

JAN. 17 2002

SOCIOLOGY 1010
CANADIAN SOCIETY
WINTER 2002

Instructor: Oswald S. Warner

Time/Place: Weds. and Frids 1-2.20pm Room B302
Frids. 1-2.20pm

Office Hours: Tues. and Thurs. 3-5pm Room C404
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Description:

This course focuses on Canadian society as a plurality of entities, national, social, economic, and political, in continual transformation. At the center of this ongoing transformation of Canadian society is the action and reaction of its constituent sub-populations of non-European and European origins. As such, in engaging ourselves with these various transformations of Canadian society, we will explore such issues as autonomy, inequality, regionalism, ethnicity, uniqueness, and identity.

Overview of Course Objectives:

All courses you have been exposed to so far have a built-in bias, as does this course. Having an alternative way to analyze events helps learners to build their critical thinking skills. In this course, we would therefore challenge common assumptions by formulating questions, identifying and weighing appropriate evidence, and reaching reasoned conclusions.

However, you do not have to believe everything you read or hear in this course. But, you do need to learn the perspectives and learn the strengths and weaknesses of the ideas. Disagreement is therefore welcomed, so long as it is educated disagreement. We all have opinions, but we need to find out how they stack up against social data. Feel free to debate points, but recognize that debates will ultimately be won based on empirical facts, rather than feelings.

At the end of the course, it is hoped, therefore, that you will acquire knowledge of the characteristics that make Canadian society a specific, distinct, and unique society; understand the major issues, debates, and controversies prevalent in Canadian society; and develop a personal sense of responsibility for learning about structural, cultural, and ideological sources of autonomy, inequality, regionalism, ethnicity, uniqueness, and identity of Canadian society.

Readings:

The required readings:

Hiller, Harry H.. 2000. (4th ed.). *Canadian Society: A Macro Analysis*, Toronto, ON: Prentice-Hall, Canada.

Relevant articles placed on reserve.

Learners are expected to read assigned readings in advance of the dates they are listed for. Generally, readings are a very manageable amount for a 3 credit course. They are less than the expected 125 pages per week for junior courses.

Lecture Format:

In supplementing the readings, most lectures will adopt a discussant format. Students are therefore encouraged to bring questions about the readings, issues raised by the readings, etc. to the attention of the class for answer, discussion, and/or debate. Additionally, some class sessions will include sessions where students will meet in small groups to discuss readings and create answers to discussion questions given. These sessions are designed to bring a large class down to human scale and allow all students to participate in active discussion and thought about the course issues and materials. Each group will also present a verbal report to the class. Discussions may also center on some videos or movies that may be shown from time to time.

In order to provide students with an alternative to the structural functionalist perspective that pervades both social discourse and much sociological teaching, this class will be taught from the standpoints of conflict and symbolic interactionist perspectives.

In examining Canadian society through the lens of the conflict perspective, therefore, we will engage ourselves on "what groups have power within a society, what groups possess less power, and how the use of that power determines what society is like" (Hiller 2000: xii). Meanwhile, the symbolic interactionist perspective will enable us to explore, at the macro level, "how individuals project their identity to the collectivity or receive their identity from the wider group (Hiller 2000: xiii). Here, "[t]he key point, however, is that society is fluid and is constantly being socially constructed and reconstructed or negotiated through the actions of individuals" (Hiller 2000: xiii). Even though you do not have to believe anything you read or hear in this class, you do have to learn the perspectives and learn the strengths and weaknesses of these ideas.

Evaluation Format:

Exams:

Two (2) take-home exams and a final exam that will cover the basic themes in the lectures, readings, discussions, and video material will account for 75% of your final grade.

SRRs: Summarized Reading Reports:

With each SSR valued at 5% your grade, you are to submit four (4) SRRs out of 7 SRRs based on the required readings in the text as well as supplementary readings. Total SSRs grade is 20% of your overall grade.

These SRRs are to demonstrate that you have read the required reading and at least one (1) supplementary reading in advance of their lecture/discussion date on the course outline. As such, the SRRs are summaries of the major themes, arguments, viewpoints, etc presented in the readings. Proper source [author, year of publication, and page number(s)] citation is therefore essential to indicate the source of a particular argument or viewpoint. The purpose of these SRRs is to provide you an opportunity to think critically about the course readings and to write an condensed, summarized essay that synthesizes their major arguments or viewpoints.

These SRRs are to be submitted on a ONE PAGE paper. This paper must be wordprocessed, single spaced or double spaced but MUST ONLY BE ON ONE SIDE OF A PAGE. Note: SRRs are to be submitted before class begins on the due dates.

SSRs due dates are fixed unless they are changed by me. NO exceptions will be granted unless in cases of crisis or emergency. Should a crisis or emergency arise that will prevent you from submitting your SSRs on time, said situation must be documented in writing to my satisfaction. Late work received without a verified excuse will have a 0.5 deducted for each day of lateness.

Note: It is vitally important that you take great care, not only with what you write but, with how you write. This necessitates that you pay attention to essay writing format/requirements of sentence construction, spelling, etc. I, therefore, strongly advise that you make use of the Writing Centre in Room C311A.

Individual Participation:

Individual participation grades will be calculated based upon attendance. Attendance is important not only to your final grade but also to your understanding of what is being discussed. Therefore, I will from time to time give simple quizzes (or curve busters) and these would also be used as a measure of attendance, participation, and understanding of course material and concepts. However, if an occasion arises that necessitates your absence from class for a day or a period of time let me know in advance.

I will arrange with you to go over what you have missed during one of our office hours.

Grade Breakdown:

Exam 1	20%
Exam 2	20%
Final Exam	35%
Four (4) SRRs	20%
Individual Participation	05%
Five (5) Attendance (1% each)	
Total	100%

Course Policies:

1: Reconsideration of grades:

Learners who are not satisfied with their grades have the option of having their papers re-evaluated. However, the following stipulations apply:

- a. Requests for reconsideration must be made within one week from the date that the graded paper was returned.
- b. Learners must present in writing why they disagree with my grade. This is to ensure that I fully grasp what you have presented.
- c. I will consider your arguments and re-evaluate your paper. The grade will remain the same or it may go up. It will never be reduced but more times than not it will remain the same.
- d. No opportunity will be given for a rewrite of a paper.

2: Academic behavior:

You will respect the rights of all members of the class (instructor included.)

- This means no private gossip sessions during lecture/discussion sessions that distract other learners or prevent them from hearing the main discussion going on.
- This also means stating your opinions, ideas, and issues in class in a way that does not offend others.
- This means being on time, ready to begin class on time, as well as staying through the period.

3: Academic dishonesty:

You will not present the work of others as your own. Any incident of academic dishonesty or plagiarism will lead to a failing grade.