

**Department of Sociology, University of British Columbia
CANADIAN SOCIETY: SOCI 310 A (002)**

Winter Term 1, Tues. & Thurs. 9:30- 11 West Mall Swing rm 121

Instructor: Dr. Jade Boyd

E-mail: boydjade@mail.ubc.ca

Office: ANSO 122

Office Hours: TBA or by appointment

Course Description:

What are the processes that shape Canadian society? How is citizenship defined, negotiated and contested within Canada? Whose interests are represented, exploited and/or silenced by the nation-state? This course draws from critical sociological perspectives to explore contemporary Canadian society with attention to historical, cultural, economic and political context. Students will consider the social processes and institutions that shape Canada, including multiculturalism, colonialism, indigenous rights and self-governance, immigration, the welfare state and globalization. In addition, the production of power, privilege and inequality will be highlighted with attention to the intersections between national identity and gendered, sexed, classed, and racialized subjects.

Required Texts:

1. Pearson Custom Sociology, Sociology 310: Fleras_DB
(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 and two additional on-line articles.

Final grades in the class will be based on the following:

Group Discussion Assignment: 15%

Group Presentation 15%

Midterm Exam 35% Oct. 14

Final Paper: Newspaper Research Assignment 35% Due Nov. 27

Academic Integrity is expected in all university courses.

Violations of academic integrity even when unintentional will not be tolerated. Take the time to review and 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
- UBC Calendar on plagiarism:
<http://www.students.ubc.ca/calendar/index.cfm?tree=3,54,111,959>

Exam Policy:

Rescheduling of an exam or midterm will be allowed only in the instances of documented medical problems or other officially documented emergencies (travel plans, sporting events and weddings do not constitute a valid reason for rescheduling an exam and will not be considered). Makeup exams may have a different format than the original exam. Please note that late essays will NOT be accepted.

Additional Notes:

- **No photographs or audio recordings** may be made in this course without prior approval by the instructor. All handheld devices and non-academic links should be switched off during class.
- **Please note:** I do not post lecture slides on-line and I will not re-teach classes you happen to miss. I suggest you find a classmate to share notes with in the event that you are absent.

Accommodations for Students with (Dis)abilities:

I will attempt to accommodate your needs in the classroom as much as is reasonably possible. If you have a letter from the Disability Resource Center (DRC) indicating that you require specific accommodations, please present the letter to me before the second class so that we can make any necessary arrangements. To request academic accommodations due to disability, first meet with a DRC advisor to determine what accommodations you are eligible for. You can find more information at: <http://www.students.ubc.ca/access/drc.cfm>

Resource Links:

- APA Citation Guide: http://wiki.ubc.ca/Library:How_to_Cite/Major_Style_Guides
- Help support at UBC Writing Centre: <http://learningcommons.ubc.ca/tutoring-studying/improve-your-writing/>
- Resource Guides for writing a paper: <http://learningcommons.ubc.ca/resource-guides/>
- Critical Thinking: <http://www.sussex.ac.uk/s3/index.php?id=87>
- Critical Thinking:
http://www2.napier.ac.uk/getready/managing_information/critical_thinking.html
- Critical Reading v. Critical Thinking:
http://www.criticalreading.com/critical_reading_thinking.htm
- Extending and Developing Your Thinking Skills:
<http://www.open.edu/openlearn/education/extending-and-developing-your-thinking-skills/content-section-0>

Schedule of Topics and Readings:

Week 1. (Sept. 4) Introduction: Considering Canada

** Presentation Groups will be assigned.*

Week 2. (Sept. 9 & 11) Colonialism, Indigenous Peoples, Resistance and Governance

** Group Discussion 1 * Meeting with Presentation Groups*

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

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

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:

Turpel-Lafond, M. E. (1997). Patriarchy and paternalism: The legacy of the Canadian state for First Nations women. In C. Andrew & S. Rogers (eds.), *Women and the Canadian State/Les Femmes et L’Etat Canadien*. Montreal: McGill-Queens’ University Press. pp. 64-78.

Paul, D. (2008). “‘We Were Not the Savages’: Indian Residential Schools.” In *Power & Resistance: Critical Thinking About Canadian Social Issues*, 4th edition. Les Samuelson & Wayne Antony, eds. Halifax: Fernwood.

Week 3. (Sept. 16 & 18) Quebec in Canada Group Discussion 2

*Additional class time to work on group presentations

Reading: Fleras, “The Quebec Question: The Canadian Quandary”

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

Week 4. (Sept. 23 & 25) Immigration and Non-Citizens

* Presentation Groups 1 & 2

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)

Film Excerpt: D’Entriment, P. (2012). *Last Chance*, National Film Board of Canada.

