

**The University of British Columbia
Soci-310A 202 - Canadian Structure – Course Syllabus**

Term 2: Winter 2018-19 Wed. Jan. 2 nd to Wed. April 3 rd	Credits: 3 Prerequisites:
Time: Monday/Wednesday 4:00-5:30 pm Room: Buchanan A201	Texts: Academic articles listed in this syllabus
Instructor: Dr. Donna Lester-Smith Contact: donnals.ubc@gmail.com Office: 3126-Anso Blding (6303 NW Marine Dr) Hours: Monday/Wednesdays 4-5:30 pm	TA: Contact: Office: Hours:

COURSE DESCRIPTION:

This course explores the social organization of contemporary Canadian society and its relationships between its social institutions and practices with attention to historical, intercultural, economical, media, family, and other political contexts. We will examine many of the central social processes shaping Canadian society and identities today, including colonialism, Indigeneity, multiculturalism, immigration, and education. Throughout the course we will link contemporary trends with multiple contexts to expose the dynamics of social chasms, competing citizenship claims, social movements, inequities, and other pressures continuing to reshape Canada. Drawing on sociological theories and practices we will also consider how power, privilege, and interculture all intersect along difference axes, particularly ethnicity, racialization, class, and gender.

LEARNING GOALS:

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

- Understand the main social processes organizing Canadian society and develop an ability to see Canadian society from a multi-lensed critical perspective
- Identify important processes affecting societal communities and environments from their ideological, institutional, and interpersonal stances
- Apply critical thinking and self-reflective skills to the analysis of historical and present-day societal concerns
- Recognize and appraise the various ways that perceptions, experiences, meanings, and culture impact one's understandings and expectations of the societal communities in which we currently live and may seek to transform
- Develop a critical perspective that links course material with everyday current affairs and lives, today and onward
- Strengthen the ability to communicate through sociologically-based analysis in writing

COURSE FORMAT:

Students learn in a variety of ways such as through the exchange of ideas and critical thinking. It is said that students retain 10% of what they read; 20% of what they hear; 30% of what they see; 50% of what they see and hear; 70% of what they say; and, 90% of that they say as they do something. Activities used to cover class material include lectures, films, guest speakers, and most importantly, class discussions. Although lectures may be used to introduce key concepts, they will be limited, informal, and very participatory. Periodically we will split-up into smaller discussion groups to review and analyze material more thoroughly. Students will occasionally be asked to reflect on films, classroom discussions, and readings in the form of on-line discussions. In order to achieve this cooperative learning experience, readings must be done as assigned and texts as well as notes brought to class.

COURSE EVALUATIONS and ASSIGNMENT DETAILS:

See Online Class-site (<http://canvas.ubc.ca>) for assignment details. All assignments are to be posted to Canvas. All marks in this class are based on adding up to 100 percentage points, and are divided as follows:

- Class Participation (5%)
1. Reading Reflections (15%)
 2. Newspaper Critique (25%)
 3. Film Critique (25%)
 4. Final Research Paper (30%)

CLASS PARTICIPATION (5%): Class sessions and online discussions through our online class-site are mandatory; both provide students ample opportunity to actively participate through attendance, ask questions, and make thoughtful contributions. Class attendance is mandatory, and students are expected to engage in classroom learning activities at all times (i.e. class discussions, thoughtful discourse, and responding to online discussions).

1. READING REFLECTIONS (5 x 3% = 15%)

Each student is to post, to our Canvas Discussion Board, 1 substantive response (approx. 250 words) to any of the following 2-week's course readings (**for a total of 5 different posted responses**). This is an opportunity to share and to bring up issues we are unable to discuss in class, or to add thoughts that occur to you before/after class. **Due: Midnight, Sundays Jan. 20th, Feb. 3rd, Feb. 24th, Mar. 10th, and Mar. 24th.**

2. NEWSPAPER CRITIQUE (25%): Students are to choose one recent newspaper article, cite it, and summarize it in only 2 to 3 sentences. Next, make and underline your reflection's thesis statement. Then write your own critical reflection (academic opinion) about the article by exploring your personal sociological insights. You should also consider raising additional questions or points that you think are important; agreeing or disagreeing (include why/how) with the journalist's arguments or conclusions; and, drawing connections between the article and course readings and/or class discussions. You may also offer a brief lived-example to support your reflection if relevant. Length — double-spaced, 2-page maximum. **Due: Midnight, Sunday, February 10th.**

