

## University Studies

Winter, 2020

### **LIBST1304A – Communities and Societies**

*3 credits, 1 x 3 hours*

This interdisciplinary course will focus on Vancouver, British Columbia's "Downtown Eastside" (DTES) neighborhood. Known colloquially as "North America's poorest postal code," the DTES is notorious for its open-air drug market, street-level homelessness, and hyper-visible police presence. Equally as noteworthy, however, is the DTES remarkable tradition of community resilience and resistance. Throughout the term, students will be encouraged to suspend their assumptions about so-called "social disorder" while critically interrogating the power relations that produce concentrated, localized suffering. Additionally, course content will invite students to: a) recognize the connections between historic and contemporary inequalities at the intersections of class, sex, sexual orientation, race, and culture; and b) explore the salience of grass-roots activism when negotiating, contesting, and (re)defining "responsible citizenship."

*Pre-requisites: N/A*

### **Instructor**

Nicole Luongo  
S211F  
780-792-8413  
[nicole.luongo@keyano.ca](mailto:nicole.luongo@keyano.ca)

### **Office Hours**

Tuesday 1:00 pm – 4:00 pm  
Friday 1:00 pm – 3:00 pm

### **Hours of Instruction**

Monday 1:00 pm – 2:30 pm  
Thursday 11:30 am – 1:00 pm  
Clearwater Centre SC110

### **Required Resources**

N/A

### **Course Outcomes**

Upon successful completion of this course, the student shall be able to:

- Critically analyze social issues through an interdisciplinary lens
- Understand how disparate beliefs, values, and theories produce tangible consequences for residents of urban neighborhoods
- Articulate how discourses pertaining to the "rights and responsibilities" of citizenship are hierarchically produced and imbued with power relations
- Challenge "common-sense" assumptions about social issues via self-reflexivity and peer-reviewed evidence
- Facilitate informed, sustained, and effective civic engagement through creative mechanisms

## Evaluation

Clearly outline what the students must do in order to pass or complete the course.

Participation	10%
Mid-Term Exam	25%
Student-Led Discussion:	15%
In-Class Presentation:	20%
Final Project	30%

*A grade of C- is required for progression or transfer.*

## Grading System

Descriptor	Alpha Grade	4.0 Scale	Percent	Rubric for Letter Grades
Excellent	A+	4.0	> 92.9	Work shows in-depth and critical analysis, well developed ideas, creativity, excellent writing, clarity and proper format.
	A	4.0	85 – 92.9	
	A-	3.7	80 – 84.9	
Good	B+	3.3	77 – 79.9	Work is generally of high quality, well developed, well written, has clarity, and uses proper format.
	B	3.0	74 – 76.9	
	B-	2.7	70 – 73.9	
Satisfactory	C+	2.3	67 – 69.9	Work has some developed ideas but needs more attention to clarity, style and formatting.
	C	2.0	64 – 66.9	
	<b>Progression</b>	C-	1.7	
Poor	D+	1.3	55 – 59.9	Work is completed in a general way with minimal support, or is poorly written or did not use proper format.
<b>Minimum Pass</b>	D	1.0	50 – 54.9	
Failure	F	0.0	< 50	Responses fail to demonstrate appropriate understanding or are fundamentally incomplete.

## Proposed Schedule of Topics

### **Please Note:**

Date and time allotted to each topic is subject to change.

Week	Date	Topic	Readings
1	January 6	<i>Introduction to Class</i> <ul style="list-style-type: none"> <li>➤ Syllabus</li> <li>➤ Overview of Key Terms and Concepts</li> </ul>	N/A
	January 9	<ul style="list-style-type: none"> <li>➤ Intersectionality: The Basics</li> <li>➤ Positionality Statement</li> </ul>	N/A

