

**The University of Western Ontario  
Department of History  
2011 - 2012**

**HISTORY 1701 (001)  
CANADA, THE UNITED STATES AND MEXICO:  
COMPARATIVE HISTORY OF THE NORTH AMERICAN NATIONS**

Tue. & Thurs. 10:30 - 11:30 A.M.  
SEB 1200  
Plus weekly tutorial

Course Coordinator: L.M. Hernández-Sáenz STvH 2124  
Peter Krats STvH 2123  
Geoffrey Stewart LwH 2238

Border security, the traffic of drugs and weapons, free trade and illegal immigration are all challenges that have come to define the complex relationship between Mexico, Canada and the United States. Taking a comparative approach, this course analyzes the historical roots of these and other issues through an analysis of the political, economic and social development of these three countries. Major themes include national and regional politics, race, class and gender relations, modernization, social reform, national defense and internal upheaval.

Team-taught lectures provide different perspectives of these issues from the respective nations. Tutorials offer students the chance to review and re-examine the lecture material and present their own views and ideas while engaging in discussion with small groups of their peers.

Assignments are designed to introduce students to critical analysis, the use of primary and secondary sources, historical research and essay writing. To prepare students for further studies, special attention will be given to analytical thinking and research as well as to clear writing and the use of correct grammar and style.

**OUTCOMES:**

Students will be able to

- ✓ identify and describe key figures, events and trends that united and divided the three North American countries.
- ✓ begin to recognize the interpretive nature of History, and possible impacts of subjectivity
- ✓ analyze and evaluate basic primary sources and place them in their historical context.
- ✓ connect present day issues to historical events and place them in a broader historical context.
- ✓ discuss, from a historical perspective, contemporary issues that unite and separate Mexico, U.S. and Canada.
- ✓ summarize their ideas by synthesizing issues within an essay examination

**REQUIRED TEXTS:**

Michael Brescia and John Super, *North America, An Introduction* (Toronto, University of Toronto Press, 2008).

Daniel Cosío Villegas et al., *A Compact History of Mexico* (Mexico, El Colegio de México, 2006).

Gordon Harvey, *Writing with Sources. A Guide for Students* (Indianapolis/Cambridge, Hackett Publishing Company, Inc., 1998).

Other assigned readings handed out in class or available online.

**\* Tutorial discussion is based on the assigned readings, so each student *must* do these readings before his or her weekly tutorial.**

**\*\*Texts on the history of each North American country are available on Reserve at the Weldon Library under “History 1701. Canada, U.S. and Mexico. Comparative History of the North American Nations”.**

**COURSE REQUIREMENTS:**

There will be one short assignment and three (3) essays. The first assignment is worth five points. Assignments 2 and 3 are worth 10 marks each and the final essay has a value of 15 points.

**LATE ASSIGNMENTS** will be penalized by deducting 5% per day from the assignment grade including weekends and holidays. **AFTER TWO WEEKS LATE ESSAYS WILL NOT BE ACCEPTED.**

**NOTE:** Those students who wish to consult the internet will be asked to provide hard copies of the consulted sources.

**\*ALL REQUIREMENTS MUST BE COMPLETED TO PASS THE COURSE.**

**\*\*A GRADE OF AT LEAST 50% ON THE FINAL EXAM IS REQUIRED TO PASS THIS COURSE.**

**SUBMITTING ESSAY ASSIGNMENTS:**

All assignments must be submitted electronically to the Turnitin plagiarism detection service by the assignment due date. Hard copies must then be handed in during your respective tutorials. To submit your assignment to Turnitin:

- Go to <http://webct.uwo.ca/>
- Log in using your UWO username and password (same as your e-mail)
- Click on HISTORY 1701 Fall 2011-Winter 2012.
- Click on the assignment number (Assignment 1, 2, 3, or 4)
- Click on the Submit button to upload your assignment and follow the prompts to complete the submission process.

Detailed instructions for the submission process are available on-line in the course area.

