

Canadian Society: Sociology 310A (Sec 003)
University of British Columbia
(January-April 2014) Tues/Thurs 3:30-5
Room ANSO 207

Instructor: Dr. Jade Boyd

E-Mail:

Office Hours: Thurs 2-3pm or by appointment, ANSO 2213

Teaching Assistant:

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. Naiman, J. (2012). *How Societies Work: Class, Power, and Change*, 5th ed. Fernwood Press. And additional free edited Gillian Balfour text – (2012) *Understanding Societies: Readings for Introductory Sociology*. Fernwood Press.

2. Razack, S. (2002). (Ed.). *Race, space and the law: Unmapping a white settler society*. Toronto: Between the Lines.

3. Additional readings available as electronic resource on-line through UBC library

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

Group Discussion Assignment: 10%

Group Presentation and Critical Reflection Paper 25%

Newspaper Research Assignment 25% (due March 27)

Final Exam 40%

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>

Grading Requirements:

Participation during the course 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 author's main argument?

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

What style do they use?

What literature or theoretical traditions do they draw from, build upon, and criticize?

What are the readings' 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: 10%

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 mark for each in-class discussion (9% in total), with 1 bonus mark for those who participate in all 9 small group discussions. It is not possible to make up for missed small group discussions.

Discussion should cover the following: In your own words, identify the main arguments (for example, 3 main points) put forth by the author(s). Did anything in the lecture/reading(s) surprise or interest you in particular? Do the reading(s) and issues(s) presented challenge or support your previously held notions, beliefs, position? How does this week's topic engage with the topics covered in previous weeks?

Group Presentation and Critical Reflection Paper 25% Part A & B

Part A 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. Groups must bring the article to class, summarize the main points of the article, 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. Students will be graded on 1. Evidence of collaboration 2. Critical analysis 3. Clarity 4. Preparation 5. Quality of presentation.

Part B Critical Reflection Paper 10% 2 pages + references and attached newspaper article - Due the class following the presentation.

Format: Numbered, double-spaced, Times New Roman 12 point font, APA or MLA style

This is an individual reflection paper that responds critically to the group's presentation, chosen newspaper article, and the readings and theme of the week. This is not a regurgitation of the articles but rather an analysis of key debates, concerns, questions or ideas that were sparked in the classroom. Take the presentation and any class discussion into consideration. Remember to include the full reference of the newspaper article and any class readings discussed. Students will be graded on 1. Demonstrated relevance of newspaper article to the readings and theme(s) in the course 2. Good organization and coherent development of arguments. 3. Demonstration of critical thinking. 4. Clear writing and communication. 5. Content.

Newspaper Research Assignment – 5 pages: 25% Due March 27

Papers should be double-spaced, 12 point times new roman font, five pages plus bibliography, 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 society. Draw on course material, additional newspaper research (as required), and **additional relevant scholarly publications (at least 5)** to answer the question posed.

- 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 or MLA 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. 2. Appropriate choices of research sources. 3. Good organization and coherent development of arguments. 4. Demonstration of critical thinking. 5. Clear writing and communication.

Final Exam: 40%

The Final Exam is cumulative and covers material from the entire course including assigned readings, lectures, films and presentations. The exam is closed book and may include essay questions, short answer, multiple choice and definitions. Further detail will be provided in class.

Schedule of Topics and Readings:

1. Jan. 7 & 9 The Canadian State

+Naiman, J. (2012). Chapter 6: "Living in Capitalist Societies" in *How Societies Work: Class, Power, and Change*.

+Razack, S. (2002). Introduction: "When Place Becomes Race" in *Race, Space and the Law*, pp. 1-20.

2. Jan. 14 & 16 Citizenship Group Discussion 1 Jan 16

*Jan. 14 last day to sign up for presentations

Fleras, Augie. Case Study 8.1: Dueling Nationalisms and intersecting Sovereignties. p.87-89. pearsoned.ca/highered/divisions/text/fleras/case_online_fler_FINAL.pdf

Bannerji, Himani. 2000. 'Chapter Two - Geography Lessons: On Being an Insider/Outsider to the Canadian Nation.' *The Dark Side of the Nation: Essays on Multiculturalism, Nationalism and Gender*. Toronto: Canadian Scholars' Press, pp. 65-83. <http://resolve.library.ubc.ca/cgi-bin/catsearch?bid=3917169>

Recommended:

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.

3. Jan 21 & 23 Commodification and Canadianism Group Discussion 2 Jan. 21

*Jan 23 Presentation Groups 1&2

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>

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=d8f5bbe1817c42dc8d4dd6724aafbfc&pi=17>

4. Jan. 28 & 30 Constructions of History and Knowledge *Group Discussion 3 Jan. 28*

*Jan 30 Presentation Groups 3&4

+Mawani, R. (2002). Chapter 2: “In Between and Out of Place: Mixed-Raced Identity, Liquor, and the Law in British Columbia, 1850-1913” in *Race, Space and the Law*, pp. 47-69.

