COURSE DESCRIPTION

Canadian interest in the social and psychological consequences of living in a racially and culturally heterogeneous environment is growing. This knowledge is especially critical for social workers practicing in this diverse context. This course provides an overview of concepts, theories, and issues related to race and culture in social work theory, policy, research, and practice. This course examines current conceptual and theoretical debates on race and culture, racialization, multiculturalism, identity, and racism. In addition, students will learn about how society’s institutions and structures handle racial/cultural issues, and the role of social work in responding to the challenges and opportunities introduced by Canada’s increasingly diverse population.

COURSE OBJECTIVES

Upon completing this course, students will be able to:
1. Identify and discuss concepts, theories, and issues related to race and culture;
2. Become familiar with current issues and debates on this topic;
3. Demonstrate the ability to engage in critical analysis of concepts, theories, and issues related to race and culture; and
4. Know, understand, and discuss the implications of these concepts, theories, and issues for the field of social work.

COURSE MATERIALS

COURSE REQUIREMENTS

The final grade for this course will be based on the following:

- Article Summary/Critique and Presentation: 20%
- Book/Film Review (Due on Thursday, February 28, 2013): 30%
- Final Assignment (Due on Monday, April 4th, 2013): 50%
- Total: 100%

Article Summary/Critique and Presentation (20%)

Each student will review and present a summary and critique of one of the assigned readings throughout the semester. A sign-up sheet will be provided on the first day for students to select these readings. In preparing these summaries/critiques, students will:

1) Describe the purpose of each reading;
2) Describe the author’s main points and conclusions;
3) Define the key concepts and theories used in the text;
4) Discuss the relevance of the topic for the social work profession;
5) Identify the strengths and limitations of the text; and
6) Propose 2 questions or topics for class discussion based on this text.

Students will be required to hand in a copy of their summary/critique (point form is acceptable).

Book or Film Review (30%)

Each student will submit a written review and analysis of a book or film focusing on a topic related to this course. Books must be works of non-fiction. Some suggestions include:

Books


Films

Crash Atanarjuat Dancing with Wolves The Color Purple Mississippi Masala Whale Rider School Ties Touch of Pink Water/Fire/Earth Joy Luck Club The Kite Runner The Namesake Double Happiness Monsoon Wedding

Film reviews should include the following:

- A brief outline of the story that the film tells about race/culture/ethnicity.
- A consideration of how racial/cultural/ethnic diversity is represented in the film.
- A description of how the broader social context shapes how race/culture/ethnicity is negotiated in the film.
- A description of how the film takes up various issues discussed in class and/or in the readings.
- A discussion of how you felt while watching the film. What moments evoked particular emotions? Why? What values or ways of thinking underlie your emotional response? Did the film challenge your notions of racial/cultural/ethnic diversity?
- A consideration of some of the practice issues that may be raised in the film.

Book/film reviews should be no longer than 5 pages.
Final Assignment (50%)

Option 1
For the final assignment, students have the option of writing a final paper, due in class on Monday, April 4th, 2013. The purpose of this assignment is to integrate the theories and concepts discussed in the course. Final papers are expected to reflect the student’s ability to offer a critical analysis of issues related to race, culture, and social work. Students are encouraged to use the final paper as an opportunity to explore their own interests related to race/culture, but some suggestions include:

- Does racial/cultural diversity threaten national unity?
- What are the social and psychological implications of thinking in terms of self/other, white/black, and similarity/difference?
- Why are people invested in the idea of racial/cultural difference?
- Do men and women have similar or different views on race/culture and racism?
- Is being “colour-blind” the same as being “anti-racist”?

This paper should be between 12-15 pages long.

Option 2
For the final assignment, students may complete an art project, drama project, or short documentary film on an issue in the area of race, culture, and social work. This project must be accompanied by a 5-page reflection (due in class on April 4th, 2013) on the process of creating your work, including an analysis of how it fits with and/or challenges concepts discussed in the course. This is a small paper, but should be considered a proper piece of academic work with appropriate referencing. Opinions should be substantiated by research.

Students may consult the instructor about the topic of the assignment. All papers must be formatted according to APA or MLA guidelines and include a bibliography. All pages must be numbered and stapled together. Students are also encouraged to print their assignments double-sided, and to not use bindings (especially plastic). If you require information or support related to writing papers and referencing, please contact the Academic Writing Centre on campus.

