

University of Toronto
 Department of Sociology
SOC315H1S: Domestic Violence
Winter, 2019

COURSE DETAILS

Term	Days	Time	Location
S	Wednesdays	4:00pm-6:00pm	LM161

The prerequisite to take SOC315H1 is 1.0 SOC at the 200 or higher level (SOC212H1 is recommended). Students without this prerequisite will be removed at any time discovered and without notice.

INSTRUCTOR CONTACT INFORMATION

Instructor: Amanda Couture-Carron
 Email: Amanda.Couture@mail.utoronto.ca
 Office: Room 335, Department of Sociology, 725 Spadina Avenue
 Office hours: Wednesdays 2:30pm-3:30pm

Note: You should always try to reach me by email first. Please send emails to the above address ONLY – or you will not receive a reply. You can generally expect a reply within 48 business hours (i.e., not on weekends).

This course (including its reading materials, lectures, class and online discussions, and assignments) will cover issues related to intimate partner violence, sexual assault, and the like. As such, it may be triggering to survivors. If you require support, please see the resources available at the University of Toronto <https://www.future.utoronto.ca/current-students/safety-support>

COURSE DESCRIPTION

This course will provide an overview of the different forms of domestic criminal violence, concentrating primarily on intimate partner violence and child abuse. We will focus on the methodological problems in assessing the nature and extent of these types of violence, the risk factors and correlates of both offending and victimization and the theoretical explanations that have been offered for these crimes. We also consider the social and legal responses to intimate partner violence and child abuse.

This course will highlight an intersectional understanding of domestic violence by drawing attention to the relevance of multiple social locations such as race, immigration status, and class.

COURSE OUTCOMES

After taking this course:

- You will have a good grasp of the issues within the study of domestic violence (e.g., the forms and extent of domestic violence; realities of the resources available to survivors; changes in the social and legal responses to domestic violence).
- You will have an understanding of domestic violence at the intersections of various social positions (e.g., race, class, immigration status). You will be able to think critically about issues within the area of domestic violence.
 - You will recognize the diversity of survivors and their experiences according to the intersection of race, class, immigration status, etc. You will know how these intersections shape how abuse is experienced, how useful services are, how police responses are received by survivors, how survivors resist their abusers, escape, etc.
- You will improve your critical reading skills and ability to use academic sources to make convincing and well-grounded arguments.

METHOD OF EVALUATION

Activity	Worth	Due Date
Online portfolio	20% (5% completion + 15% quality assessment)	Throughout semester See assignment instructions below
Test	20%	February 13, 2019
Major paper – entertainment media analysis	35%	March 20, 2019 2PM
Final exam	25%	TBA - by the Office of the Registrar (Exam period: April 6-30)

Online Portfolio - 20% (5% for completion; 15% for quality)

At the beginning of the course, you will be assigned a group on Quercus. Throughout the semester you will write weekly entries that will result in a cumulative portfolio. For each topic this semester, there will be corresponding questions based on the course materials to guide your writing. **Each week with a topic (e.g., not a test week)**, you will write two portfolio entries that you will post to your group on Quercus. Both of your entries will utilize the course readings. **You are allowed to miss four weeks only [please note: helping seeking II is not available to write about]**. In other words, you must write every week except for four weeks of your choosing. This means, by the end of the semester, you will have a total of 8 entries (2 entries per topic x 4 topics/weeks= 8 entries). Please note: **only your first 4 topics** will be used to assess the

quality of your portfolio. You **cannot** switch topics/weeks after you have made an initial post. **Once you start, you must finish to receive credit.** For example, you cannot write an initial entry for the topic on immigration and citizenship and not write the second entry and post entries for a fifth topic. In other words, you will only be marked on the first 4 topics you pick regardless of whether you complete them.

Please see the additional instructions posted on Quercus.

Due Dates:

Initial entry due: Tuesdays 6pm. **Second entry due:** Sundays 11:59pm, after the topic is covered in lecture (i.e., not before Wednesday). e.g., if you wanted to write on theories and risk factors – first post due Tuesday, January 22, 2019 at 6pm; second entry due Sunday, January 27, 2019 at 11:59pm.

