

**The University of Western Ontario
Department of History
Fall/Winter 2011/2012**

**HISTORY 4701E
CANADA AND THE UNITED STATES
“sleeping with an even-tempered beast”**

Instructor: Professor Keith Fleming
Office: Lawson Hall 2226
Office Hours: Wednesday, 2:30 – 5:00 p.m. or by appointment
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Class times: Wednesday, 11:30 a.m. – 1:30 p.m.
Classroom: Alumni Hall, 101

COURSE DESCRIPTION:

Former Canadian Prime Minister Pierre Elliott Trudeau once famously observed that “living next door to the United States is in some ways like sleeping with an elephant. No matter how friendly and even-tempered is the beast ... one is affected by every twitch and grunt.” The statement is as true today as it was when Trudeau made it in 1969, and also holds true for most of Canada’s entire 144-year history as a nation-state. This seminar course explores how such a lopsided and often uneasy sleeping arrangement evolved over time, focusing largely although not exclusively on the years since the 1920s (when both Canada and the United States decided formally to recognize each other diplomatically by appointing ambassadors as their respective governments’ official representatives). The vast array of cultural, social, economic and political ties that have developed between the two North American neighbours arguably are without precedent historically and globally in terms of breadth, openness, and interdependence. Among the wide array of multi-faceted historical themes discussed in History 4701E are shared Canadian and American social and cultural identities and perceptions; the implications of cross-border migration; tempestuous trade relations and competing economic nationalisms; divergent continental and international defence strategies; the centrality of presidential and prime ministerial relationships; contested versions of national sovereignty; vast differences in political culture; and cross-border environmental threats. Students will also be allowed substantial latitude thematically when developing research essays on various facets of the Canada-United States relationship between the 1920s and the present.

Prerequisite: 2.0 history courses at the 2200 level or above. Restricted to Honors students.

COURSE REQUIREMENTS:

WRITTEN ASSIGNMENTS

A **scholarly book review** (6-7 typewritten pages in length) of Andrew Cohen, *The Unfinished Canadian: The People We Are* (McClelland & Stewart, 2007) is **due in class on Wednesday 5 October 2011** and will also be the subject of the seminar discussion of September 28th. A detailed description of the book review assignment will be distributed and discussed in class on **September 21st**. In addition to a paper copy of the book review submitted by the due date and time, an identical electronic copy of the book review must be submitted by the same due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **4093453**. The class name is **History 4701E201112**. The enrollment password is **canadausa**. The assignment title is **book review**.

The **first research essay** (14-15 typewritten pages in length) will focus on the development of ambassadorial relations between Canada and the United States. Since 1927 each country has formalized its diplomatic acknowledgement of the other by appointing an ambassador (prior to 1943 the Canadian appointee was officially the Envoy Extraordinary and Minister Plenipotentiary, and the American appointee was the Minister) to act as its conduit with the host government. Very little historical scholarship has focused on the roles these envoys played in the evolving relationship between Canada and the United States since 1927. Each student will write an essay examining the significance of one Canadian envoy and his American counterpart. A detailed description of this essay assignment will be distributed and discussed in class on **September 21st**.

In addition to a paper copy of the first research essay submitted by the due date and time, an identical electronic copy of the essay must be submitted by the same due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **4093453**. The class name is **History 4701E201112**. The enrollment password is **canadausa**. The assignment title is **ambassador essay**.

The **second research essay** (14-15 typewritten pages in length) will focus on a specific facet of the cultural, social, economic, or political relationship that has evolved between the United States and Canada since 1867. Individual essay topics will be assigned by the instructor in consultation with each student to ensure that the research conducted aligns student interests with the course objectives. A detailed description of this essay assignment will be distributed and discussed in class on **September 21st**. Each student will be scheduled to make a formal in-class presentation of their second research essay commencing **8 February 2012**. In preparation for the presentation, students will provide an electronic copy of their essay to each class member by **4:00 p.m. on the Wednesday preceding their scheduled presentation**. A central purpose of the presentation is to allow the other students in the seminar an opportunity to offer creative suggestions for improving the essay as circulated. Presenting students will then have **two weeks** to make any final revisions to the essay before submitting it for evaluation. The

research essay is **due by 4:00 p.m. on the Wednesday two weeks following the in-class presentation.**

In addition to a paper copy of the second research essay submitted by the due date and time, an identical electronic copy of the essay must be submitted by the same due date and time to <http://www.turnitin.com/static/index.html> where students register with their own password to ensure their work is secure. Registration instructions are found at <http://turnitin.uwo.ca>. The class ID number is **4093453**. The class name is **History 4701E201112**. The enrollment password is **canadausa**. The assignment title is **second research essay**.

