

SOC or PS 499/599 Canadian Economy, Society, Politics and Culture in the 21st Century

Credits: 4 Credits

Course Directors: Professors Dwaine Plaza & Lauren Plaza

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Course Web Page Address: [Canvas](#)

Course Offered: March 24- 31, 2018 in British Columbia Canada

Course Description

This short study abroad course offers Oregon State University students a practical interdisciplinary opportunity to study Canadian history, social political, economic and cultural values. We will be examining these issues in a broader North American and global context. The highlight of this intensive study abroad class will be living in Canada for six days and being able to observe, listen and talk to Canadians about their life. In the province of British Columbia, students will be exposed to an active daily program of study, which will include lectures from Canadian scholars, visits to government and non-government organizations, visits to art galleries, museums, and other sites of historical and cultural interest. By the end of this class, students will gain a comparative, critical perspective on the United States culture, politics, society and economy.

**** This class requires LONG hours of listening, group processing, travelling and walking in Vancouver. Please note that we will start class in the morning (8:00 am) and may not be done until 10:00 p.m. thirteen-hour days are not uncommon in this intense short course. You therefore need to bring a positive up-beat attitude to this unique once in a lifetime learning experience. Turbulence is also very much part of the group dynamic process when orchestrating a course of this nature; please be mentally prepared for this.**

Course Reading Materials

Course Reading Kit: A course reading kit will be available for purchase from the teaching team.

One note book is needed as a writing journal in British Columbia Canada

Undergraduate Student Learning Outcomes

After completing this course undergraduate students will have achieved the following:

(a) Be able to describe the historical development of Canada from colonialism to the present.

- (b) Be able to understand the concept of ethnocentrism and cultural relativism.
- (c) Be able to evaluate the effects of globalization on Canada's culture, society, and economy.
- (d) Be able to describe Canada's social policy, immigration policy, Aboriginal policy, and trade policy.
- (e) Be able to describe Canadian history and understand what effects it has had on the lives of women and people of color.

Graduate Student Learning Outcomes

After completing this course graduate students will have achieved the following:

- (a) Be able to explain, compare and distinguish the historical development of Canada from colonialism to the present.
- (b) Be able to understand the concept of ethnocentrism and cultural relativism.
- (c) Be able to evaluate the effects of globalization on Canada's culture, society, and economy..
- (d) Be able to compare Canada's social policy, immigration policy, Aboriginal policy, and trade policy with what exists in the United States.
- (e) Be able to describe Canadian history and understand the effects it has had on the lives of women and people of color.

Summary of the Final Grade Calculation

Intellectual Engagement/Participation	25 percent
Personal Journal/ Eating Diary/ Mini Assignments	25 percent
Canadian YouTube Production	20 percent
Research Paper	20 percent
Reading Presentation	10 percent

All graded material for the class is due on April 13th 2018 at 5:00 pm. You can submit all of your work via email to the course directors.

***Graduate students** enrolled in the course are required to make their personal journal, YouTube video, and participation in the course more extensively than undergraduate students. The course faculty will meet with the graduate-level students separately to discuss additional requirement for the class.

Students with Disabilities:

Statement Regarding Students with Disabilities: Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Behavior, Decorum and Participation:

This short study abroad trip will require flexibility, maturity and cultural sensitivity. This class may sometimes provoke strong responses or confusion. We will work as a team to reason through these uncomfortable, but productive, moments.

Students are absolutely required to participate in all lectures, tours, events and activities planned by the professors – and to do so in a timely and responsible manner. Students are expected to participate in discussions, asking questions freely but respectfully – keeping in mind not to offend our hosts. You are free to disagree, but not to be disagreeable.

Students are expected to comply with our host's requests and with the requests of any guest lecturers or guides. We encourage students to get to know their own hosts, interacting with Canada's citizens in a friendly and open way.

Important Notes:

All assignments must be submitted in TYPED form.

During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to be in class to find out what those adjustments might be.

If you are experiencing problems with this course, its content, the readings, our teaching style, we strongly encourage you to raise your concerns at the earliest possible moment.