3. FILM CRITIQUE (25%): Students are to choose from one of the many (approx. 15 min. or longer) film clips or documentaries shown in class or posted on Canvas and then write your own critical reflection (academic opinion) about it by exploring your personal sociological insights. Length — double-spaced, 2-page maximum. **Due: Midnight, Sunday, March 10th.**

4. RESEARCH PAPER (30%): In groups of 2 —students are to post to Canvas one jointly written research paper (both students will receive identical grades). One student from each group should submit to Canvas this final assignment. Length — double-spaced, 4-page maximum. **Due: Midnight, Sunday, April 7th.**

Students should always carefully proofread assignments before handing them in online! Also, students should always retain a copy of all submitted assignments (in case of technology difficulties or hard-copy paper loss).

ASSIGNMENT GRADING: All assignments will be evaluated on your ability to use critical, sociological thinking, and reflectively written concision and brevity skills as you examine and write about a topic that interests you and is relevant to course content. Assignments may be submitted before or on the due date; however, late submissions will be penalized .5 of 1 mark per day late.

CHANGES:

Portions of this course syllabus are subject to change. All changes will be discussed in class or in email. Students are accountable for all changes regardless of their attendance.

CLASSROOM ETIQUETTE:

1. Respectful of your instructor, teacher assistants, and fellow students, please arrive to class on time, and whenever possible, limit the number of times you exit and re-enter the room during classes. If you have any questions about the course content or requirements, please ask in class, after class, or contact me or the course TAs.
2. We are here to introduce you to this particular aspect of Sociology and to help you improve your comprehension, critical thinking, and writing abilities. Please do not overuse email outreach to us for small questions that can be asked (and that would assist all students) during class time, as we then would not be able to respond to students in a timely fashion (usually within 2 days). Please follow proper professional etiquette in all email communications; for example, begin and end all email messages with a respectful salutation.
3. Attentiveness is critical to student learning. Computers should only be used in the classroom for typing notes, or, when necessary, for accessing online reference information. The use of email, entertainment and social media websites during class are prohibited, and I reserve the right to ban the use of computers in the classroom should this rule be repeatedly ignored.

ACADEMIC INTEGRITY:

The overarching theme of academic integrity is that your work must be, in fact, your own work. All students assume full responsibility for the content of the academic work that they submit. Plagiarism sometimes happens when students panic or feel overwhelmed. As your instructor, I am here to support your learning. Please, contact me to discuss your situation PRIOR to reaching the point where you feel yourself in a panic situation. Students are encouraged to review the publication Plagiarism Avoided on the UBC Faculty of Arts website, which includes helpful examples of, and practical strategies to avoid plagiarism: <http://www.arts.ubc.ca/faculty-mpstaff/resources/academic-integrity/resources/plagiarism-avoided.html>. The UBC library maintains an excellent web-based resource on Academic Integrity and students should review the web site: <http://www.library.ubc.ca/clc/airc.html>. Incidents of academic dishonesty will result in failing this course and referral to the appropriate University officials. Please review the other Academic Regulations at <http://students.ubc.ca/calendar/>.

LATE ASSIGNMENTS and MISSED EXAMS:

Assignments received (posted online) after 11:59 pm on the day that they are due will be subject to a deduction of .5 of 1 mark per late day. Assignments handed in late, 7 days or more, with no prior communication with the Instructor, will receive a mark of 0. Exceptions will be made for unforeseen medical or family emergencies with the confirmation through Arts Advising. If you experience a medical, emotional, or personal problem that detracts from your academic performance, please contact the Faculty of Arts Academic Advising office, located in Buchanan Building A-201, 604-822-4028. I only make assignment exceptions for missed deadlines based on a letter from the Arts Advising Office. Make-up exams are a privilege and will only be given to students with a bona fide medical note. If you miss an exam, you must: (1) Email me no later than 1 day after the missed exam (ideally the night before or the day of the missed exam); (2) Be able to attend the single makeup exam (no excuses); and, (3) Bring your medical note to the make-up exam.

