

The University of Western Ontario
Department of History
2014-2015

Canada and the United States
History 4701E

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Email: jvacant2@uwo.ca
Office hours: Tues. 1:30-3:30 pm
in Lawson Hall 2218

Weds. 9:30-11:30 am
in Stevenson Hall 1119

This seminar offers a comparative exploration of Canadian and American societies. It examines the cultural, political, social, and geographical factors that influenced the development of these North American societies. In addition, this seminar examines the relations between the two countries. The intention of this seminar is not to explore the degree to which each society resembles or differs from the other. Rather, it is to examine historical forces that have shaped each society. To that end, we will explore the roots of each country's political institutions, the manner in which the land influenced peoples' ideas about liberty, the state, class, and the ways in which each country's literatures express different world views.

In this course, students will, in addition to examining the history of Canada and the United States, sharpen their ability to read and think critically, develop their analytical skills, learn to organize and present their thoughts and research in the form of academic essays, and practice the art of expressing their ideas in the seminar in such a manner that demonstrates their respect for the opinions of others as well as their own critical engagement with the course readings and the world around them.

Texts:

Damien-Claude Bélanger, *Prejudice and Pride*
George Grant, *Lament for a Nation*

Additional readings to be made available on-line or on reserve

Grade Breakdown:

First Book Review	20%
Second Book Review	20%
Research Essay	40%
Participation	20%

Requirements: Students are expected to come to class every week prepared to discuss the readings. Effective **participation** is achieved when a student demonstrates a full understanding of the week's readings, is willing to engage critically with these readings, and can effectively situate a particular text within its historical and historiographical contexts. True participation occurs when as student can move beyond merely summarizing an argument to critically engage

with a particular text. An effective participant is also someone who is capable of listening while others talk and of considering as well as respecting the views of other members of the seminar.

Students will write **two reviews** this year: The **first** review, of Damien-Claude Bélanger's *Prejudice and Pride*, is to be six pages in length and is **due November 12**. A good review is one that does not merely summarize the contents of a book. Rather, it is one that describes the author's argument, identifies the significance of this argument within the larger historiographical tradition of a particular field, and considers the means by which the author goes about presenting this argument. A review of Bélanger's book should thus provide the reader with a sense of how Canadian intellectuals understood the United States and how this understanding was shaped by their attitudes toward modernity. It would also consider how this book fits into the larger historiography. You should treat this essay as a review of an argument rather than a review of a book. What this means is you should grapple with Bélanger's *ideas* (argument) much more than with the physical manifestation of these ideas—*the book* (typos/writing style/your personal views about the book (I liked it/didn't like it), chapter-by-chapter summaries, etc.). Be sure that the review is well-written and that it follows proper scholarly conventions (including proper citation style; include a cover page).

The **second** review, of George Grant's *Lament for a Nation*, is to be eight pages in length and is **due March 18**. This review is different from the first since it is to be more of an assessment of a book that was written in 1965 than a simple review. In this paper you are to consider Grant's argument. But you are also to consider the impact that the book has had as well as the degree to which the book remains important in light changed political, cultural, and economic circumstances. Students are thus expected to describe Grant's argument but also to assess the legacy of the work.

Students will also write a **research essay** (16-18 pages) that will draw heavily, although not exclusively, on primary sources. This essay should follow proper scholarly conventions and citation style (Chicago style footnotes, bibliography, and include a cover page). Good papers will make use of a good mix of sources, including books, scholarly articles, as well as primary material. The essay is due **March 4**.

Please note: Essays or reviews submitted after the due dates will be subject to late penalties of five percent the first day and one percent for every day thereafter (including weekends). **No papers or reviews will be accepted after the last day of class, on April 8.**

Seminar Schedule:

Sept. 10: Introduction

Sept. 17: Overview

- Seymour Martin Lipset, "Revolution and Counterrevolution: The United States and Canada," in Lipset, *Revolution and Counterrevolution: Change and Persistence in Social Structures* (New York: Anchor, 1970): 37-75.

Sept. 24: The United States

- Louis Hartz, *The Liberal Tradition in America* (1955): 3-32, 35-66.
- Gordon S. Wood, *The Creation of the American Republic, 1776-1787* (Chapel Hill: University of North Carolina Press, 1969): 46-90.
- Richard Hofstadter, "William Graham Sumner: Social Darwinist," *New England Quarterly* 14, no. 3 (September 1941): 457-77.

