

HISTORY 4703G
Canada and the United States
Winter 2021
Tuesdays, 9:30 a.m-12:30 p.m.

Instructor: Professor Keith Fleming

Department of History, Office: Lawson Hall 1208

Office Hours: Thursdays 12:00 p.m – 2:00 p.m., or by appointment. Since I am unable to hold in-person office hours during the Fall 2020 academic term due to Covid-19 restrictions, please phone (226-236-6616) or email (kfleming@uwo.ca) me during Thursday office hours about course-related matters. If needed, I will also hold individual appointments with students via Zoom scheduled at mutually convenient times.

This course will be offered in a virtual, synchronous format via Zoom. A link to Zoom and the weekly class meetings can be located on the History 4703G OWL website Tool Menu.

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 prerequisites 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.

Antirequisite(s):

TBD

LEARNING OUTCOMES:

Students will be able to

- explain the evolution of the Canadian/American cultural, social, economic and political relationship, 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
- effectively integrate primary and secondary sources in class presentations, discussions, and research essays
- apply academic knowledge to develop understanding of contemporary debates surrounding Canadian-American relations

Course Syllabus:

Research Essay: Each student must submit electronically to kfleming@uwo.ca a formal and brief (1-2 page typewritten) research essay proposal on a topic developed in consultation with the instructor no later than **Tuesday 26 January 2021**, and proposals must be approved by **Tuesday 2 February 2021**. Students who fail to meet either of these deadlines will not be permitted to submit an essay, and will receive a grade of “0” on the assignment. Approved essay topics cannot subsequently be changed without the instructor’s prior consent. An electronic copy of the completed research essay (15-20 typewritten pages in length) must be submitted via the course OWL website no later than **Friday 12 March 2021 at 11:59 p.m.** In addition, the essay must be submitted by the due date and time to Turnitin.com via the course OWL website.

Student presentations and primary sources report: Each student, in consultation with the instructor, will on **two** different weeks make a 10- to 15-minute class presentation discussing a minimum of three primary sources that provide clarity and context to the required readings assigned for that week. The types of sources to be consulted could include, but are not limited to, government documents, speeches, newspaper articles, personal diaries, advertisements, artwork, photographs and other illustrations, radio and television broadcasts. Presentations must not exceed the maximum 15-minute allotment. An electronic copy of the primary source report must be submitted to kfleming@uwo.ca no later than 8:00 a.m. on the Tuesday the class presentation takes place. In addition to including all images of the primary sources being discussed in class, the written report must describe your reasons for selecting those primary sources and how they provide clarity and context to the week’s assigned readings, as well as advance our understanding of the historic Canadian/American relationship. The written narrative portion of the report should be approximately 5 pages in length. The course instructor will post the primary source report on the “Resources” section of the course OWL website for other students to access.

Book Review: Each student will write a scholarly book review (6-7 typewritten pages in length) of Robert Teigrob, *Living with War: Twentieth-Century Conflict in Canadian and American History and Memory* (University of Toronto Press, 2016). An electronic copy of the completed book review must be submitted via the course OWL website no later than **Friday 26 March 2021 at 11:59 p.m.** In addition, an identical electronic copy of the book review must be submitted by the due date and time to Turnitin.com via the course OWL website. Students will also report on their assessment of Teigrob’s book during the Session #12 seminar.

Course Materials:

The course textbook, Stephen Azzi, *Reconcilable Differences: A History of Canada-US Relations* (Oxford University Press, 2015), and the book for review Robert Teigrob, *Living with War: Twentieth-Century Conflict in Canadian and American History and Memory* (University of Toronto Press, 2016) are available for purchase at

the University Book Store.

All other course readings are available either in digital format at the Western Libraries site for History 4703G (<https://coursereadings.lib.uwo.ca/ares/ares.dll?Action=10&Form=60&Value=81880>), or on two-hour reserve at D.B. Weldon Library.

Methods of Evaluation:

Research Essay Proposal (due Tuesday January 26th)	5%
Research Essay (due Friday March 12 th)	35%
Primary Source Presentations and Reports (2 x 10%)	20%
Book Review (due Friday March 26 th)	15%
Seminar Participation	25%

Students must pass all elements of the course (research essay proposal; research essay, two primary source presentations and reports; book review; seminar participation) in order to achieve a passing grade in the course.

