



Bowling Green State University
Canadian Studies Center
Centre D'Études Canadiennes
253 Business Administration Building
Bowling Green, Ohio 43403-0260
(419) 372-2457
Fax: (419) 372-0457
E-mail: cast@cba.bgsu.edu

Ohio Canadian Studies Roundtable

Fourteenth Annual Report

June 28, 2006

Dear Canadianists:

The fourteenth Ohio Canadian Studies Roundtable (OCSR) was held on March 31, 2006. The day-long event attracted forty participants representing seventeen institutions from across Ohio and included individuals from Kentucky, Michigan, and West Virginia.

Information collected about the participants indicates that in addition to OCSR membership, five also are members of the Midwest Association of Canadian Studies, two are members of the American Council for Québec Studies, and eleven are members of the Association of Canadian Studies in the United States. There were twenty-nine OCSR participants that do not hold memberships in any other Canadian Studies organization, ten of whom are students that are participating in the 2006 Canadian Parliamentary Internship Program.

This year's keynote speaker was Clifford G. Cook, Ohio Wesleyan University, who discussed "Canadian Trade Policy and Latin American Reality." This keynote topic set the tone for many of the breakout sessions in which Canadian-Latin American connections were explored. Summaries of each breakout session are presented in the attached report.

Best regards,

Mark J. Kasoff
Canadian Studies
Bowling Green State University

Enclosure



Roundtable program participants from left Dennis Moore, Mark Kasoff, Clifford Cook, and Rebecca Mancuso.

Opening Presentations

Academic Support

Dennis Moore, Consulate General of Canada

The Government of Canada holds this roundtable in high regard, because of the impressive degree of curiosity, commitment, and scholarship that every one of you devotes to the study of Canada. At a time when so many people around the world just don't seem to be listening to each other, you insist on attaching a high priority to Canada and the Canada-U.S. relationship. Whether you focus on border security, the parliamentary system, transportation, or the Stratford Festival, your contributions as educators and experts are immeasurable.

- ☺ The 2006-07 Canadian Studies Grant Guidelines are on the Embassy website www.dfait-maeci.gc.ca/can-am/washington/studies/default-en.asp
- ☺ Call me if you have an idea, no matter how far out of the box. And remember that I encourage you to send me your draft narrative and budget, so we can discuss and maybe tweak them before formal submission. Hints this year: (1) read the guidelines carefully, even if you're a seasoned veteran; (2) Don't leave anything out, incomplete proposals will not be

considered; (3) Despite those two warnings, remember that the grant program is quite user-friendly.

A Best Practice for Teaching Canada

Rebecca Mancuso, Bowling Green State University

An exciting classroom activity that aids students in learning the political process in Canada was described at the OCSR. The objectives of the exercise include having students review political party platforms and differentiate among them, understand the parliamentary process, construct sound arguments, and improve debating skills. To gain the greatest benefit and enjoyment out of the activity, students must be primed with general information relating to Canada's political process.

One week before the exercise, the instructor should break students into four groups corresponding to the current party representation sizes in the House of Commons. For example, approximately 40 percent of the class should comprise the Conservative Party, 30 percent the Liberal Party, 20 percent the Bloc Québécois, and the remaining 10 percent should be placed in the New Democratic Party. After dividing students into groups, encourage them to research information relating to their party's platform outside of class.

In the following class, students are to reconvene with their political parties and elect a party leader as well as discuss platforms. The political party which contains the majority of the class is to pick an issue to introduce to the House of Commons; however, if students cannot come up with an issue, the instructor may pick a topic. Once a topic is chosen, each party must take a stance on the issue (in line with their party platform) and also has the opportunity to send representatives to other parties to gain their support on the issue.

Conduct a mock Parliament trial on the issue having students sit in a House of Commons formation; where the ruling Conservatives sit on one side, Liberal opposition on the other, and so forth. The instructor should act as the speaker of the house and moderate the debate. Allow the ruling party to start the debate, and permit each party representation to have a chance to rebut and bring forth their feelings on the issue. After some time, end the debate and put it to a vote.

Immediately following the outcome of the vote, have a discussion with students about the exercise including questions such as:

- ☺ Why did the governing party win/lose this vote?
- ☺ How important are the smaller parties?
- ☺ What could parties have done to change the outcome?

