

**SOC\*2010 Canadian Society**

Fall 2018

Lectures: Tuesday, 7:00-9:50 pm  
Instructor: Dr. Michael Follert  
Office Hour: Tuesday, 5:30-6:30 pm

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Course Description:

What does it mean to be Canadian? Are there uniquely 'Canadian' values, norms, or institutions that make Canada different from the United States? How can Canadian society cultivate a sense of belonging amidst widespread racial and ethno-cultural difference and inequality? How might we reconcile ourselves to our historical injustices and move toward a more just society? These questions strike at the core of how we think of ourselves as a country, and they form the foundation for our sociological explorations in this course.

SOC\*2010 is broken up into three units. *Section I: Culture, Identity, & Nation-Building* will look at some of the classic cross-disciplinary scholarship on how Canada has been imagined as a nation. We will consider the construction of Canadian identity here primarily as a project fraught with anxieties (who 'belongs'? do we have a coherent identity? what do we do with the ghosts of our past? or are we, as Frye argues, haunted by a *lack* of ghosts?). *Section II: Between Nations* will consider the range of political, economic, and socio-cultural tensions among the nations and peoples that constitute Canada – specifically, the English, the French, and the First Nations, Métis, & Inuit. We will give special attention to the subordinate status of the Quebecois and Indigenous peoples under Confederation and colonialism. *Section III: Rethinking Multiculturalism* will consider cultural pluralism as a frame for understanding Canadian identity today, with a view to recent trends in immigration and refugee resettlement. While some describe Canada as the first 'postmodern' or 'post-national' state, absent a core identity, others insist Canada remains Eurocentric and exclusionary at its core. We will explore these debates, which have spurred some of the most important international scholarship on citizenship, identity, and the principles of recognition.

Required course readings will be available online through the library's ARES interface, so no textbook or course kit purchase is required. Weekly readings will average around 40 pages. A complete reading list will be posted shortly before the beginning of classes.

Learning Objectives & Outcomes:

- Students will be able to apply sociological concepts and theories to understand a range of social, political, and economic trends in Canadian society.
- Students will think critically about the construction of social problems, with particular attention to those voices traditionally marginalized within Canadian society.
- Students will develop their research skills in the analysis of government documents and different forms of cultural representation.
- Students will consider their own location within structures of power and privilege.
- Students will exercise professionalism and ethics in their completion of assignments, with attention to guidelines on academic integrity.
- Students will demonstrate intellectual curiosity and develop their problem-solving, decision-making, listening, and communication skills.
- Students will show leadership, accountability, personal organization, teamwork, and time management.

### Grading:

- 20% **In-Class Mid-Term**  
Multiple choice and short answer – 80 minutes
- 25% **Five Short Responses: Analyzing Canadian Culture**  
Since the early 1990s, Heritage Minutes have been a mainstay of the Canadian media landscape. These short films represent an idea about what aspects of Canadian history should inhabit our collective memory. Your job is to analyze five of the nearly hundred available Minutes (<https://www.historicacanada.ca/heritageminutes>) with a view to what kinds of stories they are telling about our past (whose perspective is shown/excluded? who is the imagined audience? what artistic decisions shape the representation and to what end? Is the story even accurate?). – 1 page each
- 25% **Research Paper: Contesting Nationhood**  
Seeking to ‘solve’ the ongoing problems related to inequality, diversity, and oppression in Canadian society, federal and provincial governments have established major investigatory commissions and issued extensive reports over the past decade. You will take up an issue covered in one of these reports and write a short research paper on the topic. You will have the option of looking at one of two reports: the Final Report of the Truth and Reconciliation Commission on Residential Schools (2015), or the Quebec Report on Accommodation of Religious and Cultural Differences (2008). – 6 to 8 pages
- 30% **Final Exam**  
Multiple choice, short answer and long answer – 120 minutes

Note: The above course details may be subject to slight changes prior to the first day of classes.

### E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

### When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for [Academic Consideration](#).

### Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day; two-semester courses must be dropped by the last day of the add period in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

### Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### Accessibility

The University promotes the full participation of students who experience disabilities in their

academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day.

More information: [www.uoguelph.ca/sas](http://www.uoguelph.ca/sas)

#### Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

#### Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

#### Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.