PRIMARY SOURCE PRESENTATION AND REPORT:

Each student, in consultation with the instructor, will lead the seminar discussion for **one** of the following sessions: 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17. The student(s) leading the session will also present to the seminar at **least three primary sources** that augment and effectively demonstrate principal themes associated with the assigned readings for that session. The types of sources to be consulted could include, but are not limited to, government documents, speeches, newspaper articles, personal diaries, excerpts from novels, advertisements, artwork, photographs and other illustrations, radio and television broadcasts. One week following the presentation a detailed description and explanation of the significance of the primary sources will be submitted in a formal written report of approximately 5 pages in length. Students will select during class on **September 21st** the session for which they will be responsible for leading discussion and making a primary source presentation.

A **late penalty** of 5% for the first day and 2% per day thereafter (weekends included) will be assessed against **all written work** submitted after the due date. Students must keep a duplicate of all written work until the final grade is received.

SEMINAR PARTICIPATION:

Students are required to participate actively in all seminar discussions, thereby demonstrating their comprehension of the assigned readings. All students will be assigned a participation grade on a 10-point scale following each session. Failure to attend a seminar will result in a score of “0” for that class. Merely attending a seminar without participating in the discussion will result in a score of “2” for that class. The assignment of a participation grade from “3” to “10” will be determined by the quality of the student’s contributions to discussion during any given seminar.

COURSE READINGS:

The following required textbooks, along with the *Custom Course Book* of assigned readings, are available for purchase from the University Book Store:

- Michael D. Behiels and Reginald C. Stuart, *Transnationalism: Canada-United States History Into the 21st Century* (McGill-Queen’s University Press, 2010).
- Edelgard Mahant and Graeme S. Mount, *Invisible and Inaudible in Washington: American Policies Toward Canada* (UBC Press, 1999).
- Reginald C. Stuart, *Dispersed Relations: Americans and Canadians in Upper North America* (Baltimore: The John Hopkins University Press, 2007).
- John Herd Thompson and Stephen J. Randall, *Canada and the United States: Ambivalent Allies*, 4th edition (Athens: The University of Georgia Press, 2008).
- Andrew Cohen, *The Unfinished Canadian: the People We Are* (Toronto: McClelland & Stewart, 2008).

All course readings are also available on **2-hour reserve** at the D.B. Weldon Library.

COURSE GRADING:

Book Review #1	(due Wednesday 5 October 2011).....	10%
Research Essay #1	(due Monday 12 December 2011).....	30%
Research Essay #2	(due two weeks following seminar presentation).....	30%
Seminar instruction and primary source written report.....		10%
Participation		20%

LEARNING OUTCOMES:

Students will be able to

- explain the evolution of Canadian-American cultural, social, economic and political relationships since the 1920s, and identify the major events, concepts, and personalities concerned with this evolution
- provide accurate factual information about a wide range of people, groups, events, and documents discussed in readings and explain their significance
- strengthen skills of oral and written communication
- analyze secondary sources, including their sources, methods, arguments, strengths, limitations, potential implications and significance for the field
- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions
- develop independently and express cogently knowledgeable and constructive critiques of colleagues’ essays
- effectively integrate primary and secondary sources in class presentations and research essays
- apply academic knowledge to develop understanding of contemporary debates surrounding Canadian-American relations

SYLLABUS

Session One Wednesday 14 September 2011

Topic: Introduction to History 4701E

Session Two Wednesday 21 September 2011

**Topics: What Americans Think of Canada Today, and Canadian Perceptions
 of the United States Since 1867
 Book Review Instructional Session
 Essay Instructional Session**

Required Readings: prepare for discussion of Cohen, Brooks, Adams, and Lipset during
Session Three (28 September)

Session Three Wednesday 28 September 2011

Topic: Values, Identities, and the Narcissism of Not-so-Small Differences

Required Readings:
Stephen Brooks, “Imagining Each Other,” in David M. Thomas and Barbara Boyle Torrey, eds., *Canada and the United States: Differences that Count 3rd* edition (2008), pp. 25-44. **(see custom course book)**
Michael Adams, “Canadian and American Values Divergences: The Narcissism of Small Differences,” in David M. Thomas and Barbara Boyle Torrey, eds., *Canada and the United States: Differences that Count 3rd* edition (2008), pp. 46-60. **(see custom course book)**
Seymour Martin Lipset, *Continental Divide: The Values and Institutions of the United States and Canada* (1990), pp. 19-56. **(see custom course book)**
Andrew Cohen, *The Unfinished Canadian: the People We Are* (2008).