STUDENT ACCOMMODATION NEEDS:

The University accommodates students with physical or learning disabilities or chronic illnesses, and students whose religious obligations conflict with attendance or scheduled exams. The Disability Resource Centre within Access and Diversity (in Brock Hall) is available for all necessary consultation and resource provisions. Please let

me know in the first week of class if you will require an accommodation on any of these grounds. Students, who plan to be absent for varsity athletics, family obligations, or other commitments, cannot assume they will be accommodated. Please discuss your commitments with me in the first week of class so that you will know whether an accommodation will be awarded.

“EARLY ALERT”:

During the term, I will do my best to reach out and to offer support if I am concerned about your academic performance or well-being. I also encourage you to come and speak with me if you need assistance. In addition, I may identify any concerns I might have by using UBC’s *Early Alert* program. This program allows academic, financial, or mental health concerns to be identified sooner and provides you with the earliest possible connections to necessary assistance. Any information that I submit will be treated confidentially. Please keep in mind that the information I might send is because I care about your academic success and well-being. For more information, please visit <http://blog.students.ubc.ca/earlyalert>

CLASS SCHEDULE:

Week 1 – Jan. 2nd – Introductory Class

1. Little Bear, L. (2000). Jagged Worldviews Colliding. In M. Battiste (Ed.), *Reclaiming Indigenous Voice and Vision*. WA: University of Washington Press.
<http://blogs.sd62.bc.ca/danddtech/wp-content/blogs.dir/24/files/2014/02/LittleBear1.pdf>

Week 2 – Jan. 7th/9th – Common Societal Theories

1. Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. http://www.jstor.org/stable/pdf/1229039.pdf?_seq=1472073888138
2. Yosso and Solorzano (2005). Critical Race Theory (Chapter 6 - p. 117-146). In Blackwell’s Companion to Social Inequities. Oxford, UK: Blackwell Publishing Ltd. (See book-PDF file on Canvas in “Modules” folder)

Week 3 – Jan. 14th/16th – Canadian Governance

1. Kymlicka, Will. 2011. "Canadian Multiculturalism in Historical and Comparative Perspective: Is Canada Unique?." *Constitutional Forum/Forum constitutionnel*. Vol. 13. No. 1 & 2.
2. Chow-White, Peter & Rob McMahon. (2011). “Examining the ‘dark past’ and ‘hopeful future’ in representations of race and Canada’s Truth and Reconciliation Commission”
<http://ses.library.usyd.edu.au/handle/2123/12636>

Week 4 – Jan. 21st/23rd – Citizenship and Immigration

1. 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. <http://search.proquest.com.ezproxy.library.ubc.ca/docview/234924568?pq-origsite=summon&accountid=14656>
2. Oreopoulos, Philip 2011. “Why do Skilled Immigrants Struggle in the Labour Market? A Field Experiment with Thirteen Thousand Resumes. *American Economic Journal: Economic Policy*.
https://www.jstor.org/stable/41330445?pq-origsite=summon&seq=1#metadata_info_tab_contents

Week 5 – Jan. 28th/30th – Race and Ethnicity

1. Creese, Gillian and Edith Ngene Kambere 2003. "What Colour is Your English?" *Canadian Review of Sociology and Anthropology*. 40: 565-573.
2. Liu, Sikee & Nicholas Blomley. (2012). "Making News and Making Space: Framing Vancouver's Downtown Eastside".
<http://onlinelibrary.wiley.com.ezproxy.library.ubc.ca/doi/10.1111/j.1541-0064.2012.00453.x/abstract>

Week 6 – Feb. 4th/6th – Multiculturalism and Inter-culturalism

1. Abu-Laban, Y. & Gabriel, C. (2011). Chapter 4: Multiculturalism and nation-building. In *Selling Diversity: Immigration, Multiculturalism, Employment Equity, and Globalization*. Toronto: University of Toronto Press, pp. 105-128. <http://deslibris.ca.ezproxy.library.ubc.ca/ID/405134>
2. Bloemraad, Irene, Anna Korteweg, and Gökçe Yurdakul. (2008). Citizenship and immigration: Multiculturalism, assimilation, and challenges to the nation-state. *Annual Review of Sociology*, 34(1), 153–179. <http://www.jstor.org.ezproxy.library.ubc.ca/stable/29737786?pg-origsite=summon>