If you have any ideas, questions, or feedback relating to this exercise, please do not hesitate to contact Rebecca Mancuso (Phone: 419.372.2492; Email: rmancus@cba.bgsu.edu).

Keynote Presentation

Canadian Trade Policy and Latin American Reality

Clifford G. Cook, Ohio Wesleyan University

Highlights:

- ❖ As a policy, developed countries typically view exporting as beneficial to the domestic economy and importing as detrimental. Therefore, countries create restrictive import barriers to protect domestic manufacturing and encourage exports. Canada has a large trade surplus and thus depends on demand from other countries.
- ❖ Canada benefits from free trade and investment, especially with the United States, and supports multilateral institutions and processes which are credited with creating security, reliability, and predictability in trade.
- ❖ Canada currently has free trade agreements with many countries such as:
 - Chile, Costa Rica, Israel, the United States, and Mexico.
- ❖ Canada is negotiating or considering free trade with numerous countries or blocs:
 - The Americas, Central America Four, European Free Trade Association, Republic of Korea, Singapore, Andean Community Countries, CARICOM, and the Dominican Republic.
- ❖ In 2004, Cook surveyed Canadians about their feelings on NAFTA and its effects:
 - Canadian economist – Canada joined NAFTA to protect its own interests, more than to develop new business with Mexico.
 - VP of a trucking association – NAFTA is neither good nor bad for truckers because business has not changed due to its enactment. No one is competing with Mexican trucking associations.
 - Executive fellow at a university – Canada has no interest in Mexico due to the financial condition of the country, but joined NAFTA anyway.
- ❖ Remittances are transfers of money by foreign workers to their home countries for largely altruistic reasons usually family members.
 - The World Bank estimates that migrants *officially* sent home more than \$223 billion in 2005 (may be much higher).
 - These funds are important to the economy of the Latin American region, amounting to more than the sum of foreign direct investment and official development aid.
 - Remittances from Canada are very small, but are under-recorded.
- ❖ Capital flight is the movement of money from one investment to another in search of greater stability or increased returns.
 - To reduce capital flight countries must promote monetary and fiscal policies that minimize large changes in exchange rates; enforce property rights protection laws.
 - An estimated \$300 billion in assets are “trapped” in Mexico – not able to be converted to capital due to in-country conditions.
- ❖ The informal economy refers to the market where earned income is unregulated by institutions in society. In 2000, it was equivalent to 41 percent of GNP for developing countries, 38 percent for transition countries, and 18 percent for OECD countries.
- ❖ The Bracero Program, 1942-1964, was an agreement that permitted Mexican citizens to temporarily work in the agricultural sector in the U.S.

Morning Sessions

Elections

Moderator: Donley Studlar, West Virginia University

Notes: Gail Garbrandt, The University of Akron

Highlights:

Several issues were discussed regarding elections in Canada.

- ☺ The four parties in the House of Commons are New Democratic Party, Conservative Party, Liberal Party, and Bloc Quebecois.
 - Almost all new conservative seats are from the Québec area.
 - Liberals need to establish a leader and allow time for that leader to become known.
 - Parliament terms are relatively short with a maximum of two years.
- ☺ Results of recent Canadian federal elections in which Stephen Harper became prime minister were discussed.
 - Minority government led by the Conservative Party – however party does not see itself as a minority yet, but rather assumes they are the national party of government.
 - All Canadian federal election results available at www.wikipedia.org.
 - See www.apsanet.org/content_24296.cfm for an article explaining issues regarding Canadian federal elections.
- ☺ Voter Behavior
 - Party loyalty is not strong in Canada, except for Alberta.
 - Canadian voters are not terribly ideological, many vote differently in federal elections than in provincial elections.
 - High proportion of incumbents ran for re-election and won which may have been a variable in the most recent elections.
 - Populous have elected a few television stars to Parliament.
- ☺ Election Characteristics
 - 2003 campaign finance law limited money by unions and corporations – 75 percent of campaign budgets come from public financing.
 - Senate is 2:1 Liberal.
 - There are many mp's who were not born in Canada.
- ☺ Prime Minister Harper
 - Committed to more defense spending; some analysts are predicting tax cuts after the budget comes out.
 - Even if he disappoints Conservatives they do not have many other viable options.
 - There may be much policy agreement between Bush and Harper because they share a conservative philosophy.
 - Main goal is to establish Conservatives as a majority government.

