



School of Social Sciences and Humanities

INTD 350

Special Topics

Race, Ethnicity, and Multiculturalism in Canada

Fall 2025

3 Credits

Course Outline

INSTRUCTOR	Shawkat Shareef	OFFICE HOURS	Thursdays 12.00-2.00 pm
OFFICE	A 2017	CLASSROOM	TBD
E-MAIL	sshareef@yukonu.ca	CLASS TIME	TBD
TELEPHONE	(867) 456 8604	CRN	TBD
Liberal Arts office: Ayamdigut Campus A2501, liberalarts@yukonu.ca, 867-668-8770			

COURSE DESCRIPTION

This course focuses on a relatively broad topic in a science, social science, or humanities discipline or interdisciplinary area. Topics will vary from section to section. The course content, and assessments are gauged for third-year students who have chosen a particular focus of study and/or specialization within a discipline or in a thematic area. Students may achieve mastery of course content through such activities as lectures, directed readings, seminar discussions, lab or field activities, student presentations, guided research, term-paper preparation, etc., as appropriate to meet learning outcomes. See Yukon University's Liberal Arts website for more details.

SECTION DESCRIPTION

This course critically examines sociological constructions and lived experiences of race and ethnicity within the Canadian context, in relation to Canada's official policy of multiculturalism. Here, students will explore how race and ethnicity intersect with structures of power, colonialism, migration, gender, and identity using key sociological theoretical frames, historical developments, and contemporary issues. The course investigates the promises and limitations of multiculturalism in Canada, paying close attention to Indigenous-settler relations, systemic racism, immigration policy, and the reproduction of racial inequality in institutions such as education, health, labour market, and the criminal justice system. Emphasis will be placed on critical thinking and analysis, and the application of theory to empirical realities.

COURSE REQUIREMENTS

Course prerequisite(s): Completion of 200-level preparatory coursework is generally expected.

Alternative prerequisites may be established or permitted depending on the course content and field or discipline. Consult the professor or the Chair.

Section prerequisite(s): Students must have completed 200-level sociology/psychology/anthropology courses. Students with non-sociology/psychology/anthropology 200-level course works may be considered after consultation with the professor.

EQUIVALENCY OR TRANSFERABILITY

Find out more about course transfer at <https://www.bctransferguide.ca/> It is the receiving institution that determines acceptability of any course for transfer.

COURSE GOALS

The goals of INTD 350 are to:

- Offer opportunities for enhanced student access to learning in fields, disciplines and areas that are beyond the scope of regular resources and offerings;
- Provide an opportunity for faculty to pilot courses under development;
- Permit students and faculty to benefit from the expertise of visiting scholars or experts, and enhance the knowledge base of social sciences and humanities offerings; and
- Provide an environment in which students can develop an understanding of specialized material and can exercise their academic faculties in new and challenging ways.

COURSE LEARNING OUTCOMES

As a third-year course, upon successful completion of the course, students will be able to:

- Apply ideas, concepts, principles, and theories to new research questions;
- Analyze and separate into their component parts ideas, concepts, principles, and theories to gain a global perspective;
- Synthesize disciplinary / academic concepts, principles, and theories into a unified whole that demonstrates original or creative thinking;
- Communicate information, arguments, and analysis accurately and reliably, orally and in writing;
- Adhere to ethical academic and professional practice; and
- Meaningfully express social and cultural complexities in and/or among different groups, including Indigenous peoples.

SECTION LEARNING OUTCOMES

Upon successful completion of the course, the students will be able to:

- Critically analyze the historical and contemporary sociological constructions of race and ethnicity in Canada, with an emphasis on their intersection with colonialism, migration, marginality, power, and identity.
- Apply key sociological theories (e.g., critical race theory, postcolonial theory, intersectionality, and structural functionalism) to assess and interpret racial and ethnic/multicultural dynamics in Canadian institutions and socio-economic policy.
- Evaluate the theory and practice of multiculturalism in Canada, identifying its implications for social inclusion, systemic inequality, and nation-building.
- Demonstrate a critical understanding of systemic and institutional racism, particularly how racialized and Indigenous communities experience and resist structural barriers.
- Demonstrate a critical understanding of systemic and institutional racism, particularly how racialized and Indigenous communities experience and resist structural barriers.

COURSE FORMAT

Delivery format

The amount of instruction will be equivalent to a standard 3-credit course, though delivery may be accelerated. Course format will vary, depending upon the professor and the course of study.

This course is delivered on campus, in person or, after consultation with the professor, through video conferencing or other delivery method.

Workload

The course requires the equivalent of three hours of in-person engagement with the professor weekly; the exact format will depend on the topic, delivery mode, and class size. Students may participate in a lecture, lab, or tutorial, and/or undertake field activities, independent reading, or other assigned or agreed work. The estimated time required for successful course completion is about 10 to 12 hours per week.

SECTION FORMAT

Delivery Format

This course will be delivered in-person using a seminar format to encourage discussion, critical engagement, and collaborative learning. For students residing in remote communities, a simultaneous Zoom-based seminar will be offered to ensure full participation. In addition to the scheduled seminar sessions, several topics will be explored through one-on-one meetings—either in-person or via Zoom—depending on individual needs and availability. Alternative delivery methods may be considered as the course progresses. Please note that this course will **not** use PowerPoint presentations; instead, it will rely on readings, dialogue, and interactive discussion.

Workload

The course requires the equivalent of three hours of in-person engagement with the professor weekly; the exact format will depend on the topic, delivery mode, and class size. Students may participate in a lecture, lab, or tutorial, and/or undertake field activities, independent reading, or other assigned or agreed work. The estimated time required for successful course completion is about 10 to 12 hours per week.