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 are expected to attend and participate actively in all seminar discussions, thereby demonstrating their comprehension of the assigned readings. Sample discussion questions will be posted on the course OWL website before each class to assist students in preparing to participate meaningfully in the seminar. All students will be assigned a participation grade on a 10-point scale following each seminar. 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.

In instances when absence from class is unavoidable, students are expected, when possible, to inform the instructor in advance of their pending absence.

Unapproved absences from seminars are unacceptable. Any student attending fewer than nine of the twelve scheduled seminars (an absence rate of approximately 25%) for unapproved reasons will be assigned a failing grade for seminar participation.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

Course Schedule and Readings:

Session One: Tuesday 5 January 2021

Introduction to History 4703G

Session Two: Tuesday 12 January 2021

Topic: 1763-1814: The American Revolution, Loyalism, and the War of 1812

Readings:

Stephen Azzi, *Reconcilable Differences: A History of Canada-US Relations* (Oxford University Press, 2015), pp. 1-24.

Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies* (Alfred A. Knopf, 2011), pp. 15-72.

Jane Errington, *The Lion, the Eagle and Upper Canada: A Developing Colonial Ideology* (McGill-Queen's University Press, 1987), pp. 35-54.

Neil MacKinnon, *This Unfriendly Soil: The Loyalist Experience in Nova Scotia, 1783-1791* (McGill-Queen's University Press, 1986), pp. 67-88.

Session Three: Tuesday 19 January 2021**Topic: 1814-1860: Building a Distinctive Canada after the War of 1812****Readings:**

Stephen Azzi, *Reconcilable Differences*, pp. 25-44.

Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies* (Alfred A. Knopf, 2011), pp. 409-458.

Jane Errington, *The Lion, the Eagle and Upper Canada: A Developing Colonial Ideology* (McGill-Queen's University Press, 1987), pp. 119-136.

Reginald C. Stuart, *United States Expansionism and British North America, 1775-1871* (University of North Carolina Press, 1988), pp. 126-147; 194-214.

Session Four: Tuesday 26 January 2021**Topic: Slavery, the American Civil War, and Canadian Confederation, 1860-1871****Readings:**

Stephen Azzi, *Reconcilable Differences*, pp. 45-57.

Robin W. Winks, *The Civil War Years: Canada and the United States*, 4th ed. (McGill-Queen's University Press, 1998), pp. 336-381.

Jacqueline D. Krikorian and David R. Cameron, "The 1867 Union of the British North American Colonies: A View from the United States," in Jacqueline D. Krikorian et al., eds., *Globalizing Confederation: Canada and the World in 1867* (University of Toronto Press, 2017), pp. 47-60.

William Jenkins, "'Such Bastard Despotism': Fenian Views of Canadian Confederation" in Jacqueline D.

Krikorian et al., eds., *Globalizing Confederation: Canada and the World in 1867* (University of Toronto Press, 2017), pp. 61-78.

Robin W. Winks, *The Blacks in Canada: A History*, 2nd ed. (McGill-Queen's University Press, 1997), pp. 232-52

***** **RESEARCH ESSAY PROPOSAL DUE TODAY** *****

Session Five: Tuesday 2 February 2021**Topic: The Parallel Development of the North American West, 1860-1930****Readings:**

Stephen Azzi, *Reconcilable Differences*, pp. 58-72.

David G. McCrady, *Living with Strangers: The Nineteenth-Century Sioux and the Canadian-American Borderlands* (University of Nebraska Press, 2006), pp. 103-114.

Jill St Germain, *Indian Treaty-Making Policy in the United States and Canada, 1867-1877* (University of Toronto Press, 2001), pp. 158-165.

Sheila McManus, *The Line Which Separates: Race, Gender, and the Making of the Alberta-Montana Borderlands* (University of Alberta Press, 2005), pp. 106-141.