Course Content

The course begins on March 24th when the group meets at Oregon State University for a full day of activity focused on learning about Canadian history, geography, politics and society. This will be accomplished through guest lectures, films, and interactive group activities. On March 25th, the group will depart for Vancouver British Columbia. The group will spend six days in

Vancouver engaging in a very active agenda focused on understanding Canadian culture, society, politics and the history.

Course Outline

Listed below are the daily topics and events that will be covered in the course. This schedule is subject to change due to unforeseen circumstances. The reflection times are also flexible and can happen at the hostel or out in the field. Reading presenters are expected to be able to lead their reading at anytime during the day. The rest of the group is expected to keep up with readings assigned. Please check with the course directors for deviations that may be inevitable.

Schedule of Activities

**Day 1 Saturday, March 24th Class will take on the OSU Campus in BEXL room 202
E-Campus Students can join using ADOBE connect.**

9:00 -10:20 am Course overview. Syllabus, expectations, intros, overview of Canadian history, politics, Sociology and culture. (Lecture Professor Dwaine Plaza).

10:30- 12:00 pm Natural Resources and Trade in Canada: Forestry, Mining, Energy and Fishing) (Lecture Mr. Jim Baumgartner, Honorary Canadian Consulate in Oregon).

12:00-1:00 pm Lunch & Film -- Film Anthony Bourdaine Food in Vancouver

1:00- 2:00 pm Canadian Migration, Mobility and Multi-culturalism (Lecture Professor Alan Simmons York University)

2:00- 3:00 pm Group Activity Power Privilege & Ethnocentricim (Professor Lauren Plaza)

3:00-4:30 pm Training for YouTube Productions---Canadian Music, Popular Culture & sports (Hayden Wilcox Oregon State University).

**Day 2 Sunday, March 25th Travel to Vancouver Canada
All students need to travel to Vancouver-- Ecampus students can be picked up along the I-5
or they can join the group in Vancouver if they are flying in.**

8:00 am Depart from OSU – Parking lot Fairbanks Hall—Reading Assignments.

10:00 am Watch documentary film on Canada-- Lost Years Chinese in Canada

12:00 pm Lunch at Costco in Washington State.

1:00 pm Watch documentary Film on Canada-- Homeless in Portland & Canada

3:00 pm Arrive in Vancouver BC—Check into hostel.

6:00 pm Dinner in China Town -- Windshield tour of Hastings Street, BC Place and Vancouver downtown area.

Day 3 Monday March 26th Vancouver Canada

- 7:30 am Breakfast
- 9:00 am Lecture Dr. Linc Kesler-- Director of the UBC First Nations House of Learning and Senior Advisor to the President on Aboriginal Affairs—University of British Columbia (UBC) <http://fnis.arts.ubc.ca/persons/linc-kesler/>
- 10:30 pm Visit the Museum of Anthropology (UBC) <http://moa.ubc.ca/>
- 2:00 pm Drive to Musqueam First Nation Tribal Lands. Hosted by: Jason Woolman Senior Achivist & Larissa Grant <http://www.musqueam.bc.ca/>
- 3:00 pm Visit the Museum of Vancouver <http://www.museumofvancouver.ca/>
- 6:00 pm Dinner Downtown Vancouver

Day 4 Tuesday March 27th Vancouver Canada

- 7:30 am Breakfast
- 8:00 am **Debrief Readings:** Immigrants from China to Canada: Issues of Supply and Demand The Komagata Maru Incident
- 9:00 am China Town walking tour
- 12:00 pm Ross Street Sikh Temple – Suzie Virk-Sull/ Mr. AJ Rai <http://kdsross.com/>
- 12:30 pm Lunch at the Ross Street Temple-- Museum at the Temple
- 4:00-6:00 LGBTQ Qmunity BC Queer Resource Center Catarina Moreno <http://qmunity.ca/>
- 6:00 pm Dinner Davie Street
- 6:00- 9:00 pm VancouverArt Museum ??
https://www.vanartgallery.bc.ca/the_exhibitions/current_exhibitions.html

Hockey Game Vancouver Cannucks ??

