

**HISTORY 4703G**  
**Canada and the United States**  
**Winter 2025**

**Instructor: Professor Keith Fleming**

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**Office: Department of History, Lawson Hall Room 1208**

**Office Hours: Tuesdays, 10:30 a.m. – 12:30 p.m.**

This is a **draft** outline. Please see the course site on OWL Brightspace for a final version.

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**Course Description:**

This course compares and analyses the close, often difficult, yet enormously important historical relationship between Canada and the United States, focusing specifically on the period from the Second World to the present. Scholars of Canadian-American relations have long described that often lopsided relationship in a wide variety of ways, but descriptors such as “unique,” “resilient,” and “special” are especially appropriate. In the course we explore the Canada-U.S. relationship from a wide range of social, cultural, political, environmental, and economic perspectives, and discuss an equally wide range of questions, such as: How did Canadians deal with the overwhelming presence of American culture? How did protest movements develop simultaneously in the two countries? How have ideas flowed across the international boundary? How have Canadians tried to benefit from American prosperity without joining the United States? How has public opinion shaped the relationship? How are American and Canadian values since the Second World War fundamentally different? Or fundamentally the same? How has the relationship between American presidents and Canadian prime ministers shaped interactions between their respective nations? Has Canada’s independence been threatened by strong economic ties to the United States? How has Canadian foreign and military policy been affected by living next door to the world’s only superpower. Since the United States undeniably shaped aspects of life in Canada, what impact, if any, did Canada have on life in the United States? These questions only scratch the surface of how to

Two key components of the course are i) sharing responsibility with the professor in leading a seminar, and ii) writing a research essay on a topic that has been tailored to individual student interests.

**Prerequisite(s):** course in History at the 2200 level or above.

**Antirequisite:** History 4701E

**Course Syllabus:**

**LEARNING OUTCOMES:**

Students will be able to

- explain the evolution of the Canadian/American cultural, social, economic and political relationship from the Second World War to the present, 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

**Primary Source Presentation and Report/ Seminar Leadership:** Each student will, with assistance from the course professor, lead one of the weekly sessions. The student's involvement will be **twofold**:

**First:** the student, in consultation with the course professor, will select and present to the seminar (for approximately 15-20 minutes) three or four 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. An electronic copy of both the primary source seminar presentation and accompanying written report must be submitted via the course site on OWL Brightspace (see **Assignments link**) no later than 8:00 p.m. the Monday immediately preceding the seminar. In addition to including all images of the primary sources presented to the seminar, 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. The written report should be approximately 5 pages in length. The course instructor will post the primary source presentation on the "Resources" section of the course site on OWL Brightspace website for other students to access prior to the presentation being made.

**Second:** on the same day as the Primary Source Presentation, the student will assist the course professor in **leading the seminar discussion** of the required readings for that week. The student will begin the discussion component of the seminar by providing a brief (approximately 5-10 minute) summation of the key themes arising from that session's assigned readings. The student will then, together with Professor Fleming, facilitate the class discussion. In preparation for that responsibility, the student will submit to Professor Fleming at least six questions on which they intend to base the class discussion. Those questions must be emailed to Professor Fleming ([kfleming@uwo.ca](mailto:kfleming@uwo.ca)) no later than 8:00 p.m. the day immediately preceding the seminar.

In the event two students are assigned to lead the same seminar session, it is expected that the students will collaborate in i) identifying the 3 or 4 primary sources that each student will present (for a total of 6 to 8 primary sources), and ii) in developing the discussion questions and facilitating the seminar discussion. The **'seminar leadership'** assignments will be made immediately following Session One.

**Book Review:** Each student will write a scholarly review (6-7 typewritten pages in length) of John M. Dirks *A Cooperative Disagreement: Canada-United States Relations and Revolutionary Cuba, 1959-93* (UBC Press, 2022). An electronic copy of the completed book review must be submitted via the course site on OWL Brightspace (see **Assignments link**) no later than **Thursday February 13<sup>th</sup> @ 11:55 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 site on OWL Brightspace.

