

Department of Arts, Commerce and Education  
 Grande Prairie Regional College

**SOCIOLOGY 1010 (SECTION B3)  
 CANADIAN SOCIETY**

Winter Semester, 2002  
 Tuesday & Thursday 14:30 - 15:50 hrs.  
 Office Hours: class times & by appointment

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**GPRC 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.

**COURSE OVERVIEW AND OBJECTIVES**

The aim of this course is to provide a critical understanding and appreciation of the issues, debates and controversies surrounding the origins, nature, and dynamics of Canadian society and culture. A range of explanations and analyses of Quebec nationalism, Aboriginal self-determination, ethnic revitalization and diversity, North-South and East-West regionalism, etc., will be presented with specific reference to Canada's historical development, our country's modernization and industrialization, and our experience with contemporary globalization. This course is organized around a macro-sociological approach, with a focus on inter-group dynamics and human rights within a highly charged and uncertain context of diversity and structural transformations.

**COURSE REQUIREMENTS AND GRADING**

Attendance & Class Participation.....	10%
Presentation Proposal/Annotated Biblio.....	20% (Feb. 7, <i>or sooner</i> )
Class Presentation.....	20% (begins March 5)
Mid-Term Exam.....	25% (February 21)
Final Exam.....	25% (TBA)

## REQUIRED TEXTS

[Other Materials Will Be Distributed On An As-Needed Basis]

Harry Hillier, 2000, 4th ed., Canadian Society: A Macro Analysis. Prentice Hall: Toronto.

*It is strongly recommended that you read beyond the assigned course book. Check out popular magazines, academic journals and other sources for coverage of topics discussed in this course: such materials are available in the GPRC college library, on the world wide web and elsewhere.*

## REQUIREMENTS, EXPECTATIONS & IMPORTANT INFORMATION

We will approach this class as a seminar course and as such there is an emphasis on class discussion. Participation and attendance are therefore extremely important. You are expected to read and be prepared to discuss the material, as well as to participate with questions and comments during lectures as well as and when the class presentations take place.

Please start on your presentation proposal and bibliography *as soon as possible*. The proposal for the presentation should be a clear statement (approx. 5-7 pages) of a particular issue of your own choice, **plus** a supporting annotated bibliography of not more than 10 books and/or articles that you intend to use for the presentation itself. ***Use the course text as an integral part of your research, bibliography and issue focus.*** Some references may also be obtained by searching the WWW and/or using full-text library subscription services like EBSCO and WEBCAT. You will informally present your proposal idea in class at an early date in order to encourage discussion and to get some feedback, before proceeding with your actual, more formal, presentation (which will be scheduled).

*Details on what the presentations entail, how to proceed, etc., will be discussed over the first few weeks. The total number of students in the course will determine (a) whether you will work in teams of 2 or individually (ideally, teams of 2) and (b) how long they should be (ideally, one hour). Final decisions can be made during the first several weeks of classes.*

**Important materials that accompany this outline:** Attached should be: (1) a sample 'evaluation of presentations' sheet with a break-down of the distribution of marks; (2) a 'how-to' sheet on "annotations and abstracts" that offers some useful advice on how to do an annotation; (3) a 'how-to' sheet on giving seminar presentations that also offers useful advice; and, (4) the grade scale used in this course.

Exams in this course will consist of terms/concepts to define (short-answer), based on all video, lecture and text material.

## ACADEMIC STANDARDS –

Attendance at lectures is strongly advised. The same applies to your active participation in class discussions. Please note that to pass this course, you will be required to achieve passing marks in all components of the course requirements. For example, you will have to pass both

exams in combination (25/50 or better) and the terms' work in combination (25/50 or better) in order to pass the course. You could fail the course if you fail either the exams (in combination) or terms' work (in combination).

Missed exams and late take-home work (e.g. the proposal/biblio) will result in an automatic loss of 5 marks (of the value of the work) PER DAY, up to and including the day of a make-up exam or a late submission, unless prior arrangements, based on exceptional circumstances, have been made.

These academic standards are for your benefit. They are to ensure integrity of the curriculum (provincial and national) and to ensure your competitiveness at other post-secondary institutions elsewhere. *Be an active participant in your education!*

### WEEKLY LECTURE/TOPIC SCHEDULE

(This breakdown by dates is tentative; the sequence can be altered to suit our progress)

#### Week of:

- January 3 -- Introduction to the course, requirements, books and readings, weekly schedule... *Start reading the course text right away!*
- January 8/10 -- Basic sociology refresher; defining our approach in this course; defining 'society,' defining 'nation' and 'nation-state' -- Hiller, Chapter 1
- January 15/17 -- Cont'd; Basic Canadian sociological 'facts': regions, population and demography, growth and population composition -- Hiller, Chapter 1
- January 22/24 -- Cont'd; Origins, discovery, and history: pre-Confederation history, exploration, internal colonialism, and development -- Hiller, Chapter 2
- Jan. 30/Feb 1 -- Cont'd; The 'founding' and structuring of a nation: federalism, formation of the provinces, post-Confederation developments, the Canadian Constitution Act of 1867, the Canadian political system -- Hiller, Chapter 2
- February 5/7 -- Cont'd; The consequences and responsibilities of nationhood: autonomy, regional, internal/population, and social stratification and inequality -- Hiller, Chapter 2-3
- Proposals Due February 7th!! (or earlier)**
- February 12/14 -- Cont'd; Inequality in detail: SES, Class, Ethnicity, Gender, Regional -- Hiller, Chapter 3
- February 19/21 -- Cont'd; Regionalism in detail: North/South and East/West -- Hiller, Chapter 3-4 **Mid-Term Exam February 21st!!**

February 26/28 -- **Winter Reading Break!! -- no classes**

March 5/7 -- Cont'd; Ethnicity in detail (1): Aboriginal issues, visible minorities, immigration and citizenship, multiculturalism and race relations, Quebec  
Hiller, Chapter 5

**Class presentations begin March 5th!!**

March 12/14 -- Cont'd; Ethnicity in detail (2): aboriginal and multicultural issues in Quebec, Francophones in other provinces, Nunavut, Aboriginal treaties in British Columbia -- Hiller, Chapter 5-6

March 19/21 -- Cont'd; Our historical and Constitutional legacy (1): considering our 'uniqueness' - comparisons with other countries and political jurisdictions -- Hiller, Chapter 6

March 26/28 -- Cont'd; Our historical and Constitutional legacy (2): aboriginal, ethnic and multicultural, regional, language, gender, and class differences -- Hiller, Chapter 6

April 2/4 -- Cont'd; Issues in the analysis of Canadian 'identity' (1): contradictions inherent in nation-building, conflicting and contrasting political ideologies in theory and practice -- Hiller, Chapter 7

April 9/11 -- Cont'd; Issues in the analysis of Canadian 'identity' (2): nation-building and nation-maintaining in the age of globalization, the future of the nation-state (and Canada) as a political entity in this age of global transformation -- Hiller, Chapter 7; *course wrap-up and preparations for the final exam (final exams begin April 15)*

***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**