Class Attendance and Participation
This class is organized as an interactive seminar. Students are expected to contribute to group learning by sharing their ideas, reflections, questions, and experiences in a manner that is respectful to others. Please advise the instructor in advance of the class if you will be absent. Please note that students who are absent from more than 2 classes (except in exceptional circumstances that must be communicated to the instructor) will lose 3% of their final grade for each additional class missed.

Deadlines
Work submitted after the final date, without prior discussion and approval of the instructor, will be deducted 5% for each day the paper is overdue (including weekends). In exceptional circumstances such as illness or family emergency, it may be difficult to meet the deadline. In such cases, you must contact the instructor before the paper is due. Extensions to the due date will only occur with appropriate documentation.
Accommodation

For students with disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre for Students with Disabilities (500 University Centre) to complete the necessary forms. After registering with the Centre, please make an appointment to meet with me in order to discuss your particular needs for accommodation.

For religious observance

Students requiring academic accommodation of the basis of religious observation should make a formal, written request to me for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of classes, or as soon as possible after the need for the accommodations is known to exist but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly on an individual basis between the student and professor.

For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an equity advisor in Equity Services to complete a letter of accommodation. You then must make an appointment with me to discuss your needs; this has to be done at least two weeks prior to the academic event for which it is anticipated the accommodation is required.

Plagiarism

Plagiarism is a serious offence. It occurs when: (1) you directly copy another’s work without acknowledging it; (2) you closely paraphrase the equivalent of a short paragraph or more without acknowledging it; (3) you borrow without acknowledgment, any ideas in clear and recognizable form in such a way as to present them as your own thoughts, where if they were your ideas they would contribute to the merit of your work; (4) when you use direct quotations without quotation marks (or indenting and single-spacing) and references. For more information, please consult the graduate calendar.

Instructional Offences: Regulations

The Senate of the University has enacted the following regulations for instructional offences: Any student commits an instructional offence who:

1. cheats on an examination, test, or graded assignment by obtaining or producing an answer by deceit, fraud or trickery, or by some act contrary to the rules of the examination;
2. submits substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved. Minor modifications and
amendments, such as changes of phraseology in an essay or paper, do not constitute a
significant and acceptable reworking of an assignment;
3. contravenes the regulations published at an examination or which are displayed on the
reverse side of a properly authorized examination booklet;
4. commits an act of plagiarism (which for the purpose of this regulation shall mean to
use and pass off as one's own idea or product work of another without expressly giving
credit to another);
5. disrupts a class or other period of instruction if he or she:
a) is a registered member of the class or period of instruction; b) is warned to discontinue
any act or behaviour reasonably judged by the instructor of the course or period of
instruction to be detrimental to the class, and having ignored such warning is ordered by
the instructor to leave and refuses to leave.

Any student found in violation of these regulations may be:
a. expelled;
b. suspended from all studies at the University;
c. suspended from full-time studies; and/or:
d. awarded a reprimand;
e. refused permission to continue or to register in a specific degree program but subject to
having met all academic requirements shall be permitted to register and continue in some
other program;
f. placed on Academic Warning;
g. awarded an F or Abs in a course or examination.

Allegations of instructional offence may be investigated by instructors and/or departmental
chairs and, in all cases, will be reported to the faculty Dean. The Dean will promptly advise, in
writing, the student and the University Ombudsperson of the allegation and of the student's
rights. The Dean will review the allegation and, if not resolved at that level, the allegation
becomes subject to final disposition by a tribunal appointed by the Senate. Information about
procedure governing tribunals is available from the Clerk of Senate, 607 Robertson Hall.

