

COURSE IMPLEMENTATION DATE:	Jan 2007
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	November 2010
(Four years after UPAC final approval date)	(MONTH YEAR)

**OFFICIAL COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:	<b>School of Social Work &amp; Human Services</b>	
INCS 396		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	<b>Identity, Cultural Politics, and Service Delivery</b>	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course will explore contemporary social issues within the IndoCanadian community in Canada. The effects of the 21<sup>st</sup> century on India and their implications for IndoCanadians will be addressed. The impact of the ongoing relationship between India and IndoCanadians will be a focus of the course. Connections, frictions, and dialogue will be explored and studied with a view to enhance an understanding of the interconnectedness of social identity of Canadians of Indian origin. The development of social and human services that are culturally sensitive and appropriate will be examined.

PREREQUISITES: **INCS 392**  
COREQUISITES:

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____	_____
(Course #)	(Department/Program)
(b) Cannot take: _____ for further credit.	_____
(Course #)	(Department/Program)

TOTAL HOURS PER TERM:	<b>45</b>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>		LENGTH OF COURSE: _____
Lectures:	45 Hrs	HOURS PER DAY: _____
Seminar:	Hrs	
Laboratory:	Hrs	
Field Experience:	Hrs	
Student Directed Learning:	Hrs	
Other (Specify):	Hrs	

MAXIMUM ENROLLMENT:	<b>30</b>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	<b>Once per year</b>
<b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): _____	Chairperson: _____
Satwinder Bains	
Department Head: _____	Dean: _____
Dr. Gloria Wolfson	Dr. Jacalyn Snodgrass & Dr. Eric Davis
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: Nov. 24, 2006

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

This course is the second course in the INCS series which endeavours to further develop a deeper understanding of IndoCanadian issues with a goal to address contemporary issues. The topics of study will create a familiarity and awareness of how the community functions within a Canadian context, juxtaposed against the Indian backdrop. Students are expected to be engaged in a study of Indian identity, the cultural politics of life as IndoCanadians and the difficulties, challenges, strengths and opportunities that this unique mix presents.

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

1. Understand the complex nature of the family, community, and social identity in the IndoCanadian community.
2. Identify social issues faced by IndoCanadians.
3. Comprehend and discuss issues faced by the three subgroups: newly arrived, the 70's bulge, the third/fourth generation.
4. Critically analyze and understand the impact of current social conditions in India and its influence on IndoCanadians.
5. Demonstrate familiarity with contemporary social issues in terms of gender, the roles of elders, and cultural expectations for youth.
6. Demonstrate an understanding of issues such as mental health, family crisis and service, intergenerational conflict, and gender roles in the need for culturally sensitive and appropriate services.
7. Research and explore future implications for IndoCanadians in the Canadian context..

**METHODS:**

This course will be conducted in interactive lecture style with the use of videos, discussions, presentations, guest lectures, and class exercises.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

**METHODS OF OBTAINING PLAR:**

Portfolio and oral exam.

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Nayar, K.E. (2004) Sikh diaspora in Vancouver: Three generations amidst tradition, modernity and multiculturalism. (Toronto: University of Toronto Press.

Chakrabarty, B. (2005). Communal identity in India:Its construction and articulation in the twentieth century. New Delhi;Oxford University Press, 2005.

Jhunjunwala, B., Jhunjunwala, M. (2004) Indian approach to women's empowerment . Jaipur : Rawat Publications.

Radhakrishna, R., & Ray, S (Eds) (2005). Handbook of poverty in India: Perspectives, policies, and programmes. New Delhi: Oxford University Press.

Gupta, V.S. (2004). Communication, development, and civil society: Essays on social development and civil society. New Delhi: Concept.

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Critique in writing of readings/presentation - 25%  
Journals - reflections - dialogue/discussion - 20%  
Mid-Term exam - 25%  
Final Essay - 30%  
**TOTAL – 100%**

## **COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

Week 1 - Introductions, Assessment of Learning Needs, objectives and expectations.

Week 2 - Caste, class, and community in modern India. Transitions from colonial typology to analysis of social change, diversity, stability, and caste hierarchy in rural society. Explore themes of identity, structure and mobility for three generations of IndoCanadians.

Week 3 - Covers issues of social change, economic development, and identity politics in contemporary India studied through environmental and women's movements.

Week 4 - Critique of development and conflicts over women's rights, religious community, ethnicity, and citizenship for Indo Canadians.

Week 5 - Outlines key concepts related to the reproduction of inequality, particularly around class, gender, and religious communalism, and examines the mechanisms through which these inequalities are reproduced in Indians living in Canada.

Week 6 – Mid-term exam.

Week 7 - Change and continuity in India in contemporary times and the problems of modern development in the 21<sup>st</sup> century.

Week 8 - Emphasis on forms of political organizations and economic life, social organizations, and cultural developments in Canada for IndoCanadians.

Week 9 - Analysis of problems in social life, international and domestic cultural politics, education, economics of immigration, and other areas.

Week 10 - Impact of interrelationships of the various social and cultural influences on the culture of collective style of family life in a nuclear society.

Week 11 - Discussion of appropriate/sensitive social service delivery models.

Week 12 - Group Presentations.

Week 13 - Wrap up/ final paper.