



**DEPARTMENT OF ARTS AND EDUCATION**

**COURSE OUTLINE – FALL 2016**

**SO 1010 (A2/VC) – Canadian Society - 3 (3-0-0) 45 Hrs.**

**INSTRUCTOR:** René R. Gadacz, Ph.D   **PHONE:** 780.539.2831  
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**OFFICE HOURS:** Daily; by appointment; drop-ins especially welcome

**PREREQUISITE(S)/COREQUISITE(S):** SO 1000

**REQUIRED TEXT(S)/RESOURCE MATERIALS:** A. Fleras, 2017 (8<sup>th</sup> ed.), Unequal Relations: An Introduction to Race, Ethnic, and Aboriginal Dynamics in Canada. Pearson: Toronto.

**CALENDAR DESCRIPTION:** A study of the development and structure of Canadian society, including such topics as French-English relations, multiculturalism, regionalism, nationalism, Native rights, and social inequality and conflict.

**CREDIT/CONTACT HOURS:** 3 credits / 3 hours per week

**DELIVERY MODE(S):** lectures, class discussion, group work, class presentations, written tests, written projects

**COURSE OBJECTIVES:** To acquire a critical understanding of Quebec nationalism, Aboriginal goals of self-determination, and some of the controversial policy issues surrounding immigration, ethnic/race relations and multiculturalism, regionalism, and the Canadian Constitution. To gain an appreciation of Canada's modernization and industrialization over time, and our country's place and role(s) in the contemporary geopolitics of the 21<sup>st</sup> century.

**LEARNING OUTCOMES:** Students will be able to navigate the complex Federal government immigration application process and to identify the steps to Canadian citizenship, and score well on Canada’s citizenship exam. Students will also be able to identify all Parts (7) and Sections (60) of the Canadian Constitution (Constitution Act, 1982), as well as basic constitutional processes (e.g. amendments).

**TRANSFERABILITY:** UA, UC, AU, UL, AF, CU, CUC, GMU, KUC.

Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.

**GRADING CRITERIA:**

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>95 – 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 – 94</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 – 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>76 – 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 – 75</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 – 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 – 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 – 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 – 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 – 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 – 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 – 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

## EVALUATIONS:

Mid-Term Test (20%).....	October 20
Final Exam (30%).....	TBA
'News You Can Use' ( <u>course bonus 5% for 3</u> ).....	<i>starts</i> September 13
<u>Chapter Debates</u> (x 2, total of 20%) --	
(a) Debate from textbook, <u>hardcopy</u> (10%).....	Tuesdays, <i>start</i> Sept. 20
(b) Debate from textbook, <u>website</u> (10%).....	Thursdays, <i>start</i> Sept. 22
<u>Assignments</u> (x 3, total of 30%) --	
Assignment #1 (2 Parts, total 10%) 'Applying to Immigrate' .....	TBA
Assignment #2 (10%) select text <u>website</u> 'Case Study' .....	TBA
Assignment #3 (10%) select text <u>website</u> 'Insight' .....	TBA

## STUDENT RESPONSIBILITIES:

- (1) **Exams** consist of multiple choice questions, true-and-false, and/or glossary terms/concepts (short answers) -- based on all lecture and text materials.
- (2) What the daily '**News You Can Use**' (x3) entail will be discussed as classes get underway. A one-page summary and short analysis is required, to be handed in on the day of the presentation. *Doing all 3 entitles you to a course bonus of extra 5%!*
- (3) Details on the **Chapter Debates (x2)** will be discussed early in the semester. **One debate** will be from a chapter in the Fleras **textbook**, **the second debate** from the Fleras **textbook's website**. One debate will be on every second Tuesday; the other debate held every second Thursday. Schedules for Tuesdays and Thursdays debates will be provided. Each debate involves 2 students, for 'pros' and 'cons' arguments. A short 2-4 page summary is required from each student, to be handed in on the day of the debate.
- (4) **Assignments 1, 2, and 3**. Details will be provided in class and on Moodle. Due dates to be announced. Just FYI, the first assignment (in two parts) will ask you to apply to immigrate to Canada (and to Quebec!) and to obtain citizenship, in order to learn the process. Websites provided! The second and third assignments ask you to go to the Fleras textbook's website, to choose one 'case study' of your choice from a chapter,

and one 'insight' from a chapter. At the end of each is a **'critical thinking question'**, to which you will respond - in reference to either the 'case study' or the 'insight' piece that you read, in a short 2-4-page paper. Here, you can work independently or with a partner. You'll share the information in class by way of a short summary! These are fun, informative, and easy assignments.

