

The University of Western Ontario
Department of History
2016-2017

Canada and the United States
History 4701E

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Office hours: Mon. 10:30-12:30
in Lawson Hall 2218

Mon. 1:30-3:30 PM
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.

Text:

- George Grant, *Lament for a Nation* (1965)

All other readings will be made available on-line or on reserve

Grade Breakdown:

Review	20%
Essay Proposal	10%
Essay Presentation	10%
Research Essay	40%
Participation	20%

Requirements: One of the challenges of a course like this one is that Canadian scholars have shown a very high level of interest in this subject while American observers have been largely indifferent to it. Such a reality, of course, reflects the power difference between the two countries, as well as the fact that the United States appears to matter much more to Canadians than Canada appears to matter to Americans. One important and distinguished exception to this tendency has been the American sociologist Seymour Martin Lipset, who devoted considerable

attention to Canada and especially to the manner in which it differed from the United States. As a prominent public intellectual, moreover, Lipset perhaps did more than anybody else to bring Canadian issues to the attention of an American readership and to explain what he believed to be the major cultural differences between these two countries. His views have been less well-received in Canada, in part because Canadian scholars have been less amenable to grand interpretative frameworks. While there is much to criticize about Lipset's analysis, in particular his seemingly old-fashioned adherence to grand narrative as well as his desire to point to particular events as drivers of cultural identities, much can still be gained by reading his work. In a short **review** (8 pages) you are to assess Lipset's work on Canada. The starting point of your analysis could be his article "Revolution and Counterrevolution." You should not, however, limit yourself to that one piece. Lipset spent many years thinking about and writing about Canada, and produced many articles as well as a book, *Continental Divide* (1990), on the subject. You are expected to consult this work in order to produce a full analysis of Lipset's interpretation of Canada in North America. In addition to considering Lipset's work, you should place Lipset in the intellectual and historical context of his own time, and consider the ways in which he upheld or challenged existing assumptions about Canada and the United States. In addition to analyzing Lipset's argument, you are to consider the continuing relevance of his work in light of what has taken place in Canada and the United States over the last two decades. In particular, you are to consider the degree to which Lipset's framework remains useful as a model for examining the differences between Canada and the United States, as well as the manner in which each country's evolution since the early 1990s has tended to reinforce or undermine Lipset's claims about each country's differing values. This review is **due October 17**.

Students will also write a **research essay** (20 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 in March**, one week after your seminar presentation (see below).

Since it is expected that this research essay will be a major piece of work that you develop throughout the semester you will be asked to start thinking about your topic soon. You will thus be asked to write a brief (two page) **proposal** of your topic along with a one-page bibliography. This proposal should demonstrate deep engagement with the topic and provide evidence that you have begun to seriously think about and read about your chosen field. This proposal and bibliography is **due November 21**.

Because the process of research and writing is a solitary one and it is easy to become immersed in one's work it is sometimes helpful to step back from the research and the writing to think about how our work might appear to others. It is useful to organize and present our thoughts for others to see if what we have been working on for months actually makes sense to other people. And so, beginning in February, you will have the opportunity to present your nearly completed research essays to the members of the seminar. The act of presenting your ideas in a **research seminar** will help you to clarify your thoughts and to tighten up your argument. It will also permit you to hear from your peers, who may be able to offer you some feedback before you put the finishing touches on your essays. These presentations should be around fifteen minutes in length, and will be followed by a discussion of your work.

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.

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 3.**

Note: The Dean has exempted this course from Senate regulation (2016 04) which reads: "At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus." See the full text

at: http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

Seminar Schedule:

Sept. 12: Introduction

Sept. 19: Interpretations

- 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. 26: Interpretations

- Gad Horowitz, "Conservatism, Liberalism, and Socialism in Canada: An Interpretation," *Canadian Journal of Economics and Political Science* 32, no. 2 (May 1966): 143-71.

Oct. 3: The American Frontier

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

Oct. 10: Thanksgiving—No class

Oct. 17: The Canadian Wilderness

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

Oct. 24: The National Policy

- G.N. Tucker, *The Canadian Commercial Revolution, 1845-1851* (New Haven 1936), selections

- 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 *Close the 49th Parallel, etc.: The Americanization of Canada*, ed. Ian Lumsden (Toronto: University of Toronto Press, 1970), 26-42.

Oct. 31: Toward Economic Dependence

- 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), 383-396, 396-402.
- Mel Watkins, “A Staple Theory of Economic Growth,” *Canadian Journal of Economics and Political Science* 29, no. 2 (May 1963): 141-58
- Carl Berger, *The Writing of Canadian History: Aspects of English-Canadian Historical Writing: 1900 to 1970* (Toronto: Oxford University Press, 1976): 85-111.

Nov. 7: Toward Political Autonomy

- 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.

Nov. 14: Liberal Continentalism

- J. Bartlet Brebner, *North Atlantic Triangle: The Interplay of Canada, the United States and Great Britain* (New Haven: Yale University Press, 1945), 244-72.
- Carl Berger, *The Writing of Canadian History: Aspects of English-Canadian Historical Writing: 1900 to 1970* (Toronto: Oxford University Press, 1976): 137-159.
- 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.

Nov. 21: World War II

- 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.

Nov. 28: 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

Dec. 5: Conclusion to First Semester

December Break

Jan. 9: 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.

Jan. 16: Critique of the Republic on the Right

- Donald Creighton, *The Forked Road: Canada 1939-1957* (Toronto: McClelland and Stewart, 1976), 206-42.
- Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity, 1939-1970* (Toronto: University of Toronto Press, 2001): 216-71.

Jan. 23: Lament for a Nation

- George Grant, *Lament for a Nation* (1965)

Jan. 30: Critique of the 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.
- 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.

Feb. 6: The Nixon Shock

- J. L. Granatstein and Robert Bothwell, *Pirouette: Pierre Trudeau and Canadian Foreign Policy* (Toronto: University of Toronto Press, 1990): 3-75.
- Richard Nixon, Address to a Joint Meeting of the Canadian Parliament, April 14, 1972

Feb. 13: Free Trade

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

Reading Week: Feb. 20-24

Feb. 27: Research Seminars

Mar. 6: Research Seminars

Mar. 13: Research Seminars

Mar. 20: Research Seminars

Mar. 27: Research Seminars

Apr. 3: Conclusion

ADDITIONAL STATEMENTS

The Dean has exempted this course from Senate regulation (2016 04) which reads: “At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus.” See the full text

at: http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf

In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

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, <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