

**PROCEEDINGS OF THE 2007
JOINT MICHIGAN-OHIO
CANADIAN STUDIES ROUNDTABLE**

**Monroe County Community College
Monroe, MI
March 23, 2007**

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PROCEEDINGS OF THE JOINT MICHIGAN-OHIO CANADIAN STUDIES ROUNDTABLE



Photo courtesy of Mark Spenoso, Monroe County Community College.

Dear Canadianists:

The Michigan and Ohio Canadian Studies Roundtables held a joint meeting on March 23, 2007, at Monroe Community College in Monroe, Michigan. Planning committee members Christine Drennen, Nora Faires, Michael Unsworth and Bruce Way wish to express their appreciation to the nearly one hundred individuals who attended. Your participation made this first attempt at a joint roundtable a success. Twenty schools, colleges and universities, from Kentucky, Michigan, Ohio and Ontario, were represented. We were particularly gratified to see the robust student delegations from Albion College and the University of Michigan Dearborn, along with a significant number of first-time attendees.

Sarah Hubbard, Vice President of Public Affairs at the Detroit Regional Chamber was the keynote speaker. The slides of her presentation, *A Discussion of the Western Hemisphere Travel Initiative Including Its Potential Impact on Canada/U.S. Trade and Current Congressional Proposals to Change It*, are included below, along with an agenda, summaries of the breakout sessions, and a participant list.

This was the ninth annual meeting for the Michigan Roundtable and the 15th for Ohio's. We hope your experience with the joint session will encourage you to attend either, or both, roundtables next year. The MCSRT will convene at Albion College on March 28, and the OCSR will follow, at Ohio Wesleyan University, on April 4. Additional information will be posted on the respective websites, <http://mcsrt.org/> and <http://www.cba.bgsu.edu/cast/roundtable.html> as it becomes available.

We would like to acknowledge the support from Bowling Green State University, the Canadian Consulate General in Detroit, Michigan State University and Monroe County Community College that made the roundtable possible. I would add my own special thanks to Penny Dorcey-Naber, my division administrative assistant, and Ashley Braden and Charlotte Ghigliazza, our student workers, for their invaluable help.

Sincerely,

R. Bruce Way, Ph.D.
Dean of Humanities and Social Sciences
Monroe County Community College

AGENDA

**Joint Michigan-Ohio Canadian Studies Roundtable
Friday, March 23
Monroe County Community College LaZBoy Center**

8:30-9:00 a.m.	Registration and light refreshments	Z-202
9:00-9:30 a.m.	Welcome Bill Braunlich, <i>MCCC Board of Trustees</i> Christine Drennen, Nora Faires, Michael Unsworth, Bruce Way, <i>Roundtable Planning Group</i> Grants and Study Abroad Updates Dennis Moore, <i>Consulate General of Canada</i> , Timothy Rogus, <i>Quebec Government Office</i> Internships James Baker, <i>Western Kentucky University</i> Sheryl Edwards, <i>University of Michigan Dearborn</i>	Z-202
9:30-9:45 a.m.	Break	
9:45-11:15 a.m.	Morning Breakout Sessions Politics Literature and Culture Teaching Canada	Z-202 Z-271 Z-272
11:15-11:30 a.m.	Break	
11:30 a.m.-1:15 p.m.	Lunch, Speaker, Business Meeting Lunch service begins at 11:30 Sarah Hubbard, Detroit Regional Chamber, presents <i>A Discussion of the Western Hemisphere Travel Initiative Including Its Potential Impact on Canada/U.S. Trade and Current Congressional Proposals to Change It</i> , questions to follow, 12:00 Announcements and Prizes	Z-202
1:15-1:30 p.m.	Break Transportation to River Raisin Battlefield ready to depart	
1:30-3:00 p.m.	Afternoon Sessions Border Issues Energy and Environment War of 1812	Z-202 Z-272 Offsite
3:00 p.m.	Conference Adjourns Transportation returns to campus from River Raisin Battlefield	

Keynote Speaker



Sarah Hubbard is the Vice President of Public Affairs at the Detroit Regional Chamber. There, she manages all aspects of state government lobbying and relationship management including strategic advice and access on behalf of the nearly 20,000 members of the Chamber. She oversees the Chamber's Federal relations program and Political Action Committee.

Since 1994, Sarah has reached across the corporate and public interest sectors to build broad-based coalitions to pursue Chamber goals.

Prior to the Chamber, Sarah spent 3 years as a Legislative Assistant in the Michigan House of Representatives and worked on Republican campaigns for political office.

Sarah is a graduate of the Public Affairs Council's Institute for Public Affairs Management and is an active member of the Michigan Society of Association Executives.

Additionally, Sarah is on the Board of the University of Michigan Alumni Association and is an avid U of M athletics fan.


Keynote Address

Western Hemisphere Travel Initiative: Potential Impact and Congressional Initiatives to Change It

*Speaker: Sarah Hubbard, Vice President,
Government Relations, Detroit Regional Chamber*

Western Hemisphere Travel Initiative:
Potential Impact and Congressional
Initiatives to Change It

Joint Michigan – Ohio Canadian Studies Roundtable
Monroe County Community College
March 23, 2007

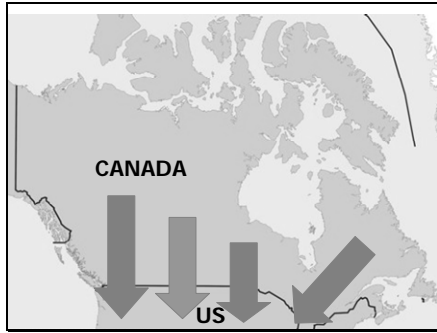
 Sarah Hubbard, Vice President, Government Relations
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U.S./Canada Border Overview

Facts

- Longest common border that is not militarized or actively patrolled
- 4,000 miles contiguous U.S.—5,500 altogether (U.S./Mexico border is 2,000 miles)
- 12 states, 8 provinces & 1 territory
- 51 million Americans and over 30 million Canadians
- 90% of Canadians live within 100 miles

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U.S./Canada Border Overview

Economy

Trade

- \$1.2 billion U.S./Canada trade/daily
- Supports 5.2 million jobs

Travel/Tourism

- 2005: 32 million trips Americans to Canada
- 2005: 38 million trips Canadians to U.S.
- 2004: Canadians spent \$10.3 billion in U.S., excluding travel costs (\$7.9 billion for dining, gifts, hotels, etc.)
- Canadian spending up 39% over 10 years—U.S. travel surplus

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U.S./Canada Border Overview

Economy

Top Destinations

State	Visitations	\$ impact
1) New York	8,501,200	\$1,002,875,500
2) Michigan	8,293,300	\$643,414,600
3) Washington	5,751,500	\$496,944,400

Top Economic Value

State	Visitations	\$ impact
1) Florida	2,040,800	\$2,103,146,300
2) New York	8,501,200	\$1,002,875,500
3) California	1,167,100	\$848,901,700
4) Nevada	849,800	\$652,301,300

