

CAPILANO UNIVERSITY COURSE OUTLINES			
TERM:	Fall 2017	COURSE NO: SOC 200	
INSTRUCTOR:		COURSE NAME: Identity, Culture, and Power	
OFFICE:	LOCAL:	SECTION NO(S):	CREDITS: 3
E-MAIL:	@capilanou.ca		
OFFICE HOURS:			

COURSE FORMAT:

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

COURSE PREREQUISITES:

None.

COURSE DESCRIPTION:

Despite our formal commitment to diversity, society is a clash of identities. This can be seen in the struggle over LGBTQ rights; the rise of nationalism; racial profiling by police and border agents against people of colour; and the ongoing inequalities faced by Indigenous peoples.

Students will look at the implications of these confrontations over identity. For example, why does our immigration system emphasize certain types of applicants over others? How do we define a “Canadian” in our culture and laws? What does national identity mean in the shadow of the economic and cultural power of global economic and cultural integration? Students will be challenged to identify the underlying sociological causes of contemporary social, political, and economic events.

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Differentiate between theories of historical sociology, political economy, and citizenship
- Describe some of the main elements of Canadian social structure, including colonial relations with France and Britain and ongoing relations with the United States
- Summarize the key social and historical phenomena that have shaped Quebec’s distinct position

- Describe the main elements of the immigration system, how these have changed over time, and how these are connected to racial/ethnic inequality
- Identify the most important elements of the Indigenous experience in North America, in particular the history and ongoing legacy of colonialism
- Apply feminist theory to gender relations, in particular to the workplace and family structure
- Identify the sociological factors that shape a current social issue discussed in the news media
- Synthesize existing research on the sociological factors behind this media topic
- Construct a research essay based on this material

COURSE WEBSITE:

moodle.capilanou.ca

REQUIRED TEXTS:

Harrison, Trevor W. and John W. Friesen, Canadian Society in the Twenty-First Century: a historical sociological approach. Third edition. Toronto: Canadian Scholars Press, 2015. (Referred to as “H&F” below).

Several articles or book chapters available from the SOC 200 Moodle site. (See below for more information).

COURSE CONTENT:

Date	Topic	Readings
Week 1.1	Introduction: Imagining a community Some key terms and concepts: nation, state, society, culture	H&F: preface, ch. 1
Week 1.2	Introduction 2 Concepts: historical sociology, political economy, citizenship	
Week 2.1	Indigenous peoples 1 Concepts: visible minorities, multiple ethnic ancestries, mixed unions, variation between regions; colonialism, genocide, ethnocide, reserves, residential schools	H&F: ch. 10
Week 2.2	Indigenous peoples 2 Concepts: aboriginal rights, aboriginal title, land claims Video: My Name is Kahentiiosta	H&F: ch. 12
Week 3.1	Indigenous peoples 3: Concepts: Delgamu’ukw, self-government, RCAP, Tsilhqot’in decision	

Week 3.2	Indigenous peoples 4 Concepts: sentencing circles, urban reserves, sacred/profane world	H&F: ch. 13
Week 4.1	Quebec 1: New France Concepts: habitants, dominant ideology, social stratification	H&F: ch. 2
Week 4.2	Quebec 2: Conquest, Rebellion, Quiet Revolution Concepts: two nations theory, nationalism	H&F: ch. 3
Week 5.1	Quebec 3: FLQ Concepts: War Measures Act Video: Action: The October Crisis	
Week 5.2	Quebec 4: Distinct Society? Concepts: constitution, bilingualism, biculturalism, sovereignty, distinct society	H&F: ch. 4
Week 6.1	Quebec 5: Return of the Nation Concepts: referenda, subsidiarity, asymmetrical federalism	H&F: ch. 5
Week 6.2	MIDTERM EXAM	
Week 7.1	The Making of "English"-Canada Concepts: contested citizenship, American exceptionalism, manifest destiny, Confederation	H&F: ch. 6
Week 7.2	"English"-Canada 2 Concepts: "National Policy," corporate capitalism	H&F: ch. 7
Week 8.1	Postwar Canada: Nationalism and Welfare State Concepts: Keynesian Welfare State, Canadianization, regionalism, dependency theory, staples theory	H&F: ch. 8
Week 8.2	Postwar Canada 2: Strong and Free, or Dependency? Concepts: neo-liberal globalization, free trade, continentalism	H&F: ch. 9
Week 9.1	Postwar Canada 3: Boom and Bust Concepts: oil crisis Video: Riding the Tornado	
Week 9.2	Social Stratification in Canada Concepts: employment, underemployment, feminization of poverty	Jackson, "Work, Wages, and Living Standards" (Moodle)
Week 10.1	Social Stratification 2 Concepts: neoliberalism, social mobility	
Week 10.2	Social Stratification 3	Russell and Dufour, "Rising