+Oikawa, M. (2002). Chapter 3: “Cartographies of Violence: Women, Memory and the Subject(s) of the ‘internment’” in *Race, Space and the Law*, pp. 71-96.

Recommended:

Mohanty, C. (1988). “Under Western eyes: Feminist scholarship and colonial discourses” *Feminist Review*, 30, 61-88.

5. Feb. 4 & 6 Colonialism and Indigenous Resistance

*Feb 6 Presentation Groups 5&6

+Lawrence, B. (2002). Chapter 1: “Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada” in *Race, Space and the Law*, pp. 21-48.

Fleras, Augie. Case Study 7.1 Residential schools: assimilation or genocide? P. 61-65.
pearsoned.ca/highered/divisions/text/fleras/case_online_fler_FINAL.pdf

Fleras, Augie. Case Study 7.3 Nisga’a self-governance: assimilation, accommodation, or autonomy? P. 67-70.
pearsoned.ca/highered/divisions/text/fleras/case_online_fler_FINAL.pdf

Film viewing: Obomsawin A. (2002), *Is the Crown at War with Us?* National Film Board of Canada. 96 min.

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.

6. Feb. 11 & 13 Gender Relations *Group Discussion 4 Feb. 11*

*Feb 13 Presentation Groups 7&8

+Naiman, J. (2012). Chapter 12: “Gender Issues” in *How Societies Work: Class, Power, and Change*.

+ Razack, Sherene (2002). “Gendered racial violence and spatialized justice: The murder of Pamela George” in *Race, Space and the Law*. Pp. 121-156.

Viewing: Pyne, J. (2012). *Transforming Family: Trans Parents and their Struggles, Strategies, and Strengths*. Toronto: LGBTQ Parenting Network, Sherbourne Health Centre.

***Feb. 17-21 No Classes**

7. Feb. 25 & 27 Multiculturalism *Group Discussion 5 Feb. 27*

*Feb 27 Presentation Groups 9&10

Fleras, Augie. Case Study 10.1: The politics of drawing the multicultural line. p.113-116.
pearsoned.ca/highered/divisions/text/fleras/case_online_fler_FINAL.pdf

+Isin and Siemiatycki (2002). "Making Space for Mosques: Struggles for urban citizenship in diasporic Toronto" in *Race, Space and the Law*, pp. 185-210.

8. March 4 & 6 Immigration and Non-Citizens Group Discussion 6 March 6

*March 6 Presentation Groups 11&12

+Naiman, J. (2012). Chapter 11: "Race and Ethnicity" in *How Societies Work: Class, Power, and Change*, pp. 247-262

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>

Film Viewing: D'Entriment, P. (2012). *Last Chance*, National Film Board of Canada. 85 min.

Recommended:

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.

9. March 11 & 13 Racialization and the Law Group Discussion 7 March 11

*March 13 Presentation Groups 13&14

+Nelson (2002). Chapter 8: "The space of Africville: creating, regulating, and remembering the urban 'slum'" in *Race, Space and the Law*, pp. 211-232.

+Gill, S. (2002). Chapter 6: "The Unspeakability of Racism: Mapping Law's Complicity in Manitoba's Racialized Spaces" in *Race, Space and the Law*, pp. 157-183.

Film Viewing: Mackenzie, S. *Remember Africville*. (1991) National Film Board of Canada. 35 min.

10. March 18 & 20 Globalization, Neoliberalism and the Welfare State Group Discussion 8 March 18

*March 20 Presentation Groups 15&16

+Naiman, J. (2012). Chapter 9: "Neoliberalism and Globalization" in *How Societies Work: Class, Power, and Change*. pp. 191-210.

+Balfour: Teeple, G. (2009). "Anti-Terrorism" Security and Insecurity after 9/11. P.73

11. March 25 & 27 Labour and the Canadian State Group Discussion 9 March 25

**Newspaper Research Assignment 25% due March 27*

*March 27 Presentation Groups 17&18

+Naiman, J. (2012). Chapter 10: "Inequality of Wealth and Income" in *How Societies*

Work: Class, Power, and Change.

+Balfour: Shantz, J. (2010). "On the streets there's no forgetting your body." P.87

Recommended:

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

12. April 1 & 3 Sexuality

*April 3 Presentation Groups 19&20

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>

+Balfour: Hugill, D. (2010). "Missing women, missing news." P.48

Film Viewing: Teresa MacInnes & Kent Nason (2013). *Buying Sex*. NFB. 75mins

13. April 8 Course Review, Questions and Exam Prep