Detailed due dates are listed on the additional instructions page.

Making your submission: please see the additional instructions page for this information.

Portfolio entry one: For each topic, guiding questions will be available on Quercus in advance. These questions will serve as the basis for entry one.

Portfolio entry two: This post will build off of or respond to one of your fellow classmates' entry one. You are encouraged to draw on what was discussed during class time. Since you are encouraged to utilize the lecture material, your second entry **must** be posted **after** the lecture time.

Purpose: Participating in this exercise encourages you to engage with and reflect on the readings and put the course materials into your own words. This will help you develop your critical reading and writing skills. You will strengthen your ability to make convincing arguments using academic resources to support your claims. This exercise also facilitates cooperative learning – by reading your fellow classmates' posts, you will see how others understand the materials and you will learn other perspectives on the course materials. This opportunity will help you to succeed in your final paper and final exam.

Expectations: A strong portfolio post will draw on multiple readings and lecture material. Exceptionally strong posts will make connections across the topics covered throughout the semester (this demonstrates your ability to connect the course material). The posts should NOT be strictly opinion based without supporting course content. You can draw on other sources (e.g., news articles, etc.) to illustrate your points, but these sources should not replace using course materials. Use the course material to illustrate and/or support the argument you make. I welcome critical engagement with the course materials - you do not have to agree with all the course materials. Please be respectful of the student you are responding to. Weak response entries will simply reiterate the posts of other students - please assume we have read the original post you are responding to. Each entry should be NO LESS than 2 paragraphs. Ensure you provide proper APA citations and a reference list for each post.

Evaluation: 5% of the total 20% is based on completion. If you make the required number of portfolio entries by their due dates throughout the semester that meet the minimum length requirement AND use course material, you will receive the full 5% credit. 15% of the total 20% is based on the quality of your posts. Throughout the semester, I will provide the class with general feedback. This feedback will draw your attention to areas where the class is struggling as well as what types of posts are particularly well done. This will allow you to assess the quality of your posts and make necessary adjustments. You are also welcome to discuss your individual posts with me during office hours.

Test - 20%

Date: February 13, 2019

The test will include short answer and essay-style questions. The test will be based on assigned readings and lecture material. I will provide sample questions and study tips in advance.

Purpose: This test will allow you to assess your understanding of the course content part way through the semester. You will be given the opportunity to demonstrate your knowledge of BOTH the required readings and the lecture material. This assessment will help prepare you for the final exam.

Major Paper – Entertainment Media Analysis (10-12 pages) - 35%

Due date: March 20, 2019, 2pm

For this assignment, you will critically assess two assigned episodes of *Law & Order: Special Victims Unit*'s depiction of domestic violence and related issues based on what you have learned this semester through the course readings, lectures, and in-class activities and discussions. You will have the opportunity to consider how the film illustrates content presented in academic literature in the area of domestic violence. Your paper will demonstrate your ability to identify the course content in media portrayals of domestic violence. You will utilize the course readings to support your arguments. Use of outside literature is NOT required. If you use outside literature, do not prioritize it over the course readings. In other words, the course readings should be prominent in your paper above all other literature.

You can work in a group of up to three people total. You can choose your own group.

I will provide you with more detailed instructions later in the semester. Note: it is important to have some of the course content under your belt before starting this assignment.

Purpose: The main goal of this assignment is to assess the thoroughness and extent of your understanding of the course readings and your ability to use those materials to support your arguments. As such, this assessment will enhance your reading and writing skills. You will also develop the ability to critically assess content you consume outside of the classroom.

Final exam – 25%

Date: TBA - set by the Office of the Registrar [examination period: April 6-30, 2019]

The final exam follows the same approach as the test described above. It will only cover the content after the test.