	Concepts: wage stagnation, income distribution	Profit Shares..." (Moodle)
Week 11.1	Women and the Canadian "Nation" Concepts: "gendering citizenship"; women, work, and family; patriarchy	Creese, "Politics of Dependence" (Moodle)
Week 11.2	Women and the Canadian "Nation" 2 Concepts: occupational segregation, income gap, employment equity RESEARCH PAPER DUE	Creese and Beagan, "Gender at Work: Strategies for Equality..." (Moodle)
Week 12.1	Race and Ethnicity in Canada 1 Concepts: race, ethnicity, racism; immigration policy	Henry et al, "Racism in Canadian History" (pp. 57-71) (Moodle)
Week 12.2	Race and Ethnicity 2 Video: Continuous Journey	Boyd and Vickers, "100 Years of Immigration..." (Moodle)
Week 13.1	Race and Ethnicity 3 Concepts: discrimination, employment equity	Henry et al, "Racism in Canadian History" (pp. 71-95) (Moodle)
Week 13.2	Race and Ethnicity 4 Concepts: multiculturalism, liberalism, communitarianism	
Week 14-15	FINAL EXAM during this exam period	

COURSE ASSIGNMENTS:

Each student must write a **research paper** based on a current Canadian social issue. The starting point will be a news item connected to the issue. Students will be required to place this news item in its sociological context by drawing on academic sources. Students will also apply discourse analysis to identify the framing and assumptions behind the article.

There will be two **exams**, one of them a midterm and the other a final exam, consisting of short-answer and essay-style questions.

There will be a set of **online fourth-hour** activities that will build on the readings and classroom material. Refer to the course website for more information.

The **participation** mark will be based on “minute papers”: very short papers (as short as a sentence) written in-class and marked as either “complete” or “incomplete.” These papers might ask the student to summarize one of the main points of that day’s class, or of the readings for the class, or to think of a question that is related to the day’s topic that wasn’t answered in the lecture or discussion.

EVALUATION PROFILE:

Research paper:	30%
Midterm exam:	25%
Final exam:	30%
Fourth-hour online assignments:	10%
Participation:	<u>5%</u>
	100%

GRADE PROFILE:

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 0 - 49
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

OPERATIONAL DETAILS:

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

Attendance: Class attendance is essential to success in the course. Classes will involve lectures, videos, debates and discussions, small-group assignments, handouts, and other material. All of this is “examinable,” so if you miss a class for any reason, please arrange to get notes from a classmate.

Late Assignments: Late papers will be accepted, but with a 5% penalty for each day that the paper is late, including weekends.

Missed Exams: Make-up tests are given at the discretion of the instructor. They are given only in medical emergencies or severe personal crisis. Missing an exam for any other reason will be accommodated only in special circumstances, and only with prior arrangement with the instructor.

English Usage: Students are responsible for proof-reading all written work for any grammatical, spelling and stylistic errors. Marks will be deducted for incorrect grammar and spelling in written assignments.

Incomplete Grades: Given at the discretion of the instructor in the case of medical emergencies or severe personal crises.

Electronic Devices: No personal electronic devices (cell phones, pagers, calculators, electronic dictionaries, “smart” watches, etc.) may be used during an examination without prior approval from the instructor. During an exam, turn off all mobile phones and other devices and remove them from the desk.

Emergency Procedures: Students are expected to familiarise themselves with the emergency procedures posted on the wall of the classroom.