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U.S./Canada Border Overview

Economy

Three Busiest U.S./Canada Border Crossings

	Passenger cars Volume (in millions)	Commercial vehicles Volume (in millions)	Total Volume (in millions)
2004			
Detroit River	15.87	5.33	21.20
St. Claire River	12.21	2.31	14.52
Niagara River	7.12	1.12	8.24

Total Value of Trade

- Detroit/Port Huron (~\$450 million per day, #1 nationally & worldwide)
- Buffalo (~\$160 million per day, #2 nationally)
- Pacific Highway/Douglas (~\$40 million per day)

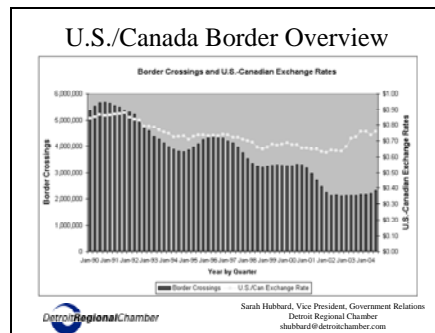
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U.S./Canada Border Overview

Cultural Integration

- Restaurants and shopping (50% of Canadian visits)
- Work and family
- Athletic events
 - 10%+ Detroit Tigers & Red Wings and Buffalo Sabers, North American International Auto Show and other ticket sales
 - Olympics, Super Bowl, World Series, All-Star Games
- Theater, music, other

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WHTI Background

- 9/11 Commission Report
- Intelligence Reform and Terrorism Prevention Act (sec. 7209) signed December 2004



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WHTI Background

- All travel into U.S. (includes U.S. citizens)
 - Subsequent action by DHS set air implementation on 23 January 2007, land and sea later
- Requires “passport or other document, or combination of documents”
- Final implementation date: June 1, 2009



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WHTI Background Proposal Assessment

- Passports
 - Only 23% of Americans and 40% of Canadians have a passport (30% of Congress)
 - Costs \$97/person in U.S.
 - Traditionally 6-8+ weeks to process (now 10-12)



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WHTI Background

- Pre-clearance programs
 - Harder to get than passport
 - \$50 for NEXUS; 6-8 (or less) weeks to process
 - No guaranteed access to lanes
 - Integrated/interchangeable at different ports (June 2006)
 - Low enrollment (100,000 nationwide in NEXUS; only 6% of those eligible are in FAST)



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WHTI Background Proposal Assessment

- “Passport Lite”—new border ID (PASS Card)
 - Similar documentation and wait times as passport
 - Usable only at land borders
 - Cheaper and easier to carry than passport (\$45)
 - Does not address spontaneous travelers
 - **Doesn't apply to Canadians !!!**

Lackluster promotion and implementation of pre-clearance programs makes highly unlikely the prospect that DHS can successfully implement this far more ambitious plan.



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Policy Alternatives
Recommendations

- Commonly held Drivers Licenses could meet goals of WHTI without inventing a new ID
 - Signed May 2005 – Real-ID: state driver’s license or ID card cannot be used for any federal purpose unless it meets federal requirements by 5/2008
 - Federally regulated commercial aircraft, nuclear power plants, federally regulated critical infrastructure



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Policy Alternatives
Recommendations

REAL-ID Minimum Standards

- | | |
|---|--|
| <ul style="list-style-type: none"> • Specified data/security features • Standardized docs to establish ID • Verification of doc authenticity • Photo ID doc or non-photo with full legal name | <ul style="list-style-type: none"> • Doc showing birth date • Proof of SSN or ineligibility for SSN • Doc showing name and residence address • Valid doc evidence of U.S. citizenship or legal U.S. presence |
|---|--|



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Policy Alternatives
Recommendations

- State-based solutions could prove MORE secure than PASS.
- Existing technology could allow existing driver’s licenses to be used – no need to wait for Real-ID implementation.
- Washington and BC have entered into an agreement to run a trial program using driver’s licenses at their shared border – Michigan and Ontario also interested.
- Children, Seniors and Groups must be given preferential treatment.



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Policy Alternatives
Recommendations

- Greater chance of reciprocity from Canada
 - Canadian federal government and various other government levels have submitted comments supporting this option.
 - Drivers License usage supported by Provinces/Territories
 - KEY: Maintaining flow of Canadians into U.S.



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Policy Alternatives
Who’s Listening

- Senator Coleman/Collins/Dorgan Immigration Amendment:
 - Extends WHTI implementation to June 2009
 - Requires triggers before implementation can occur
 - Successful PASS Card pilot
 - 90% of enrollees must have card in certain time frame (avg 4 wks)
 - Demonstrated staff training
 - Satisfactory public awareness
 - Public awareness campaign with demonstrated awareness measures (including effort to inform public that law is not currently in place)



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Policy Alternatives
Who’s Listening

- Senator Coleman/Collins/Dorgan Immigration Amendment:
 - Calls for better expansion and incorporation of frequent traveler programs
 - Requires collaboration with Western Hemisphere partners on encouraging citizens to get proper docs
 - Applicability of PASS card at land and sea borders; land treatment of ferries; \$20 cost cap; free for children



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Policy Alternatives
Who's Listening

- Senator Coleman/Collins/Dorgan Immigration Amendment:
 - Process for allowing U.S. citizens w/o proper docs to leave and return to U.S. (72 hrs)
 - Feasibility study on “how to” integrate WHTI and REAL-ID and a pilot project with at least two willing states and one willing province that are REAL-ID compliant
 - Reports to Congress and appropriations authorization



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Policy Alternatives
Who's Listening

- June 29th, 2006 – Stevens and Leahy attach modified Coleman amendment to appropriations bills for both DHS and State.
- Bill passed House 412-6, Passed Senate unanimously (voice vote).
- Difficult to see how they can implement prior to June 2009.



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Policy Alternatives

- 9/11 Commission Implementation Legislation passed U.S. Senate March 14, 2007
- Conference Committee likely this summer
- Includes requirement for at least one pilot project
- Economic Impact Assessment



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Policy Alternatives

- Protecting American Commerce and Travel Act (PACT Act)
- Rep. Louise Slaughter (D – Buffalo), Chair, House Rules Committee
- John McHugh (R-New York)
- Introduced February 14, 2007



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Policy Alternatives
PACT Act

- Requires that DHS complete at least one pilot project to determine if a state may enhance their driver's license to meet WHTI standards.
- DHS is prohibited from issuing a Final Rule on WHTI until the pilot project is complete.



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Policy Alternatives
PACT Act

Exempts US/Canadian children 16 and younger from the WHTI documentary requirements, and encourages flexibility for school groups.

- Sets the cost of the PASS card at \$20 for the first year of issuance in order to encourage early compliance. An applicant must receive the card within 10 business days after the State Department has received the application.



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Policy Alternatives PACT Act

- Expands and improves frequent traveler programs for low-risk travelers (NEXUS) and commercial drivers (FAST).
- Requires DHS/State to develop and implement a WHTI public promotion campaign.
- Requires DHS/State to complete a cost-benefit analysis of their final WHTI plan before implementation.



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Policy Alternatives

- Washington State Drivers License Pilot
- Memorandum of Understanding with DHS Sec. Chertoff TODAY!
- Will begin January of 2008
- Evaluate after one year
- Match platform of PASSCard



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What is BESTT?