LIST OF WEEKLY READINGS

Date: January 10, 2013
Topic: Introduction and Overview of the Course

Date: January 17, 2013
Topic: Understanding Race, Culture, and Ethnicity: Theories and Concepts

Publishing Co., Inc. Chapter 1, Canadian Critical Race Theory.

divisions. In Racialized Boundaries: Race, Nation, Gender, Colour and Class in the Anti-racist


**Date: January 24, 2013**  
**Topic: Immigration and Multiculturalism in Canada: History and Current Debates**


**Date: January 31, 2013**  
**Topic: Race, Culture, Ethnicity and Identity**


**Date: February 7, 2013**  
**Topic: Multiculturalism and social action**

Date: February 14, 2013
Topic: Racism, Stereotyping and Prejudice


Date: February 21, 2013
Reading Week

Date: February 28, 2013
Topic: Race, Culture, and Gender


Date: March 7, 2013
Topic: Race, Culture, Ethnicity and the Media


Date: March 14, 2013  
Topic: Race, Culture, Ethnicity, and Social Institutions I: Education and Employment


Date: March 21, 2013  
Topic: Race, Culture, Ethnicity, and Social Institutions II: Justice and the Law


Date: March 28, 2013  
Topic: The Role of Social Work: Responding to Diversity and Discrimination


Date: April 04, 2013  
Topic: Course Wrap-Up and Evaluation (*Final Papers due.)
Evaluation Criteria for Written Assignments

- Analysis of subject (80% of final paper grade)
- Does the assignment have a strong introduction, rationale and a clearly articulated focus?
- Are the arguments developed in a logical and thoughtful manner?
- Is the assignment relevant to the course and does it adequately integrate course materials, discussions and debates in framing its arguments?
- Is the assignment well researched?
- Are data sources accurate and comprehensive?
- Is there a consistent theoretical framework that guides the analysis?
- Does it present a strong critical analysis of the subject matter?
- Does it have a strong concluding statement that addresses the arguments raised in the assignment?
- Is the assignment well organized with subheadings where appropriate?

- Style (20% of final grade)
- Fluent expression and clear organizational structure
- Correct punctuation, sentence structure and grammar
- Complete and proper referencing, and use of footnotes/endnotes
- Appropriate and adequate bibliography (consistent referencing style, APA or MLA)
- Absence of typing and spelling errors

Grading Guidelines:

An A essay has a polished style, sound judgment, effective organization, and an argument of substance. It often has a special flair, a something extra which distinguishes it from a competent B-plus paper: for example originality or profundity, a special way with words, exceptionally sound research. An A paper is rich in content and has a sophisticated analysis. A reader has the sense of being significantly taught by the author, sentence after sentence, paragraph after paragraph. Stylistic finesse is another keynote: the title and opening paragraph are engaging; the transitions are artful, the phrasing is tight, fresh and highly specific. Finally, an A essay, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity.

A B paper displays a good job of meeting all the criteria of the assignment. It is typically competent but undistinguished: although basically sound in content, style and organization, it lacks the stylistic finesse and richness of the content characteristic of an A paper. The paper demonstrates an ability to analyze as well as describe the subject matter. The paper expresses sound ideas and imparts substantial information, which is by no means devoid of interest. It will state a reasonably clear thesis or organizing principle early in the argument: subsequent points will support that thesis or principle and be ordered logically. Diction will be much more concise and precise than that of the C essay and the text will be relatively free of grammatical and stylistic errors.

A C essay is average or acceptable piece of work that does a good job of meeting some, but not all of the criteria. It often exhibits distinct lapses in style, organization and content. In one way and other the essay has shortcomings which suggest that although it has something to say it has not fully come to terms with its subject or expressed its insights clearly enough. It generally demonstrates a good ability to describe the subject matter but is weak in the area of analysis. A number of papers fit the C classification: those in which the ideas and information though present, seem thin and commonplace;
those in which the writing style falls clearly short of reasonable expectations; those which stray from the assigned topic; those which deal with the topic, but are too perfunctory; those which are rambling and disorganized; those which involve a good deal of padding; and so on.

A D paper is fair. It shows a weak comprehension of the concepts, and/or the topic may not be relevant, and/or it has weak links to the material and/or no critical analysis, a weak or unclear description, poor organization or citation of sources.

An F essay has considerable faults in style, organization and content. There may be glimmerings of an argument, but these will be obscured by faulty logic, garbled prose, frequent mechanical errors, and lack of any discernible principle of organization. Papers, which require the marker to guess at the meaning behind the writer’s words, are F papers. So do papers, which although they may make sense of some kind, bear little or no relation to the topic. Other possibilities: slapdash papers which make one or two points, but are obviously superficial efforts with no serious thought behind them; papers which do little more than string quotations together with a few lines of introduction.