

	<p><i>School of Arts &amp; Science</i>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 290-01</b>  <b>Special Topics – Sleeping with the Elephant:</b>  <b>Canada and the United States</b>  <b>Fall 2012</b></p>
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## COURSE OUTLINE

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The Approved Course Description is available on the web @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.

### 1. Instructor Information

(a)	Instructor:	Dr. Larry Hannant
(b)	Office Hours:	Wednesday 10:30am-12:20pm; Thursday 1:00-2:20pm; Friday 10:30am-12:20pm or by appointment
(c)	Location:	Young 232
(d)	Phone:	370-3389
(e)	Email:	hannant@camosun.bc.ca

### 2. Intended Learning Outcomes

Upon completion of the course, the student will be able to:

1. Identify the critical themes, events and issues relating to the course topic.
2. Evaluate historical changes over time.
3. Critically analyze historical sources.
4. Demonstrate an appreciation of history as a distinct academic discipline.
5. Apply historical information and historical analysis to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
6. Demonstrate skills in research, and in written and oral communication.

### 3. Required Materials

Texts	<ul style="list-style-type: none"> <li>• John Herd Thompson and Stephen J. Randall, <i>Canada and the United States: Ambivalent Allies</i> 4<sup>th</sup> ed. (2008)</li> <li>• History 290 Reading Package, 2012 edition</li> </ul>
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### 4. Ground Rules

• Fairness to all requires that I stipulate that students will not be allowed to do “extra work” to make up for poor grades on any one assignment or combination of assignments.

- I do not “lecture to the textbook.” That means you cannot simply attend lectures and expect that this will substitute for reading the textbook. Attending lectures alone is not sufficient to do well in the course. Textbook, discussion reading package and lectures are essential components of the course, and each will be part of the exams.

- This course requires you to read regularly. Some weeks there’s a fair amount of reading. Don’t fall behind. *This especially applies to the textbook.*

- While I allow computers in lectures, I expect that you will use them to take notes, not surf the web, email friends, etc. In discussion sessions, where the focus is on participation, I **do not** allow the use of computers. AND, in ALL classes, please turn off and *put out of sight and touch* such infernal instruments of distraction as cell phones.

## 5. Desire 2 Learn (D2L) component

Each of you has access to Desire 2 Learn, Camosun College’s Learning Management System, which will be used for several aspects of this course – written assignments and discussion leadership questions, which will be submitted through the Dropbox function in D2L; viewing grades, including the weekly discussion participation grade and the discussion leadership grades; accessing some of the discussion readings; viewing the lecture outlines; and keeping up with news about the course. Please sign in immediately and check into it frequently.

Signing in to D2L: Once you’re registered in this course, use your computer to go to the following web location: <http://online.camosun.ca> The sign-in process is simple and is described on the opening page of the D2L site.

## 6. Discussions

Beginning on September 11 and on most Tuesdays throughout the term we will have discussion sessions.

The aim of these sessions is to have a wide-ranging and informal discussion based on the readings **FROM THE READINGS PACKAGE**. For the discussion, don’t be intimidated if the meaning of some of the reading material isn’t clear to you. Keep in mind that pertinent questions are often as useful as thoughtful comments. Bring them to class and share them with everyone.

In addition, it is absolutely essential that you read the textbook, *Canada and the United States: Ambivalent Allies*, in order to put the discussion readings into context. Doing this background reading before class is your responsibility.

In discussions, I’ll evaluate you primarily based on the **quality** of your contributions. **Attendance alone does not constitute participation.**

For one assigned discussion through the term, each of you will be *the designated leader for the session*. What does it mean to be a discussion leader? Most importantly, you are responsible to raise relevant and thoughtful questions that help to *encourage discussion* that probes and develops key aspects of the readings.

Try to set up questions that are open-ended, that don't seek only simple answers, and that cause your colleagues to think more profoundly about the readings.