Literature and Film

Moderator: Steven Hayward, John Carroll University

Notes: Rebecca Mancuso, Bowling Green State University

Highlights:

The discussion of Canadian literature and film centered on a number of issues:

- ☹ A pedagogical issue: college students do not read for pleasure, so finding materials that appeal to them is a real challenge. In English Canadian literature, there seems to be an issue of constructing identity. From the Québec perspective, it seems that English Canada is in a crisis of identity.
- ☹ Publicity issue: difficult to get Canadian literature noticed in the U.S. Publishers should work harder to reach U.S. market.
- ☹ Group shared authors and titles of works that they had used in classes which students responded well to including Basil Johnston's *Indian School Days*, many books from Thompson Highway and Alice Munroe, Stephen Marsh's *Raymond and Hannah*, Alistair Macleod's *Lost Salt Gift of Blood*, and Margaret Atwood's *Happy Endings*.
- ☹ Recommendations for future classes were provided and are included below.

Five Top Five Lists to Assist in the Teaching of Canadian Literature Dr. Steven Hayward, John Carroll University

Five Canadian Novels You Can't Admit to Not Having Read:

1. Mordechai Richler, *The Apprenticeship of Duddy Kravitz*.
2. Robertston Davies, *Fifth Business*.
3. Margaret Atwood, *The Edible Woman*.
4. Alice Munro, *The Moons of Jupiter*.
5. Michael Ondaatje, *In the Skin of a Lion*.

Five Canadian novels which you should read anyway because they're wonderful and you might want to teach them:

1. Miriam Toews, *A Complicated Kindness*.
2. Paul Quarrington, *Whale Music*.
3. Ann-Marie MacDonald, *Fall on Your Knees*.
4. Douglas Coupland, *Generation X*.
5. Ann Michaels, *Fugitive Pieces*.

Five Fantastic Canadian Novels published last year:

1. Stephen Marche, *Raymond and Hannah*.
2. Joseph Boydon, *Three-Day Road*.
3. Lisa Moore, *Alligator*.
4. Rabindranath Maharaj, *A Perfect Pledge*
5. Steven Hayward, *The Secret Mitzvah of Lucio Burke*

Five Seminal Critical Works on Canadian Literature:

1. Margaret Atwood, *Survival: A Thematic Guide to Canadian Literature*
2. Northrop Frye, *The Bush Garden: Essays on the Canadian Imagination*.
3. Magdalene Redekop, “Canadian literary criticism and the idea of a national literature” in *The Cambridge Companion to Canadian Literature*.
4. George Eliott Clarke, *Odysseys Home: Mapping African-Canadian Literature*.
5. Linda Hutcheon, *The Canadian Postmodern*.

Five Useful Websites (not a complete list!):

1. African Canadian Writing and Writers www.yorku.ca/aconline/literature.html
2. Canadian Early Women Writers www.lib.sfu.ca/canadaswomenwriters
3. Canadian Literature Archive www.umanitoba.ca/canlit/
4. Canadian Poetry Archive www.collectionscanada.ca/canvers/
5. Canadian Poetry at the University of Toronto www.library.utoronto.ca/canpoetry/

Social Policy

Moderator: Patricio Plazolles, Ohio Wesleyan University

Notes: Bruce Way, Monroe County Community College

Highlights:

Immigration

- Canada is unconcerned with Mexico and Latin America – immigration from Asia and Europe is a more prevalent issue.
- Mexico/Latin America and Canada have relations with the U.S., but exhibit little in common with one another.
- U.S. is tightening its border, will soon require a passports or similar documentation, while Canada has not on its own gone to this level.
 - Could result in Canada becoming a more attractive destination for immigrants.
 - Mexico and Latin America have a history of political instability and regulation which hinders foreign direct investment – further incentive for emigration.
- Only 5 percent of immigrants to Canada come from Mexico or Latin America.
 - Distance is a factor deterring immigration to Canada.
 - Large established communities in Canada bring about stronger linkages or pulls for Asian rather than Latin American immigrants.
 - Immigrants from Mexico look to the U.S, while immigrants from Latin America seem to prefer Canada.
- Perception of immigration by U.S. and Canada.
 - U.S. focuses on illegal immigration, rather than legal immigration due to perceived scale of illegal immigration
 - Church organizations typically support immigration and immigrants in both the U.S. and Canada.
 - Canadian attitudes towards immigration are filtered through their perception of the U.S. and whether they feel interconnected with or distanced from the U.S.
 - Canada’s self-perception as a multicultural, pluralistic society results in positive attitudes toward immigrants.

