



The University of Western Ontario
HISTORY 4701E
Canada and the United States
Fall/Winter 2018-19
Thurs. 10:30-12:30 in TBA

Instructor: Prof. Jeffery Vacante

Office Hours: Tuesday 10:30-11:20

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Course Description:

This course analyses and compares a variety of themes which have been important in the development of both Canadian and American society. It also examines the involved and often difficult relationship of Canada and the United States, with an emphasis on the patterns of political, social, economic and military interaction.

Prerequisite(s):

2.0 courses in History at the 2200 level or above

Unless you have either the requisites for this 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. The 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.

Course Syllabus:

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.

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 4**.

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 pages) **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 22**.

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 4.**

Course Materials:

- Carl Berger, *The Sense of Power*
- Norman Hillmer, *O.D. Skelton: A Portrait of Canadian Ambition*
- Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity*
- George Grant, *Lament for a Nation*
- Stephen Azzi, *Walter Gordon and the Rise of Canadian Nationalism*

The books are available at the bookstore as well as on reserve at the Weldon Library. All other readings will be made available on-line or on reserve

Methods of Evaluation:

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

Policy on Accommodation for Illness:

(http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf).

Course Schedule and Readings:

Sept. 6: Introduction

Sept. 13: 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. 20: 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.

Sept. 27: The American Frontier

- Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893).
- Frederick Jackson Turner, "Social Forces in American History" (1911).
- Frederick Jackson Turner, "The West and American Ideals" (1914).
- William Appleman Williams, "The Frontier Thesis and American Foreign Policy," *Pacific Historical Review* 24, no. 4 (November 1955): 379-95.

Oct. 4: The Canadian Wilderness

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

Fall Break: Oct. 8-12

Oct. 18: Imperial Dreams

- Carl Berger, *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914* (Toronto: University of Toronto Press, 1970).

Oct. 25: 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.

Nov. 1: 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), 383-402.
- Harold Innis, "Great Britain, the United States, and Canada" (1948), 394-412.
- Harold Innis, "The Intellectual in History" (1935), 455-457.
- Harold Innis, "Transportation as a Factor in Canadian Economic History" (1931), 220-232.

- Carl Berger, *The Writing of Canadian History: Aspects of English-Canadian Historical Writing: 1900 to 1970* (Toronto: Oxford University Press, 1976): 85-111.

Nov. 8: Toward Political Autonomy

- Norman Hillmer, *O.D. Skelton, A Portrait of Canadian Ambition* (Toronto: University of Toronto Press, 2015).

Nov. 15: Liberal Continentalism

- 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.
- J. Bartlet Brebner, *North Atlantic Triangle: The Interplay of Canada, the United States and Great Britain* (New Haven: Yale University Press, 1945), xi-xii, 182-197.

Nov. 22: 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).

Nov. 29: 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. 6: Conclusion to First Semester

December Break

Jan. 10: Cultural Nationalism

- Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity, 1939-1970* (Toronto: University of Toronto Press, 2001): 3-215.

Jan. 17: Critique of the Republic on the Right

- Philip Massolin, *Canadian Intellectuals, the Tory Tradition, and the Challenge of Modernity, 1939-1970* (Toronto: University of Toronto Press, 2001): 216-71.
- George Grant, *Lament for a Nation* (1965)

Jan. 24: Critique of the Republic on the Left

- Stephen Azzi, *Walter Gordon and the Rise of Canadian Nationalism* (Montreal & Kingston: McGill-Queen's University Press, 1999), 3-132.
- David S. Churchill, "Draft Resisters, Left Nationalism, and the Politics of Anti-Imperialism," *Canadian Historical Review* 93, no. 2 (June 2012): 227-60.

Jan. 31: The Nixon Shock

- Stephen Azzi, *Walter Gordon and the Rise of Canadian Nationalism* (Montreal & Kingston: McGill-Queen's University Press, 1999), 133-194.
- Richard Nixon, Address to a Joint Meeting of the Canadian Parliament, April 14, 1972

Feb. 7: Free Trade

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

Feb. 14: Research Seminars

Reading Week: Feb. 18-22

Feb.28: Research Seminars

Mar. 7: Research Seminars

Mar. 14: Research Seminars

Mar. 21: Research Seminars

Mar. 28: Research Seminars

Apr. 4: Conclusion

Additional Statements

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

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 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>).

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: http://counselling.ssc.uwo.ca/procedures/medical_accommodation.html

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.

Scholastic Offences

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:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ 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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.