- Businesses for Economic Security Tourism and Trade
- A Partnership Coordinated by the:
 - Bellingham/Whatcom Chamber
 - Detroit Regional Chamber
 - Buffalo Niagara Partnership.
- 125 Members from 10 states and 5 provinces
- Grassroots Focus – Specifically addressing effect on border communities



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What is BESTT?

- Three organizations agree to work on WHTI (7/05)
- Collaboration on federal rules response (9/05)
- First WHTI hearing (10/05)
- First D.C. Fly In (11/05)
- BESTT officially named (12/05)
- D.C. Fly-in with 200+ lawmaker contacts (2/06)
- On-going presence in D.C. ever since
- Traveled to Ottawa, Montreal, Vancouver, Niagara, Concord NH, McAllen TX, Grand Forks SD, Chicago, Anchorage and many more in last nine months



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What have we accomplished?

- Addressed Northern Border Cong. Caucus, US C/C, CanAm BTA, Bi-national Tourism Alliance, US Senate, Canadian Senate and many others.
- Conducted Hill visits in February, 50 people hit 200+ members of Congress in 3 days.
- **Formed partnerships with former Sen. Slade Gorton (9/11 commission) and Digimarc Corp. (largest provider of drivers' licenses in North America)**
- Raised awareness of WHTI on CNN, CBC, CTV, Fox News, CKNW, C-SPAN and countless print media outlets.
- **Special relationship with the Canadian Embassy in DC**



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What have we accomplished?

- **EXTENSION!!!**
- Children omitted from WHTI requirements
- No longer passport or PASS Card only
- No longer including ferries as sea border crossings
- No longer saying there will be no economic impact
- Substantial attention raised in Congress on the issue (especially in the last year)
- Co-authored Coleman Amendment
- Acknowledgement of special needs areas (Pt. Roberts, NW Angle, Vermont cities, etc.)



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More Information

www.BESTTCoalition.com

Thank You

Questions??



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BREAKOUT SESSIONS

Politics- I

Moderated by David Wilson, University of Toledo

Notes - Randall Ripley, Ohio State University

Highlights:

- We started with some discussion of the upcoming March 26 provincial election in Quebec. It appears that the outcome will be either a minority government [either Liberal or PQ] or a very slim majority Liberal government. We discussed various federal-Quebec relationship scenarios under different outcomes. We also discussed the future of Boisclair and whether another referendum would be held if the PQ wins [the population seems to have little appetite for another referendum at the present]. It was also observed that Quebec has been gaining more and more autonomy from the federal government and sovereignty-association may already be at least a partial reality.
- The Bloc has decided to support the Harper budget just announced on March 19. There was speculation on how long this "alliance" might last. The Bloc seems to be buying time to avoid another federal election in the near future.
- We discussed the question of where the party loyalties of new immigrants seemed to be heading. We also alluded to the new Reitz study of the reaction of immigrants and subsequent generations from immigrant families to Canada.
- There was some discussion of the role of celebrities in making political endorsements in Canada. The best evidence is that some endorsements might have a marginal effect on the mobilization of younger voters. But younger eligible voters are, of course, the least politically active and engaged part of the population.

- There was discussion of whether Canadian politics is in another period such as the 60's and 70's when minority governments are very frequent. Is this a new norm?
- We discussed some issues we thought would come up in the next federal campaign. These included the budget, the environment, and [perhaps] defense spending/Afghanistan. There is, however, no evidence of an overwhelming important core issue on which the election will be fought.
- We pondered Stéphane Dion's political future and agreed it will probably get weaker the longer the time that elapses before the next federal election. If he is leader for a while and is involved in a losing campaign he may be toast. If the election is soon and he loses, it is more likely that the LPC will give him the chance to lead the party into another election [unless, perhaps, the Conservatives win a majority government]. And, of course, if the Liberals somehow manage to win the next election then, perforce, they will retain him [as PM as well as party leader].
- We talked a bit about the [barely there] Bush-Harper relationship. The Canadian PM seems as irrelevant to this American President as Chrétien and Martin also seemed, despite greater policy/ideological affinity.
- We briefly discussed the relationship between the federal government and cities [largely a non-existent relationship at present].
- Various aspects of aboriginal status and treatment were discussed: the meaning of the Kelowna agreement reaffirmation, aboriginal voting habits [no one had any data], aboriginal discontent, and current hot spots [e.g., Reserves without safe water, Caledonia].
- There was a brief discussion of whether Proportional Representation had a future in any of the provinces and/or at the federal level. Note was made of the BC 57% yes vote for one plan [it failed as the change required a 60% vote] and the upcoming [October 2007] vote in Ontario when the provincial legislative assembly election is held.
- There was a brief discussion of the future of the Green Party [if any].
- Finally, reverting to the likelihood of more minority governments, the question was raised whether there would be any move toward more formal multi-party coalitions rather than simply patching together a working coalition on each major vote.



Photo courtesy of Mark Spenoso,
Monroe County Community College.

Politics - II

Moderated by Richard Elling, Wayne State University

Notes - Patrick McLean, Monroe County Community College

Highlights:

- Potential discussion topics
 - Will Canada ever have a majority government again?
 - “Democratic Deficit” – participation in democratic processes
 - US/Canada relations
 - Developments – Quebec Provincial
- Role of Accion Democratique in Provincial Quebec elections. Speculation about results of Mondays election
- Political parties in Canada – connection between federal and provincial parties. Importance of relative strength of provinces in Canada.
- Dennis Moore raised the question of American and student impressions of Canadian responses to Iraq.
- Discussion about the relationship between leaders (i.e. Bush and Harper) and how they impact the larger US/Canadian relationship.
- NDP role in the government’s efforts to target recent advertising to HGTV audience – fending off challenge from left from Greens.
- Role of military and need for Canadian military – how essential is a military for Canada? In case of Quebec independence, how prepared would Quebec be to enforce it’s borders?
- What would an independent Quebec look like? How would non-Quebec Canadians react to an independence vote? Probably not a high level of willingness to cooperate.
- Back to question of Quebec and the reason for rise of Accion Democratique – more of a reflection of government performance and a need for more political alternatives than the liberal and PQ options.
- How do students and other feel about the date of certain elections (as in the US)?
- Why does Canada, unlike European countries, tolerate minority governments (instead of forming coalitions)?
 - political tradition
 - electoral system
- How has voter identification changed in Canada and is it much less stable than in the US?

- more choices in Canada
- less stable partisan loyalties

Literature and Culture

Moderated by Beth Casey, Bowling Green State University

Hayward's Essentials for Canadian Literature (for 2007)

Contributed by Dr. Steven Hayward, Assistant Professor of English, John Carroll University

Steven Hayward, Assistant Professor of English at John Carroll University, is the author of The Secret Mitzvah of Lucio Burke and other works of fiction and criticism. He also directs "Red, White and Read: Canadian Authors Come to Cleveland," a program that has brought a number of prominent Canadian writers to the John Carroll campus. We asked Steve if he would update his "5 Essentials" list of resources for teaching Canadian literature. Here is the result.