- U.S. seems unaware that many immigrants see themselves as temporary workers desiring to send remittances to their home country, rather than establishing themselves or families in the country.
- A growing number of retirees in both the U.S. and Canada may serve as a reverse flow of citizens to Mexico and Latin America due to climate and lower costs of living.
- ☺ Informal Market
 - This is equivalent to 16 percent of Canada's GDP and a result of regulations and taxation more than immigration.
 - Illegal immigrants may be tied to the informal market in the U.S.
 - What incentives bring immigrants into the mainstream economy?
 - Limited protections (i.e. law enforcement or social services) exist for those in informal market. The chance for advancement or upward mobility is also limited.
 - There are relatively fewer unskilled immigrants in Canada than in the U.S.

Afternoon Sessions

Education

Moderator: Douglas Nord, Wright State University

Notes: Roy Wortman, Kenyon College

Highlights:

Many issues concerning the educational system in Canada were discussed.

- ☺ Canadian vs. U.S. Education
 - The Canadian educational model is more British than the U.S. model.
 - In Canada, colleges and universities are mainly publicly supported.
 - SATs and other assessment tests are not used in Canada.
 - In Canada there are Canadian Research Chairs (institutional difference).
 - Canadian knowledge of U.S. is often learned via U.S. popular culture.
 - Canadian students typically do not migrate to other provinces to attend university.
- ☺ Funding Issues
 - Funding is a key challenge facing higher education in Canada, although the percentage of provincial funding is higher than is the U.S. share of state funding.
 - In the U.S., state funding cuts have led to tuition increases. Affluent Canadians are most able to pursue U.S. education, while those of more limited means find it increasingly out of reach.
 - How are Canadian institutions created in the sixties being maintained and funded?
- ☺ Developing joint degrees with U.S.-Canadian-Mexican universities would be ideal (i.e. FIPSE-Program for North American Mobility in Higher Education grant).
 - A difficulty is getting diverse institutions to collaborate and offer a homogeneous set of university degrees, although more universities are starting to partner with others.
- ☺ Graduate schools have different organizational structures in the U.S. and Canada.
 - U.S. offers Teaching Assistant tuition waivers, which “never happen” in Canada.
 - Because of this, Canadian institutions do not attract talent from the U.S.
 - It is more possible for graduate students to make a living in the U.S. relative to Canada.

- ☞ Study in Canada
 - Midwest U.S. schools should collaborate in consortia for undergraduate study in Canada.
 - As a rule, Canadian content rarely shows up in U.S. grades K-12. However, there are some states where this is an exception. Due to NAFTA, Texas will offer an educational unit on Canada at the K-12 level.
 - Recruiting French majors to consider a junior year in Canada is difficult because of the lure of France.
 - The Canada-U.S. Fulbright Program encourages a focus on research and understanding the relationship between the U.S. and Canada.
- ☞ The website www.glin.net/teach/ (excerpt below) offers Great Lakes education tools for K-12 teachers.

Teachers in Michigan, the Great Lakes region and beyond recognize the importance of educating the next generation on the value of the Great Lakes, including its fishery resources. As a result, a comprehensive new collection of education tools and resources for K-12 educators in the Great Lakes region is now available through the Great Lakes Information Network (GLIN).

Funded by the Great Lakes Fishery Trust, Michaela Zint, an environmental education professor at the University of Michigan's School of Natural Resources and Environment, together with her master's students, education specialists and a core group of K-12 educators, has developed a Teachers' Corner - for GLIN's revamped online education portal, The Education and Curriculum Homesite (TEACH) – to make instructional kits, sample lesson plans, reviews of curricular materials and online discussion opportunities easily available to teachers.

“Past studies have told us that K-12 educators want to teach their students about the Great Lakes but they are not aware of relevant teaching materials that can also help them meet state education standards,” says Zint.

