



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL SEMESTER 2013

SO 1010 (A2) – Canadian Society - 3 (3-0-0) UT 45 Hrs.

INSTRUCTOR: René R. Gadacz, Ph.D **PHONE:** 780.539.2831
OFFICE: C-306 **E-MAIL:** rgadacz@gprc.ab.ca

OFFICE HOURS: Daily; by appointment; drop-ins especially welcome

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

REQUIRED TEXT(S)/RESOURCE MATERIALS: A. Fleras, 2012 (7th 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 (3-0-0) UT 45 hours

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

OUTCOMES: To acquire a critical understanding of Quebec nationalism, Aboriginal goals of self-determination, and some of the controversial issues surrounding immigration and multiculturalism. To gain an appreciation of Canada's modernization

and industrialization over time, and its place and role(s) in the contemporary geopolitics of the 21st century.

SIDE EFFECTS: Dizziness, rash, itching, trouble breathing. Changes in vision and fainting may occur, including unusual fatigue. Euphoria may occur without warning. Seek medical attention if other side effects occur. Limit alcohol intake.

TRANSFERABILITY: Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Transfers to: UA, UC, AU, UL, AF, CU, CUC, GMU, KUC.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/

GRADING CRITERIA:

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

EVALUATIONS:

- Mid-Point Test (25 points)..... October 23
- Exit Test (25 points)..... December 9
- Daily Current Events Presentations (10 pts. x 2)..... *starts* September 16
- Chapter Debates (x 2, total of 50 pts.) --
- (a) Debate from textbook, hardcopy (25 pts.)..... Mondays, *start* Sept. 23
- (b) Debate from textbook website (25 pts.)..... Wednesdays, *start* Sept. 25

Assignment #1 (20 pts.) 'Applying to Immigrate'..... TBA
Assignment #2 (20 pts.) select text website 'Case Study'... TBA
Assignment #3 (20 pts.) select text website 'Insight'..... TBA

[Total points are 180; your total points will be converted to a percent (%) grade to determine your letter grade. For example, $150/180 = 83/100 = 83\% = A-$]

STUDENT RESPONSIBILITIES:

(1) Tests (50 points) consist of multiple choice questions, true-and-false, and/or glossary terms/concepts (short answers) -- based on all lecture and text materials.

Note that there is no final exam as such.

(2) What the daily '**current events**' entail (**2 x 10 = 20 point**) will be discussed as classes get underway. A simple one-page summary and short analysis is required, to be handed in on the day of the presentation.

(3) Details on the **Chapter Debates (2 x 25 = 50 points)** will be discussed early in the semester. One debate will be from a chapter in the Fleras textbook, the other debate from the Fleras textbook's website. One debate will be on *every second* Monday; the other debate held *every second* Wednesday. Schedules for Mondays and Wednesdays 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 (3 x 20 points = 60 points). Details will be provided in class and on Moodle. Due dates to be announced. Just FYI, the first assignment will ask you to apply to immigrate to Canada (and to Quebec!), 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 3-5-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 points (of the value of the work) 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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week of (Fall 2013):

September 9, 11 – Course requirements; initial organizational meeting; sociology refresher; defining 'society', 'nation', and 'nation-state'; start Chapter 1 in Fleras

September 16, 18 – 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 23, 25 – Chapter 2 and 3, continued in Fleras, racisms in Canada and its consequences and effects on society

September 30, October 2 – Chapter 3 and 4, in Fleras, defining ethnicity, the dynamics of ethnicity, ethnicity in relationship to the uniqueness of Canada

October 7, 9 – Chapter 4 and 5, in Fleras, inequality and stratification in Canada

October **14**, 16 – Chapter 5, continued No classes on Monday the 14th - Thanksgiving

October 21, **23** – Chapter 6, gender relations and gender inequality in Canada
Mid-Point Test on Wednesday the 23rd

October 28, 30 – Chapter 7, in Fleras, Canada's Aboriginal peoples; Native studies

November 4, 6 – Chapter 7, in Fleras, continued..