COURSE SCHEDULE AND REQUIRED READINGS

Date & Topic	Required Readings
<p>Week 1: January 9, 2019</p> <p>Introduction to the course and intersectionality</p>	<p>Syllabus</p> <p>Sokoloff, N.J. & Dupont, I. (2005). Violence at the intersections of race, class, and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. <i>Violence Against Women</i>, 11(1), 38-64. (start on p. 39 second paragraph and end at p. 44; read the section ‘tensions between culture and gender’ starting on p. 45)</p> <p>Sokoloff, N.J. & Dupont, I. (2005). Domestic violence: Examining the intersections of race, class, and gender - An introduction. In N.J. Sokoloff & C. Pratt (Eds) <i>Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture</i> (pp. 1-10). Piscataway, NJ: Rutgers University Press.</p> <p><i>These readings will introduce you to intersectionality as a perspective for understanding domestic violence. This perspective will serve as the foundation for how this course looks at domestic violence issues.</i></p>
<p>Week 2: January 16, 2019</p> <p>Background: Definitions, extent, methodological issues</p>	<p>DeKeseredy & Schwartz (2011). Theoretical and definitional issues in violence against women. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>. – an electronic version is available on the UofT library website. (Read up until the section “theories of violence against women in intimate relationships”)</p> <p>Basile, K.C. & Black, M.C. (2011). Intimate partner violence against women. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>. – an electronic version is available on the UofT library website. (Read up until the section “why women cannot easily leave”)</p> <p>Jaquier et al. (2011). Research methods, measures, and ethics. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on</i></p>

	<p><i>Violence Against Women.</i> – an electronic version is available on the UofT library website. (Start with the section “quantitative and qualitative sources of violence against women data” and read up until the section “research designs”)</p> <p><i>See next page</i></p> <p><i>DeKeseredy and Schwartz provide information on definitional issues. They discuss the importance of definitions and debates that exist on how we define domestic violence.</i></p> <p><i>The Basile and Black reading speak to definitional issues as well as the extent of domestic violence.</i></p> <p><i>Jaquier and her colleagues speak to how research in the area of domestic violence is done. This reading discusses the use of qualitative and quantitative data.</i></p>
<p>Week 3: January 23, 2019</p> <p>Race and culture, part I</p>	<p>Abraham, M. (1999). Sexual abuse in South Asian immigrant marriages. <i>Violence Against Women</i>, 5(6), 591-618. (you can skim the methods and sample sections)</p> <p>Dasgupta, S.D. & Warriar, S. (1996). In the footsteps of “Arundhati”: Asian Indian women’s experience of domestic violence in the United States. <i>Violence Against Women</i>, 2(3), 238-259. (you can skim the methods and sample sections)</p> <p><i>These two readings will provide you with an understanding of the cultural context in which domestic violence can occur. These readings are examples of South Asian experiences.</i></p>
<p>Week 4: January 30, 2019</p> <p>Race and culture, part II</p>	<p>South Asian Legal Clinic of Ontario (n.d.). Who, if, when to marry: It’s a choice- Forced/non-consensual marriages toolkit for service providers. Available at: http://salc.on.ca/Documents/SALCO_FM_Toolkit.pdf (Read p. 10 - Sandeep’s reflections only and pp. 13-19)</p> <p>Anis, M., Konaur, S. & Mattoo, D. (2013). Who, if, when to marry: The incidence of forced marriage in Ontario. Available at: http://salc.on.ca/Documents/FM/SALCO - Who, If, When to Marry -The Incidence of Forced Marriage in Ontario (Sep 2013).pdf (read pp. 4-24 (skip methodology)</p>