Five Canadian Novels You Should Have Already Read

1. Atwood, Margaret. "The Blind Assassin."
2. Cohen, Leonard. "Beautiful Losers."
3. King, Thomas. "Green Grass, Running Water."
4. Towes, Miriam. "A Complicated Kindness."
5. Ondaatje, Michael. "In the Skin of a Lion."

Five Canadian Novels Published in the Last Year That You Should Read As Soon As Possible and Which You Might Even Have To Get From Canada

1. Bok, Dennis. "The Communist's Daughter."
2. Lam, Vincent. "Bloodletting and Miraculous Cures."
3. Redhill, Michael. "Consolation."
4. Behrens, Peter. "The Law of Dreams."
5. Lawson, Mary. "The Other Side of the Bridge."

Five Essential Websites for Teaching Canadian Literature

1. Bookninja (www.bookninja.com); a blog, edited and maintained by George Murray. The place to go for current happenings in the world of Canadian Literature. If it's not on bookninja, it doesn't exist.

2. Northwest Passages (www.northwestpassages.com); so, you're teaching a class on Canadian Literature and decide you want to have on your reading list a title that, gasp, is not published in the United States of America, such as the recent winner of the Governor General's Award, "A Perfect Night To Go To China" but your bookstore is telling you it doesn't exist, and therefore cannot be taught at your university. Where do you send them? You send them here.

3. Canadian Poets Online (<http://www.ucalgary.ca/UofC/faculties/HUM/ENGL/canada/frames.html>); comprehensive and well-maintained site providing useful bibliographies of both primary and secondary materials.

4. Contemporary Canadian Poets (http://www.library.utoronto.ca/canpoetry/index_poet.htm); useful site that provides online versions of many excellent poems by many excellent and more recent poets (and by recent, I mean, say, less than a hundred years old). An extraordinarily useful teaching tool, particularly if you're in a locale where Canadian texts are hard to come by.

5. Electronic Poetry Center (SUNY Buffalo) (<http://wings.buffalo.edu/epc/>); provides a window into the long and distinguished tradition of non-traditional poetic explorations in Canada. Go to this site and search for the following: Christian Bok, Steve McAffery, bp nichol. This too is Canadian Literature.

Teaching Canada

Co-Moderated by Nora Faires, Jose Antonio Brandao, Western Michigan University

Notes - David Lincove, Ohio State University

Highlights:

- After everyone introduced themselves and their interest in the session topic, the chair noted the variety of attendees, from teachers and a librarian from universities, several secondary school teachers and one retired school administrator, and at least one person from an education related nonprofit organization.
- The discussion began with the topic of designing an introductory course to Canadian studies, particularly in the K-12 environment. Three or four people were very interested in this grade range. The following issues were raised:
- Importance of exposing K-12 students to Canadian studies or the at least the key issues in Canadian-U.S. relations (e.g. Imbalance of Canadian-US; differences over war in Iraq; Response of Prime Minister Chrétien towards President Bush).
- Canadians believe that the US does not take it seriously or simply takes Canada for granted as a virtual extension of the US.
- Publishers of textbooks do not want to take on controversial issues in Canadian-US relations for political/business reasons. This has an impact on the design of courses, themes in textbooks, as well as monographs designed for student use at K-12 level.

- K-12 administrators in the US need to be convinced of the importance of teaching US-Canadian issues or just Canadian issues alone. There is reluctance based on funding, but also stereotypes of what Canada is all about or how Canada could contribute to the learning experience of students. Too often curriculum committees will not approve of a course on Canada because they see the country as too much like the US.
- There was agreement that a K-12 Canadian studies course can be used to introduce an international focus to the curriculum by showing that there are cultures and languages in Canada that set it apart from other countries, particularly the US. Often Canada just isn't viewed as a serious part of international studies.
- A curriculum in Canadian studies for secondary schools is available and should be part of the competency testing in the "national" curriculum.
- -Canadian published books are usually not well represented in book stores and can be difficult to acquire. One person emphasized that if a teacher wanted the best textbook on Canada, find one published in Canada. There was brief discussion of library collections in Canada studies.
- The discussion broadened to include teaching Canada in higher education. The following comments were made:
 - Students may take more interest in Canada if it is presented in a comparative approach with focus on values, Canadian decision making, and specific issues such as immigration, gay marriage, or Iraq war.
 - Canadian studies should be viewed as part of international studies, but even university administrators in the US may hold a bias against Canada as part of an international curriculum
 - There was emphasis on promoting visits to Canada as a way to break the ice on student international travel. If students spend time in Canada they will see the differences between the US and Canada and the experience will promote further international travel.
 - There was discussion on how to promote Canadian studies outside of the social sciences and humanities. Topics such as the Great Lakes environment, pollution, and technology can be taught in appropriate settings.
 - Regarding the topic that opened discussions, designing an introductory course in Canadian studies, there was vigorous discussion on inherent problems with a single course that tries to touch on many issues - political, social, cultural etc. Such an introductory course is highly segmented and covers topics in an artificial way. There are few people who have broad competence with so many topics and who can make the course interesting to students. It is very important to conceptualize a course so that students emerge from it having learned significant ideas, concepts and relationships on well defined issues.

- One participant emphasized how it is possible to use well chosen books of literature, politics, or history as a springboard to discussing many related and tangential issues. An example given is the book, *The Danger Tree: Memory, War, and the Search for a Family's Past* by David MacFarlane, about a family in Newfoundland during World War I. It offers opportunities to discuss ethnic tensions and confederation in Canada. Another example is *The Englishman's Boy* by Guy Vanderhaeghe. It is a novel about the Canadian west that raises issues about Canadian history, politics and society. In other words, the focus in an introductory course should be on a few, carefully selected issues to help students understand something about Canada. One person suggested that the phrase “Canadian Studies” should be discarded in favor of course titles more defined and compelling.
- Even with the focus on specific issues in Canadian studies, participants agreed that any course must address subjects such as geography and demography so that students begin with a basis of understanding Canadian differences and identity.

Border Issues

Moderated by Doug Nord, Wright State University

Notes – Matthew Mingus, Western Michigan University

Highlights:

- Border issues in national policymaking almost always just refers to Mexico except for those in Northern border states.
- Most travelers in Mexico have WHTI compatible IDs and so they're more prepared for what Congress has implemented.
- Pre-clearance with regard to ground shipping is having an unanticipated consequence; these trucks are frequently getting slowed down for inspections at the border because they're now targets for those seeking to move drugs.
- Border agents need sensitivity training. They are too assertive with their power. Numerous examples were provided and most of them referred to U.S. border agents who are frequently (it was asserted) former military or law enforcement officers.
- Much of the focus on borders is on technology such as RFID, in some measure due to marketing by people who are selling the technology. In contrast, good basic law enforcement and observation is usually what has stopped drugs and weapons at the crossings. The best busts are almost always because stories don't make sense or because someone appears very nervous in answering some basic questions.
- Current passport workload in Canada and the US, due to US laws, is driving down customer service and seriously lengthening the wait times for issuance. Some “expedited” services (2-4 days rather than 6-8 weeks) are available from companies

charging hundreds of dollars but taking passport applications to a regional center for immediate processing.