From my experience, two types of questions **don't work well**. One is "should" questions. These invite a moral response, based on today's standards. This type of questions asks your fellow students to *judge* the past by our contemporary standards of morality. Our task as historians is to *understand* the past, not to judge it.

A second type of question that in my experience doesn't work well is "what if" ones. "Would Canada and the USA be one country today if the American Revolution had not succeeded? The only response we can have is "Who knows? The American Revolution *did* succeed in creating a new country in North America." A more fruitful question might be why Canada did not join the American Revolution.

On the week you are the designated discussion leader, you will submit *at least* three questions to me via D2L. These questions must be submitted via the DROPBOX FUNCTION in D2L **no later than 5:30pm** on the day you're the designated discussion leader.

I'll circulate a list of sessions. Each of you will sign up to be discussion leader for one session.

## 7. Essay assignment

Please see separate printed description of the essay you'll write.

## 8. Course Content and Schedule

### WEEK-BY-WEEK SCHEDULE (subject to change due to illness, etc.)

DATE	TOPIC AND REQUIRED READINGS
Sept. 4	Introduction to course; observations on the origins of the two countries
Sept. 11	Aboriginal people before contact, and their place in Canada and the US Textbook reading: <i>Canada and the United States</i> , pp. 1-14 Discussion based on topic one in the reading package – Mythology, meaning and self-identity
Sept 18	Native-European contact and interaction to 1750 Discussion Topic Two: Native people in Canadian and US history
Sept. 25	French and English colonial practices and inter-colonial conflicts Discussion Topic Three: European empires and their impact on Native peoples
Oct. 2	Tensions and wars, 1783-1871 Textbook reading: <i>Canada and the United States</i> , pp.14-40 Discussion Topic Four: Revolution, counter-revolution and cross-border fears

- Oct. 9 Economic development strategies and practices to 1945  
Textbook reading: *Canada and the United States*, pp.41-70
- Discussion Topic Five: National distinctions/similarities in industrial development
- Oct. 16 State development patterns and population features to 1945  
Textbook reading: *Canada and the United States*, pp.71-133  
Discussion Topic Six: Labour, race and politics across the Canada-US border
- Oct. 23 Midterm exam – 6:00pm to 8:00pm  
No discussion today
- Oct. 30 WW2 and the Cold War  
Textbook reading: *Canada and the United States*, pp.134-198  
Discussion Topic Seven: Contests over the West Coast
- Nov. 6 Diplomacy and political interaction since 1871  
Textbook reading: *Canada and the United States*, pp.199-227  
Discussion Topic Eight: Skirting the law and the border
- NOTE: November 6, 2012 – last day to withdraw without a failing grade**
- Nov. 13 Economic relations after 1945  
Textbook reading: *Canada and the United States*, pp.228-260  
Discussion Topic Nine: The Cold War: alignments, confrontations and casualties
- Nov.20 Culture  
Textbook reading: *Canada and the United States*, pp.261-283  
Discussion Topic Ten: Culture
- Nov. 27 Canada, Quebec and the USA  
Textbook reading: *Canada and the United States*, pp.284-301  
Discussion Topic Eleven: Politics, gender and the border in the 1960s and beyond
- Dec. 4 Contemporary trends  
Textbook reading: *Canada and the United States*, pp. 302-341  
Discussion Topic Twelve: Integration?

#### 10. Basis of Student Assessment (Weighting)

Discussion participation	10%
Discussion leadership	5%
Essay (due November 23)	30%
Mid-term exam (Oct. 23)	25%
Final exam (in exam period)	<u>30%</u>
Total	100%

**The final exam will be in the scheduled exam period, December 10-15 and 17-18. Please do not make any arrangements to leave the city in December until you know when the exam will be held.**

Both mid-term and final exam must be written during the scheduled times unless a physician's medical certificate is presented to me. There will be no exceptions without a medical certificate.

## 11. Grading System

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. ( <i>For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.</i> )
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 12. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.