Session Four Wednesday 5 October 2011

Topic: A Lopsided Bilateral Relationship Emerges: 1774 to 1918

Required Readings:
John Herd Thompson and Stephen J. Randall, *Canada and the United States: Ambivalent Allies*, 4th edition (2008), pp. 1-98.
Robin Fisher, “The Border and First Nations History: A Canadian View,” in Michael D. Behiels and Reginald C. Stuart, *Transnationalism: Canada-United States History Into the 21st Century* (2010), pp. 32-43.

* * * * * **BOOK REVIEW DUE TODAY** * * *

Session Five **Wednesday 12 October 2011**

Topic: The Hopeful 1920s

Required Readings:

- Thompson and Randall, *Ambivalent Allies*, pp. 99-123.
- J.L. Granatstein and Norman Hillmer, *For Better or For Worse: Canada and the United States to the 1990s* (1991), pp. 71-93. (**see custom course book**)
- Robert Wolfe, “The Many Diplomatic Missions of Canada’s Ambassadors,” in Robert Wolfe, ed., *Diplomatic Missions: The Ambassador in Canadian Foreign Policy* (1998), pp. 1-25. (**see custom course book**)

Session Six **Wednesday 19 October 2011**

Topic: The Hopeless 1930s

Required Readings:

- Thompson and Randall, *Ambivalent Allies*, pp. 123-141.
- Granatstein and Hillmer, *For Better or For Worse*, pp. 93-102. (**see custom course book**)
- Norman Hillmer, “O.D. Skelton and the Rise of North Americanism,” in Behiels and Stuart, *Transnationalism*, pp. 261-278.
- Galen Roger Perras, “The Myth of ‘Obsequious Rex’: Mackenzie King, Franklin D. Roosevelt, and Canada-US Security, 1935-1940,” in Behiels and Stuart, *Transnationalism*, pp. 203-223.

Session Seven **Wednesday 26 October 2011**

Topic: An Advantageous Wartime Alliance (1939-1945)

Required Readings:

- Thompson and Randall, *Ambivalent Allies*, pp. 141-166.
- Rachel Lea Heide, “The Clayton Knight Committee: Clandestine Recruiting of Americans for the Royal Canadian Air Force, 1940-1941,” in Behiels and Stuart, *Transnationalism*, pp. 224-240.
- J.L. Granatstein, *How Britain’s Weakness Forced Canada Into the Arms of the United States* (1989), pp. 3-40. (**see custom course book**)

Session Eight **Wednesday 2 November 2011**

Topic: Cold War Allies (1945-60)

Required Readings:

- Thompson and Randall, *Ambivalent Allies*, pp. 166-198

Edelgard Mahant and Graeme S. Mount, *Invisible and Inaudible in Washington: American Policies Toward Canada* (1999), pp. 15-43.

Greg Donaghy, "Nukes and Spooks: Canada-US Intelligence Sharing and Nuclear Consultations, 1950-1958," in Behiels and Stuart, *Transnationalism*, pp. 241-257.

Session Nine **Wednesday 9 November 2011**

Topic: Still Cold War Allies? (Since 1961)

Required Readings:

Thompson and Randall, *Ambivalent Allies*, pp.199-227.

Mahant and Mount, *Invisible and Inaudible in Washington*, pp. 44-76.

Adam Chapnick, "Running in Circles: The Canadian Independence Debate in History," in Brian Bow and Patrick Lennox, eds., *An Independent Foreign Policy for Canada?: Challenges and Choices for the Future* (2008), pp. 25-40. (see custom course book)

Session Ten **Wednesday 16 November 2011**

Topic: Putting the Brakes on "Americanization" (1968-1984)

Required Readings:

Thompson and Randall, *Ambivalent Allies*, pp. 228-260.

Mahant and Mount, *Invisible and Inaudible in Washington*, pp. 99-135.

Philip V. Scarpino, "Addressing Cross-Border Pollution of the Great Lakes after World War II: The Canada-Ontario Agreement and the Great Lakes Water Quality Agreement," in Behiels and Stuart, *Transnationalism*, pp. 115-132.

Bruce Muirhead, "No Pushovers in Ottawa: Canadian-American Relations As Seen through Cars and Nixon, 1962-1972," in Behiels and Stuart, *Transnationalism*, pp. 133-148.

