

Sociology 310: Canadian Society 2013

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310 lectures: Tuesday & Thursday: 3:30-5:00 (Anso 207)

Office Hours: Tuesday & Thursday: 2:00-3:00 (Anso 2212)

Course Description:

This course applies a critical sociological lens to the society in which we live. We will explore many of the central social processes shaping Canadian society today, including colonialism, Indigenous rights and self government, Quebec sovereignty, multiculturalism, racism, globalization, the welfare state and economic restructuring. Throughout the course we will link contemporary trends with historical contexts to explore the dynamics of social cleavages, competing citizenship claims, social movements, and other pressures reshaping Canada. Drawing on theories of intersectionality, we will also consider how power and privilege intersect along difference axes, particularly ethnicity, racialization, class and gender.

Required Reading:

- 1) Pearson Custom Sociology, Sociology 310: Fleras DB/Creese
(selections from Augie Fleras, *Unequal Relations: An Introduction to Race, Ethnic and Aboriginal Dynamics in Canada, Edition 7, 2012* (chapters 7, 8, 9, 10 and 12).
- 2) Pearson Custom Course pack: Sociology 310-Canadian Society
(selections from Edward Grabb and Neil Guppy, *Social Inequality in Canada: Patterns, Problems, Policies, Edition 5, 2009* (chapters 1, 2, 6, 7, 9, 15 and 24)
- 3) on-line study cases for the Fleras book, available to read or download at www.pearsoncanada.ca/fleras

UBC Bookstore and Koerner Library On-Reserve:

The required custom text and course pack are available for purchase at the UBC Bookstore. The two books reproduced in the custom text and course pack (Fleras, *Unequal Relations* and Grabb & Guppy, *Social Inequality in Canada*) are also on reserve in Koerner Library.

Learning Objectives:

- 1) To understand the main social processes organizing Canadian society
- 2) To understand the historical origins and contemporary dynamics of social cleavages and competing claims in Canada
- 3) To develop a critical perspective that links course material with everyday current affairs

Course Requirements**Critical reflections: 20%**

You must write 4 brief critical reflections on course readings. Each critical reflection is worth 5%.

Due Dates*: Sept 26, October 10, October 31, and November 21 (in class)

Newspaper research assignment: 35%

Assignment Outline*

Course Value: 5% Due Date: October 3, Week 5 (in class)

Final Assignment*

Course Value: 30% Due Date: November 14, Week 11 (in class)

Final Exam: 35%

Course Value: 35% Due Date: April final exam period

Format: Essay Questions

In-Class small group discussions: 10%

There will be 6 in-class small group discussions during the term. You are expected to complete the required reading in order to be an informed participant of group discussions. Each group will turn in a written summary of the discussion at the end of the class period, including the names of all participants. A different student each time will be responsible for submitting discussion notes.

Students will receive 1.5 marks for each in-class discussion (9% in total), with 1 bonus mark for those who participate in all 6 small group discussions.

It is not possible to make up for missed small group discussions.

*** Extensions for written assignments will only be granted for illness or family crises.**

Other late assignments will be subject to penalties.

Academic Integrity is an integral part of all universities, and violations of academic integrity cannot be tolerated, even if they are unintentional. Familiarize yourself with relevant UBC policies:

Plagiarism policy: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>

Guide to academic integrity: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>

UBC policies, procedures and guidelines: <http://research.ubc.ca/ore/policies-procedures-guidelines>

Faculty of Arts grading guidelines: <http://legacy.arts.ubc.ca/faculty-amp-staff/resources/courses-and-grading/grading-guidelines.html>

Critical Reflections:

You will produce a series of 4 critical reflections on the readings for the different substantive sections of the course. These are intended to spur you to actively engage with the literature and the issues discussed in class.

- 1) Indigenous issues: readings for weeks 3-4: due **September 26**.
- 2) Quebec: readings for weeks 5-6: due **October 10**
- 3) Immigration, multiculturalism and racism: readings for weeks 7-9, due **October 31**.
- 4) Poverty, globalization and economic restructuring: readings for weeks 10-12, due **November 21**

All critical reflections are due in class on the due date. **Please do not e-mail assignments.** Penalties will be imposed for late submissions.