Day 5 Wednesday March 28th Vancouver Canada

- 8:30 am **Debrief Readings:** Policing the Mentally Ill: A Review of the Issues
2014 Metro Vancouver Homeless Count: Preliminary Report
- 9:00 am Street Home Foundation-- Papinder Rehncy & CJ

<http://streetohome.org/about-streetohome>

- 11:00 Needle Exchange program
- 12:00 pm Lunch
- 1:00- 2:00 Health Care in Vancouver (Hannif Karim) BC Union of Nurses
- 4:00 pm Visit the Vancouver Police Museum <http://vancouverpolicemuseum.ca/>
- 5:00 pm Dinner at Grandville Island
- 8:00 pm Yuk Yuk's Stand Up comedy show <https://www.yukyuks.com/vancouver>

Day 6 Thursday March 29 Vancouver Canada

Visit The University of the FRASER VALLEY
Abbotsford/University of the Fraser Valley <https://www.ufv.ca/>

Presentations of 15-20 minutes followed by questions with students

- 10:30am Arrival and Welcome—Introductions
Dr. Chantelle Marlor: The Importance of Culture: Canada and the U.S.
- 11:00am Background on Public School Governance—Dr. Katherine Watson
<https://www.ufv.ca/scms/faculty-and-staff/faculty-members/faculty-members/faculty-and-staffwatson/>
- 11:30 am Justice and Community Issues: Assisted Dying in Canada—Dr. Martha Dow
<http://www.ufv.ca/scms/faculty-and-staff/faculty-members/>
- 12:00pm Correctional Services of Canada: Pacific Institution—Cari Turi, Assistant Deputy Commissioner of CSC
- 12:30pm Lunch at UFV. Invited Guests will join us.
- 2:00pm Visit a penatentary in Abbosford –hosted by Correctional Services of Canada
- 7:00 pm Group Dinner The Old Spaghetti Factory Vancouver

Day 7 Friday, March 30 Vancouver Canada

- 7:00am Breakfast
- 8:00 am Depart for SEASPAN

9:30 am SEASPAN Port Tour www.seaspan.com

12:00 pm Lunch

Return to Corvallis by 11:00 pm

Reading Presentations: Each student will lead one reading for the group during the time we are in Canada. This will take place at different locations and times during our time in Canada. The readings generally follow the time line we are in Canada. Each presenter is expected to summarize the reading and then highlight the main take away issues from the reading. The presenter should generate two questions for the group to think more deeply about Canada. All students are expected to do the readings in the reading kit.

READING KIT

Residential Schools Time Line

Excuse me: Who are the first peoples of Canada?

Background Information: First Nations of British Columbia
A White Man's Province/ Chinese Immigration Acts 1885

Immigrants from China to Canada: Issues of Supply and Demand
The Komagata Maru Incident

Policing the Mentally Ill: A Review of the Issues
2014 Metro Vancouver Homeless Count: Preliminary Report

Carnegie Community Action Projects: 2015 Hotel Survey and Housing Report
Community Vision for Change in Vancouver

Not Yet Equal: The Health of LBGTQ Youth in BC

Reflection Journal

One of your central learning activities during this course will be keeping a personal reflection journal while we are in Canada for the six days. You should think of this writing as a reflection on what you are experiencing in Canada. The journal entries might also be observations of the stakeholders' perspectives/positions that make you wonder. The journal can be made up of observations on the way Canadian issues are presented to you by guest speakers, observations you are making during the day or at night.

The final journal should include a summary of each reading in the reading kit. It should also include the mini-assignments from the museums, art galleries and the eating diary. The journal is a place to become fully immersed in all the issues the course raises. Finally, use the journal to draw connections between this course and the other life experiences you have had. The journal when its finally submitted to the instructors should **be typed out**. You can also include photographs taken to supplement your journal.

The Museum Mini Assignment

We will visit the Museum of Anthropology, the Museum of Vancouver, and the Vancouver Art Museum. These museums contain a wealth of historical artifacts, records, photographs, and art collections. While at any of the museums, we would like you to walk through the exhibitions and collections. While moving through the exhibits take some initial notes on what you see.

