



Canadian Society Sociology 310 101

Class time: Monday and Wednesdays 12:30 - 1:50pm

Location: Ansoc 207

Instructors: Rima Wilkes

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Office Hours: By appointment – please email me – we can set up an appointment to meet in person or I can then call you on the phone

Welcome to the class! What kind of society is Canada? We certainly like to think that we are nice. This course provides a critical and comprehensive overview and sociological perspective on Canadian society both past and present. The topics this term are designed to challenge common-sense notions about Canadian society. The course is organized along four key learning modules: **Canada-U.S., Canada and Indigenous Nations, Immigration and multiculturalism, and Class and Poverty**. Among the questions we will consider are: What does it mean to be Canadian? What are the specific rights of Indigenous peoples and how have they mobilized to assert and protect those rights? What is our immigration policy and what does it say about our identity? Does Canada have a unique welfare state? It is threatened? The goal is to learn the analytic tools necessary in order to begin to examine and critically assess these important aspects of Canadian Society. The texts have been selected to illustrate key concepts and, most importantly, to stimulate your interest in Canada!

Course Learning Objectives: (what you are expected to learn)

Learning Objective 1: Developing your ability to make the comparison between **Canada and the United States**

Classes: Canada-U.S. comparisons

Reading: no readings.. we're just getting started!

Learning Objective 2: Cultivating a critical understanding of the relationship between **Canada and Indigenous Nations**

Classes: Rights and treaties, residential schools, resistance

Readings:

1. Voyageur, Cora. 2011. "Out in the Open: Elected Female Leadership in Canada's First Nations Community." *Canadian Review of Sociology/Revue canadienne de sociologie* 48.1 (2011): 67-85.
2. Logan, Tricia. 2018. "Questions of Privacy and Confidentiality after Atrocity: Collecting and Retaining Records of the Residential School System in Canada." *Genocide Studies International*. 12: 92-102.
3. Battiste, Marie and James (Sa'ke'j) Youngblood Henderson. 2018. "Compulsory Schooling and Cognitive Imperialism: A Case for Cognitive Justice and Reconciliation with Indigenous People." *The Palgrave Handbook of Education Law for Schools* 567-583.
4. Baker, Emerance. 2005. "Loving Indianess: Native women's storytelling as survivance." *Atlantis: Critical Studies in Gender, Culture & Social Justice* 29.2: 111-121.

Learning Objective 3: Expanding your knowledge of immigration processes in Canada

Classes: History and Policies, multiculturalism, Chinese migration

Readings:

1. Pottie-Sherman, Yolande and Rima Wilkes. 2015. "Visual media and the construction of the benign Canadian border on National Geographic's Border Security" *Social and Cultural Geography*. 1-20. DOI:10.1080/14649365.2015.1042400
2. Satzewich, Vic. "Canadian Visa Officers and the Social Construction of "Real" Spousal Relationships." *Canadian Review of Sociology/Revue canadienne de sociologie* 51.1 (2014): 1-21.
3. Yu, Henry "Global Migrants and the New Pacific" available at: http://www.history.ubc.ca/documents/faculty/Yu_APF_essay.pdf
4. Creese, Gillian and Edith Ngene Kambere 2003. "What Colour is Your English?" *Canadian Review of Sociology and Anthropology*. 40: 565-573.

Learning Objective 4: To develop an awareness of Canada as a class-based society

Classes: Income inequality, poverty and the welfare state, regional poverty, special topics

Readings:

1. Waegemakers Schiff, Jeannette, Rebecca Schiff, and Alina Turner. "Rural homelessness in Western Canada: Lessons learned from diverse communities." *Social Inclusion* 4, no. 4 (2016): 73-85.

2. Wilkins-Laflamme, Sarah. "Religious–secular polarization compared: The cases of Quebec and British Columbia." *Studies in Religion/Sciences Religieuses* 46, no. 2 (2017): 166-185.

How to find the readings:

Option 1: you can find the journal on the UBC library website

Option 2: go through Google Scholar: if you go to indexes and databases on the UBC library website and login and type in the title the article (and pdf) should pop up.

Please email me if you have trouble finding any particular reading and I will help you.

Course Requirements:

Grading Summary

1. Participation----- 20% Ongoing
2. Paper 1-----20% Oct 21
3. Paper 2 ----- 15% Nov 20
4. Winter Examination----- 45% (Exam period TBA) (The winter exam will cover the readings and all in class material – lecture, films, discussion etc.)

Participation: I want you to attend class!!! In most classes there will be an in-class handout that time will be allocated to completing that will count towards your participation grade. You can work on this in groups. The marks for the handout will be a combination of coming to class prepared (you have done the reading) and participating in the group work. Individuals who prefer to do the handout on their own can also do so (10%). I will also allocate participation for participation in larger class discussions and attendance in general as well (10%). **You can miss 2 classes in the term with no penalty or excuse needed in terms of your participation grade.**

Plagiarism

Buying papers, hiring or getting someone else to write or to “help” you with your essay is plagiarism and academic misconduct. If you need help please either go to the writing center or see me as I am happy to read your work in advance. No one else should be looking at your work.

Please see the following Web site on Academic Integrity and the writing of papers in the Faculty of Arts (URL: <http://www.arts.ubc.ca/index.php?id=89>).

Notes: Due to copyright restrictions the slides I send you cannot contain the images.

CLASS SCHEDULE/ READING LIST

DATE	TOPIC	READING
Sept 4	Introduction to the course	
Learning Objective 1: Developing your ability to make the comparison between Canada and the United States		
Sept 9	Canada-U.S. comparisons	How to “read” an academic article
Sept 11	Canada-U.S. comparisons	Paper 1 assigned (in class brainstorming about

		topics)
<u>Learning Objective 2:</u> Cultivating a critical understanding of the relationship between Canada and Indigenous Nations		
Sept 16	Identity, Rights and Treaties	
Sept 18	Rights and Treaties	Voyageur (you should have decided on a topic by now for your paper)
Sept 23	Rights/Residential Schools In class film	Logan
Sept 25	Residential Schools/Resistance In class film	Battiste and Youngblood Henderson
Sept 30	Resistance	Baker (you should have collected your data and literature by now)
Oct 2	UBC as space and place (includes MOA visit and handout)	
Oct 7	Films of Asia Youngman	(you should be writing your paper)
<u>Learning Objective 3:</u> Expanding your knowledge of immigration processes in Canada		
Oct 9	History and policies (including the story of my family)	Pottie-Sherman and Wilkes (you should be writing your paper)
Oct 14 (NO class due to holiday)		
Oct 16	History and policies	Satzewich (you should be writing your paper)
Oct 21	Paper 1 due in class	
Oct 23	Multiculturalism	
Oct 28	Chinese migration	Yu
Oct 30	Black Canadians	Creese and Kambere
<u>Learning Objective 4:</u> To develop an awareness of Canada as a class-based society (and some other topics!)		
Nov 4	Income inequality	
Nov 6	Poverty and the welfare state	Waegemakers et al.
Nov 11	NO CLASS (Remembrance day)	
Nov 13	Social Media/ New Technology	In class exercise
Nov 18	Quebec	Wilkins-Laflamme
Nov 20	Paper 2 (revision of Paper 1) due in class	
Conclusion to the class!		
Nov 25	Ethics	

Nov 27	Review for Final Exam	
WINTER EXAM (Scheduled by the Registrar)		