**PLEASE NOTE:** a copy of the Faculty of Social Science policy on plagiarism has been attached to this syllabus. Students who violate these guidelines can expect to incur the full weight of the penalties outlined therein. The University of Western Ontario uses software for plagiarism checking. Students will be required to submit their written work in electronic form for plagiarism checking.

### **GRADE BREAKDOWN:**

Mid-Year Exam:	10 marks	There will be a one hour mid-year examination on <b><u>November 24</u></b> at 10:30 A.M.
Final Exam:	30 marks	There will be a 3 hour final examination during the Spring exam period (April 1 to 30, 2012).
Tutorials:	20 marks	Tutorials will commence during the week of September 12. Tutorials are designed to give students the opportunity to exchange views on the lectures and assigned readings. <b>Students will be assessed weekly on their participation.</b>
	40 marks	Assignment 1 (due to turnitin.com Oct. 17) has a value of 5 points. Assignments 2 (due to turnitin.com Nov. 4) and 3 (due to turnitin.com Feb. 18) have a value of 10 points each Assignment 4 (due to turnitin.com March 12) has a value of 15 points
TOTAL:	100 marks	

## **SCHEDULE FOR FALL SEMESTER**

**Sept. 8**

### **INTRODUCTION.**

Reading Assignment for Sept. 13:

1. Cosío Villegas, *A Compact History of Mexico*, p. 9 - 62.
2. Meyer, Sherman and Deeds, p. 51 – 88 and 160-175 (WebCT)

### **Week 1. Sept. 13-15**

#### **AN INTRODUCTION TO THE HISTORY OF MEXICO: PRE-HISPANIC PAST AND COLONIAL PERIOD.**

Reading Assignment for Sept. 20:

1. Cosío Villegas, *A Compact History of Mexico*, p. 67 - 116.
2. Jaime E. Rodríguez, "Down from Colonialism: Mexico's Nineteenth-Century Crisis" in Rodríguez, ed., *The Mexican and Mexican American Experience in the 19th Century* (WebCT)

### **Week 2. Sept. 20-22**

#### **AN INTRODUCTION TO THE HISTORY OF MEXICO: THE NINETEENTH CENTURY.**

Reading assignment for Sept. 27

1. Cosío Villegas, *A Compact History of Mexico*, p. 121 - 158.
2. "Mexico: The Taming of a Revolution," Thomas Skidmore and Peter H. Smith, *Modern Latin America* (Oxford University Press, 2005), p. 260-295 (WebCT)

### **Week 3. Sept. 27-29.**

#### **AN INTRODUCTION TO THE HISTORY OF MEXICO: THE TWENTIETH CENTURY**

1. Reading assignment for Oct. 4:
2. Brescia and Super, Ch. 1 to 4, p. 1 to 88.

### **Week 4. Oct. 4-6.**

#### **AN INTRODUCTION TO THE HISTORY OF CANADA**

**Tutorial:**      **How to use the library: research and location of sources**

**ASSIGNMENT 1: locate five secondary and two primary sources on a given topic and write a brief annotated bibliography.(5 points).**

Reading assignment for Oct. 11:

1. Review Brescia and Super, Chapter 4, p. 63-88.
2. "The Declaration of Independence" (1776) ([www.ourdocuments.gov](http://www.ourdocuments.gov))
3. Arthur M. Schlesinger, Jr., "Liberalism in America: A Note for Europeans" (1956) (<http://www.writing.upenn.edu/~afilreis/50s/schleslib.html>)

### **Week 5. Oct. 11-13**

#### **AN INTRODUCTION TO THE HISTORY OF THE U.S.**

Reading assignment for Oct. 18:

1. Brescia and Super, Chapter 5, p. 89- 108.
2. Friedrich Katz, "International Wars, Mexico and U.S. Hegemony," *Cycles of Conflict, Centuries of Change. Crisis, Reform, and Revolution in Mexico*, Elisa Servín, Leticia Reina and John Tutino, eds., (Durham and London, Duke University Press, 2007), 184-210. (WebCT).