	<p>Fontes, L.A. & McCloskey, K.A. (2011). Cultural issues in violence against women. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>. – an electronic version is available on the UofT library website. (skip sections: “dating violence” and “sexual assault in war”)</p> <p><i>See next page</i></p> <p><i>These readings speak to domestic violence within the larger family (i.e., not just between intimate partners). The first two readings shed light on forced marriage as a form of domestic violence. The Fontes and McCloskey reading provides an overview of various manifestations of culturally based violence against women.</i></p>
<p>Week 5: February 6, 2019</p> <p>Citizenship and immigration</p>	<p>Dasgupta, S.D. (2005). Women’s realities: Defining violence against women by immigration, race, and class. In N.J. Sokoloff & C. Pratt (Eds) <i>Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture</i> (pp. 56-70). Piscataway, NJ: Rutgers University Press.</p> <p>Menjivar, C. & Salcido, O. (2002). Immigrant women and domestic violence: Common experiences in different countries. <i>Gender & Society, 16</i>(6), 898-920.</p> <p>Raj, A. & Silverman, J. (2002). Violence against immigrant women: The roles of culture, context, and legal immigrant status on intimate partner violence. <i>Violence Against Women, 8</i>(3), 367-398. (Don’t focus on the tables)</p> <p><i>These readings speak to the unique experiences of domestic violence among immigrant women. You will see discussion of the particular challenges immigrant women face including how their experiences with abuse are exacerbated by their vulnerable positions. The readings also touch on the unique forms of abuse that immigrant women can encounter.</i></p>
<p>Week 6: February 13, 2019</p>	<p>In-class test</p>
<p>Week 7: February 20, 2019</p>	<p>Reading week – NO CLASSES</p>

<p>Week 8: February 27, 2019</p> <p>Help seeking, resistance, and escape, part I</p>	<p>Bui, H.N. (2003). Help-seeking behavior among abuse immigrant women: A case study of Vietnamese American women. <i>Violence Against Women</i>, 9(2), 207-239.</p> <p>Liang, B., Goodman, L., Tummala-Narra, P. & Weintraub, S. (2005). A theoretical framework for understanding help-seeking processes among survivors of intimate partner violence. <i>American Journal of Community Psychology</i>, 36(1/2), 71-84. (skip sections: “social support and mental health,” “social support and physical safety,” and “implications for research and practice”)</p> <p><i>See next page</i></p> <p><i>Focusing on Vietnamese American women, Bui provides insight into their help-seeking behaviour and what affects their decision making.</i></p> <p><i>The Liang et al. article provides a theory for understanding help-seeking decisions. The authors point to the individual, interpersonal, and sociocultural influences on different parts of the decision-making process. This fits nicely with our emphasis on intersectionality in the course.</i></p>
<p>Week 9: March 6, 2019</p> <p>Help seeking, resistance, and escape, part II</p>	<p>Abraham, M. (2005). Fighting back: Abused South Asian women’s strategies of resistance. In N.J. Sokoloff & C. Pratt (Eds) <i>Domestic Violence at the Margins: Readings on Race, Class, Gender, and Culture</i> (pp. 253-271). Piscataway, NJ: Rutgers University Press.</p> <p><i>Abraham’s reading looks at how South Asian women fight back or resist the abuse they encounter. Abraham’s research challenges the stereotype of South Asian women as passive and submissive by examining the ways in which South Asian women resist abuse.</i></p>
<p>Week 10: March 13, 2019</p> <p>Responses to domestic violence</p>	<p>Miller, S.L., Iovanni, L. & Kelley, K.D. (2011). Violence against women and the criminal justice response. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>. – an electronic version is available on the UofT library website. (Read up until the section “sexual assault” and read the conclusion)</p> <p>McGillivray, A. (1999) <i>Black Eyes All the Time: Intimate Violence, Aboriginal Women, and the Justice System</i>. Toronto, ON: University of Toronto Press. Chapter 4</p>