This assignment is not intended to be a summary of the readings. It is intended as a series of short ‘thought pieces’ that convey how you are thinking about the material, thoughts about specific points or issues raised in one or more class readings. For example, you can use these pieces to disagree with an author’s arguments or conclusions; to extend the analysis in somewhat different directions; to contribute additional insights; to raise additional questions or points that you think are important; or you may wish to make links between readings in different weeks; to evaluate points of disagreement between authors; or to draw analytical connections to current events.

Each reflection should be about **2 pages** double-spaced. Be sure to include citations for the readings you address.

Grading Criteria:

These assignments will be graded on the following criteria:

- a) Demonstrates a sound grasp of the week’s readings.
- b) Offers some additional insights, questions, or thoughts.
- c) Reflections are connected to broader themes in the course and/or sociological concepts and theories.
- d) Is well written, clearly organized, and persuasively argued.

Course Value: 20%

Each assignment is worth 5% of the grade.

Newspaper Assignment

The purpose of this assignment is to extend insights drawn from course readings, to connect class discussions to current events in Canada, and to demonstrate research and critical thinking skills.

Choose a newspaper article that addresses one of the themes covered in the course.

The newspaper article should be extracted from one of the following newspapers: The Globe and Mail, The National Post or The Vancouver Sun. If you wish to use an article from a different newspaper get prior permission from the instructor.

Choose an article **published in the last 6 months**. The best way to find an appropriate article is to read newspapers daily to see what peaks your interest. All are available on-line (<http://www.theglobeandmail.com>; <http://www.vancouversun.com/index.html>; <http://www.nationalpost.com/index.html>)

Find an article that connects to one of the themes discussed in the course: for example, indigenous rights movements, relations between Quebec and the rest of Canada, issues related to immigration, multiculturalism, racism, poverty, homelessness, corporate concentration, etc.

The newspaper article will provide the starting point for your paper; use it to **ask a sociological research question** about the nature of contemporary Canadian society. Draw on course material, additional newspaper research (as required), and **additional relevant scholarly publications (at least 6)** to answer the question posed.

To find academic journal articles related to your topic conduct a subject search of Sociological Abstracts (located under Indexes and Databases on-line at UBC library). To find relevant scholarly books conduct an on-line key word or subject search of the UBC book collection. All searches can be done at <http://search.library.ubc.ca>.

There are two parts to this assignment.

Part 1: Newspaper Assignment Outline:

Course Value: 5%

Due Date: October 3, 2013

Length: 1 page, single-spaced (plus bibliography)

- 1) Attach a copy of the newspaper article (be sure to include full citations – newspaper name, author, date of publication, page number or url...)
- 2) Formulate a sociological research question that connects the events reported in the article with a broader theme discussed in the course. This should be an analytical question that requires additional research to answer.

- 3) Provide a point form outline of your paper. Are there core concepts that need to be defined in order to answer the question? What kinds of evidence (research data) will you provide to develop an answer? What main explanations or arguments will you consider? What conclusions will you draw?
- 4) Include a bibliography of sources to be consulted. **Your paper should include a minimum of 6 scholarly articles (academic journals or academic books) in addition to relevant course readings.**

Part 2: Final Newspaper Assignment:

Course Value: 30%

Due Date: November 14, 2013

Length: 6 pages, double-spaced (no smaller than this font size) plus bibliography, newspaper article, and graded outline.

- 1) **Attach the graded Newspaper Assignment Outline** (with instructor's/RA's comments on it)
- 2) Attach a copy of the newspaper article (be sure to include full citations – newspaper name, date of publication, page number or url...)
- 3) Include an introduction that frames the research question and links it to the chosen newspaper article.
- 4) Marshall and evaluate evidence to support your arguments; draw data and scholarly arguments from a variety of sources; evaluate competing claims and explanations; build a coherent argument.
- 5) Answer your question. Draw conclusions that are substantiated by your research data.
- 6) Cite all sources used to write the paper using APA style (author's surname, year of publication and page number). This includes newspaper sources, class readings, and other scholarly research you have consulted (**at least 6 additional scholarly journal articles or books**). Include a bibliography at the end of the paper. Failure to reference properly constitutes plagiarism (presenting someone else's ideas as your own) and will result in a failing grade.

