student Presentation TBA Nov 5
9. Readings and general Student Presentation TBA Nov 12
10. Readings and general Student Presentation TBA Nov. 19
11. and 12. Formal presentations of final papers . Nov. 26 and Dec. 3

## **REQUIRED READINGS FOR EACH SESSION**

(Suggestions for further study are provided under Optional.)

### **2. Ethnic Assimilation and integration: Theory and Discourse (Sept. 17)**

Alba, Richard and Victor Nee. 1997. "Rethinking Assimilation Theory for a New Era of Immigration," *International Migration Review* 31, 4 (Winter 1997): 826-874.

<http://proquest.umi.com/pqdlink?index=24&did=24024897&SrchMode=3&sid=4&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1249055615&clientId=12520&aid=3>

Reitz, Jeffrey G . 2011. "Pro-immigration Canada: Social and Economic Roots of Popular Views." IRPP Study, no. 20. Montreal: Institute for Research on Public Policy.

[http://www.irpp.org/pubs/IRPPstudy/IRPP\\_Study\\_no20.pdf](http://www.irpp.org/pubs/IRPPstudy/IRPP_Study_no20.pdf)

Li, P.S. 2003. [Deconstructing Canada's discourse of immigrant integration](#). *Journal of International Migration and Integration*, Vol. 4(3), pp 315-333.

### **3. Ethnic Status, Inequality, and Racism Sept 24**

Pendakur, Krishna and Ravi Pendakur. 2011. "Color by numbers: minority earnings in Canada 1995-2005," *Journal of International Migration and Integration* 12: 305-329.

[http://www.sfu.ca/~pendakur/Colour\\_By\\_Numbers.pdf](http://www.sfu.ca/~pendakur/Colour_By_Numbers.pdf)

Owusu-Bempah, Akwasi and Scott Wortley, [Chapter 10: Race, Class and Criminal Justice in Canada](#) pp.281-230.

Andrew Cardozo and Ravi Pendakur, Canada's visible Minority population: 1967-2017, Metropolis BC, Aug. 2008. Sections 4 and 5.

Eduardo Bonilla-Silva and David Dietrich, "The Sweet Enchantment of Color-Blind Racism in Obamerica" in *Annals, AAPSS*, 634, March 2011, 190-206.

Block, Sheila and Grace-Edward Galabuzzi, "Canada's Colour Coded Labour market: the gap for racialized workers," Canadian Centre for Policy Alternatives and Wellesly Institute, March 2013.

Sue, Derald Wing, "Microaggressions, marginality, and oppression: An Introduction" in Derald Wing Sue ed. *Microaggressions and Marginality: Manifestation, Dynamics, and Impact*, Derald Wing Sue ed. John Wiley, 2010, 3-22.

#### 4. Ethnic Conflict, October 1

Putnam, Robert D., 2007. "E Pluribus Unum: Diversity and Community in the Twenty-first Century. The 2006 Johan Skytte Prize Lecture," *Scandinavian Political Studies*, 30(2): 137-74.

<http://www3.interscience.wiley.com/cgi-bin/fulltext/118510920/PDFSTART>

Huntington, Samuel P. 1993. "The clash of civilizations?" *Foreign Affairs* 72(3): 22-49.  
<http://proquest.umi.com/pqdlink?index=76&did=414785&SrchMode=3&sid=6&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1249056437&clientId=12520&aid=4>

Sen, Amartya. 2006. "What Clash of Civilizations?" *Slate*, March 29, 2006. Based on his book *Identity and Violence: The Illusion of Destiny*, New York: Norton, 2006.  
<http://www.slate.com/id/2138731/pagenum/all/>

Will Kymlicka, the Uncertain futures of Multiculturalism" p. 82-85

Bhikhu Parekh, Bhikhu. 2006. "Europe, liberalism and the 'Muslim question,' pp. 179-203 in Tariq Madood, et al. (eds.) *Multiculturalism, Muslims and Citizenship: A European Approach*, London: Routledge.

Joppke, Christian. 2012. *The Role of the State in Cultural Integration: Trends, Challenges and Ways Ahead*. Migration Policy Institute.

<http://www.migrationpolicy.org/pubs/CivicIntegration-Joppke.pdf>

#### 5. Culture and Policy Domains, Oct. 15

Paul A. Bramadat, "Towards a New politics of Authenticity: Ethnic cultural representation in theory and Practice, *Canadian Ethnic Studies*, 2005, 37:1, 1-21



Morton Weinfeld, "The Challenge of Ethnic match: Minority Origin Professionals in Health and Social Service, in Harold Troper and Morton Weinfeld eds, *Ethnicity, Politics, and Public Policy*. Univ. of Toronto Press. 1999 117-141

George Dei, "The Role of Afrocentricity in the Inclusive Curriculum in Canadian Schools., *Canadian Journal of Education* 21 2, 1996, 170-186

Vic Satzewich, " Multiculturalism, transnationalism, and the hijacking of Canadian foreign policy: a pseudo problem?" *International Journal*, summer 2007, 43-62

## **6. Suspect minorities Oct. 22**

Robin Cohen, "Diasporas and the Nation State: From Victims to Challengers," *Ethnicity and International Relations* 72 (3) 1996, 507-529

Ilan Zvi Baron, " The problem of dual loyalty" *Canadian Journal of Political Science*, 2009 42 (4) 1025-1044

Rita Dhamoon and Yasmeen Abu-Laban. 2009 " Dangerous internal foreigners and Nation-Building: the case of Canada." *International Political Science Review*, 30 (2) 163-183

Evelyn Massa and Morton Weinfeld, 2010, " We needed to Prove we were Good Canadians: contrasting paradigms for suspect minorities, *Canadian Journal for Social Research* 3 (1) 15-27.