**ASSIGNMENT 1 due Oct. 17.**

### **Week 6. Oct. 18-20.**

#### **CONTINENTAL DIPLOMACY: MEXICO**

**Tutorial: How to Write an Essay in preparation for Assignment 2 (Essay based on secondary sources worth 10 points).**

Reading assignment for Oct. 25:

1. Rob Huebert, "Climate Change and Canadian Sovereignty in the Northwest Passage," *Readings in Canadian History Post-Confederation*, 7<sup>th</sup> ed., eds., R. D. Francis and D.B. Smith. (Toronto, Thomson Nelson, 2006) : 603-613.
2. W.L. Morton, "The International Context of Confederation," *Interpreting Canada's Past Volume One Pre-Confederation* 2<sup>nd</sup> ed., ed., J.M. Bumsted (Toronto, Oxford, 1993) : 709-728.

### **Week 7. Oct. 25-27.**

#### **CONTINENTAL DIPLOMACY: CANADA.**

Reading assignment for Nov. 1:

1. "The Monroe Doctrine" (1823) ([www.ourdocuments.gov](http://www.ourdocuments.gov))
2. John L. O'Sullivan on Manifest Destiny (1839) (<http://www.mtholyoke.edu/acad/intrel/osulliva.htm>)
3. Thomas Corwin, "On the Mexican War" (1847) ([www.bartleby.com/268/9/10/html](http://www.bartleby.com/268/9/10/html))

### **Week 8. Nov. 1-3.**

#### **CONTINENTAL DIPLOMACY: U.S.**

Reading assignment for Nov. 8

1. Brescia and Super, Chapter 9, p. 187 – 202.

**ASSIGNMENT 2 DUE Nov. 4.**

### **Week 9. Nov. 8-10.**

#### **GUEST SPEAKER: Prof. Michael Brescia**

Reading assignment for Nov. 15

1. Jaime E. Rodriguez, "The Conflict between Church and State in Early Republican Mexico," *New World, A journal on Latin American Studies*, Vol. 2, Num. 1 / 2 (1987), 93-112.

### **Week 10: Nov. 15 - 17**

## **CHURCH, STATE AND SOCIETY IN MEXICO.**

1. Cornelius Jaenen, "The Role of the Church in New France," *Change and Continuity A Reader on Pre-Confederation Canada*, ed., Carol Wilton, (Toronto, McGraw Hill Ryerson, 1992) : 45-52.
2. P.-A. Linteau, R. Durocher, J.-C. Robert, and F. Ricard, *Quebec Since 1930* [trans. R. Chodos and E. Garmaise](Toronto, James Lorimer, 1991) : 474-481.
3. S.M. Lipset, "The Impact of Religion," *Continental Divide: The Values and Institutions of the United States and Canada* (Toronto, C.D. Howe Institute, 1989) :74-89.

## **Week 11. Nov. 22 - 24**

### **CHURCH, STATE AND SOCIETY IN CANADA.**

Reading assignment for Nov. 29:

1. Thomas Jefferson, "The Virginia Act for Establishing Religious Freedom" (1786)  
(<http://www.monticello.org/site/research-and-collections/virginia-statute-religious-freedom>)
2. Kenneth W. Thompson, "Religion and Politics in the United States: An Overview" (1986) (available on WebCT)
3. James Hutson, " 'A Wall of Separation' "
4. Thomas Jefferson's letter to the Danbury Baptists (January 1, 1802) (Both available at:  
[www.loc.gov/loc/lcib/9806/danbury.htm](http://www.loc.gov/loc/lcib/9806/danbury.htm))

## **Nov. 24. MID-TERM EXAM**

## **Week 12. Nov. 29 – Dec. 1<sup>st</sup>**

### **CHURCH, STATE AND SOCIETY IN THE U.S.**

## **Week 13. Dec. 6**

T.B.A.

