

**SOCIOLOGY 1010 A3  
CANADIAN SOCIETY  
WINTER 2003-04**

**Instructor:** Oswald S. Warner, BSc., MLIR, Ph.D.

**Time/Place:** Tues. and Thurs 10.00am-11.20am Room A314

**Office Hours:** Frids. 1-4pm or anytime I am in my office  
Room: C404  
Phone 539-2995  
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**Description:**

This course focuses on Canadian society as a plurality of entities, national, sociocultural, economical, political, and technological 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, social/cultural, and ideological sources of autonomy, inequality, regionalism, ethnicity, uniqueness, and identity of Canadian society.

**Readings:**

The required readings:

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

A course pack to be purchased will be also be available for reading.

Relevant articles placed on reserve and in circulation in the library.

NB: This reading list will be added to from time to time.

Learners are expected to read assigned readings in advance of the dates they are listed for. You are expected to read the required chapters in Hiller and at least two (2) relevant articles. 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, there will be some group activity. For example, during our early class sessions, students will work and present in groups the context of exit and context of reception of their common ethnic origins. Sessions such as this 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. Discussions will 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). However, even though you do not have to believe everything 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.

### **Group Ancestral Ethnic Origin Research:**

Each of us has a distinctive ancestral ethnic origin history or herstory. That is, each of us can find our ancestral roots rooted either and or in Europe, Africa, and or Asia. This is so because very much like the United States and most other New World places, Canada is society of immigrants. In groups, your task is to research and present your ancestral ethnic origin history or herstory, especially as it relates the contexts of exit and entry, that is, the political, economical, social, and cultural factors that either encouraged or forced the out-migration of your ancestors from either and or Europe, Africa, and or Asia and their in-migration into Canada so many years ago. Divided into 5% for your written one (1) to three (3) page group research report and 10% for your group self-evaluation, this task accounts for 15% of your overall grade. Please note that you are to submit your written group research report and group self-evaluation form on the day of presentation. Students who do not provide me with his/her group self-evaluation form will not receive self-evaluation grades.

### **TRRs: Thematic Reading Reports:**

With each TRR valued at 2.5% of your grade, you are to submit two (2) TRRs. **Each TRR is to be based on a central theme or central themes in a required chapter reading in the text as well as on two (2) articles in the additional list of readings that pertain to the chosen central theme or central themes in the chapter. You are expected to make your selection from amongst the chapters commencing with Chapter 1 and ending with Chapter 11. This means that you have an opportunity to choose to write on two (2) out of four (1) chapters, chapters 2 to 5. These TRRs are to be submitted on or before the date on which the chapters are to be discussed in the course outline. Once the date has passed, even though the chapter may not have been discussed, TRRs will be accepted but with a penalty of 0.5 for each day late. There will also be a deduction of 0.5 for TRRs less than 400 words and/or without a wordcount. As such, you should provide a submission date as well as word count figure in your TRRs.**

TRRs 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 TRRs on time, said situation must be documented in writing to my satisfaction.

These TRRs are to encourage reading of the required chapters and additional readings in advance of their lecture/discussion dates on the syllabus and as such will provide you with an opportunity to be more informed of what is being discussed. **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 sentence construction, spelling, etc..**

### **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	25%
Final Exam	30%
Group Ethnic Origin Research	05%
Group Self-Evaluation	10%
Two (2) TRRs @ 2.5% each	05%
Individual Participation	05%
Five (5) Attendance @ 1% each	
<b>Total</b>	<b>100%</b>

**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.

SO 1010  
SYLLABUS

Date	Topic	Readings
1/6	Introduction/Course Overview	None

**THE QUESTION OF SOCIETY**

Required Reading:

1/8/13/15,20                      Hiller, *The Question of Society*                      Ch. 1

Additional Required Readings in Reserve:

Carrigan, D. Owen. 1988. "The Immigrant Experience in Halifax, 1881-1931," ***Canadian Ethnic Studies*** 20, 3: 28-41.