After visiting the museum(s) we would like you to make a journal entry (2-3 pages) describing what observations you made and how this relates to the course reading kit or issues discussed by stakeholders in the course. You can include photograph(s) of the observations you are making in each museum.

Eating Diary

We will be in Vancouver for six days. That means you will consume six lunches and dinners not at the university cafeteria. As part of a food assignment we would like you to go outside of your comfort zone and chose to eat at one of the many ethnic restaurants available in British Columbia (Greek, Mediterranean, Chinese, South Asian Indian, German, Caribbean, Thai, French, Italian, Japanese, Turkish, Vietnamese etc...). For this assignment you are required to eat at a minimum of **three ethnic restaurants** for either lunch or dinner. We suggest that you work in pairs or small teams to research and then visit authentic ethnic restaurants. The objectives of this assignment are for you:

- To learn about different cultures and groups through food.
- To gain an understanding of the many roles that food plays in people's lives.
- To more effectively record meaningful experiences and reflections, and to see writing as a tool for cultural exploration and self-discovery.

Each student will be given **thirty dollars** each day to purchase lunch and dinner. This is a fixed amount. Breakfast will always be available before we depart each morning from the Hostel. After breakfast, food choices will be made by you.

Each time you eat out at a different ethnic restaurant in British Columbia we would like you to take note of the establishment (the decor, the ambience, the menu, the customers, the interaction with the wait staff, the smells, the tastes) etc... What do the foods and rituals in the restaurant help you learn about the cultures and group associated with the food? How does this restaurant fit into Canada's multiculturalism policy? Try to informally interview some of the patrons or staff at the restaurant and find out what is special about the ethnic foods they are consuming? How do members of the ethnic group feel as Canadians? How many generations have this ethnic group lived in Canada? What can be learned about Canada by analyzing its cultural patterns regarding ethnic food? How are Canada's ethnic food establishments similar or different than your observations in the United States? Some of your research about these ethnic communities can be done using the Internet.

The write up for this reflective food ethnography assignment is a 3-4 page paper. The ethnography can include photos and personal reflections of what it meant to go outside of your comfort zone and what you learned about Canada's multiculturalism policy and ethnic relations. The paper should also include links to readings, lectures, visits, or film content from the spring or summer terms.

Research Paper (20 Percent)

Apart from the reflection journal we want you to work in pairs to complete a research paper on a topic relevant to Canada. The paper can include topics as varied as: Canadian culture, society, economy, politics or policy. To accomplish this we would like you to use the information gathered throughout the six days in stakeholder presentations, observations, information obtained from web searches, and information found in conventional academic sources (journal articles and books in the library). From all of these sources you need to select one theme that caught your interest (e.g. youth, immigration, policing, education, music, art, race relations, assimilation, gender, social policy, sports, schooling, tourism, environmental issues, sustainability issues, politics, economy, etc.). Using all the sources you can find examine and reflect on the theme you have selected. What change strategies has the Canadian government, its people or outside entities tried to implement in order to deal with the theme you have selected? How does the United States compare on this same topic? **Write an 5-7 page research paper.** Consider doing the same theme/ topic for the YouTube production.

YouTube Production (20 Percent)

This project will involve the making of a YouTube video on the theme of Canadian social, economic, political, environment, trade or cultural policy in the 21st century. Working in pairs, decide on a central question or issue you would like to display using YouTube media. We expect that each YouTube video will be between 3-5 minutes in length and have an audio portion and text. Your goal is to demonstrate what you learned in this class and then teach someone else about what you have learned. We encourage you to use the photographs you have taken as well as any material available on the Internet to construct the YouTube video which is aimed at educating those who never get a chance to visit Canada. Some topics which could be made include: youth, immigration, music, art, race, gender, health care, schooling, social policy, sports, tourism, environmental issues, sustainability issues, politics, or the economy. Some technical help will be provided in how to make a YouTube video. Most of the creativity and hard work however will come from you.

See the following website for examples of YouTube projects from the last two years:

<http://oregonstate.edu/instruct/soc204/plazad/Canada2015/canada2015.html>

<http://oregonstate.edu/instruct/soc204/plazad/Canada2016/canada2016.html>