Ian MacPherson, "Selected Borrowings: The American Impact upon the Prairie Co-operative Movement, 1920-39," *Canadian Review of American Studies*, vol. 10, no. 2 (Fall 1979), pp. 137-51.

A.A. Den Otter, "Nationalism and the Pacific Scandal," *Canadian Historical Review*, vol. 69, no. 3 (September 1988), pp. 315-39.

Session Six: Tuesday 9 February 2021

Topic: Competing Visions of Canada's Future, 1871-1914

Readings:

Stephen Azzi, *Reconcilable Differences*, pp. 73-95

Stephen T. Moore, "Defining the 'Undefended': Canadians, Americans, and the Multiple Meanings of Border under Prohibition," *American Review of Canadian Studies*, vol. 34, no. 1 (Spring 2004), pp. 3-32.

Damien-Claude Bélanger, *Prejudice and Pride: Canadian Intellectuals Confront the United States, 1891-1945* (University of Toronto Press, 2011), pp. 144-160.

Tony McCulloch, "Theodore Roosevelt and Canada: Alaska, the 'Big Stick' and the North Atlantic Triangle, 1901-1909," in Serge Ricard, ed., *A Companion to Theodore Roosevelt* (Wiley-Blackwell, 2011), pp. 293-313.

Patrice Dutil and David MacKenzie, *Canada 1911: The Decisive Election that Shaped the Country* (Dundurn, 2011), pp. 71-92 and 298-302.

Session Seven: Tuesday 23 February 2021

Topic: Independence and Allies: North American Integration across Two World Wars: 1914-1945

Readings:

Stephen Azzi, *Reconcilable Differences*, pp. 96-133.

Damien-Claude Bélanger, *Prejudice and Pride: Canadian Intellectuals Confront the United States, 1891-1945* (University of Toronto Press, 2011), pp. 126-143.

Galen Roger Perras, "The Myth of 'Obsequious Rex': Mackenzie King, Franklin D. Roosevelt, and Canada-US Security, 1935-1940," in Michael D. Behiels and Reginald C. Stuart, eds., *Transnationalism: Canada-United States History into the Twenty-First Century*, (McGill-Queen's University Press, 2010), pp. 203-223.

Galen Roger Perras, *Franklin Roosevelt and the Origins of the Canadian-American Security Alliance, 1933-1945* (Praeger Publishers, 1998), pp. 115-126.

Greg Robinson, *A Tragedy of Democracy: Japanese Confinement in North America* (Columbia University Press, 2009), pp. 59-103.

Session Eight: Tuesday 2 March 2021

Topic: Consensus: The Early Cold War, 1945-1955

Readings:

Stephen Azzi, *Reconcilable Differences*, pp. 134-150.

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

Adam Chapnick, *The Middle Power Project: Canada and the Founding of the United Nations* (UBC Press, 2005), pp. 115-138.

Robert S. Prince, "The Limits of Constraint: Canadian-American Relations and the Korean War, 1950-51," *Journal of Canadian Studies*, vol. 27, no. 4 (Winter 1992-3), pp. 129-52.

Hector Mackenzie, "Canada's International Relations in the Early Cold War: The Impact and Implications of the Gouzenko Affair," in J.L. Black and Martin Rudner, eds., *The Gouzenko Affair: Canada and the Beginnings of Cold War Counter-espionage*, (Penumbra, 2006), pp. 15-37.

J.L. Granatstein and Norman Hillmer, *For Better or For Worse: Canada and the United States to the 1990s* (Copp Clark Pitman, 1991), pp. 163-175.

Session Nine: Tuesday 9 March 2021

Topic: Discord: The Breakdown of the Post-War Consensus, 1955-1968

Readings:

Stephen Azzi, *Reconcilable Differences*, pp. 151-180.

Robert Bothwell, *Alliance and Illusion: Canada and the World, 1945-1984* (UBC Press, 2007), pp. 212-236.

Paul Litt, "The Massey Commission, Americanization, and Canadian Cultural Nationalism," *Queen's Quarterly*, vol 98, no. 2 (Summer 1991), pp. 375-387.