Elliot, Jean Leonard and Augie Fleras. 1990. "Immigration and the Canadian Ethnic Mosaic" in Peter S. Li (ed.), ***Race and Ethnic Relations in Canada***, Toronto, ON: University of Toronto Press, 51-76.

Grow, Stewart. 1974. "The Blacks of Amber Valley: Negro Pioneering in Northern Alberta," ***Canadian Ethnic Studies*** 6, 1-2: 17-38.

Hiller, Harry H.. 2000. (4<sup>th</sup> ed.). ***Canadian Society: A Macro Analysis***, Toronto, ON: Prentice-Hall, Canada, 194-202.

Johnston, Hugh. 1984. ***The East Indians in Canada***, Toronto, ON: Canada's Ethnic Groups, Canadian Historical Association, Booklet No. 5.

Li, Peter S.. 1982. "Chinese immigrants on the Canadian prairie," ***Canadian Review of Sociology & Anthropology*** 19, 4: 527-540.

McLaughlin, K.M.. 1985. ***The Germans in Canada***, Toronto, ON: Canada's Ethnic Groups, Canadian Historical Association, Booklet No. 11.

Patrias, Carmela. 1999. ***The Hungarians in Canada***, Toronto, ON: Canada's Ethnic Groups, Canadian Historical Association, Booklet No. 27.

Petryshyn, Jaroslav and L. Dzubak. 1985. ***Peasants in the Promised Land: Canada and Ukrainians, 1891-1914***, Toronto, ON: James Lorimer and Company, Preface viii-x; Chapt. 1: 3-11; Chapt. 2: 12-26; Chapt. 7: 94-113; Chapt. 10 141-153

- Rawlyk, G. A.. 1962. "Canada's Immigration Policy, 1945-1962," **The Dalhousie Review** 42, 3 (Autumn): 287-300.
- Sheppard, R. Bruce. 1991. "Plain Racism: The Reaction Against Oklahoma Black Immigration to the Canadian Plains" in Ormond McKague (ed.), **Racism in Canada**, Fifth House, 15-31.
- Smith, Susan J. . 1993. "Immigration and nation-building in Canada and the United Kingdom," in Peter Jackson and Jan Penrose (eds.), **Constructions of Race, Place and Nation**, Minneapolis, MN: University of Minnesota Press, 50-77.
- Tan, Jin and Patricia E. Roy. 1985. **The Chinese in Canada**, Toronto, ON: Canada's Ethnic Groups, Canadian Historical Association, Booklet No. 9
- Thomson, Colin A.. 1977. "'Dark Spots in Alberta,'" **Alberta History** 25, 4 (Autumn): 31-36.
- Walker, James W. St. G.. 1984. **The West Indians in Canada**, Toronto, ON: Canada's Ethnic Groups, Canadian Historical Association, Booklet No. 6.
- Ward, Peter W.. 1982. **The Japanese in Canada**, Toronto, ON: Canada's Ethnic Groups, Canadian Historical Association, Booklet No. 3.
- Wilson, David A.. 1989. **The Irish in Canada**, Toronto, ON: Canada's Ethnic Groups, Canadian Historical Association, Booklet No. 12.
- NB: There are other Canadian Ethnic Groups in the library published by Canada's Ethnic Groups, Canadian Historical Association.