2	January 13	<i>The DTES: Outside-In</i> <ul style="list-style-type: none"> <li>➤ A (Condensed) History of the DTES</li> </ul>	2 Newspaper Articles of your choosing (See Moodle)
	January 16	<ul style="list-style-type: none"> <li>➤ Agents of Socialization</li> <li>➤ The Social Construction of Reality</li> <li>➤ A Primer on Social Control and Deviance</li> </ul>	Liu, S. & Blomley, N. (2013). Making news and making space: Framing Vancouver's Downtown Eastside. <i>The Canadian Geographer</i> , 57(2): 119 - 32.
3	January 20	<i>"Fighting for Space:" Top-Down</i> <ul style="list-style-type: none"> <li>➤ Vancouver's "Housing Crisis:" By and For Whom?</li> <li>➤ Structural and Symbolic Violence</li> <li>➤ Gentrification and The Paradox of "Ethical" Entrepreneurship</li> </ul>	Hyde, Z. (2014). Omnivorous gentrification: Restaurant reviews and neighborhood change in the Downtown Eastside of Vancouver. <i>City and Community</i> , 13(4): 341 – 59.
	January 23	<ul style="list-style-type: none"> <li>➤ Vancouver: Soft on Slumlords</li> <li>➤ Single-Room Occupancy (SRO) Hotels (Wouldn't You Stay Loaded, Too?)</li> </ul>	Mullins, G. (Host). (n.d.). <i>Episode 6: Room 821</i> [Audio podcast]. (See Moodle)
4	January 27	<i>"Fighting for Space:" Bottom-Up</i> <ul style="list-style-type: none"> <li>➤ "Supportive Housing:" Producing Docile Bodies</li> <li>➤ WoodSquat2002: Broken Promises, Broken Windows</li> </ul>	Fast, D. & Cunningham, D. (2018). "We don't belong there:" New geographies of addiction, homelessness, and social control in Vancouver's inner city. <i>City and Society</i> , 30(2): 237 – 62.
	January 30	<ul style="list-style-type: none"> <li>➤ Embodied Marginality and The Politics of Abjection</li> <li>➤ Tent Cities – Place-Making at The Margins</li> <li>➤ The SRO Collaborative</li> </ul>	Byers K. A. et al. (2019). "They're always there:" Resident experiences of living with rats in a disadvantaged urban neighborhood. <i>BMC Public Health</i> , 19(1): 853 – 66.
5	February 3	<i>You Scratch My Back...Pigs, Politicians, and the Criminalization of Poverty</i> <ul style="list-style-type: none"> <li>➤ Social Inequality in Vancouver: What's Capitalism Got to Do with It?</li> <li>➤ The Neoliberal Containment State</li> </ul>	Molnar, A. (2015). The geo-historical legacies of urban security governance and the Vancouver 2010 Olympics. <i>The Geographical Journal</i> , 181(3): 235 0 41.
	February 6	<ul style="list-style-type: none"> <li>➤ The Vancouver Police Department (VPD): "To Serve and Protect" (The Wealthy)</li> <li>➤ Contesting the Police Budget</li> </ul>	Boyd, J. & Kerr, T. (2016). Policing 'Vancouver's mental health crisis:' A critical discourse analysis. <i>Critical Public Health</i> , 26(4): 418 – 33.
6	February 10	Mid-Term Review	
	February 13	Mid-Term Exam	
7	February 17	Family Day: No Class	
	February 20	Reading Day: No Class	
8	February 24	<i>Indigeneity and (Settler-) Colonialism</i> <ul style="list-style-type: none"> <li>➤ A "Most Livable City..." for Whom? Colonialism Then and Now</li> </ul>	Skyes, H. (2016). Gay pride on stolen land: Homonationalism and settler colonialism at the Vancouver