**PLEASE NOTE:**

**A missed test unfortunately cannot be accommodated - *unless* the situation is an unexpected personal or family emergency. No make-up test unless it's a documented emergency.**

It is your responsibility to ensure that all your work is at a level appropriate to your year in college/university studies. Always spell- and grammar-check your work; always keep a hard copy or disk copy of your work as back-up. There is writing help on campus, and if in doubt you are always welcome to ask me, your instructor, for clarification. Poor spelling, grammar and organization interferes with the clear communication of ideas and you *will* lose marks if your over-all communication is ineffective.

Attendance at lectures is strongly encouraged; the same applies to your participation in class discussions. ***Be an active participant in your education!***

**Late assignments (or any applicable assignment/course components) will result in an automatic loss of 5 percentage points PER DAY, up to and including the day of a late submission, unless immediate or prior arrangements, based on exceptional circumstances, have been made. Documented personal or family emergencies, of course, will always be accommodated.**

**STATEMENT ON PLAGIARISM AND CHEATING:**

For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at [www.gprc.ab.ca/about/administration/policies/\\*\\*](http://www.gprc.ab.ca/about/administration/policies/**)

\*\*Note: all Academic and Administrative policies are available on the same page.

## **COURSE SCHEDULE/TENTATIVE TIMELINE**

### **Week of (Fall 2016):**

September 1 – Course requirements; initial organizational meeting;

September 6, 8 – Sociology refresher; defining ‘society’, ‘nation’, and ‘nation-state’; start Chapter 1 in Fleras

September 13, 15 – The framework and context for studying Canadian society; ‘five contradictions’ in the analysis of society; ‘six factors in identity formation’, and ‘the five dynamics of nation-building’; continue Chapter 1 in Fleras, intergroup relations, governance patterns, on to Chapter 2, the politics of race

September 20, 22 – Chapter 2 and 3, continued in Fleras, racisms in Canada and its consequences and effects on society

September 27, 29 – Chapter 3 and 4, in Fleras, defining ethnicity, the dynamics of ethnicity, ethnicity in relationship to the uniqueness of Canada

October 4, 6 – Chapter 4 and 5, in Fleras, inequality and stratification in Canada

October 11, 13 – Chapter 5, continued; **No classes on Monday the 11<sup>th</sup> - Thanksgiving**

October 18, 20 – Chapter 6, gender relations and gender inequality in Canada

**Mid-Term Test is on Thursday the 20<sup>th</sup>**

October 25, 27 – Chapter 7, in Fleras, Canada's Aboriginal peoples; Native studies

November 1, 3 – Chapter 7, in Fleras, continued...

November 8, 10 – Chapter 7, continued; Chapter 8 on French-English relations; the Charter groups vs. First Nations in a multicultural/multinational country

**No classes November 10-11; Fall break**

November 15, 17 – Chapter 8 continued, Chapter 9 on Immigration; the process, the programs, and the policies – a factor in identity formation and a dynamic of nation-building