- “You can’t undo security policies.” It is politically difficult to undo a change to security policies because then even one serious event that “could have been stopped” will make policymakers look quite bad.
- Passports are only as good as the foundation document, which in the US is a highly unstandardized certificate of live birth. Some states have a standardized process while others have townships or counties handle it all. Fifty drivers license would be much easier to manage and double check that literally 1,000s of types of birth certificates.
- The Ambassador Bridge is largely a commercial truck crossing and so they clearly don’t want any policies that would slow down passengers and gum up the works for the truckers.
- Inertia is a big part of the challenge with changing the behavior and policies at border crossings. It also fights against the concept of perimeter security.
- Between Michigan and Ontario the waterway is a large security challenge. Technically there is a form you must have to get back into the US when you cross into Canadian water, however, it is difficult to enforce and the form doesn’t fit the standards that will be required at the land borders in 2008.
- Why can’t we accept that it is impossible to stop terrorism or to seal the border? Our policies would be quite different if we truly believed that 100% is not going to happen. The whole passport concept, for example, failed to recognize that all the 9/11 hijackers had legitimate passports (and some good phony ones as well).
- Bridges – we clearly need more crossings along the St. Lawrence Seaway, yet no one seems to want one in their neighborhood (NIMBYism) and it takes 20-40 years to nail down all the details from all the governmental units. One idea would be to have both nations pass national legislation that takes control over all aspects of the process, including eliminating the need for state-level environmental approvals, local building permits, and so on.
- Contradictory US policies – we keep signing new trade deals while tightening the borders.
- The tourism industry is starting to get organized and active on border issues, particularly the passport requirements, but they may be too late to change what is happening. An example is the US Visit program where visitors are expected to have their thumb print scanned on the way in and the way out. This is already (anecdotally) harming European tourism to the US.

- Perimeter security and reverse inspections at the border are both viewed as challenges to national sovereignty. This may hinder progress on some better long-term solutions for what ails us

Energy and Environment

Moderated by Mark Naber, Monroe County Community College

Notes – Mike Unsworth, Michigan State University

Highlights:

- Most of the session focused on the "trash" controversy between Ontario and Michigan.
- Ontario sends its solid waste to Michigan due to a failure to produce an in-Province solution. A mega-landfill north of Toronto was stopped by opponents who masterfully used the Ontario environmental assessment process.
- In the 1990s Michigan made a policy decision to help landfill construction instead of recycling. The result is a surplus of landfills with competitive rates.
- Ontario can ship solid waste to Michigan thanks to the U.S. Constitution's "commerce clause," the North American Free Trade Agreement, and a U.S.-Canada treaty regulating the transboundary movement of waste. Thanks to this legal framework, Michigan ships most of its hazardous wastes to Ontario.
- In 2006, an informal agreement between Michigan's two U.S. senators and Ontario's Minister of the Environment pledged to gradually reduce and eliminate municipal waste shipments by 2010. For its part, Toronto purchased a privately owned landfill near London, Ontario. This agreement does not cover industrial, construction, and institutional waste; it can still come into Michigan.
- There was also brief discussion on gas mileage standards and the environmental consequences of the oil sands industry in Alberta.

War of 1812

Moderated by Becky Mancuso, Bowling Green State University

Notes - Elizabeth Mancke, University of Akron

Highlights:

- The field trip to the River Raisin Battlefield was a delightful excursion. We left the La-Z-Boy Center at 1:30 and upon arriving at the battlefield we congregated in the visitor center's seminar room. There Ralph Nouveau, one of the staff, gave a talk about the significance of the Battle of River Raisin. It was one of the only winter battles of the War of 1812 and occurred on January 22, 1813. Most of the Americans fighting in the battle were from Kentucky and they suffered the heaviest casualties of any single battle of the war. Most of the settlers at Raisin River were French Canadians and had relatives

on the other side of the border; support for the war tended to follow citizenship with French Canadians living in the US supporting the US.

- Josh Meyers, a congressional staffer for Congressman Dingell, then talked about the attempts to make the battlefield part of the National Park System. The town and county of Monroe are trying to consolidate a number of land parcels now in private ownership and make the site larger.
- About 2:45 we broke up to look around the small museum and wait for the arrival of the bus to take us back to Monroe Community College. A snafu in the arrangements gave us ample opportunity to look around the museum and battlefield, as well as get to know our Canadian Studies colleagues better. The bus finally arrived around 4:00 and on the way back one of the Roundtable participants from Monroe gave us a detailed impromptu tour of the area and mini-lecture on the various economic transitions of the area over the last century. We disembarked at MCCC about 4:20 after a stimulating afternoon's field trip.

French Canadian Heritage Society, Frenchtown Chapter

We were fortunate to add an impromptu afternoon session with a delegation from the Frenchtown (Monroe) chapter of the French Canadian Heritage Society,

<http://www.rootsweb.com/~mifchs/>

Moderated by Vincent DesRosches, Western Michigan University

Notes – Tim Rogus, Public Affairs Officer for the Midwest Gouvernement du Québec

Highlights:

- Establish contact with the Musée de l'Amérique française in Québec City for a possible traveling exhibit about the French settlement of the Midwest.
- Contact Prof. Dean Louder and his genealogical archives at Laval University, which trace the movement of francophones across North America.
- Contact Kent Beaulne of Old Mines, Missouri, on the use of the Laval archives to trace family history.
- Creation of a pamphlet by the State Historical Society or Tourism Department tracing the French historical sites that can be visited in Michigan.
- Use the local French teachers as allies for keeping alive the memory of the French presence across the state. Attempt a collaboration with the American Association of Teachers of French.
- Visits to elementary and middle schools in historical costume to speak about the French past of the region.

**Joint Michigan/Ohio Canadian Studies Roundtable
Program Evaluation Responses
23 March 2007**

	Excellent				Poor	
	5	4	3	2	1	Blank
Overall format	20	12				1
Location	24	8	1			
Physical facilities	24	8	1			
Food service	29	4				
Morning breakout topics	19	13	1			
Afternoon breakout topics	15	10		1		7
Speaker	13	16	3			1
Roundtable notification and publicity	19	10	3			1
Ease of Registration	32	1				
Overall Impression	22	10				1
	Michigan Roundtable	Ohio Roundtable	Other	This was my first Roundtable	Blank	
I normally attend	7	7		18	1	

Table 1: 33 of 108 (30.56%) participants completed evaluations.

Written Responses

How did you hear about the 2007 Roundtable?