Newspaper assignments will be graded on the following criteria:

- a) Demonstrated relevance of article/research questions to the course.
- b) Appropriate choices of research sources.
- b) Good organization and coherent development of arguments.
- c) Demonstration of critical thinking.
- d) Clear writing and communication.

Lecture and Reading Schedule

Weeks 1: Sept 3: no class (Imagine UBC)

Sept 5: Introduction

Week 2: Sept 10 and 12: Conceptualizing Canada

Reading: Fleras, "This Adventure Called Canada-Building"

Small Group Discussion Sept 12

Week 3: Sept 17 and 19: Indigenous Peoples and Government Policies

Reading, Fleras, "Aboriginal Peoples in Canada: Repairing the Relationship"

Note: Wednesday September 18: The Indian Residential Truth and Reconciliation Commission of Canada (Pacific Coliseum) – all UBC classes are suspended and you are encouraged to attend.

Week 4: Sept 24 and 26: Indigenous resistance and the struggle for self-determination

Reading: On-line study cases: Fleras: 7.1 "Residential Schools: Assimilation or Genocide? (61-65); 7.3 "Nisga'a Self Governance: Assimilation, Accommodation, or Autonomy?" (67-70);

Recommended: 7.4 "The Caledonia Reclamation Crisis: A Canary in the Mine Shaft of Canada- Aboriginal Peoples Relations" (70-77)

Small Group Discussion Sept 26

Due September 26 (in class): Critical Reflection 1

Week 5: October 1 and 3: Two Solitudes? Quebec in Canada

Reading: Fleras, "The Quebec Question: The Canadian Quandary"

Due October 3 (in class): Newspaper Assignment Outline

Week 6: October 8 and 10: Quebec Sovereignty and Referendums

Reading: On-line study cases: Fleras 8.1 "Dueling Nationalisms and Intersecting Sovereignties" (87-89); 8.2 "Crisis, what crisis? Reasonable accommodation of ethnocultural religious diversities in Quebec" (89-93)

Small Group Discussion October 10

Due October 10 (in class): Critical Reflection 2

Week 7: October 15 and 17: Immigration

Reading: Fleras, "Immigrants and Immigration"

On-line study cases: Fleras 9.5 "Canada's Temporary Foreign Worker Program: Fine Tuning or Fatal Error?" (110-112)

Week 8: October 22 and 24: Multiculturalism

Reading, Fleras, "Multiculturalism as Canada-Building Governance"

On-line study cases: Fleras 6.1 "The Politics of the Hijab" (56-59)

Small Group Discussion Oct 24

Week 9: October 29 and 31: Racialization and Racism

Reading: On-line study cases: Fleras 3.1 "Chinese Immigration to Canada: 'Yellow Peril' or White Xenophobia?" (20-22); 3.4 "Language as everyday racism: Racializing 'visible minority'" (26-27); 4.3 "Ethnic enclaves: Ghettos or comfort zones?" (47-48); 5.1 "Being discredited/ getting accredited" (49-51)

Due October 31 (in class): Critical Reflection 3

ALL READINGS IN WEEKS 10-12 ARE IN THE CUSTOM COURSE PACK

Week 10: November 5 and 7: Poverty and the welfare state

Davies, "The distribution of wealth and economic inequality"

Guppy and Hawshaw, "Defining, Measuring and Reducing Poverty"

Peressini, "Persistent Inequalities: Homelessness in Canada"

Small Group Discussion Nov 7

Week 11: November 12 and 14: Globalization and democracy

Carroll, "Corporate Canada, Globalization and Neoliberal Democracy"

Grabb and Hwang, "Corporate Concentration, Foreign Ownership, and State Involvement in the Canadian Economy"

Due: November 14 (in class): Final Newspaper Assignment

Week 12: November 19 and 21: Economic restructuring

Lowe and Lehmann, "Labour Markets, Inequality, and the Future of Work"

Creese & Beagan, "Gender at Work: Strategies for Equality in Neoliberal Times"

Small Group Discussion Nov 21

Due November 21 (in class): Critical Reflection 4

Week 13: November 26 and 28: Wrap up and review for final exam