The portal <teach.glin.net/teachers/> offers all the teaching materials the research team was able to identify in existence on the topic. Independent education expert reviews of the materials also are provided. “With the reviews as a guide, teachers can easily compare and choose between materials based on their content and education characteristics,” adds Zint. “Also provided are sample lesson plans teachers correlated to Michigan education standards.”

The revamped TEACH, which is hosted and maintained by the Great Lakes Commission through the Great Lakes Information Network, also features education-related news along with established offerings such as the a “Great Lakes Vault of Knowledge,” a calendar of events and mini-lessons specifically geared to K-12 students on Great Lakes history, culture, environment, geography, pollution and careers options. “This site has a lot of good information for teachers and nonformal educators,” says Linda O'Brien, a teacher with Marquette Area Public Schools and director of the MooseWood Nature Center. “It is easy to navigate. I look forward to using it and sharing it with other educators.”

The Teachers' Corner online discussion forum gives teachers a venue to discuss or submit reviews of educational materials, submit lesson plans and share educational resources. Other features include a grid allowing comparisons between available lesson packages as well as links and resources for further information.

Contacts: Christine Manninen

Great Lakes Commission

manninen@glc.org

734-971-9135

Dr. Michaela Zint

School of Natural Resources and Environment

zintmich@umich.edu

734-763-6961

Trade Agreements

Moderator: Cliff Cook, Ohio Wesleyan University

Notes: Susan Covey, Olentangy Center for Innovation

Highlights:

The discussion of trade agreements focused on numerous issues:

- ☞ Measurement issues may give the perception of a greater imbalance in trade than is actually the case. For instance, Canadian auto parts are shipped to the U.S. and assembled into components that are shipped to Mexico for final assembly. The value-added component is lost when statistics are gathered resulting in the perceived imbalance.
- ☞ Trade appears to flow primarily one way, from Canada to South America.
- ☞ Wal-Mart enables consumer ability to purchase good quality items at a low cost creating greater choice. However, this retailer may negatively impact locally owned businesses across the hemisphere.
- ☞ Regarding foreign investment and development, foreign companies are making profits but are not leaving opportunities for development for the home country or region (no “trickle-down effect”). For example, the copper mining industry developed communities in isolation around the pits. Although there was housing, medical care, and automotive services, among others, every dollar except the payroll paid to workers was leaving the country.

Closing Session

Highlights:

- ☞ Suggestions for really building the OCSR constituency were discussed.
 - Invite economic development officials.
 - Invite a corporate sponsor.
 - More advertising.
 - Distribute leaflets to students, target more students.
 - Each member should send marketing materials on to four colleagues.
 - Distribute materials more broadly.
- ☞ Individual and/or institutions to do the administrative work of organizing future roundtables were considered.
 - Volunteers were sought.
- ☞ More substance in the program might help faculty to be able to justify their attendance.
- ☞ Keep/expand on this year’s efforts to have short advance readings available.
- ☞ Suggestions on themes for future roundtables were sought.

Participant List

Christina A. Amatos

The Ohio State University
0303 Taylor Tower
50 Curl Drive
Columbus, OH 43210
614.688.7396
Amatos.2@osu.edu

Chris Armbruster

The University of Akron
302 Butchel Mall
Akron, OH 44325

James Baker

Department of History
Canadian Parliamentary Internship Program
Western Kentucky University
335 Sumpter Avenue
Bowling Green, KY 42101
270.745.5741
Fax: 745.2950
james.baker@wku.edu

Cory E. Bantilan

The Ohio State University
555 Borror Drive
Columbus, OH 43210
bantilan.1@osu.edu

Esther Bardo

Malone College
515 25th Street NW
Canton, OH 44709

William Bishop

Department of Political Science
Denison University
120 South Road
Granville, OH 43023
740.587.3293
Fax: 587.6601
bishop@denison.edu

Margaret Brooks-Terry

Department of Sociology
Baldwin-Wallace College
Carnegie Hall
275 Eastland Road
Berea, OH 44017
440.826.8094
Fax: 826.6804
mbrooks@bw.edu

Kathy Cameron

Olentangy Center for Innovation
2783 Martin Road #231
Dublin, OH 43017
614.261.0163
Or 800.259.9519
Fax: 799.8597
kathycameron@wideopenwest.com