1. School's policy and service institute
2. News paper; Monroe Evening News
3. E-mail and letter
4. Mailing list
5. Website
6. Mailing list
7. E-mail

8. Mailing list
9. Through my Canadian
10. Sheryl Edwards – UM Dearborn Ottawa Intern Coordinator
11. Planning Ctr.
12. E-mail
13. MSU Canadian Studies Center Website
14. Letter
15. Referred by a previous participant
16. E-mail
17. Suggested by Stephen Brooks
18. Bruce Way
19. Wayne State Canadian Studies Program List
20. E-mail
21. Professor
22. Class
23. Nora Faires
24. From my department notice
25. Teacher @UM-D
26. My Canadian Politics Class
27. Many thanks to Dennis Moore!
28. Through Al Pheley, Director of the Ford Institute at Albion College
29. I met Dennis Moore at the Gerald R. Ford Museum at a presentation from the Canadian Embassy
30. E-mail announcements also received mailed version
31. GroupWise announcement at MCCC
32. Bruce Way

Comments or suggestions about this Roundtable:

1. making connections with those of area cities
2. A little more open with questions and answers by the experts
3. Occasional joint conferences a good idea
4. Excellent planning and organization
5. Large breakout sessions should be pre-split to facilitate better discussion.
6. Great!
7. I'm just learning my way around WIKI's. Would this be a venue for Roundtable communication and ideas?
8. Longer sessions nice, but perhaps a tad too long
9. Breakouts could have more definitive topics or starting points
10. This was a well-organized and presented conference. I look forward to participating in the future.
11. Please, please, please keep the roundtable a joint one and located in Southeast Michigan or Northwest Ohio.
12. I liked the joint Roundtable.
13. Very well done.

14. Excellent interactive discussion and filled with great ideas.
15. Very difficult to focus and hear when in an open area and next to another group. Some speakers need to have a consistent level of volume, often fluctuated, hard to hear.
16. the only shortcomings are related to the apparent success of the program! Space during the breakouts made it difficult to hear and participate at times.
17. Very well done, especially at no charge.
18. Most informational – good opportunity to make connections.
19. Include Institutional affiliation name tags.

Comments or suggestions for future Roundtables:

1. More emphasis on French history influence.
2. More reports from Federal, State, and county government.
3. Keep it here. Blank
4. Get separate rooms, make more formal, tends to help more learning wise. Blank
5. Very interesting, very good.
6. I appreciate the variety of presentations and the variety of people that I have met.
7. Perhaps more care about the subject of the lunch speaker to match interests of the audience.
8. For breakout sessions in addition to moderators, have at least one or two specialist assigned to make brief presentations.

Joint Michigan/Ohio Canadian Studies Roundtable

March 23, 2007

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Joint Michigan/Ohio Canadian Studies Roundtable

March 23, 2007

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Jack Lessenberry

Article published Friday, March 2, 2007

One man, one bridge, two nations - a good idea?



DETROIT - Tell me what you think of this idea: In this age of terrorism, we'll depend entirely on one 78-year-old bridge, its lanes too narrow and its approach too steep, to handle \$100 billion a year in trade between the United States and Canada.

That's fully a quarter of the entire trade between the two nations. If something were to happen to the Ambassador Bridge, Forbes Magazine estimates the Michigan and Ontario economies could run losses of \$3 billion a month.

In other words, if the bridge went out, we'd face total disaster. The Blue Water Bridge in Port Huron carries only half as much traffic. The bridge at Sault Ste. Marie handles only 3 percent of the volume. So who owns the Ambassador? The governments of both countries? The International Joint Commission?

Nope. One man. One man who owns and runs the entire bridge and who is frequently accused of behaving as though he was a law unto himself.



Detroit's Ambassador Bridge.
(THE BLADE)

Meet Manuel J. "Matty" Moroun, 78, the same age as the bridge he acquired for \$30 million in 1979, when he bought out Warren Buffett, of all people.

That gave Mr. Moroun what Forbes in 2004 called "the best monopoly you never heard of." The magazine estimates it makes him \$60 million a year.

Originally, the reclusive, publicity-shy Mr. Moroun bought the bridge to help out a small trucking firm his late father bought in 1950. Today, he is head of a billion-dollar transportation empire called CenTra.

Not only does he have the bridge, but he owns customs brokerages, a gas station at the Detroit end of the bridge, currency-exchange services, a monopoly

on duty-free retail, and vast tracts of nearby land. The Ambassador Bridge is the jewel in that crown.

Yet in this age of homeland security, when one well-placed bomb could devastate the economies of two nations, who regulates it? Until last month, absolutely nobody, except Mr. Moroun.

For years, he has gotten away with ignoring state and local laws, claiming the bridge is a "federal instrumentality," whatever that means. On the other hand, he has refused to let government officials from either Canada or the United States inspect his bridge.

He maintains that federal rules barring hazardous wastes, explosives, and other toxic materials don't apply to him. The Detroit newspapers almost never write about him or his business dealings. Mr. Moroun, who usually speaks to the public through his 33-year-old son and vice chairman Matthew, is a major contributor to the political campaigns of both U.S. Rep. Carolyn Cheeks-Kilpatrick and her son, the mayor of Detroit.

Yet the Canadian press, especially the Windsor Star, has not been shy about writing about him. Reporter David Battagello reported that bridge workers were told to wave through trucks carrying hazardous cargo banned in the United States.

And now, for the first time, Matty Moroun is facing pressure. In late January, the Canadian Parliament passed a new law known as C-3 that, for the first time, gives Canada regulatory powers.

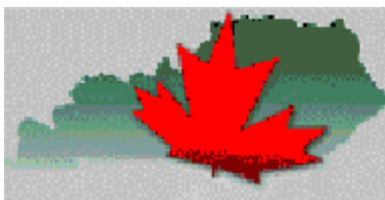
The bill gives Canada's government the power to regulate the bridge, order inspections, and set tolls. Since 1980, Mr. Moroun has doubled toll rates for trucks and quadrupled them for cars.

He says he spends \$10 million a year on maintenance costs and does frequent inspections. But he has never allowed anyone else to inspect the bridge, and until recently refused to share his inspection reports with any authorities.

Jack Lessenberry, a member of the journalism faculty at Wayne State University in Detroit and The Blade's ombudsman, writes on issues and people in Michigan.
E-mail him at OMBLADE@aol.com or call 1-888-746-8610.

Appendix B

Fall 2006
KENTUCKY CANADIAN STUDIES CONSORTIUM
<http://www.moreheadstate.edu/KCSA>



PERSPECTIVES ON CANADA INTRODUCTION TO CANADIAN STUDIES

Professor William Green
Course Coordinator

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At MSU: 9:15-10:15 and 11:30-12:30 MWF1 (EST) at 606-783-2128
Off Campus at 859-233-7513 and w.green@morehead-st.edu

PERSPECTIVES ON CANADA / INTRODUCTION TO CANADIAN STUDIES A Kentucky Canadian Studies Consortium Course

Perspectives on Canada / Introduction to Canada is a multidisciplinary study of Canada's history, geography, and politics which also examines contemporary Canadian social and economic issues and Canada's participation in world affairs. This Canadian Studies Online Program course will originate from Morehead State University and will be taken by students at 3 Kentucky Canadian Studies Consortium (KCSC) institutions: Morehead State University (MSU), University of Kentucky (UK), and Western Kentucky University (WKU). At MSU and UK, this course is listed as Perspectives on Canada and at WKU as Introduction to Canadian Studies. Its course prefix and number at MSU are GOVT 680 and IST 330, at UK, PS 491, and at WKU, PS 299. This course was developed by the CSOP faculty with the financial assistance provided by a Canadian Studies Program Enhancement Grant..