Tammy Nemeth, "From Conflict to Cooperation: Canada's U.S. Oil and Gas Policy from the 1970s to the 1980s," in Behiels and Stuart, *Transnationalism*, pp. 149-179.

Session Eleven **Wednesday 23 November 2011**

Topic: Taking the Brakes Off [Americanization] Again (1984-1993)

Required Readings:

Thompson and Randall, *Ambivalent Allies*, pp. 261-283.

Mahant and Mount, *Invisible and Inaudible in Washington*, pp. 162-189.

Reginald C. Stuart, *Dispersed Relations: Americans and Canadians in Upper North America* (2007), pp. 168-191.

Session Twelve **Wednesday 30 November 2011**

Topic: “Comfortable and Unruffled” (1994-2000)

Required Readings:

Thompson and Randall, *Ambivalent Allies*, pp. 284-301.
Reginald C. Stuart, *Dispersed Relations*, pp. 192-213.

Session Thirteen Wednesday 7 December 2011

Topic: Lowbrow: The Cultural Realm of Canadian-American Relations

Required Readings:

Stuart, *Dispersed Relations*, pp. 9-68.
Jennifer MacLennan, “Dancing With Our Neighbours: English Canadians and the Discourse of ‘Anti-Americanism’,” in Behiels and Stuart, *Transnationalism*, pp. 69-85.

*** * FIRST ESSAY DUE MONDAY 12 DECEMBER 2011 * ***

Session Fourteen Wednesday 11 January 2012

Topic: Mingling: The Social Realm of Canadian-American Relations

Required Readings:

Stuart, *Dispersed Relations*, pp. 69-141.

Session Fifteen Wednesday 18 January 2012

Topic: Whatever happened to “comfortable and unruffled”? (2001-2007)

Required Readings:

Thompson and Randall, *Ambivalent Allies*, pp. 302-341.
Stuart, *Dispersed Relations*, pp. 221-264.
Stephen J. Randall, “Great Expectations: America’s Approach to Canada,” in Behiels and Stuart, *Transnationalism*, pp. 279-294.

Session Sixteen Wednesday 25 January 2012

Topic: Whose North is it Anyway?

Required Readings:

Shelagh Grant, *Polar Imperative: A History of Arctic Sovereignty in North America* (2010), pp. 285-395. (see custom course book)
Rob Huebert, “Walking and Talking Independence in the Canadian North,” in Bow and Lennox, eds., *An Independent Foreign Policy for Canada*, pp. 118-134. (see custom course book)

Session Seventeen **Wednesday 1 February 2012**
Topic: **Superpower Surrogate?: Canadians in America’s War on Terrorism**

Required Readings:

J.L. Granatstein, *Whose War Is It?: How Canada Can Survive in the Post-9/11 World* (2007), pp. 75-108. (see custom course book)

Brian Bow, *The Politics of Linkage: Power, Interdependence, and Ideas in Canada-US Relations* (2009), pp. 128-162. (see custom course book)

Session Eighteen **Wednesday 8 February 2012**

Student Essay Presentations

Final copy due February 29th

Session Nineteen **Wednesday 15 February 2012**

Student Essay Presentations

Final copy due February 29th

Session Twenty **Wednesday 29 February 2012**

Student Essay Presentations

Final copy due March 14th

Session Twenty-One **Wednesday 7 March 2012**

Student Essay Presentations

Final copy due March 21st

Session Twenty-Two **Wednesday 14 March 2012**

Student Essay Presentations

Final copy due March 28th

Session Twenty-Three **Wednesday 21 March 2012**

Student Essay Presentations

Final copy due April 4th

Session Twenty-Four **Wednesday 28 March 2012**

Student Essay Presentations

Final copy due April 11th

Session Twenty-Five **Wednesday 4 April 2012**

Student Essay Presentations

Final copy due April 18th

Session Twenty-Six **Wednesday 11 April 2012**

Student Essay Presentations

Final copy due April 25th

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

All required writing assignments 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 for such checking 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>).

Students are reminded that **academic accommodation on medical grounds** can in most instances only be granted if supported by a University of Western Ontario Student Medical Certificate. This form can be accessed at the following website:

https://studentservices.uwo.ca/secure/Imedical_document.pdf or be picked up at the Academic Counselling Office in the student's home faculty.(For Social Science students 2105 SSC.) Further details on medical accommodation can be found at the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

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 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