



COURSE OUTLINE

Ω Please note: It is recommended students keep this outline for their records.

1. Instructor Information

- (a) Instructor: Dr. Peter Maidstone
- (b) Office hours: Mon.11:00-12:20/Tue.12:30-2:20/Wed.11:00-12:20
- (c) Location: Paul 230
- (d) Phone: (250) 370-3369
- (e) E-mail: maidstone@camosun.bc.ca (brief messages only)

2. Intended Learning Outcomes

Canadian society is made up of many ethnic groups, and with the exception of aboriginal peoples, we are all in a sense recent immigrants to this country. The typical Canadian attitude with respect to the question of ethnic groups is that Canada is, and has been, a haven open to all of the peoples of the world, and that unlike the United States or South Africa, Canadian society has been free of racism and racial discrimination.

The aim of this course is to critically examine this myth, and to explore the reality of ethnic group relations in Canadian society. Through an examination and analysis of Canadian ethnic minorities, the course aims to give the student a better understanding of some of the ethnic groups that make up our society, and to provide a more objective picture of the nature of ethnic group relations within it.

At the end of the course the student will be able to:

1. Demonstrate a knowledge of the nature of ethnic group relations in Canada.
2. Employ a sociological perspective to critically assess racism, ethnic stratification, the politicization of minorities, and other ethnic issues that confront Canadian society.

3. Required Materials

- (a) Texts

Elliot, Jean Leonard and Augie Fleras. *Unequal Relations: an Introduction to Race and Ethnic Dynamics in Canada*, 5th ed. Scarborough: Prentice-Hall, 2007.

Henry, Frances, Carol Tator, Winston Mattis, and Tim Rees. *The Colour of Democracy: Racism in Canadian Society*, 3rd ed. Toronto: Harcourt Brace, 2006.

4. Basis of Student Assessment

(a) Assignments

First essay 10%

Each student is responsible for completing a three-page typewritten analysis of a current Canadian newspaper or magazine article. This assignment will be evaluated on a Pass-Fail basis. A copy of the article together with the analysis is due February 21/22.

Second essay 10%

Each student is responsible for completing a three-page typewritten analysis of one of the unassigned chapters of the Henry text. This assignment, which will be explained more fully in class, will be evaluated on a Pass-Fail basis. A copy of the analysis is due March 28/29.

(b) Exams

First exam 30%

The exam will be an "objective style" multiple choice exam, but will attempt to test one's conceptual rather than factual knowledge. It will focus on material covered to date in the course, and will be written in class February 12/13.

Second exam 35%

The second exam will have the same format as the first. It will be based on material covered in the lectures and readings. It will be written in class March 12/13.

Third exam 15%

The third exam will retain the same format as the other exams. It will focus on areas covered since the second exam, and will be written in class April 11/12.

5. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

6. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

COURSE TOPIC AREAS

(a) Race as a Biological Concept

The aim of this introductory unit is to define terms, and to distinguish scientific from pseudoscientific research on the topic of race. The focus will be on race as a biological concept, and the objective is to convey to the student an understanding of the following questions:

- the evolution of the concept of race
- the differences and similarities between the "races," from a biological point of view
- the genetic basis of race
- the relationship between race and intelligence
- race as a phenomenon in Canada today

(b) Racism and Ethnicity

This unit will explore the sociological side of race, which will involve a clarification of terms, and an analysis of the origin and role of racism. The objective is to make the student familiar with the development of racist attitudes in Canadian society.

(c) Immigration

This unit will focus on the history of immigration, and its relationship to racism and social stratification. Its aim is to provide the student with an understanding of how we became the type of society that we are and what kind of society we are becoming. Thus, the unit will examine which ethnic groups have come and are coming to Canada, and will analyse the issues that surrounded their immigration to Canada.

(d) Ethnic Stratification: a Historical Perspective

The objective of this unit is to develop an awareness of what happened to ethnic groups once they settled in Canada. The origin and development of ethnic stratification will be examined. Thus, the student will become aware of the process by which Canada evolved into a society whose social structure is based on a fundamental link between social class and ethnicity.

(e) Ethnic Stratification: a Contemporary Perspective

This unit will examine the ethnic stratification system today in Canada, and analyse its impact upon ethnic minorities. The aim of the unit is to give the student an insight into the contemporary situation of ethnic minorities, and an awareness of how their situation may be understood in terms of the concept of a "vertical mosaic."

(f) Ethnic Integration

The objective of the unit is to impart to the student an understanding of the three basic approaches to social adjustment in Canada (angloconformity, melting pot, and multiculturalism), and to examine the role played by government in the process of social adjustment. In addition, the unit aims to develop in the student a critical awareness of the extent to which ethnic integration has taken place, and the factors which have affected this process.

(g) The Response of Ethnic Minorities

The purpose of the final unit is to explore the involvement of minority ethnic groups in the shaping of their own destinies. Its aim is to make the student aware of the ways they have responded to the ethnic stratification system of our society.