	<p><i>The reading by Miller and her colleagues looks at criminal justice responses to violence against women in general. You will see discussion of pro-arrest policies, the issue of dual arrests, pro-prosecution policies, and so forth.</i></p> <p><i>McGillivray’s chapter examines Aboriginal women’s experiences with various parts of the criminal justice system in Canada. This reading begins with a history of legal responses to domestic violence in Canada.</i></p>
<p>Week 11: March 20, 2019</p> <p>Theories and risk factors</p> <p>Final paper due</p>	<p>DeKeseredy & Schwartz (2011). Theoretical and definitional issues in violence against women. In C.M. Renzetti, J.L. Edleson, R.K. Bergen (Eds), <i>Sourcebook on Violence Against Women</i>. – an electronic version is available on the UofT library website. (Start with the section “theories of violence against women in intimate relationships”)</p> <p>Lawson, J. (2012). Sociological theories of intimate partner violence. <i>Journal of Human Behavior in the Social Environment</i>, 22(5), 572-590.</p> <p><i>The readings for this week provide an overview of sociological theories of intimate partner violence. Lawson, in particular, highlights what distinguishes sociological perspectives from others. She also describes a theoretical divide that exists within this body of scholarship and attempts to integrate the two sides of the divide. In this article, you will see some interesting discussion of the terms we use to refer to domestic violence or intimate partner violence, etc. and the issue of gender symmetry.</i></p>
<p>Week 12: March 27, 2019</p> <p>Elder abuse</p>	<p>Tam, S. & Neysmith, S.M. (2006). Disrespect and isolation: Elder abuse in Chinese communities. <i>Canadian Journal on Aging</i>, 25(2), 141-151.</p> <p>Moon, A. (2000). Perceptions of elder abuse among various cultural groups: Similarities and differences. <i>Generations</i>, 24(2), 75-80.</p> <p><i>Tam and Neysmith’s article examines elder abuse within Chinese Canadian communities. The authors identify culturally specific forms of abuse and demonstrate how a social exclusion framework</i></p>

	<p><i>improves our understanding of racial minority elderly immigrants’ experiences with abuse.</i></p> <p><i>The Moon reading is a review of academic literature that summarizes similarities and differences in perceptions of elder abuse across various cultural groups.</i></p>
<p>Week 13: April 3, 2019</p> <p>Backup/exam questions</p>	<p>This class is reserved for any topics we need to push forward.</p>

COURSE MANAGEMENT AND EXPECTATIONS

Lecture Time

During class time, you can expect a combination of lectures, activities, and discussions. For each topic, there will be a corresponding lecture during class time. It is expected that you will come to class having read the assigned materials. With that expectation, the lectures will not simply repeat everything you have read, but rather provide additional content and build off of the course material (preparing ahead will give you an advantage in class in terms of understanding the content and being able to participate). During the lecture portion of the class time, we will go in depth into the topic of the week and discuss the more complex or challenging ideas from the course readings.

The remainder of the class time will be dedicated to class activities and discussions. Activities will be used to provide you with the opportunity to engage with the course materials in creative and thought-provoking ways. The purpose of these activities is: to enhance your understanding of the course materials, help you make connections across the materials, and spark your interest in the course materials. These activities will also give you the opportunity to learn from your fellow classmates.

Class discussions will be used for reasons similar to class activities. Sometimes I will use online survey tools to gain a sense of your understanding and perspectives on the course materials. This will be used as a jumping off point for students to elaborate on their positions and further discuss the course materials. You are strongly encouraged to participate in these discussions because they will give you the opportunity to put the course materials into your own words and express your understandings. Furthermore, listening to other students verbalize their understandings will also facilitate your learning – your peers may clarify ideas, and/or you will learn new things from your peers. As a whole, these discussions will enhance your understanding of the course materials and help you retain that information, which will be helpful for the tasks you will complete throughout the semester.

To facilitate note taking and to help you to follow along, I will post powerpoints prior to the class time. These powerpoints will contain skeletal notes that outline the content for the lecture portion of the class time. You can use these to structure your own note taking. Please note: these powerpoints **WILL NOT** take the place of attending lectures. My lectures will go well beyond the content on the powerpoint slides. As noted above, the lectures will include activities and discussions that will not be captured by the powerpoints. Missing lectures will result in missing a significant learning opportunity that cannot be reproduced by powerpoint slides.

Attendance

To do well in this class, it is necessary to keep up with course readings and attend class. Although there will be some overlap between course readings and class lectures, there will be a lot of material that is only covered in class. Students who attend class regularly are generally rewarded. It will be difficult to do well on the course tasks (i.e., portfolio, test, etc.), if you have not kept up with readings and/or not attended class.