Oct. 8: Canada

- Gad Horowitz, "Conservatism, Liberalism, and Socialism in Canada: An Interpretation," *Canadian Journal of Economics and Political Science* 32, no. 2 (May 1966): 143-71.
- George Taylor Denison, "The United Empire Loyalists and their Influence" (1904)

Oct. 15: Canada II

- Ramsay Cook, "La Survivance French-Canadian Style," in *The Maple Leaf Forever* (Toronto: Copp Clark Pitman, 1986): 96-122.
- Ramsay Cook, "Federalism, Nationalism, and the Canadian Nation-State," in *The Maple Leaf Forever* (Toronto: Copp Clark Pitman, 1986): 22-44.
- Pierre Elliott Trudeau, "Some Obstacles to Democracy in Quebec" (1958)

Oct. 22: The American Frontier

- Frederick Jackson Turner, "The Significance of the Frontier in American History," (1893)
- John O'Sullivan, *Manifest Destiny* (1845)
- William Appleman Williams, "The Frontier Thesis and American Foreign Policy," *Pacific Historical Review* 24, no. 4 (November 1955): 379-95.

Oct. 29: The Canadian Wilderness

- Northrop Frye, "Conclusion," *Literary History of Canada* (1965)
- Margaret Atwood, *Survival: A Thematic Guide to Canadian Literature* (1972): selections

Nov. 5: Canada, the United States, and Modernity

- Damien-Claude Bélanger, *Prejudice and Pride: Canadian Intellectuals Confront the United States, 1891-1945* (Toronto: University of Toronto Press, 2011).

Nov. 12: The Fraying Bonds of Empire

- Donald Creighton, *The Commercial Empire of the St. Lawrence* (1937): 22-55, 349-385
- G.N. Tucker, *The Canadian Commercial Revolution, 1845-1851* (New Haven 1936), selections

Nov. 19: Canadian and American Business

- William Appleman Williams, *The Tragedy of American Diplomacy* (1959): 18-36, 127-138.
- V.C. Fowke, "The National Policy—Old and New," *Canadian Journal of Economics and Political Science* 18, no. 3 (August 1952): 271-86.
- Michael Bliss, "Canadianizing American Business: The Roots of the Branch Plant," in Ian Lumsden, ed. *Close the 49th Parallel, etc.: The Americanization of Canada* (Toronto: University of Toronto Press, 1970): 26-42.

- Dimitri Anastakis, "From Independence to Integration: The Corporate Evolution of the Ford Motor Company in Canada, 1904-2004," *Business History Review* 78, no. 2 (Summer 2004): 213-53.

Nov. 26: The Logic of Continentalism

- Christopher Pennington, *The Destiny of Canada: Macdonald, Laurier, and the Election of 1891* (Toronto: Allen Lane, 2011): 50-81.
- Goldwin Smith, "Canada and the United States," *North American Review* (July 1880): 13-25.
- Erastus Wiman, "The Capture of Canada," *North American Review* (August 1890): 212-222.
- Erastus Wiman, "Can we Coerce Canada?" *North American Review* (January 1891): 91-102.
- Erastus Wiman, "What is the Destiny of Canada?" *North American Review* (June 1889): 665-75.

Dec. 3: Conclusion to First Semester

December Break

Jan. 7: Imperial Sentiments

- Carl Berger, *The Sense of Power* (1970): 3-11, 12-48, 259-65.
- John Higham, *History* (Englewood Cliffs, NJ: Prentice Hall, 1965), 212-32.
- Andrew Carnegie, "A Look Ahead," *North American Review* (June 1893): 685-711.

Jan. 14: Racism and Imperialism

- Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (Chicago: University of Chicago Press, 1995): 77-120, 170-215.
- Henry Charles Merwin, "On being civilized too much," *Atlantic Monthly* (June 1897): 838-46
- Carl Berger, "The True North Strong and Free," in Peter Russell ed., *Nationalism in Canada* (Toronto: McGraw-Hill, 1966): 3-26.

Jan. 21: Canadian Nationalism in the 1920s

- Harold Innis, *The Fur Trade in Canada* (1930): 386-396.
- Donald Creighton, *The Commercial Empire of the St. Lawrence* (1937): 1-21.
- Ramsay Cook, "Landscape Painting and Nationalist Sentiment in Canada," *Historical Reflections* 1, no. 2 (Winter 1974): 263-83.