Reading assignment for Jan. 10, 2012:

1. Brescia and Super, Chapter 7, p. 129- 148.
2. María Cristina García, *Seeking Refuge: Central American migrants to Mexico, U.S. and Canada*, Berkeley, U. of California Press, 2006, 44-83 (WebCt)
3. Fred Kirssman, "Immigrant Labor Recruitment: U.S. Agribusiness and Undocumented Migrants from Mexico," *Immigrant Research for a New Century: Multidisciplinary Perspectives*, Nancy Foner, Rubén G. Rumbaut and Steven J. Gold, eds. (New York, Russell Sage Foundation, 2000), 277-299.

## **SCHEDULE FOR WINTER SEMESTER**

### **Week 1. Jan. 10-12.**

#### **IMMIGRATION: MEXICO**

Reading assignment for Jan. 17-19:

1. Will Kymlicka, "The Merits of Multiculturalism," *Readings in Canadian History Post-Confederation*, 6<sup>th</sup> ed., eds., R. D. Francis and D.B. Smith. (Toronto, Nelson, 2002) : 480-489.
2. Howard Palmer, "Reluctant Hosts : Anglo-Canadian Views of Multiculturalism in the Twentieth Century," *Readings in Canadian History Post-Confederation*, 6th ed., eds., R. D. Francis and D.B. Smith. (Toronto, Nelson, 2002) : 116-130.
3. W.A. Cum Yow. "Testimony before the Royal Commission on Chinese and Japanese Immigration, 1903," in '*A Country Nourished on Self-Doubt*' : *Documents in Post-Confederation Canadian History*. 2<sup>nd</sup> ed. ed. Thomas Thorner (Peterborough, Broadview Press, 2003) : 118-124.

### **Week 2. Jan. 17 - 19.**

#### **IMMIGRATION: CANADA.**

Reading assignment for Jan. 24 - 26:

1. Emma Lazarus, "The New Colossus" ([www.libertystatepark.com/emma.htm](http://www.libertystatepark.com/emma.htm))
2. Chinese Exclusion Act (1882) ([www.ourdocuments.gov](http://www.ourdocuments.gov))
3. Executive Order 9066 (1942) ([www.ourdocuments.gov](http://www.ourdocuments.gov))
4. Danny Romero, "A Chicano in Philadelphia" (available on WebCT)

**Tutorial: analysis of a primary source in preparation for Assignment 3 (10 points).**

### **Week 3. Jan. 24 – Jan. 26**

#### **IMMIGRATION: U.S.**

Reading assignment for Feb. 9-11:

1. Daniel Francis, "Marketing the Imaginary Indian," *Out of the Background: Readings in Canadian Native History*, 2<sup>nd</sup> ed., eds. Ken Coates and R. Fisher (Toronto, Copp Clark, 1996): 310-319.
2. Shelagh Grant, "North Baffin Prior to 1905," *Nation and Society: Readings in Post Confederation Canadian History*, Vol. 2, 2<sup>nd</sup> ed., eds. Margaret Conrad and Alvin Finkel (Toronto, Pearson, 2008): 31-42.

### **Week 4. Jan. 31- Feb.2**

#### **INDIANS AND EUROPEANS IN CANADA.**

Reading assignment for Feb. 16-18:

1. President Andrew Jackson's Message to Congress on Indian Removal (1830) ([www.ourdocuments.gov](http://www.ourdocuments.gov))
2. Chief Seattle's Oration (1854) ([www.english.ilstu.edu/351/hypertext97/Jus/Seattle/cstext1.htm](http://www.english.ilstu.edu/351/hypertext97/Jus/Seattle/cstext1.htm))
3. Dawes Act (1887) ([www.ourdocuments.gov](http://www.ourdocuments.gov))
4. Chief Standing Bear, "What the Indian Means to America" (1933) (available on WebCT)