Emails and Quercus

Do NOT send emails via Quercus. Please only email from your university provided email address. Emails should only be sent to the email addresses listed above in the contact information section of the syllabus. You can generally expect a response within 48 *business* hours.

Be concise and courteous with all online communications. Review what you have written before you hit the send button. LOL, TTYL and ☺ do not qualify as appropriate language for academic correspondence or writing. Please do not begin an email to me with “Hey Amanda.”

Please include the course number in the subject line and a brief description of the purpose of the email.

You are required to check Quercus and your university provided email regularly for any announcements.

Penalties for Late Assignment

Late work will be penalized at a rate of **5% for each 24-hour period** following the deadline, **inclusive** of weekends. Assignments submitted after the deadline (**even if only a minute late**) will be considered late and appropriate deductions will be taken. Technological difficulties are **NOT** a valid reason for submitting an assignment late. Please submit your assignment in advance to prevent and address any technical glitches.

Assignments submitted **more than 7 days late (inclusive of weekends) will not be accepted UNLESS** within three days you submit a written request for special consideration that explains why the deadline was missed, accompanied by proper documentation from a physician or college registrar. See below.

Late penalties will apply UNLESS within three days you submit a written request for special consideration that explains why the deadline was missed, accompanied by proper documentation from a physician or college registrar. See below.

Documentation From Your Physician Or College Registrar

If you miss a test or a paper deadline, do not contact the instructor unless you have followed the steps described here. Telling the professor why you missed a deadline or test will not be considered.

- In case of illness, you must supply a duly completed Verification of Student Illness or Injury form (available at www.illnessverification.utoronto.ca). You can also submit a Student Health or Disability Related Certificate (this is provided by the University's internal doctors). You can also provide a doctor's note if it notes the start and end date (anticipated) of the illness. The form or doctor's note must be placed in a sealed envelope, addressed to the instructor, and submitted during class or office hours.
- If a personal or family crisis prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). The letter must be placed in a sealed envelope, addressed to the instructor, and submitted during class or office hours.
- If an on-going disability issue has made lateness unavoidable, you can submit an Accessibility Services Letter. This should be done through the AccServ staff. The letter must be placed in a sealed envelope, addressed to the instructor, and submitted at class or during their office hours.

Missing the Test or Exam

Students who miss the test will receive a mark of 0 UNLESS within 3 days of the missed test, students provide a written request to the instructor explaining why the test was missed. This request MUST be accompanied the Verification of Student Illness or Injury form or doctor's note. See 7.4 in Academic Handbook.

Final exams are administered and governed by the Office of the Registrar. Please contact your Registrar directly and follow their protocol if you miss the final exam.

Assignment Regrades

If you want to request a regrade of an assignment or test, you must submit a one-page document to me via email within **5 days** of receiving your grade documenting exactly where you believe marks were improperly assigned and why. Please note: if you request a regrade, your mark can go up **OR** down.

General Expectations

I expect students to not disrupt the class in any way. I also expect students to have read the syllabus. My classroom is inclusive. Discrimination, bullying, rudeness, harassment, and other unacceptable forms of behaviour will not be tolerated.

Turnitin

Students are required to submit their major papers to Turnitin.com for review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

The major assignment for this course will be submitted on Quercus and turnitin.

Assignments not submitted through Turnitin will receive a grade of zero (0%) unless you instead provide, along with your paper, sufficient evidence of your work product (e.g., notes, early drafts, updates submitted to me throughout the semester, etc.) to establish that the paper is your independent work. **Please contact me no later than July 10, 2018 if you do not want to use Turnitin so we can discuss this process in greater detail.**

Plagiarism

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science.

Students are expected to acquaint themselves with the rules of academic dishonesty including plagiarism, cheating, and examination impersonation. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. **Not knowing what constitutes plagiarism is no excuse. If you have any questions, ask the instructor and/or TA.**

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416) 978 8060; accessibility.utoronto.ca as soon as possible.