Stacey Carkhuff

The University of Akron
302 Butchel Mall
Akron, OH 44325

Beth Casey

Associate Professor Emeritus of English
Canadian Studies Center
Bowling Green State University
256 Business Administration Bldg.
Bowling Green, OH 43403-0263
419.372.9189
Fax: 368.3551
bcasey@bgnet.bgsu.edu

Clifford G. Cook

Professor of Accounting
Ohio Wesleyan University
Department of Economics
Coros Building, Room 213
Delaware, OH 43015
740.368.3539
Fax: 368.3551
cgcook@owu.edu

Participant List

Susan Covey

Vocalist, Pianist, Composer
Olentangy Center for Innovation
2783 Martin Road #231
Dublin, OH 43017
614.261.0163
Or 800.259.9519
Fax: 799.8597
susancovey@wideopenwest.com

Margaret Cunniffe

Instructor of Canadian Studies
Canadian Studies Center
Bowling Green State University
260 Business Administration Bldg.
Bowling Green, OH 43403-0260
419.372.5298
Fax: 372.0457
margarc@cba.bgsu.edu

Heidi Danzl

Bowling Green State University
311 E. Merry Ave.
Bowling Green, OH 43402
419.575.4369
hdanzl@bgnet.bgsu.edu

Christine Drennen

Assistant Director
Canadian Studies Center
Bowling Green State University
253 Business Administration Bldg.
Bowling Green, OH 43403-0260
419.372.0431
Fax: 372.0457
cdrennen@cba.bgsu.edu

Gail Garbrandt

Internship Coordinator
Ray C. Bliss Institute of Applied Politics
The University of Akron
Olin Hall Rm. 224-A
Akron, OH 44325-1914
330.972.5182
Fax: 972.5479
geg@uakron.edu

Mary Jane Hahler

Humanities & Romance Languages
BGSU Firelands College
One University Drive
Huron, OH 44839
419.433.5560
Or 372.0616
Fax: 433.9696
mhahler@bgnet.bgsu.edu

Steven Hayward

Assistant Professor
John Carroll University
English Department
20700 North Park Blvd.
University Heights, OH 44118-4581
216.397.1674
Fax: 297.2546
shayward@jcu.edu

Dr. Awad Ibrahim

Assistant Professor
Bowling Green State University
Educational Foundations & Inquiry
560 Education Building
Bowling Green, OH 43403
419.372.9549
Fax: 372.8265
ibraham@bgnet.bgsu.edu

David Jackson

Assistant Professor
Department of Political Science
Bowling Green State University
107 Williams Hall
Bowling Green, OH 43403
419.372.2922
Fax: 372.8246
jacksod@bgnet.bgsu.edu

Participant List

Mark J. Kasoff

Professor of Economics
and Canadian Studiess
Director, Canadian Studies Center
Bowling Green State University
253 Business Administration Bldg.
Bowling Green, OH 43403
419.372.2457
fax: 372.0457
mkasoff@cba.bgsu.edu

Thomas A. Klein

Professor Emeritus
and Coordinator of Business Ethics Program
Marketing & International Business Dept.
College of Business Administration
The University of Toledo
3020 Stranahan Hall/MS #103
2801 West Bancroft Street
Toledo, OH 43606-3390
419.530.4368
Fax: 530.4610
tklein2@utoledo.edu

Dan Kraus

Hiram College
P.O. Box 67
Hiram, OH 44234

David Lincove

University Libraries
The Ohio State University
Room 226, Main Library
1858 Neil Avenue
Columbus, OH 43210
614.292.2393
Fax: 292.7859
lincove.1@osu.edu

Rebecca Mancuso

Instructor of Canadian Studies and History
Canadian Studies Center
Bowling Green State University
254 Business Administration Bldg.
Bowling Green, OH 43403
419.372.2492
Fax: 372.0457
rmancus@cba.bgsu.edu fax: 972.5840

Richard Messina

Hiram College
P.O. Box 67
Hiram, OH 44234

Dennis Moore

Academic Relations Officer
Consulate General of Canada
600 Renaissance Center, Suite 1100
Detroit, MI 48243-1798
313.446.7039
Fax: 567.2164
dennis.moore@international.gc.ca