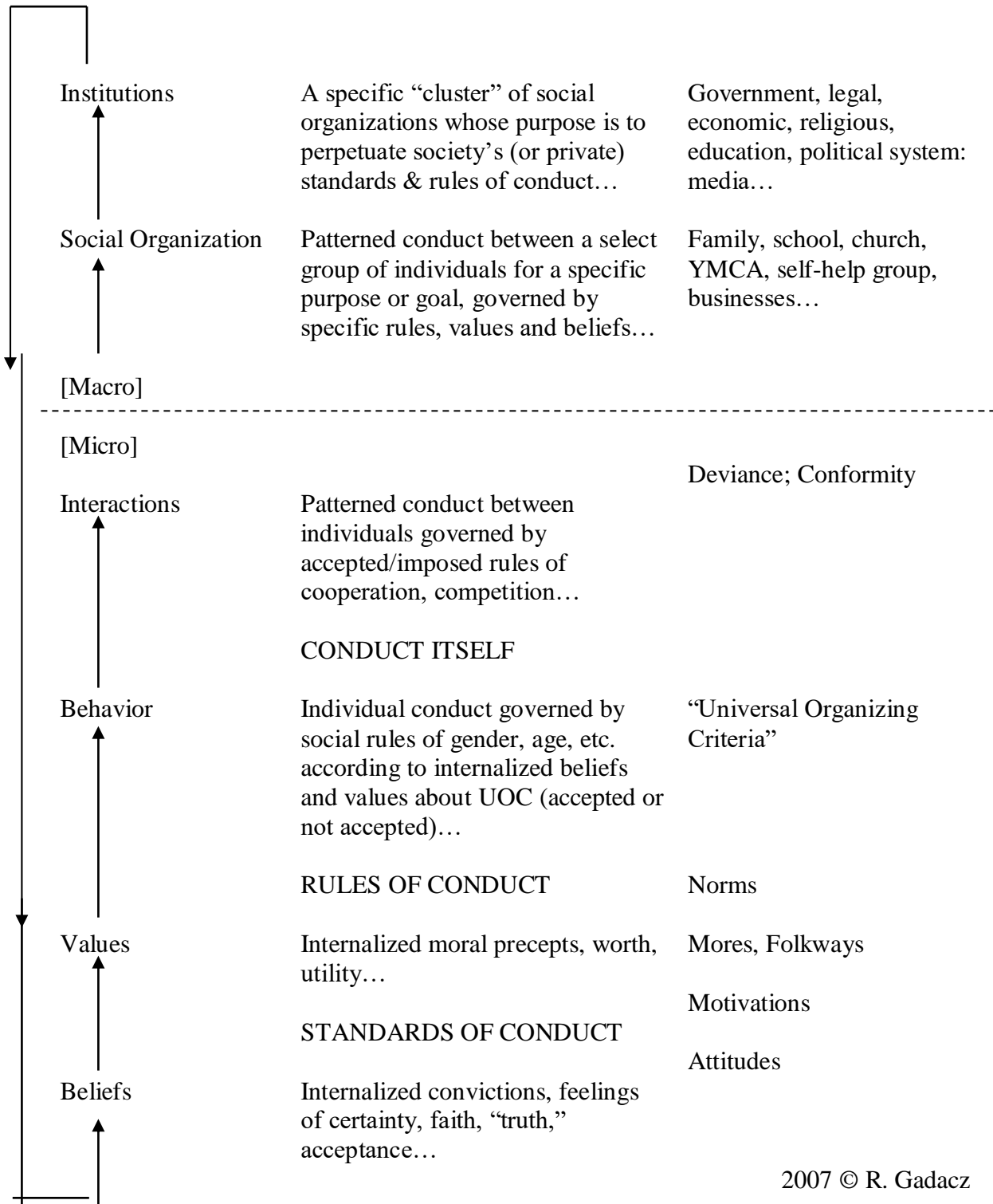
November 22, 24 – Chapter 9 in Fleras continued; Chapter 10 on multiculturalism, in theory and in principle - a factor in identity formation and a dynamic of nation-building

November 29, December 1 – Chapter 10 in Fleras continued, Chapter 11 on multiculturalism in practice and in politics; over view of Chapter 12, Canada as a 'work in progress'; Summary and conclusions; preparations for the final exam (TBA)

[Classes end Monday, December 5, 2016; Final Exams December 7-16, 2016]

## **GENERAL SCHEME OF SOCIETY**

## “The Social System”



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### ***Six Ways To Make This Course More Valuable:***

- 1. Participate, to engage your learning**
- 2. Question, to enhance your learning**
- 3. Read, to expand your learning**
- 4. Reflect, to measure your learning**
- 5. Apply, to transfer your learning**
- 6. Innovate, to adapt your learning**