Jan. 28: A North American Nation

- Carl Berger, *The Writing of Canadian History: Aspects of English-Canadian Historical Writing: 1900 to 1970* (Toronto: Oxford University Press, 1976): 137-159.
- Norman Hillmer, "O.D. Skelton and the North American Mind," *International Journal* 60, no. 1 (Winter 2004-05): 93-110.
- O.D. Skelton, "Canada and Foreign Policy," in *The Canadian Club Year Book, 1921-1922* (Ottawa: Canadian Club, 1922): 58-69.
- J. Bartlet Brebner, "Canadian and North American History," *Report of the Annual Meeting of the Canadian Historical Association* 10, no. 1 (1931): 37-48.
- James T. Shotwell, "A Personal Note on the Theme of Canadian-American Relations," *Canadian Historical Review* 28, no. 1 (March 1947): 31-43.

Feb. 4: Canada's Economic Dependence on the United States

- W.A. Mackintosh, "Economic Factors in Canadian History," *Canadian Historical Review* 4, no. 1 (March 1923): 12-25.
- Harold Innis, *The Fur Trade in Canada* (1930), 383-386, 396-402.
- Mel Watkins, "A Staple Theory of Economic Growth," *Canadian Journal of Economics and Political Science* 29, no. 2 (May 1963): 141-58
- W.L. Morton, "Clio in Canada: The Interpretation of Canadian History," *University of Toronto Quarterly* 15, no. 3 (April 1946): 227-34.
- Carl Berger, *The Writing of Canadian History: Aspects of English-Canadian Historical Writing: 1900 to 1970* (Toronto: Oxford University Press, 1976): 85-111.

Feb. 11: Canada and the American Century

- J. Bartlet Brebner, *North Atlantic Triangle: The Interplay of Canada, the United States and Great Britain* (New Haven: Yale University Press, 1945): 244-72.
- J.L. Granatstein, *How Britain's Weakness forced Canada into the Arms of the United States* (Toronto: University of Toronto Press, 1988).
- Lawrence R. Aronsen, "American National Security and the Defense of the Northern Frontier, 1945-1951," *Canadian Review of American Studies* 14, no. 3(Fall 1983): 259-277.
- J.L. Granatstein and R.D. Cuff, "The Hyde Park Declaration 1941: Origins and Significance," *Canadian Historical Review* 55, no. 1(March 1974): 59-80.
- Donald Creighton, "The Ogdensburg Agreement and F.H. Underhill," in *The Passionate Observer: Selected Writings* (Toronto: McClelland and Stewart, 1980): 119-143.

Reading Week: Feb. 16-20

Feb. 25: The Cold War

- Reg Whitaker and Herbert Marcuse, *Cold War Canada: The Making of a National Insecurity State, 1945-1957* (Toronto: University of Toronto Press, 2004): 3-24
- David S. Churchill, "An Ambiguous Welcome: Vietnam Draft Resistance, the Canadian State, and Cold War Containment," *Histoire sociale/Social History* 37, no. 73 (May 2004): 1-26.

Mar. 4: Cultural Nationalism

- Paul Litt, "The Massey Commission, Americanization, and Canadian Cultural Nationalism," *Queen's Quarterly* 98, no. 2 (Summer 1991): 375-87.
- Jeffrey Brison, "The Kingston Conference, the Carnegie Corporation, and a New Deal for Canada," *American Review of Canadian Studies* 23, no. 4 (Winter 1993): 503-522.

Mar. 11: Critique of the Republic on the Right

- George Grant, *Lament for a Nation* (1965)
- Donald Creighton, *The Forked Road: Canada 1939-1957* (Toronto: McClelland and Stewart, 1976): 206-42.
- Donald Creighton, "The Decline and Fall of the Empire of the St. Lawrence," *Historical Papers/Communications historiques*, 4, no. 1 (1969): 14-25.
- Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity, 1939-1970* (Toronto: University of Toronto Press, 2001): 216-71.

Mar. 18: Critique of Republic on the Left

- David S. Churchill, “Draft Resisters, Left Nationalism, and the Politics of Anti-Imperialism,” *Canadian Historical Review* 93, no. 2 (June 2012): 227-60.
- John Bullen, “The Ontario Waffle and the Struggle for an Independent and Socialist Canada: Conflict within the NDP,” *Canadian Historical Review* 83, no. 2 (June 1983): 188-215.
- Kari Levitt, *Silent Surrender: The Multinational Corporation in Canada* (1970): 1-16.
- Ryan Edwardson, “‘Kicking Uncle Sam Out of the Peaceable Kingdom’: English-Canadian ‘New Nationalism’ and Americanization,” *Journal of Canadian Studies* 37, no. 4(Winter 2003): 131-150.

Mar. 25: Free Trade

- Stephen Clarkson, *Uncle Sam and Us: Globalization, Neoconservatism, and the Canadian State* (Toronto: University of Toronto Press, 2002): 4-74.

Apr. 1 & 8: Conclusion

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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 Issues:

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. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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.

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