		<ul style="list-style-type: none"> <li>➤ The Implications of Living (and Dying) on Stolen Land</li> </ul>	Winter Olympics. <i>Sociology of Sport</i> , 33(1): 54 – 65.
	February 27	<ul style="list-style-type: none"> <li>➤ Missing and Murdered Indigenous Girls and Women (MMIGW): Time Is A Flat Circle</li> <li>➤ Protesting Pipelines: Intra- and Inter-Group Tensions</li> </ul>	Bourgeois, R. (2018). Race, space, and prostitution: The making of settler colonial Canada. <i>Canadian Journal of Women and the Law</i> , 30(3): 371 – 97.
9	March 2	<i>Sex Work(ers): “Risky” Bodies, “Risky” Business</i> <ul style="list-style-type: none"> <li>➤ What’s in A Name? “Sex Work” Versus “Trafficking” and The Escort/Hooker Divide</li> <li>➤ From Injunctions to Paternalism: The Evolution of State-Sanctioned Stigma</li> </ul>	Krusi A. et al. (2016). ‘They won’t take it back in their heads that we’re trash’: The intersection of sex-work related stigma and evolving policing strategies. <i>Sociology of Health and Illness</i> , 38(7): 1137 – 50.
	March 5	<ul style="list-style-type: none"> <li>➤ “You Can’t Protest with Us:” Solidarities, Essentialism, and the Origins of Lateral Violence within Women-Led Activist Spaces</li> </ul>	Chen L. (2019 Mar 16). City of Vancouver Votes to Divest from Vancouver Rape Relief Next Year. <i>The Volcano</i> . Retrieved From: <a href="http://thevolcano.org/2019/03/16/city-of-vancouver-votes-to-divest-from-vancouver-rape-relief-next-year/">http://thevolcano.org/2019/03/16/city-of-vancouver-votes-to-divest-from-vancouver-rape-relief-next-year/</a>
10	March 9	<i>Substance (Mis)Use: Criminal, Medical, or Social Justice Issue?</i> <ul style="list-style-type: none"> <li>➤ Racism, Classism, Sexism, and the “War on Drugs”</li> <li>➤ The Medicalization of Deviance</li> <li>➤ Subverting or Reinforcing Hegemonies? the Double-Edged Sword of Harm Reduction</li> </ul>	Klein A. (2015). Criminal law and the counter-hegemonic potential of harm reduction. <i>Dalhousie Law Journal</i> , 38(2): 447 – 71.
	March 12	<ul style="list-style-type: none"> <li>➤ The Crosstown Clinic</li> <li>➤ VANDU, Junkie Unions, and Survivor-Led Social Movements: Leaving Prohibition Behind</li> </ul>	Jozhagi E. (2014). The role of drug users’ advocacy group in changing the dynamics of life on the Downtown Eastside of Vancouver, Canada. <i>Journal of Substance Use</i> , 19(1-2): 213 – 18.
11	March 16	<i>Nothing About Us Without Us: Re-Thinking Knowledge Production in Liminal Spaces</i> <ul style="list-style-type: none"> <li>➤ Academic Engagement: Elevating the Voiceless or Muzzling the Loudmouths?</li> <li>➤ The Problem With “Public Health” Paradigms</li> <li>➤ A Devil by Another Name? “Community-Based” and “Participatory Action” Research Frameworks</li> </ul>	Boyd S. B. (2008). Community-based research in the Downtown Eastside of Vancouver. <i>Resources for Feminist Research</i> , 33(1): 19 – 44.
	March 19	<ul style="list-style-type: none"> <li>➤ Knowledge Translation and “Ethical Research:” Thinking Beyond “Informed Consent”</li> </ul>	Neufeld S. D. et al. (2019). Research 101: A process for developing local guidelines for ethical research in heavily researched communities.

		<ul style="list-style-type: none"> <li>➤ Street Art and Culture Jamming: Subverting the Researcher/Participant Binary</li> </ul>	<i>Harm Reduction Journal</i> , 16(1): 41 – 52.
12	March 23	<i>Diversity Is Our Strength (But Leave Your Mother Tongue at Home)</i> <ul style="list-style-type: none"> <li>➤ Ethnic Enclaves and Integration</li> <li>➤ New on The Job: A Bourdieusian Approach to Immigrant Labor Market Outcomes</li> </ul>	Bauder H. (2005). Habitus, rules of the labour market and employment strategies of immigrants in Vancouver, Canada. <i>Social and Cultural Geography</i> , 6(1): 81 – 98.
	March 26	<ul style="list-style-type: none"> <li>➤ “Buy Your Way In.” Governmentality, Responsibility, and Market-Mediated Multiculturalism on the DTES</li> </ul>	Veresiu E. & Giesler M. (2018). Beyond acculturation: Multiculturalism and the institutional shaping of an ethnic consumer subject. <i>Journal of Consumer Research</i> , 45(3): 553 – 70.
13	March 30	<i>Global Exploitation, Localized Resistance: Taking Back the City</i> <ul style="list-style-type: none"> <li>➤ Towards A Post-Nation State? Insights from <i>No One Is Illegal</i></li> <li>➤ Migrante BC</li> </ul>	Abji S. (2011). ‘Post-nationalism re-considered: A case study of the ‘No One is Illegal’ movement in Canada. <i>Citizenship Studies</i> , 17(3-4): 322 – 38.
	April 2	<ul style="list-style-type: none"> <li>➤ The Carnegie Community Action Project (CCAP)</li> <li>➤ Yuppie-Gazing Tours</li> <li>➤ Keeping the State in Check: Contemporary Tensions and Names You Need to Know</li> </ul>	N/A
14	April 6	Presentations	N/A
	April 9	Presentations	N/A

## Performance Requirements

## Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

## Laboratory Safety

In the science laboratories, safety is important.

Students must complete the WHMIS for Students online training course on Moodle before entering the science laboratories.

Students must comply with the mandatory laboratory safety rules for this course as provided in the laboratory manual. Failure to do so will result in progressive discipline such as a verbal warning, refused entry into the laboratory, or suspension from the College.

## **Student Attendance**

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

## **Academic Misconduct**

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on [ilearn.keyano.ca](http://ilearn.keyano.ca). Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

## **Specialized Supports**

The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre, Wellness Services and Student Life Department work together to support student success at Keyano College.

**Accessibility Services (CC167)** supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934.

**Skill Centre (CC119)** provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 8:30 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

**Wellness Services (CC260)** offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

**Student Life Department (CC210)** is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.