November **11**, 13 – Chapter 7, continued; Chapter 8 on French-English relations; the Charter groups and First Nations in a multicultural/multinational country
No classes on Monday the 11th – Remembrance Day/Fall break

November 18, 20 – 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 25, 27 – 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

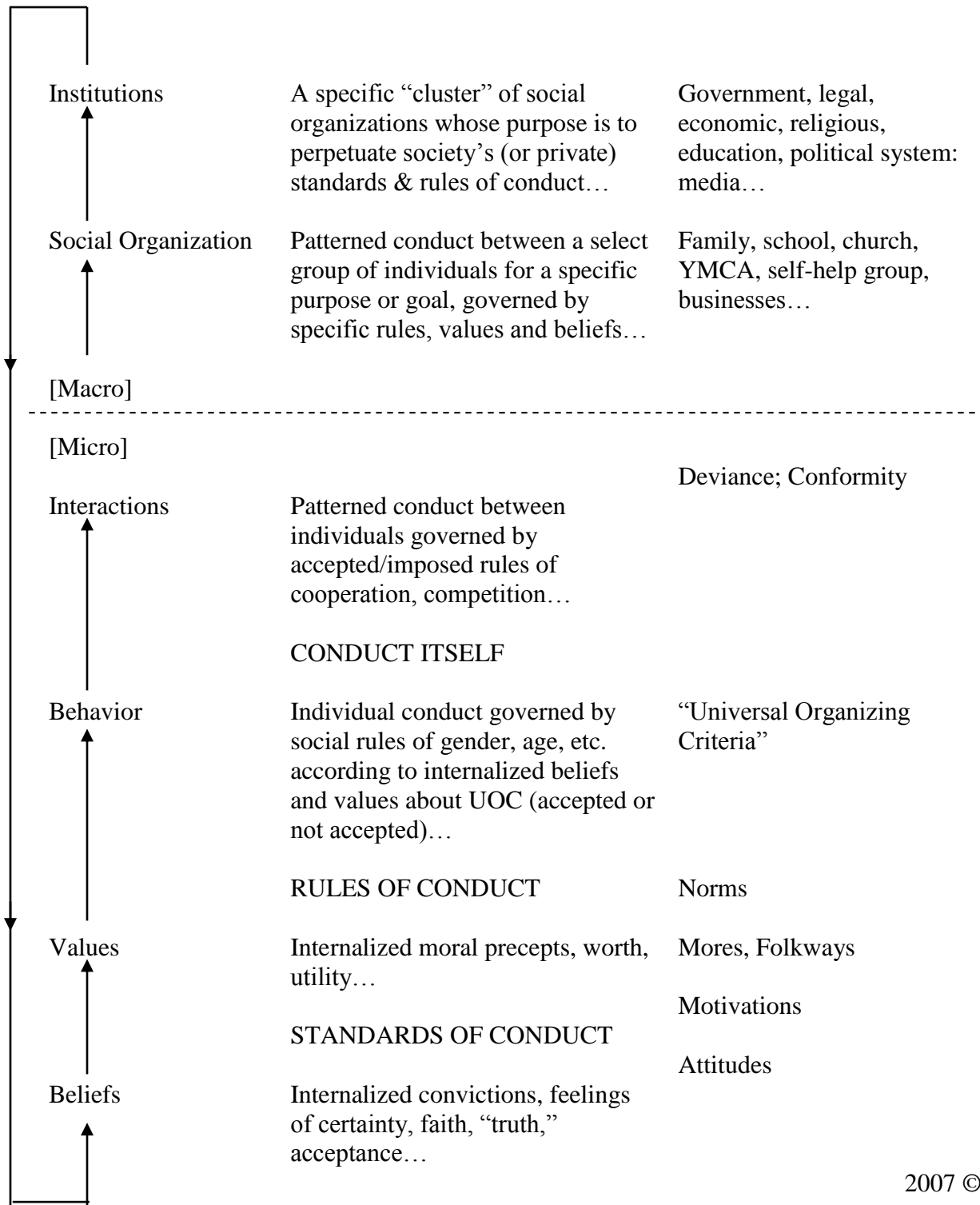
December 2, 4 – Chapter 10 in Fleras continued, Chapter 11 on multiculturalism in practice and in politics; over view of Chapter 12, Canada as a 'work in progress'

December 9 – Exit Test today!

[Classes end Tuesday, December 10, 2013]

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**