Family Day: Monday February 11th

Week 7 – Feb. 13th – First Nations People and Colonialism

1. Gilchrist, Kristen. "'Newsworthy' Victims? Exploring differences in Canadian local press coverage of missing/murdered Aboriginal and White women." *Feminist media studies* 10.4 (2010): 373-390.
<http://www.tandfonline-com.ezproxy.library.ubc.ca/doi/abs/10.1080/14680777.2010.514110>
2. Denis, Jeffrey S. "Contact Theory in a Small-Town Settler-Colonial Context The Reproduction of Laissez-Faire Racism in Indigenous-White Canadian Relations." *American Sociological Review* 80.1 (2015): 218-242.

Week 8 – Reading Break – Monday February 18th to 22nd

Week 9 – Feb. 25th/27th – Class, Sexuality, and Inequality

1. Liu, Sikee, and Nicholas Blomley. "Making news and making space: Framing Vancouver's Downtown Eastside." *The Canadian Geographer/Le Géographe canadien* 57.2 (2013): 119-132.
2. Boyd, J. (2014). Performing "East Van" Spatial Identifications and Class Anxieties. *Journal of Contemporary Ethnography*, Vol 45, Issue 2.
<http://journals.sagepub.com.ezproxy.library.ubc.ca/doi/full/10.1177/0891241614556344>

Week 10 – Mar. 4th/6th – Poverty, Homelessness, and Inequality

1. Ley, David & Nicholas Lynch. (2012). "Divisions and Disparities in Lotus- Land: Socio-Spatial Income Polarization in Greater Vancouver, 1970-2005" <http://deslibris.ca.ezproxy.library.ubc.ca/ID/240448>
2. Romero, M., & Margolis, E. What counts? definition, measurement, and legitimacy in studies of homelessness. (Chapter 9, pp. 190-210). In *Blackwell's Companion to Social Inequities*. Oxford, UK: Blackwell Publishing Ltd. (See book-PDF file on Canvas in "Modules" folder)

Week 11 – Mar. 11th/13th – Education and Inequality

1. Graveline, (2002). Teaching tradition teaches us. *Canadian Journal of Native Education*, 26(1), pp. 11-29.
<http://search.proquest.com.ezproxy.library.ubc.ca/docview/230309992?pg-origsite=summon&accountid=14656>

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2. Kovach, Margaret. (2013). "Treaties, Truths and Transgressive Pedagogies: Re-Imagining Indigenous Presence in the Classroom." *Socialist Studies/Études socialistes* 9.1. <http://www.socialiststudies.com/index.php/sss/article/download/23527/17411>

Week 12 – Mar. 18th/20th – Gender and Inequality

1. Fuller, Sylvia, Paul Kershaw, and Jane Pulkingham. "Constructing 'active citizenship': single mothers, welfare, and the logics of voluntarism." *Citizenship studies* 12.2 (2008): 157-176.
2. Brown, I. and Misra, J. 2005. Labor- Market Inequality: Intersections of Gender, Race, and Class (Chapter 8 - p. 165-67, 171-180). In *Blackwell's Companion to Social Inequities*. Oxford, UK: Blackwell Publishing Ltd.
(See book-PDF file on Canvas in "Modules" folder)

Week 12 – Mar. 25th/27th – Family, Work and Inequalities

1. Lareau, Annette. (2002). "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67: 747-776. <http://www.jstor.org/stable/pdf/3088916.pdf>
2. Pyne, J. (2012). *Transforming Family: Trans Parents and their Struggles, Strategies, and Strengths*. Toronto: LGBTQ Parenting Network, Sherbourne Health Centre.
<http://deslibris.ca.ezproxy.library.ubc.ca/ID/245373>

Week 13 – April 1st/3rd – Criminology and Inequalities

1. Razack, Sherene (2000). "Gendered racial violence and spatialized justice: The murder of Pamela George" in *Race, Space and the Law*. Pp. 121-156.
<http://heinonline.org.ezproxy.library.ubc.ca/HOL/Page?handle=hein.journals/cjls15&id=357&collection=journals>
2. Waldram, J. B. (1994). Aboriginal spirituality in corrections: A Canadian case study in religion and therapy. *American Indian Quarterly*, 18(2), pp. 197-214. <http://www.jstor.org/stable/pdf/1185246.pdf>