- 1/22                    **GROUP PRESENTATION**
- 1/27                    **GROUP PRESENTATION**
- 1/29                    **GROUP PRESENTATION**
- 2/3                     **GROUP PRESENTATION**
- 2/5                     **EXAM 1 QUESTION GIVEN OUT AND DISCUSSED**
- 2/12                    **EXAM 1 DUE**





## THE ISSUE OF INEQUALITY

2/24

### TRR2 DUE ON THE ISSUE OF INEQUALITY CENTRAL THEME(S) IN CHAPT 3 AND TWO (2) ARTICLES

#### Required Reading:

2/24,26 The Issue of Inequality Ch. 3  
3/2

#### Additional Required Readings in Reserve:

- Armstrong, Hugh and Pat Armstrong. 1975. "The Segregated Participation of Women in the Canadian Labour Force 1941-1971," **Canadian Review of Sociology and Anthropology**, 12, 4 (Part 1): 370-384.
- Bolaria, B. Singh and Terry Wotherspoon. 2000. (3<sup>RD</sup>.) "Income Inequality, Poverty, and Hunger" in B. Singh Bolaria (ed.), **Social Issues and Contradictions in Canadian Society**, Toronto, ON: Harcourt Canada, 73-90.
- Clement, Wallace. 1999. "Inequality of Access: Characteristics of the Canadian Elite" in M. Reza Nakhaie (ed.), **Debates on Social Inequality: Class, Gender, and Ethnicity in Canada**, Toronto, ON: Harcourt Brace, 76-89.
- Creese, Gillian and Brenda Beagan. 1999. "Gender at Work: Seeking Solutions for Women's Equality" in James Curtis, Edward G. Grabb, and Neil Guppy (eds) (3<sup>rd</sup>. ed.), **Social Inequality in Canada: Patterns, Problems, and Policies**, Toronto, ON: Prentice-Hall, 199-211.
- Fillmore, Catherine J.. 1999. "Gender Differences in Earnings: A Re-Analysis and Prognosis for Canadian Women" in M. Reza Nakhaie (ed.), **Debates on Social Inequality: Class, Gender, and Ethnicity in Canada**, Toronto, ON: Harcourt Brace, 164-179.
- Frideres, James S.. 2000. (3<sup>RD</sup>.) "First Nations: Walking the Path of Social Change" in B. Singh Bolaria (ed.), **Social Issues and Contradictions in Canadian Society**, Toronto, ON: Harcourt Canada, 195-227.
- Grabb, Edward. 1999. "Concentration of Ownership and Economic Control in Canada: Patterns and Trends in the 1990s" in James Curtis, Edward G. Grabb, and Neil Guppy (eds) (3<sup>rd</sup>. ed.), **Social Inequality in Canada: Patterns, Problems, and Policies**, Toronto, ON: Prentice-Hall, 4-12.
- Henry, Frances. 1999. "Two Studies of Racial Discrimination in Employment" in James Curtis, Edward G. Grabb, and Neil Guppy (eds) (3<sup>rd</sup>. ed.), **Social Inequality in Canada: Patterns, Problems,**

- and Policies**, Toronto, ON: Prentice-Hall, 226-235.
- Hou, Feng and T.R. Balakrishnan. 1996. "The Integration of Visible Minorities in Contemporary Canadian Society," **Canadian Journal of Sociology** 21, 3: 307-326.
- Hou, Feng and T.R. Balakrishnan. 1999. "The Economic Integration of Visible Minorities in Contemporary Canadian Society" in James Curtis, Edward G. Grabb, and Neil Guppy (eds) (3<sup>rd</sup>. ed.), **Social Inequality in Canada: Patterns, Problems, and Policies**, Toronto, ON: Prentice-Hall, 214-225.
- McQuillan, Kevin and Marilyn Belle. 1999. "Who does what? Gender and the Division of Labour in Canadian Households" in James Curtis, Edward G. Grabb, and Neil Guppy (eds) (3<sup>rd</sup>. ed.), **Social Inequality in Canada: Patterns, Problems, and Policies**, Toronto, ON: Prentice-Hall, 186-198.
- Menzies, Charles R.. 1999. "First Nations, Inequality, and the Legacy of Colonialism" in James Curtis, Edward G. Grabb, and Neil Guppy (eds) (3<sup>rd</sup>. ed.), **Social Inequality in Canada: Patterns, Problems, and Policies**, Toronto, ON: Prentice-Hall, 236-243.
- Nakamura, Alice. 1999. "Gender Differences in Earnings: A Comment" in M. Reza Nakhaie (ed.), **Debates on Social Inequality: Class, Gender, and Ethnicity in Canada**, Toronto, ON: Harcourt Brace, 179-187.
- Satzewich, Vic. 2000. (3<sup>RD</sup>.) "Social Stratification: Class and Racial Inequality" in B. Singh Bolaria (ed.), **Social Issues and Contradictions in Canadian Society**, Toronto, ON: Harcourt Canada, 165-194-227.