**Research Essay:** Each student must submit electronically via the course site on OWL Brightspace (see **Assignments link**) a formal and brief (1-2 page typewritten) research essay proposal on a topic developed in consultation with the course professor no later than **Friday January 31<sup>st</sup> @ 11:55 p.m.** Students who fail to meet this deadline 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 course professor’s prior consent.

An electronic copy of the completed research essay (15-20 typewritten pages in length) must be submitted via the course site on OWL Brightspace (see **Assignments link**) no later than **Friday March 21<sup>st</sup> @ 11:55 p.m.** In addition, the essay must be submitted by the due date and time to Turnitin.com via the course site on OWL Brightspace. Any accommodations for this assignment will require supporting documentation.

### **Course Materials:**

All course **Required Readings** are available in digital format at the Western Libraries “Course Readings” site for History 4703G (<https://ares.lib.uwo.ca/ares/>) which can also be accessed via the “Resources” link of the course site on OWL Brightspace.

The book for review (John M. Dirks, *A Cooperative Disagreement: Canada-United States Relations and Revolutionary Cuba, 1959-93* (UBC Press, 2022) is available on-line (see: [https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991045440541605163&context=L&vid=01OCUL\\_UWO:UWO\\_DEFAULT&lang=en&search\\_scope=OCULDiscoveryNetwork&adaptor=Local%20Search%20Engine&tab=OCULDiscoveryNetwork&query=any,contains,a%20cooperative%20disagreement](https://ocul-uwo.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991045440541605163&context=L&vid=01OCUL_UWO:UWO_DEFAULT&lang=en&search_scope=OCULDiscoveryNetwork&adaptor=Local%20Search%20Engine&tab=OCULDiscoveryNetwork&query=any,contains,a%20cooperative%20disagreement))

### **Methods of Evaluation:**

Research Essay Proposal (due Friday January 31st)	5%
Book Review (due Thursday February 13 <sup>th</sup> )	15%
Research Essay (due Friday March 21 <sup>st</sup> )	40%
Primary Source Presentation and Report/ Seminar Leadership	20%
Seminar Participation	20%

**Students must pass all elements of the course (research essay proposal; research essay, primary source presentation and report/seminar leadership; 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 “Resources” link of the course site on OWL Brightspace 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.

## **Course Schedule and Readings:**

### **Session One:**

#### **Introduction to History 4703G**

### **Session Two:**

#### **Topic: 1939-1945**

#### **Readings:**

Robert Bothwell, *Your Country, My Country: A Unified History of the United States and Canada* (Oxford University Press, 2015), pp. 205-222.

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.

J.L. Granatstein and Norman Hillmer, "Forged in War: 1939-1945" in *For Better or For Worse: Canada and the United States to the 1990s* (Copp Clark Pitman, 1991), pp. 133-162.

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

Rachel Lea Heide, "The Clayton Knight Committee: Clandestine Recruiting of Americans for the Royal Canadian Air Force, 1940-1941," 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. 224-240.

### **Session Three:**

#### **Topic: 1945 - 1949**

#### **Readings:**

Robert Bothwell, *Your Country, My Country: A Unified History of the United States and Canada* (Oxford University Press, 2015), pp. 222-231.

Edelgard Mahant and Graeme S. Mount, *Invisible and Inaudible in Washington: American Policies Toward Canada* (UBC Press, 1999), pp. 15-34.

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 Four:**

**Topic: 1949 - 1957**

**Readings:**

Robert Bothwell, *Your Country, My Country: A Unified History of the United States and Canada* (Oxford University Press, 2015), pp. 232-252.

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

Jennifer Tunnicliffe, "Racial Discrimination in 'Uncle Tom's Town': Media and the Americanization of Racism in Dresden, 1948-1956," in Asa McKercher and Michael D. Stevenson, eds., *North of America: Canadians and the American Century, 1945-60* (UBC Press, 2023), pp. 176-201.

François-Olivier Dorais and Daniel Poitras, "Between Distrust and Acceptance: The Influence of the United States on Postwar Quebec," in Asa McKercher and Michael D. Stevenson, eds., *North of America: Canadians and the American Century, 1945-60* (UBC Press, 2023), pp. 202-231.