Recommended:

+Kruger, E., M. Mulder and B. Korenic (2004). ‘Canada after 11 September: Security Measures and ‘Preferred’ Immigrants. *Mediterranean Quarterly* 15.4: 72-87
<http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=5279439> or

<http://mq.dukejournals.org.ezproxy.library.ubc.ca/content/15/4/72.full.pdf+html>

+Razack, S. (2007). “‘Your Client has a Profile’: Race and National Security after 9/11.” *Studies in Law, Politics, and Society* 40: 3-40.

+Chan, W. (2008). ‘Keeping Canada White: Immigration Enforcement in Canada.’ In *Power & Resistance: Critical Thinking About Canadian Social Issues*, 4th edition. Les Samuelson & Wayne Antony, eds. Halifax: Fernwood, pp. 161-181.

Week 5. (Sept. 30 & Oct. 2) Multiculturalism Group Discussion 3

* Presentation Groups 3 & 4

Reading, Fleras, “Multiculturalism as Canada-Building Governance”

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

Recommended:

+Abu-Laban, Y. & Gabriel, C. (2011). Chapter 4: Multiculturalism and nation-building. I

n *Selling Diversity: Immigration, Multiculturalism, Employment Equity, and Globalization*. Toronto: University of Toronto Press, pp. 105-128. <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=4621280>

+Bannerji, H. (2000). "The Paradox of Diversity." *The dark side of the nation: essays on multiculturalism, nationalism and gender*. Toronto: Canadian Scholars' Press. <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=3917169>

Week 6. (Oct. 7 & 9) Racialization and Racism Group Discussion 4

* Presentation Groups 5 & 6

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: Ghettoes or comfort zones?" (47-48); 5.1 "Being discredited/ getting accredited"(49-51)
Film Excerpt: Mackenzie, S. *Remember Africville*. (1991) National Film Board of Canada. 35 min.

Week 7. (Oct. 14 & 16) Contemporary Citizenship

Midterm Exam Tues. Oct. 14 (No group presentations this week)

Activity: Examination of the new Canadian passport

Recommended:

Dhamoon, Rita and Yasmeen Abu-Laban. 2009. "Dangerous (Internal) Foreigners and Nation-Building: The Case of Canada." *International Political Science Review* 30.2: 163-183.

Menzies, R., R. Adamoski, and D. Chunn (2002). "Rethinking the citizen in Canadian social history." *Contesting Canadian Citizenship: Historical Readings*. Broadview Press, pp. 15-30.

Sharma, N. (2008). "On being *not* Canadian: The Social Organization of "Migrant Workers" in Canada." *Canadian Review of Sociology* 38(4): 415-439.

Week 8. (Oct. 21 & 23) Poverty and the Welfare State Group Discussion 5

* Presentation Groups 7 & 8

Davies, 6, "The distribution of wealth and economic inequality"

Guppy and Hawshaw, 7, "Defining, Measuring and Reducing Poverty"

Peressini, 24, "Persistent Inequalities: Homelessness in Canada"

Week 9. (Oct. 28 & 30) Globalization, Neoliberalism and Democracy Group Discussion 6

* Presentation Groups 9 & 10

Carroll, 2, "Corporate Canada, Globalization and Neoliberal Democracy"

Grabb and Hwang, 1, "Corporate Concentration, Foreign Ownership, and State Involvement in the Canadian Economy"

Week 10. (Nov. 4 & 6) Gender, Inequality and Economic Restructuring Group Discussion 7

* Presentation Groups 11 & 12

Lowe and Lehmann, 9, "Labour Markets, Inequality, and the Future of Work"

Creese and Beagan, 15, "Gender at Work: Strategies for Equality in Neoliberal Times."

Week 11. (Nov. 13 *no class Nov. 11) Commodification of Canadianism Group

Discussion 8 * Presentation Groups 13 & 14

+Cormack, Patricia (2008). ‘‘True Stories’ of Canada: Tim Horton’s and the Branding of National Identity.’ *Cultural Sociology* 2.3: 369-384.

<http://cus.sagepub.com.ezproxy.library.ubc.ca/content/2/3/369.full.pdf+html>

Recommended:

Nimijean, Richard (2005). ‘Articulating the ‘Canadian Way’: Canada and the Political Manipulation of Canadian Identity.’ *British Journal of Canadian Studies* 18.1: 26-52.

<http://liverpool.metapress.com.ezproxy.library.ubc.ca/content/x1h4qj15m047/?p=d8f5bbe1817c42dc8d4dd6724aaafbcb&pi=17>

Wagman, Ira (2002). ‘Wheat, Barley, Hops, Citizenship: Molson’s ‘I Am [Canadian]’ Campaign and the Defense of Canadian National Identity through Advertising. *Velvet Light Trap* 50: 77-89.