Additional Required Readings Not in Reserve:

- Porter, John. 1967 (1965, 1966). **The Vertical Mosaic: An Analysis of Social Class and Power in Canada**, Toronto, ON: University of Toronto Press.
- Henry, Frances, Carol Tator, Winston Mathis, and Tim Rees. 1995. **The Colour of Democracy: Racism in Canadian Society**, Toronto, ON: Harcourt Brace.





***Gender, and Ethnicity in Canada***, Toronto, ON: Harcourt Brace, 297-306.

- Laurin, Camille. 1999. "French Language Charter" in M. Reza Nakhaie (ed.), ***Debates on Social Inequality: Class, Gender, and Ethnicity in Canada***, Toronto, ON: Harcourt Brace, 279-287.
- Lupul, Manoly R.. 1982 "The Political Implementation of Multiculturalism," ***Journal of Canadian Studies*** 17, 1 (Spring): 93-102.
- Lupul, Manoly R.. 1982. "The Tragedy of Canada's White Ethnics: A Constitutional Post-Mortem," ***Journal of Ukrainian Studies*** 7, 1(Spring): 3-15.
- Lupul, Manoly R.. 1983. "Multiculturalism and Canada's White Ethnics," ***Canadian Ethnic Studies*** 15, 1: 99-107.
- Nakhaie, M. Reza. 1999. "Vertical Mosaic among the Elites: The New Imagery Revisited" in M. Reza Nakhaie (ed.), ***Debates on Social Inequality: Class, Gender, and Ethnicity in Canada***, Toronto, ON: Harcourt Brace, 264-278.
- Miller, J.R.. 1991. "The Northwest Rebellion of 1885" in J.R. Miller (ed.), ***Sweet Promises: A Reader on Indian-White Relations in Canada***, Toronto, ON: University of Toronto Press, 243-258.
- Ogmundson, R. and J. McLaughlin. 1999. "Trends in the Ethnic Origins of Canadian Elites: The Decline of the BRITS?" in M. Reza Nakhaie (ed.), ***Debates on Social Inequality: Class, Gender, and Ethnicity in Canada***, Toronto, ON: Harcourt Brace, 256-264.
- Pendakur, Ravi and Fernando Mata. 1998. "Patterns of Ethnic Identification and the 'Canadian' Response," ***Canadian Ethnic Studies*** 30, 2: 125-137.
- Ponting, J. Rick and Richard A. Wanner. 1983. "Blacks in Calgary: A Social and Attitudinal Profile," ***Canadian Ethnic Studies*** 15, 2: 57-76.
- Roberts, Lance W. and Rodney A. Clifton. 1982. "Exploring the Ideology of Canadian Multiculturalism," ***Canadian Public Policy*** 8, 1: 88-94.
- Roberts, Lance W. and Rodney A. Clifton. 1999. "Exploring the Ideology of Canadian Multiculturalism" in M. Reza Nakhaie (ed.), ***Debates on Social Inequality: Class, Gender, and Ethnicity in Canada***, Toronto, ON: Harcourt Brace, 312-323.