Asa McKercher and Michael D. Stevenson, "Nuclear Nightmares and Defence Integration, 1953-57" in *Building a Special Relationship: Canada – US Relations in the Eisenhower Era, 1953-1961* (UBC Press, 2024), pp. 87-119.

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.

***RESEARCH ESSAY PROPOSAL DUE FRIDAY JANUARY 31<sup>ST</sup> @ 11:55 p.m.***

**Session Five:**

**Topic: 1957 - 1963**

**Readings:**

Robert Bothwell, *Your Country, My Country: A Unified History of the United States and Canada* (Oxford University Press, 2015), pp. 252-256.

Stephen Azzi, "Living the Good Life?: Canadians and the Paradox of American Prosperity," in Asa McKercher and Michael D. Stevenson, eds., *North of America: Canadians and the American Century, 1945-60* (UBC Press, 2023), pp. 235-258.

P.E. Bryden, "An Emerging Constitutional Culture in Canada's Postwar Moment," in Asa McKercher and Michael D. Stevenson, eds., *North of America: Canadians and the American Century, 1945-60* (UBC Press, 2023), pp. 121-140.

Asa McKercher and Michael D. Stevenson, "The Continental Defence Dilemma, 1957-1961" in *Building a Special Relationship: Canada – US Relations in the Eisenhower Era, 1953-1961* (UBC Press, 2024), pp. 187-228.

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

### **Session Six:**

**Topic: 1963 - 1968**

#### **Readings:**

Robert Bothwell, *Your Country, My Country: A Unified History of the United States and Canada* (Oxford University Press, 2015), pp. 256-265.

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

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.

Dimitry Anastakis, "The Big Three and the Creation of a Borderless Auto Industry, 1965," in *Auto Pact: Creating a Borderless North American Auto Industry, 1960-1971* (University of Toronto Press, 2005), pp. 74-102.

***BOOK REVIEW DUE THURSDAY FEBRUARY 13<sup>th</sup> @ 11:55 p.m.***

### **Session Seven:**

**Topic: 1968 - 1984**

#### **Readings:**

Stephen Azzi, *Reconcilable Differences: A History of Canada-US Relations* (Oxford University Press, 2015), pp. 181-208.

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," *The 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 Eight:**

**Topic: 1984 - 1993**

**Readings:**

Stephen Azzi, *Reconcilable Differences: A History of Canada-US Relations* (Oxford University Press, 2015), pp. 211-226.

Donald E. Abelson, "Brian Mulroney, Ronald Reagan, and the Politics of Friendship," in Donald E. Abelson and Stephen Brooks, eds., *History Has Made Us Friends: Reassessing the Special Relationship between Canada and the United States* (McGill-Queen's University Press, 2024), pp. 164-189.

Adam Lajeunesse, "When Irish Eyes are Smiling: Arctic Sovereignty and the Impact of Personal Diplomacy," in Donald E. Abelson and Stephen Brooks, eds., *History Has Made Us Friends: Reassessing the Special Relationship between Canada and the United States* (McGill-Queen's University Press, 2024), pp. 256-276.

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

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.

**Session Nine:**

**Topic: 1993 - 2003**

**Readings:**

Robert Bothwell, *Your Country, My Country: A Unified History of the United States and Canada* (Oxford University Press, 2015), pp. 294-320.

John Herd Thompson, "Playing by the New Washington Rules: The U.S.-Canada Relationship, 1994-2003," *The American Review of Canadian Studies*, vol. 33, no. 1 (Spring 2003), pp. 5-26.

Andrew Richter, "From Trusted Ally to Suspicious Neighbor: Canada-U.S. Relations in a Changing Global Environment," *The American Review of Canadian Studies*, vol. 35, no. 3 (October 2005), pp.471-502.

Christopher Maule, "State of the Canada-U.S. Relationship: Culture," *The American Review of Canadian Studies*, vol. 33, no. 1 (Spring 2003), pp. 121-142.

Paul Gecelovsky, "Northern Enigma: American Images of Canada," *The American Review of Canadian Studies*, vol. 37, no. 4 (December 2007), pp. 517-35.

**Session Ten:**

**Topic: 2004 - 2015**

**Readings:**

Robert Bothwell, *Your Country, My Country: A Unified History of the United States and Canada* (Oxford University Press, 2015), pp. 321-336.