EVALUATION

Grading in this course will use standard letter grade.

Evaluation is dependent on the course format, section topic, goals and outcomes. In the case of directed studies, evaluation will be developed and agreed upon by the instructor and student collaboratively.

Options for assessments include essays and research papers, literature reviews, case studies, presentations, annotated bibliographies, reflective papers, critical reviews, oral debates, field reports, research or project proposals, concept maps, portfolios, audio/video products, etc., as appropriate.

Engagement and Participation

Students must participate fully in the course to be successful; this will include regular attendance, engaged participation and thoughtful completion of assignments.

Assignments

TBD

Quizzes and Tests

TBD

Presentations / Activities

TBD

Exam

TBD

Engagement and Participation	15 %
Assignments	20 %
Midterm exam	20 %
Presentations / Activities	15 %
Final Research Paper/Project	30 %
Total	100%

TEXTBOOKS & LEARNING MATERIALS

Fleras, Augie. (2017). **Unequal Relations: A Critical Introduction to Race, Ethnicity, and Aboriginal Dynamics in Canada (8th ed.)**. Toronto: Pearson Canada.

E-Text: <https://www.vitalsource.com/en-ca/products/unequal-relations-augie-fleras-v9780134381978>

Text aside, journals, videos, and other materials will be used in this course based on the needs and priorities of the students.

Reference management software, such as Zotero (zotero.org) or EndNote, would be an asset and is recommended.

Specialized materials or equipment may be needed for some activities and some courses. These will be discussed in class as required.

COURSE WITHDRAWAL INFORMATION

Students may officially withdraw from a course or program without academic penalty up until two-thirds of the course contact hours have been completed. Specific withdrawal dates vary, and students should become familiar with the withdrawal dates of their program. See withdrawal information at www.yukonu.ca/admissions/money-matters

Refer to the YukonU website for important dates: www.yukonu.ca/admissions/important-dates

Refunds may be available. See the Refund policy and procedures at www.yukonu.ca/admissions/money-matters

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures (updated bi-annually) for further details about academic standing, and student rights and responsibilities: www.yukonu.ca/policies/academic-regulations

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact Accessibility Services for resources or to arrange academic accommodations: access@yukonu.ca. [Text updated by CPRC 16 November 2022]

SECTION TOPIC OUTLINE

Date/Week	Topic/Reading	Preparation
Week 1	• Introduction to the Course and Key Concepts • Race, Ethnic, and Aboriginal Relations: Patterns, Paradoxes, Perspectives • Theorizing Intergroup Relations: Sociological Models of Society as Explanatory Frameworks Reading: Fleras, Unequal Relations, Ch. 1	Reflexive commentary
Week 2	• Theorizing Canada's ethnic relations Reading: Fleras, Unequal Relations, Ch. 1 contd....	Reflexive Commentary
Week 3	• The politics of Race • Will Race matter in future? Reading: Fleras, Unequal Relations, Ch. 2	Reflexive commentary
Week 4	• Racisms and Anti-racism • Problematizing Racisms in Canada • Anti-racism Reading: Fleras, Unequal Relations, Ch. 3	Reflexive commentary

Week 5	• Why and How of ethnicity • Depoliticizing Ethnicity: Making Canada Safe For Ethnicity, Safe From Ethnicity Reading: Fleras, Unequal Relations, Ch. 4	Reflexive commentary
Week 6	• Racialized Inequality • Canada's Racialized Mosaic Reading: Fleras, Unequal Relations, Ch. 5	Reflexive Commentary
Week 7	• Gender Minorities, Gendered Exclusions • Explaining Gendered Inequality: Overlapping, Intersecting, and Interlocking Reading: Fleras, Unequal Relations, Ch. 6	Reflexive Commentary Assignment 1 due
Week 8	• An Unsettled Relationship • Canada's Aboriginal Peoples: Diversity in Distress • Relations Repair: Difference, Land, Governance Reading: Fleras, Unequal Relations, Ch. 7	Reflexive Commentary
Week 9	• Remaking Canada: Rethinking the Relationship • Toward a Postcolonial Social Contract: Two Steps Forward . . . • An unsettled relationship Reading: Fleras, Unequal Relations, Ch. 7 contd..	Reflexive Commentary
Week 10	• Canada: An Immigration Society of Immigrants • Who Got in? Exclusionary Practices • Overhauling the Program • Who Gets in? Canada's Immigration Program Reading: Fleras, Unequal Relations, Ch. 8	Reflexive Commentary
Week 11	• Multiculturalism as Canada-Building Governance • Introduction: Living Together with Differences: Puzzles, Paradoxes, and Prospects • Theorizing Multiculturalism as Governance Reading: Fleras, Unequal Relations, Ch. 9	Reflexive Commentary

Week 12	• Multiculturalism in Canada • Public Perceptions/Critical Reactions • Multiculturalism: Doing It the Canadian Way Reading: Fleras, Unequal Relations, Ch. 9 contd..	Reflexive Commentary Assignment 2 due
Week 13	• This adventure called Canada-building • New Rules, New Game, Evolving Outcomes • Canada-Building: An Unfinished Work in Progress Reading: Fleras, Unequal Relations, Ch. 10	Reflexive Commentary
Week 14	• Toward a Post-national Canada: Nation or Notion? • Building Canada: Perfecting Imperfections Reading: Fleras, Unequal Relations, Ch. 10	Reflexive Commentary Final Research Paper/Project due
Week 15	• Race, Ethnicity and Multiculturalism in Canada: an overview	Presentations