- Roy, Patricia E.. 1995. "The Fifth Force: Multiculturalism and the English Canadian Identity," ***Annals of the American Academy of Political and Social Science*** 538: 199-209.
- Samuel, T. John.. 1990. "Third World Immigration and Multiculturalism" in Shiva S. Halli, Frank Trovato, and Leo Driedger (eds.), ***Ethnic Demography: Canadian Immigrant, Racial and Cultural Variations***, Ottawa, ON: Carleton University Press, 383-397.
- Satzewich, Vic. 2000. (3<sup>RD</sup>.) "Multiculturalism, Ethnic Identity, and Inequality" in B. Singh Bolaria (ed.), ***Social Issues and Contradictions in Canadian Society***, Toronto, ON: Harcourt Canada, 228-246.
- Tobias, John L.. 1991. "Canada's Subjugation of the Plains Cree, 1879-1885" in J.R. Miller (ed.), ***Sweet Promises: A Reader on Indian-White Relations in Canada***, Toronto, ON: University of Toronto Press, 212-240.
- Tobias, John L.. 1991. "Protection, Civilization, Assimilation: An Outline History of Canada's Indian Policy" in J.R. Miller (ed.), ***Sweet Promises: A Reader on Indian-White Relations in Canada***, Toronto, ON: University of Toronto Press, 127-144.
- Valentine, Victor. 1980. "Native Peoples and Canadian Society: A Profile of Issues and Trends" in Raymond Breton, Jeffrey Reitz, and Victor Valentine (eds.), ***Cultural Boundaries and the Cohesion of Canada***, Montreal: Institute of Research and Polciy, 71-78.
- West, D.A. 1999. "Hegemony and the Representation of Aboriginal Politics in Canada" in M. Reza Nakhaie (ed.), ***Debates on Social Inequality: Class, Gender, and Ethnicity in Canada***, Toronto, ON: Harcourt Brace, 306-311.

Additional Readings Not in Reserve:

Special Issue of ***Canadian Ethnic Studies*** 19 (1987) for excellent discussions of the evolution of attitudes towards Chinese experiences in Canada.

**THE QUESTION OF UNIQUENESS**

4/1,6,8

Additional Required Readings:

Lipset, Seymour Martin. 1963. "The Value Patterns of Democracy: A Case Study in Comparative Analysis," ***American Sociological Review*** 28: 515-531.

\_\_\_\_\_. 1964. "Canada and the United States—a comparative view," ***Canadian Review of Sociology and Anthropology*** 1: 173-185.

\_\_\_\_\_. 1986. "Historical Conditions and National Characteristics," ***Canadian Journal of Sociology*** 11, 2: 113-115.

\_\_\_\_\_. 1989. "Voluntary Activities: More Canadian-American Comparisons—A Reply," ***Canadian Journal of Sociology*** 14, 3: 377-382.

Truman, Tom. 1971. "A Critique of Seymour M. Lipset's Article," ***Canadian Journal of Political Science*** 4: 513-525.

**APR. 19-28            FINAL EXAM DATE TO BE DETERMINED**

**GRADE COMPILER**

**A: Attendance**

Date	Grade
<b>Total</b>	

**B: Two (2) TRRs**

TRRs/Date	Grade
<b>Total</b>	

**C: Exams and Group Report**

Date	Grade
Exam 1	
Exam 2	
Group Report	
<b>Total</b>	

**FINAL GRADES**

Totals	100
Attendance	
TRRs	
Exams	
Group Report	
<b>Total</b>	

**GRANDE PRAIRIE REGIONAL COLLEGE GRADING PROCEDURE**

Alpha Grade	4-Point Equivalence	Percentage Equivalence	Descriptor
A+	4.0	96-100	OUTSTANDING
A	4.0	91-95	EXCELLENT
A-	3.7	86-90	FIRST CLASS STANDING
B+	3.3	81-85	
B	3.0	76-80	
B-	2.7	71-75	GOOD
C+	2.3	66-70	SATISFACTORY
C	2.0	61-65	
C-	1.7	56-60	
D+	1.3	51-55	MINIMAL PASS
D	1.0	46-50	
F	0.0	0-45	

**NB: D+ and D do not (normally) transfer to ANY Alberta University (AU is sometimes an exception).**