Duanne Bratt, "Stephen Harper and the Politics of Canada-US Relations," in Peter McKenna, ed. *Harper's World: The Politicization of Canadian Foreign Policy, 2006–2015* (University of Toronto Press, 2022), pp. 165-188.

Brian Bow, "Anti-Americanism in Canada, Before and After Iraq," *The American Review of Canadian Studies*, vol. 38, no. 3 (October 2008), pp. 341-359.

Claire Turenne Sjolander, "The Obama Charm? Canada and Afghanistan Under a New US Administration," *The American Review of Canadian Studies*, vol. 40, no. 2 (June 2010), pp. 292-304.

Jonathan Malloy, "Bush/Harper? Canadian and American Evangelical Politics Compared," *The American Review of Canadian Studies*, vol. 39, no. 4 (December 2009), pp. 352-363.

\* \* \* **ESSAY DUE FRIDAY MARCH 21<sup>st</sup> @ 11:55 p.m.** \* \* \*

**Session Eleven:**

**Topic: 2015 - present**

**Readings:**

Derek H. Burney, "Canada-US Relations: No Longer Special or Privileged," *The American Review of Canadian Studies*, vol. 50, no. 1 (2020), pp. 128-132.

John Kennedy, Cameron D. Anderson and Laura B. Stephenson, "The Canada-US Relationship: An Updated Evaluation of Public Opinion," *The American Review of Canadian Studies*, vol. 50, no. 1 (2020), pp. 9-31.

Grey Anderson, "Trump's 'American System' and Canada," *The American Review of Canadian Studies*, vol. 50, no.1 (2020), pp. 32-47.

Charles-Philippe David and Julie-Pier Nadeau, "Avoiding the 'HUUUGE' Crisis Predicted: Third-Party Issues and Canada-US Relations in the Age of Trump," *The American Review of Canadian Studies*, vol. 50, no. 1 (2020), pp 116-127.

**Session Twelve:**



## **Topic: Flotsam and Jetsam**

### **Readings:**

Asa McKercher and Susan Colbourn, “What’s Love Got to Do with It?: Presidents, Prime Ministers, and the Making of the Special Relationship,” in Donald E. Abelson and Stephen Brooks, eds., *History Has Made Us Friends: Reassessing the Special Relationship between Canada and the United States* (McGill-Queen’s University Press, 2024), pp. 132-163.

Stephen Azzi and Norman Hillmer, “The Presidents and the Polls, 1963-2021: An Inquiry into Canadian Anti-Americanism,” *The American Review of Canadian Studies*, vol. 52, no. 4 (2022), pp. 381-401.

Stephen Brooks, “Canadian Nationalism and the Canada-US Special Relationship,” in Donald E. Abelson and Stephen Brooks, eds., *History Has Made Us Friends: Reassessing the Special Relationship between Canada and the United States* (McGill-Queen’s University Press, 2024), pp. 190-211.

Sara K. McGuire, “The 49<sup>th</sup> Parallel: Balancing Cooperation with Sovereignty,” in Donald E. Abelson and Stephen Brooks, eds., *History Has Made Us Friends: Reassessing the Special Relationship between Canada and the United States* (McGill-Queen’s University Press, 2024), pp. 298-322.

### **Additional Statements:**

**Communication policies:** The best way to contact me is via email ([kflaming@uwo.ca](mailto:kflaming@uwo.ca)). I also will hold office hours in Lawson Hall 1208 on Tuesdays from 10:30 a.m. to 12:30 p.m. when you can stop by to discuss course related matters.

**Use of electronic devices:** No use of audio or video recording devices is permitted in the seminar.

**Use of generative artificial intelligence (AI):** The use of generative AI tools, such as ChatGPT, is permitted in this course for activities such as brainstorming and refining your ideas, drafting an outline to organize your thoughts, or checking grammar and style. Any use of such tools should be clearly acknowledged and explained. If in doubt, please ask me for clarification.

Please review the Department of History’s shared policies and statements for all undergraduate courses at: [https://history.uwo.ca/undergraduate/program\\_module\\_information/policies.html](https://history.uwo.ca/undergraduate/program_module_information/policies.html) for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.