Stephen Azzi, "The Nationalist Movement in English Canada," in Lara Campbell, Dominique Clément, and Gregory S. Kealey, eds., *Debating Dissent: Canada and the Sixties* (University of Toronto Press, 2012), pp. 213-228.

Greg Donaghy, *Tolerant Allies: Canada and the United States, 1963-68* (McGill-Queen's University Press, 2002), pp. 37-66.

Patrick Lennox, *At Home and Abroad: The Canada-US Relationship and Canada's Place in the World* (UBC Press, 2009), pp. 39-55.

* * * **ESSAY DUE FRIDAY MARCH 12TH @ 11:59 p.m.** * * *

Session Ten: Tuesday 16 March 2021

Topic: Resilience: The Rise and Fall of Canadian Nationalism, 1968-1984

Readings:

Stephen Azzi, *Reconcilable Differences*, pp. 181-210.

Robert Bothwell, *Alliance and Illusion: Canada and the World, 1945-1984* (UBC Press, 2007), pp. 312-331.

John Hagan, *Northern Passage: American Vietnam War Resisters in Canada* (Harvard University Press, 2001), pp. 34-65.

Bruce Muirhead, "From Special Relationship to Third Option: Canada, the US, and the Nixon Shock," *American Review of Canadian Studies*, vol. 34, no. 3 (Autumn 2004), pp. 439-62.

John Kirton and Don Munton, "The *Manhattan* Voyages and Their Aftermath," in Franklyn Griffiths, eds., *Politics of the Northwest Passage* (McGill-Queen's University Press, 1987), pp. 67-97.

Session Eleven: Tuesday 23 March 2021

Topic: Reconciliation: The Political and Economic Partnership of the Mulroney Years, 1984-1993

Readings:

Stephen Azzi, *Reconcilable Differences*, pp. 211-227.

Fern Osler Hampson, *Master of Persuasion: Brian Mulroney's Global Legacy*, (McClelland and Stewart, 2018), pp. 10-38.

Tammy L. Nemeth, "Continental Drift: Energy Policy and Canadian-American Relations," in Nelson Michaud and Kim Richard Nossal, eds. *Diplomatic Departures: The Conservative Era in Canadian Foreign Policy, 1984-93* (UBC Press, 2001), pp. 59-70.

Patrick Lennox, *At Home and Abroad: The Canada-US Relationship and Canada's Place in the World* (UBC Press, 2009), pp. 73-81.

Robert Huebert, "A Northern Foreign Policy: The Politics of Ad Hocery," in Nelson Michaud and Kim Richard Nossal, eds. *Diplomatic Departures: The Conservative Era in Canadian Foreign Policy, 1984-93* (UBC Press, 2001), pp. 84-99.

* * * **BOOK REVIEW DUE FRIDAY MARCH 26TH @ 11:59 p.m.** * * *

Session Twelve: Tuesday 30 March 2021

Topic #1: Unipolarity Since 1993: The United States and Canada after the Cold War

Readings:

Stephen Azzi, *Reconcilable Differences*, pp. 228-260,

Donald Barry, "Chrétien, Bush, and the War in Iraq," *The American Review of Canadian Studies*, vol. 35, no. 2 (Summer 2005), pp. 215-45.

Patrick Lennox, *At Home and Abroad: The Canada-US Relationship and Canada's Place in the World* (UBC Press, 2009), pp. 115-30.

Edelgard Mahant and Graeme S. Mount, *Invisible and Inaudible in Washington: American Policies Toward Canada* (UBC Press, 1999), pp. 190-99.

Stephen J. Randall, "Great Expectations: America's Approach to Canada," in Michael D. Behiels and Reginald C. Stuart, eds., *Transnationalism: Canada-United States History into the Twenty-First Century*, (McGill-Queen's University Press, 2010), pp. 279-294.

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 (Broadview Press, 2008), pp. 45-60.

Topic #2: Discussion of Robert Teigrob, *Living with War: Twentieth-Century Conflict in Canadian and American History and Memory* (University of Toronto Press, 2016).

Additional Statements

Academic 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 website:
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 Student Accessibility Services 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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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.

Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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 another writers ideas.

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 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 website:

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

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Health and Wellness

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwo.com/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 Student Accessibility Services 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.