Week 12. (Nov. 18 & 20) Sexuality Group Discussion 9

* Presentation Groups 15 & 16

+Cannon, Martin. 1998. ‘The Regulation of First Nations Sexuality.’ *Canadian Journal of Native Studies* 18.1: 1-18. PDF available on google scholar from usask.ca or

<http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=5225570>

Viewing Excerpt: Teresa MacInnes & Kent Nason (2013) *Buying Sex*. NFB

Week 13. (Nov. 25 & 27) Course Review, Questions and Final Papers

* Presentation Groups 17 & 18 (Topic TBA)

**Final Paper: Newspaper Research Assignment 35% Due Nov. 27*

Grading Requirements:

Attendance and Participation

Participation during the tutorial includes not only a physical presence in the classroom but also active critical (thoughtful) engagement with the course material and class discussions. Please come to class with each week’s material read. Your critical analysis is expected and questions are encouraged.

Some fundamentals for active reading – Consider:

What is the main argument?

How does the researcher go about making and defending this argument?

What theoretical traditions are covered, drawn upon, and criticized?

What are the core concepts’ strengths and shortcomings?

How might this topic, study, or argument be approached differently?

How does it compare with previous readings and discussions in the class?

Group Discussion Assignment: 15%

There will be 9 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 (13.5% in total), with a 1.5 bonus mark for those who participate in all 9 small group discussions. **It is not possible to make up for missed small group discussions.**

Group Presentation 15% Groups of 5, 15 minutes max.

Presentations will take place on Thursdays (2 groups will present). Drawing from a reputable newspaper source, groups will choose a newspaper article that reflects or intersects with the theme and readings of the chosen week. Summarize the main points of the article (without), relate how it connects to the themes in the course, particularly that week's theme and readings, discuss questions it raises, assumptions it perpetuates and/or what might be excluded.

Groups must: 1. Hand in a printout of the newspaper article.
2. Hand in a 1 page summary of their presentation, including a reference for the newspaper article, the group number, the date, the weekly themes and all of the group member names.

Students will be graded on: 1. Evidence of collaboration 2. Demonstrated relevance of newspaper article to the readings and theme(s) in the course 3. Critical analysis 4. Clarity and preparation 5. Overall quality of presentation (including preparation).

** If using power point you must be prepared to work with the technology. Practice beforehand. Bring your own computer. I do have an adaptor for Macbook Pro that you can use.*

Midterm Exam: 35%

The in-class midterm exam covers material from all weeks up to this date, including assigned readings, lectures, films and presentations. The exam is closed book and may include any combination of essay questions, short answer, multiple choice and definitions. Further detail will be provided in class.

Newspaper Research Assignment – 6 pages: 35% Due Nov. 27

Due at the beginning of class –only hard copies handed to me personally are accepted (that means not in my mailbox, under my office door or by e-mail).

Late papers will be penalized 2% of the course grade per day including weekends. Please keep a digital backup of your assignment until your marked paper is returned.

Papers should be numbered, double-spaced, 12 point times new roman font, six pages plus bibliography (use APA citation style), and attached newspaper article.

Students are required to write a short essay that links a newspaper article (a current event) to themes discussed in the course. Articles should be taken from the *Globe and Mail*, *The National Post*, or the *Vancouver Sun*. The article must be attached to the paper assignment when handed in. 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.

Find an article that connects to one of the themes discussed in the course: for example, issues related to citizenship, social stratification, immigration, multiculturalism, racism,

sexuality, Indigenous rights, poverty, homelessness, neoliberalism, or mass media.

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 **all relevant course material**, additional newspaper research (as required), and **additional relevant scholarly publications (at least 5)** to answer the question posed.

*The topic and use of course material should demonstrate that the paper is written solely for this class.

- 1) Attach a copy of the newspaper article (Include full citations – newspaper name, date of publication, page number or url...)
- 2) Include an introduction that frames the research question and links it to the chosen newspaper article.
- 3) 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.
- 4) Answer your question. Draw conclusions that are substantiated by your research data.
- 5) Cite all sources used to write the paper using APA style. This includes newspaper sources, class readings, and other scholarly research you have consulted (**at least 5 additional scholarly journal articles or books**). Include a bibliography at the end of the paper. Failure to reference properly constitutes plagiarism.

Assignments will be graded on the following criteria:

1. Demonstrated relevance of article/research questions to the course and integration of course material.
2. Appropriate choices of research sources.
3. Good organization and coherent development of arguments.
4. Demonstration of critical thinking.
5. Clear writing and communication.

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)