

SOCIOLOGY. CANADIAN STUDIES 201 (N=140)

SOCIAL SCIENCES

BIG IDEA

Get the students to question common sense notions of Canadian society.

PROGRAM LEVEL OUTCOME/GOAL

- Consider sociological issues from a variety of vantage points.
- To look beyond the manifest/visible to also comprehend the latent/invisible in order to evaluate.
- Propose and advocate for courses of action.

LEARNING OUTCOMES FOR THE COURSE

- Use both culture and structure to explain educational 'success' trajectories for at least three sub-populations in Canada.
- Explain how Canada's colonial policies from the early 1900s have had a direct impact on the educational success rate of contemporary Indigenous communities in Canada.

COMPONENTS

- Reading
- Lecture
- Discussion
- Essay

ASSESSMENT

Essay, 5 page max (Context: It's a second year course, so they may need a little hand holding through the essay writing task)

Topic: Describe the educational trajectories for two Canadian sub-populations; apply culture vs structure perspectives to explain the educational success rates. Choose which explanation you prefer, and defend your stance.

- Draw on at least 2 readings that aren't in the syllabi
- Draw on at least 2 readings that are in the syllabi
- Submit an outline of your argument which includes:
 - Summary of the 4 readings (annotations)
 - Introduction statement
 - A thesis statement
 - The points that you will raise in the body of your essay (i.e. a bulleted step-by-step summary of how you will make your argument)
 - Conclusion with implications for the education system
 - Peer feedback on the outline will be given in class
- Submit a final draft to the instructor (the outline must be attached, 10% loss if it's not)
- Written feedback will be provided by prof
- Opportunity for student to earn a 5% bonus prof's comments are addressed

LESSON PLAN OBJECTIVES

- Compare the trajectories of educational success from the early 1900s to today for three groups, a) Euro-settlers, b) Chinese Canadians, and c) Indigenous populations.
- Explain the educational success rates using an argument rooted in 'culture'.
- Explain the educational success rates using an argument rooted in 'structure'.

LEARNING ACTIVITIES

Pre-readings:

1. Chinese Canadian educational experience
2. Residential schools
3. Euro-Canadian

Lecture for 25 minutes

- What is a structural explanation/interpretation
- What is a cultural explanation /interpretation
- Examples of each

10 minute in class video from XwiXwa library detailing the intergenerational effects of racist educational policies

15 minute Discussion looking at connections and similarities between the readings (helping to prep for the essay)

- What Canadian values inform the education system, both current and past (structure)?

20 minute lecture and demonstration

- Review a table showing the graduation rates and GPA stats of Euro-settlers
- Demonstrate how to get these numbers from StatsCan website

In class activity

- Get student to use the StatsCan website to look up the graduation rates and GPA scores for the city you grew up in and a nearby city
- Get student to use the StatsCan website to look up the graduation rates and GPA scores for Chinese Canadians as well as Indigenous communities
- Get into groups of 3-4, discuss any patterns you see, use structure/culture lens to explain the data
 - 15 minute share back to the large class, instructor to prompt people who are not speaking