FACULTY

This Canadian Studies Online Program course will be coordinated by **William Green**, Professor of Government, Morehead State University; and team taught by him and **Harold Tallant**, Professor of History, Georgetown College; **Jason Holcomb**, Assistant Professor of Geography, Morehead State University; **Steven Savage**, Associate Professor of Anthropology, Eastern Kentucky University; **John Petersen**, Professor of Political Science, Western Kentucky University; and **Terri Friel**, Associate Professor of Operations Management, Butler University.

COURSE QUESTIONS

- 1. Course Content Questions:** If you have course content questions, first contact the faculty member teaching the module and then Professor William Green, the course coordinator, at w.green@morehead-st.edu or 859-233-7513.
- 2. Blackboard Questions:** If you have questions about accessing the MSU Blackboard course site, contact the MSU Distance Learning help desk at 606-783-2082.

READINGS

Wayne C. Thompson, *Canada 2006*, 2006.

To purchase the text, visit the MSU Bookstore, order online at <http://www.bookstore.moreheadstate.edu/home.aspx> ,

Appendix B

or phone 606-783-2081. If you order online, click on "Course Materials" at the top of the Bookstore page. At the "Select Departments" page, choose either IST or GOVT. At the "Select Courses" page, if you chose IST, choose IST 330-201 or if you chose GOVT, choose GOVT 680-201. All the other readings are on the MSU Blackboard "Perspectives on Canada" course site in a Course Documents folder in *pdf* files. You will need Adobe Acrobat Reader to access them.

ASSIGNMENTS

You will explore six perspectives on Canada: its history, geography, society, politics, economy, and national unity. Morehead State University graduate students will also complete a seventh module on Unit of Study. Although the modules reflect the distinctive approach of the instructor teaching each module, they all involve a similar amount of reading and writing; and all contain common features: an overview of the subject, a set of readings, an assignment, and instructions for writing, formatting, composing, and submitting the assignment. All students will take the final exam.

1. History of Canada (Module 1)

Harold Tallant, Professor of History, Georgetown College, Harold_Tallant@georgetowncollege.edu

Readings:

Wayne Thompson, "History," 35-70, in his *Canada*, 2006.
Michael Kaufman, "An American Discovers the Difference," *New York Times*, May 15, 1983.
Maria Tippett, "Expressing Identity," 80 *Beaver*, February-March 2000, 18-27.
Ramsey Clark, "Founding Peoples or Sovereign Nations," 76 *Beaver*, June-July 1996, 14-20.
Chris Raible, "The Mayflower Compact and the Family Compact," 76 *Beaver*, February-March 1996, 22-26.
Donald Avery, "Peopling Canada," 80 *Beaver*, February-March 2000, 28-37.
William Neville, "Sustaining Canada," 80 *Beaver*, February-March 2000, 6-17.

Assignment 1 Due: September 12 at 9:00 a.m. EDST

2. Geography of Canada (Module 2)

Jason Holcomb, Assistant Professor of Geography, Morehead State University, j.holcomb@morehead-st.edu

Readings:

Wayne Thompson, "Geography," 14-23, in his *Canada*, 2006.
Donald Savoie, "Atlantic Canada: Always on the Outside Looking In," in Boal and Royle, *North America: A Geographical Mosaic*, 1999.
Richard Maxwell Brown. "The Other Northwest: The Regional Identity of a Canadian Province," in Wrobel and Steiner, eds. *Many Wests :Place, Culture, and Regional Identity*, 1997.
William Wonders, "The Canadian North," in Boal and Royle, *North America: A Geographical Mosaic*, 1999.

Assignment 2 Due: September 26 at 9:00 a.m. EDST

3. Canadian Cultural Mosaic (Module 3)

Steven Savage, Associate Professor of Anthropology, Eastern Kentucky University, Steve.Savage@eku.edu

Readings:

Wayne Thompson, "Culture," 2-14, in his *Canada*, 2006.
Wayne Thompson, "People," 24-34, in his *Canada*, 2006.
J. M. Bumsted's *The Peoples of Canada*, 1992.
Kenneth Pryke and Walter Soderlund, *Profiles of Canada*, 1998.
Indian and Northern Affairs Canada. *First Nations in Canada: Progress in the 1980s and 1990s*, 2001.

Assignment 3 Due: October 10 at 9:00 a.m. EDST

4. Canadian Government and Politics (Module 4)

John Petersen, Professor of Government, Western Kentucky University, John.Petersen@wku.edu

Readings:

Wayne Thompson, "Political System," 71-136, in his *Canada*, 2006.
Wayne Thompson, "Foreign Policy," 137-52, in his *Canada*, 2006.
Wayne Thompson, "Defense Policy," 152-57, in his *Canada*, 2006.

Assignment 4 Due: October 24 at 9:00 a.m. EDST

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5. Canadian Economic Life (Module 5)

Terri Friel, Associate Professor of Operations Management, Butler University, tfriel@butler.edu

Readings:

Wayne Thompson, "Economy," 158-80, in his *Canada* 2006.

Editorial, "Bombardier's Always-Outstretched Hands," *Maclean's*, June 12, 2006, 2.

Donald Coxe, "How Canada Fares When Fortunes Flip," *Maclean's*, December 19, 2005, 42-43.

David Wolf, "California Dreamin'," *Canadian Business*, March 13, 2006, 19.

Assignment 5 Due: November 7 at 9:00 a.m. EST

6. Quebec and the Canadian Federation (Module 6)

William Green, Professor of Government, Morehead State University, w.green@morehead-st.edu

Readings:

Wayne Thompson, "The Quiet Revolution," 57-70, in his *Canada* 2006.

Wayne Thompson, "Quebec," 101-106, in his *Canada* 2006.

Carol L. Schmid, "Language and Identity Politics in Canada," 101-22, in her *The Politics of Language*, 2001.

William Green, "Looking From the Outside In: Language Rights, Canadian Constitutional Politics, and International Law," *Alliance Quebec Magazine*, Spring 2003.

Assignment 6 Due: November 21 at 9:00 a.m. EST

Final Exam Due: December 5 at 9:00 a.m. EST

7. Unit of Study on Canada (Module 7: Graduate Students Only)

William Green, Professor of Government, Morehead State University, w.green@morehead-st.edu

Morehead graduate students will write a Unit of Study on a Perspectives on Canada topic taken from this course. In writing the Unit of Study, they will use either the Kentucky Department of Education's "Standards-Based Unit of Study" at <http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/How+to+Develop+a+Standards-Based+Unit+of+Study.htm?IMAGE=Go> or use their school district's standards for writing a Unit of Study.