Douglas C. Nord

Executive Director
University Center for International Education
Wright State University
3640 Colonel Glenn Hwy./E190 SU
Dayton, OH 45435-0001
937.775.5745
Fax: 775.5776
douglas.nord@wright.edu

Shirley Palmer

Department of Sociology
The Ohio State University, Newark Campus
1179 University Drive
Newark, OH 43055
740.924.3745
palmer.4@osu.edu

Participant List

Scott Piroth

Instructor of Political Science
and Canadian Studies
Political Science Department
Bowling Green State University
112 Williams Hall
Bowling Green, OH 43403
419.372.7268
Fax: 372.8246
spiroth@bgnet.bgsu.edu

Patricio F. Plazolles

Program Officer
Ohio Wesleyan University
The Woltemade Center
61 S. Sandusky Street
Delaware, OH 43015
740.368.3550
Fax: 368.3551
pfplazol@owu.edu

Randall Ripley

Department of Political Science
The Ohio State University
1010 Derby Hall
154 North Oval Mall
Columbus, OH 43210-1316
614.292.7689
Fax: 292.9530
ripley.1@osu.edu

Donley T. Studlar

Eberly Distinguished Professor
Department of Political Science
West Virginia University
P.O. Box 6317
Morgantown, WV 26506-6317
304.293.3811 Ext. 5269
dstudlar@wvu.edu

Dr. David Verway

Professor Emeritus
Wayne State University
127 Clinton Heights Avenue
Columbus, OH 43202
614.263.1422

Srdjan Vucetic

Department of Political Science
The Ohio State University
154 N. Oval Mall
100 Derby Hall
Columbus, OH 43210
614.360.1856
svucetic@gmail.com

R. Bruce Way

Dean
Humanities and Social Sciences
Monroe County Community College
1555 S. Raisinville Rd.
Monroe, MI 48161-9746
734.384.4152
Fax: 384.4160
bway@monroeccc.edu

Daniel C. Weckesser

Bowling Green State University
Offenhauer West
Bowling Green, OH 43403
danielw@bgnet.bgsu.edu

Samantha Whetherholt

The University of Akron
302 Butchel Mall
Akron, OH 44325

Heather Wixson

The University of Akron
302 Butchel Mall
Akron, OH 44325

Dr. Roy T. Wortman

Distinguished Professorship
in History Emeritus
Kenyon College
Seitz House, 7
Gambier, OH 43022-9623
740.427.4179
wortman@kenyon.edu

Ohio Canadian Studies Roundtable Featured Speakers

- 2006** Clifford G. Cook, Ohio Wesleyan University
The Role of Canada in Latin America Free Trade Agreements
- 2005** Roseanna Dufault, Ohio Northern University
Contemporary Trends in Québec Literature and Film
- 2004** Munroe Eagles, State University of New York–Buffalo
Canada's Changing Electoral Terrain
- 2003** Daniel J. Cherrin, Detroit Chamber of Commerce
Bringing Order to the Border
- 2002** The Political, Economic, and Cultural Impacts of the Recent Elections in Canada, Mexico, and the United States: Perspectives from Three Nations. A videoconference between three countries, The University of Akron, The University of Windsor, and the Universidad de las Americas. Kirtz, Mary K., Mark J. Kasoff, Rick Farmer, and John C. Green eds. 2006. *The Elections of 2000: Politics, Culture, and Economics in North America*. University of Akron Press: Akron, Ohio.
- 2001** Daniel J. Cherrin, Detroit Chamber of Commerce
Bringing Order to the Border
- 2000** Jeff Pence, Oberlin College
After NAFTA: The Future IS Canadian Film
- 1999** Alan Simmons, York University
Paradoxes of Canadian "Nation Building" in an Era of Globalization
- 1998** In lieu of featured speaker:
An Assessment of OCSR Effectiveness
- 1997** Janet Billson, George Washington University
A Country Still in the Making: Canada's Native Peoples in Transition
- 1996** Robert Thacker, St. Lawrence University
"Sharing the Continent," Still: English Canadian Nationalism and Cultural Sovereignty
- 1995** Louis Balthazar, Université de Laval
Quebec and the Ideal of Federalism
- 1994** Organizing Year
Building an Ohio Canadian Studies Network
- 1993** Organizing Year
Identifying Canadianists in Ohio