**Week 5: Feb. 7 – Feb. 9**

**INDIANS AND EUROPEANS IN THE U.S.**

Reading assignment for Feb. 14 - 16:

1. Brescia and Super, Chapter 6, 109- 128.
2. Bernal Díaz, *The Conquest of New Spain*, trans. by J. M. Cohen, (N.Y., Penguin Putnam Ltd., 1963) p. 216-244 (WebCT)

**Week 6: Feb. 14– 16.**

**INDIANS AND EUROPEANS IN MEXICO**

Reading assignment for Feb. 28 – March 1<sup>st</sup> :

1. Brescia and Super, Chapter 8, p. 149- 165.
2. Meyer, Sherman and Deeds, *The Course of Mexican History*, Ch. 28 and 29, pp. 394-414.(WebCT).

**ASSIGNMENT 3 DUE FEBRUARY 13.**

**Week Feb. 21-23**

**CONFERENCE WEEK**

**Week 7 Feb. 28 – March 1<sup>st</sup>.**

**LABOR AND CLASS: MEXICO**

1. Chad Gaffield, “Wage Labour, Industrialization, and the Origins of the Modern Family,” *Reappraisals in Canadian History Pre-Confederation*, 3<sup>rd</sup> ed., eds., C.M. Wallace and M. Bray, (Scarborough, Prentice Hall, 1999) : 530-544.

**WEEK 8: MARCH 6 – 8**

**LABOR AND CLASS: CANADA**

Reading assignment for March 13 – 15:

1. Howard Zinn, “Drawing the Color Line”
2. James Loewen, “The Land of Opportunity” (both available on WebCT)

**ASSIGNMENT 4 DUE MARCH 12**

**Week 9. March 13 - 15**

**LABOR AND CLASS IN THE U.S.**

Reading assignment for March 20 – 22:

1. Brescia and Super, Chapter 9, p. 167-186.
2. Herman W. Konrad, “North American Continental Relationships: Historical Trends and Antecedents,” eds. Stephen J. Randall with Herman Konrad and Sheldon Silverman, *North America Without Borders? Integrating Canada, the United States, and Mexico*, Calgary, University of Calgary Press, 1992, 83-104 (WebCT).



### **Week 10. March 20 - 22**

#### **TRADE AND TARIFFS IN MEXICO.**

Reading assignment for March 27 – 29:

1. Michael Hart, “16. From a Trading Nation to a Nation of Traders,” *A Trading Nation : Canadian Trade Policy from Colonialism to Globalization*, (Vancouver, U.B.C. Press, 2002) : 443-451.
2. Fernand Ouellet, “The Colonial Economy and the World Market, 1760-1850: The Trade of the St. Lawrence Valley,” *The Invention of Canada: Readings in Pre-Confederation History*, ed., Chad Gaffield (Toronto, Copp Clark Longman, 1994) : 290-311.

### **Week 11. March 27 - 29**

#### **TRADE AND TARIFFS IN CANADA**

Reading assignment for April 3 – 5:

1. Excerpts from Grover Cleveland’s Third Annual Address (First Term) to the Congress of the United States December 6, 1887 (available on WebCT)
2. Excerpt from William McKinley: Reciprocal Trade Agreements September 5, 1901  
(<http://www.britannica.com/bps/additionalcontent/8/116940/Document-William-McKinley-Reciprocal-Trade-Agreements>)
3. Excerpts from Senate Debates re: U.S.-Canada Free Trade Agreement (100<sup>th</sup> Congress, 2<sup>nd</sup> Session, September 19, 1988) (available on WebCT)

### **Week 12. April 3 - 5**

#### **TRADE AND TARIFFS IN THE U.S.**

Final reading assignment:

1. Brescia and Super, Chapter 10 and 11, p. 187- 215.

### **Week 13. April 8**

#### **CONCLUSION AND EVALUATION**

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

THE UNIVERSITY OF WESTERN ONTARIO  
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

## MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or [rdashfo@uwo.ca](mailto:rdashfo@uwo.ca)