Unit of Study Deadline: December 14 at 9:00 a.m. EST

PLAGIARISM POLICY

Plagiarism is the use of the words or the ideas of another person as though they were one's own. In accordance with KCSC university rules prohibiting plagiarism, you are required to individually author your assignments and to acknowledge the words and writings of other persons which you use. The 4 following practices are prohibited and will result in a failing grade on the assignment in which they are discovered: 1) copying from another student's assignment and submitting it as only your own work; 2) collaborating with another student in writing an assignment and submitting the assignment as only your own work; 3) copying words and/or passages directly from books, articles, course readings, or Internet sites without quoting and citing the source and, thereby, representing the words and/or passages as your own; and 4) using ideas directly and exclusively attributable to a specific book, article, course reading, or Internet site without citing the source and, thereby, representing the ideas as your own. The penalty for plagiarism is a failing grade on the assignment in which it is discovered. To avoid plagiarism, read and follow the Indiana University's entry on "Plagiarism: What It is and How to Recognize and Avoid It" at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

ASSIGNMENT SUBMISSION INSTRUCTIONS

- 1. Generally.** All module assignments and the final exam must be submitted to Professor Green, the course coordinator. In submitting your assignments, you will comply with the following rules.
- 2. Use ONLY Your University Email Address.** You will use only your university email address to submit your assignments and final exam. Professor Green will only accept your assignments and exam sent from your university email address. He will not accept your assignments and exam sent from your personal email address.
- 3. BODY of Email.** You will paste the *Word* file containing your assignment into the BODY of an email.
- 4. NO Email Attachments.** You will not send your assignments and final exam as email attachments. Professor Green will not open email attachments, because of a virus threat. Since he will not open email attachments, he will not be able to verify that you have submitted your assignments and exam by their deadline; and, therefore, the "Late Assignment" penalties will apply until he receives your assignments and exam in the BODY of 1 email.

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- 5. Email Subject Heading.** In the "Subject" heading of the email, enter your first and last names, Perspectives on Canada and the module assignment. For example: William Green, Perspectives on Canada. Module 1.
- 6. Module Assignment Submissions ONLY to the Course Coordinator.** You will email your assignments and final exam only to Professor Green, the course coordinator, at: w.green@morehead-st.edu .

CONFIRMATION OF RECEIPT OF ASSIGNMENTS

Professor Green will send you a reply email. The "Subject" heading will state, for example: Received Your Perspectives on Canada Module 1. If you do not receive this reply email within 24 hours, email him and request a reply.

LATE ASSIGNMENT PENALTIES

You must complete and submit all your assignments and final exam, using your university email address, by 9:00 a.m. EST/EDST on the due dates listed in the "Assignment" section in order to receive full credit. Do not wait until the night before they are due to complete your assignments and exam and then encounter a personal problem or a computer or Internet access problem. If you do not submit your assignments and exam by **9:00 a.m. EDST/EST** on the day they are due, you will be immediately penalized 1 letter grade; and for each 24 hour period thereafter that they are late, you will be penalized 1 letter grade.

EVALUATION CRITERIA

- 1. Module Assignment and Exam Grading Criteria.** When you submit your module assignments and final exam, they must be final drafts, free of all errors. You will not be permitted to rewrite your assignments and exam, nor will you be given extra credit assignments. Your grade on your assignments and exam will be based on the clarity, conciseness, and thoroughness of your answers, your observance of all the assignment and exam instructions, and your submission of the assignments and exam by their deadlines. You will be graded down on your assignments and exam if you make formatting, composition, quotation, and citation mistakes. You will receive a failing grade on any assignment and the final exam which you plagiarize.
- 2. Course Grade Criteria.** The course grade for undergraduates will be based on 6 module assignments and final exam, each of equal value: 1/7th of your course grade. The course grade for MSU graduate students will be based on 7 module assignments and the final exam, each of equal value: 1/8th of your course grade.
- 3. Module and Course Grading Scale.** Your module grade will be assigned by the faculty member teaching the module. Your final exam will be designed, read, and graded by the faculty. Your course grade will be decided by the faculty. The faculty will assign grades using a ten point scale: A= 100-90, B= 80-89, C= 70-79, D= 69-60, and F(or E)= 59-0.

MODULE AND COURSE GRADE NOTIFICATION

After the faculty member teaching a module has emailed Professor Green the grades, along with any comments, he will email each of you your grades. If you have any questions about your grades, you must email the instructor directly.

COURSE ASSESSMENT

You will assist the faculty in assessing the Perspectives on Canada course and in making any alterations in the course the next time they teach it by completing a course information questionnaire as part of your final assignment.

INTERNET LEARNING AND COMPUTER SKILLS AND REQUIREMENTS

You are required to possess basic computer and Internet skills and have daily access to a computer possessing specific technical requirements so that you can communicate with Professor Green and the faculty, access the Blackboard course site. If you expect to do well in the course, you will also need the skills associated with successful online learning which are summarized below.

- 1. Internet Learning Skills and Quiz.** If you have not taken an Internet course, read below "Computer and Internet Skills" and "Internet Learning Skills" Then take the 12 question quiz, "Self Evaluation for Potential Online Students," at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp> . After you take the quiz, read "What Makes a Successful Online Student?" at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp> .
- 2. Computer and Internet Skills.** First, you must have basic computer skills and be proficient in using word processing software, because you will use a computer to compose your assignments in word processing files. Second, you must be able to send and receive emails, because you will email Professor Green your assignments and you will receive from him by email your module and course grades. Third, you must be able to use MSU's

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Blackboard, because you will access the course site for announcements, the syllabus, documents, assignments, and final exam.

3. Computer and Internet Access. You must have access to a computer with an Internet connection which meets MSU Distance Learning technical requirements available at <http://www.moreheadstate.edu/dl/index.aspx?id=5349>. If your computer does not meet these requirements, you will have to upgrade.

4. Adobe Acrobat Reader. You must have Adobe Acrobat Reader 4.0 or higher installed on your computer so that you can access and print the course readings in *pdf* files. If you do not have Adobe Acrobat installed on your computer, a free copy is available at <http://www.adobe.com>.

MOREHEAD STATE UNIVERSITY DISTANCE LEARNING ADA DISABILITY STATEMENT

If you are a student with a disability, you must contact the appropriate office on your KCSC campus at the beginning of the semester. If you are a Morehead State student, you must contact the MSU Disability Guidance Counseling Services Coordinator, Allie Young, 214 Morehead State University, Morehead KY 40351. 606-783-5188. The disability coordinator will notify me about the accommodations I will need to make for you.



Appendix C

Program Evaluation

Please help us, and future roundtable planners, by taking just a few minutes to fill out this brief program evaluation form. You can leave the completed forms in the box on the registration table.

	Excellent				Poor
Overall format	5	4	3	2	1
Location	5	4	3	2	1
Physical facilities	5	4	3	2	1
Food service	5	4	3	2	1
Morning breakout topics	5	4	3	2	1
Afternoon breakout topics	5	4	3	2	1
Speaker	5	4	3	2	1
Roundtable notification and publicity	5	4	3	2	1
Ease of registration	5	4	3	2	1
Overall impression	5	4	3	2	1
I normally attend	<input type="checkbox"/> Michigan Roundtable <input type="checkbox"/> Ohio Roundtable <input type="checkbox"/> Other _____ <input type="checkbox"/> This was my first Roundtable				

How did you hear about the 2007 Roundtable?

Comments or suggestions about this Roundtable

Comments or suggestions for future Roundtables

Individual responses remain anonymous. We will share the cumulative results with our sponsors, the Canadian Studies Center, Bowling Green State University, the Canadian Studies Centre, Michigan State University, the Consulate General of Canada, Detroit, and Monroe County Community College. Thank you for your participation in the 2007 Roundtable.