

## Comparison of Canadian and American Cultures



**Course Number:** CNST 333

**Instructor:** Dr. Kevin Anderson

**Class Location and Time:** Monday, Wednesday and Friday, 3:00-3:50, ICT 116

**Prerequisites:** None

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**Telephone:** 403-220-2987

**Office Hours:** Thursday, 11:00-1:00 PM

**Office Location:** SS 615

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### **Course Description:**

This course will examine the relationship between and compare the cultures of the United States and Canada, focusing on particular moments and subjects from the late 18<sup>th</sup> century until the present day. Of particular interest will be how the diverse people of each country perceives (or ignores) the other and how this contributes to the construction of a distinct national identity. A historical truism is that throughout Canada's history Canadians have striven to distinguish themselves from America and Americans, stressing the nation's roots in monarchy, Toryism and "peace, order and good government," castigating the republican excesses to the south. Yet the historical and contemporary reality is much more complex and this course will explore these complexities by examining the shared *and* conflicting cultures, ideas and politics of both countries in relation to each other.

Some of the major questions asked and explored are: What place, if any, has Canada held in the American imagination? What role has Manifest Destiny played in the relations between the two countries? How has anti-Americanism, continentalism and the fear of American cultural imperialism shaped Canadian intellectual and political culture? How has "Britishness"

functioned as a means to distinguish Canadians from Americans but also link the countries historically and culturally? Finally, is America a fundamentally more individualistic and anti-statist country than Canada? The class will consist of both lectures and extensive class discussion. Students will use both primary and secondary sources along with less traditional sources, such as popular periodicals, cartoons, movies, TV shows and opinion polls, to investigate these questions.

### **Course Objectives:**

With this course, I aim to encourage students to think interdisciplinarily about contemporary social categories and culture and develop as researchers, communicators and academic writers. This will counter essentialism, which posits a fixed character to social categories and national cultures, and teleology, which projects a framework of inevitable progress from the past into the present. It is hoped that students will question, and continue to question outside of the class, easy assumptions about not only Canada and the United States, but about the wider contemporary world.

### **Assessment:**

All assignments are to be submitted in-class or in the Red Box in the History Department, Sixth Floor, Social Science Building. Alternative submissions (email) must be discussed with the instructor beforehand.

Class Participation, 15%: Participation will be evaluated on the basis of involvement in group discussions, largely taking place on Fridays. Attendance is the prerequisite for a high participation grade.

Mid-Term, Closed Book, 20%, **October 13<sup>th</sup>**

Essay Proposal, 1 page and annotated bibliography, 10%, **October 27<sup>th</sup>**: Students must provide a brief summary of their research topic and question (roughly 1 page) as well as a briefly annotated bibliography referencing at least **one** primary source and at least **two** secondary sources. The purpose of this assignment is to communicate to the instructor your topic, why you want to research it, what sources you plan to use and to allow the instructor an opportunity to provide some advice. You **do not** to have a thesis yet, but you do need to have a research question and a general framework for approaching this question.

Research Essay, 2000-2500 words, 30%: The research essay is the main opportunity for students to develop their analytical, writing and research skills. It must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic and primary sources. Students must use at least **three** primary sources and at least **four** secondary sources. The topic must thematically connect to the major course theme of comparing American and Canadian cultures, but otherwise students have freedom to select their own topics. It can be either historical or contemporary.

Examples of popular paper topics: Different approaches to immigration and/or multiculturalism; Gun culture; Political culture and/or institutions; Foreign policies; Women's rights; Race and ethnicity.

Students can submit the essay *either* **November 24<sup>th</sup>** and be guaranteed to have it returned by the last day of classes, or can submit it on **December 4<sup>th</sup>** and have it returned at the final exam. There will be no difference in the evaluation criteria.

Final Exam, 25%: Scheduled by the registrar.

Please make sure to provide references in your work. Students may use any citation system they wish, but students must include page numbers in all references. The *History Student's Handbook* may prove useful for citation suggestions and format.

Be sure to provide complete bibliographic information for each source you use. Please note that a paper submitted without references is unacceptable and will receive a mark of zero.

Students are required to keep all research notes and rough drafts for their essays and may be required to hand them in. Keep this material even after the essay has been graded.

All essays must be written in 12 point Times New Roman font, double-spaced with margins approximately 2.54 cm on the top and bottom of the page and 3.17 cm on the left and right of the page. This is to ensure the standardization of all papers submitted.

Extensions will be granted on compassionate grounds or because of extenuating circumstances and only after consultation between the student and the instructor.

Late assignments will have a half-letter grade deducted per day, including weekends.

Cell phones must be turned off during class. Laptops are allowed in-class for the purpose of copying notes only.

### **Required Texts:**

Edward Grabb and James Curtis, *Regions Apart: The Four Societies of Canada and the United States* (Oxford University Press: 2010).

George Grant, *Lament for a Nation: The Defeat of Canadian Nationalism* (McGill-Queen's University Press: 2005).

## **Schedule of Topics and Readings:**

### **Section 1, Historical Roots:**

#### **Week One: Monday, Sept. 11<sup>th</sup>, Wednesday, Sept. 13<sup>th</sup>, Friday, Sept. 15<sup>th</sup>**

Neighbours/Enemies Sharing a Continent? Introduction to Comparative Studies of the United States and Canada

Grabb and Curtis, *Regions Apart*, Chapters 1-3.

#### **Week Two: Monday, Sept. 18<sup>th</sup>, Wednesday, Sept. 20<sup>th</sup>, Friday, Sept. 22<sup>nd</sup>**

Revolution, Counter-Revolution and the Ambivalence of the War of 1812: Loyalist Triumph or Revolutionary Victory?

Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels and Indian Allies*, Introduction, Chapters 5, 15. **PDF posted on D2L.**

Grabb and Curtis, *Regions Apart*, Chapter 4.

#### **Week Three: Monday, Sept. 25<sup>th</sup>, Wednesday, Sept. 27<sup>th</sup>, Friday, Sept. 29<sup>th</sup>**

Constructing a Postwar Status Quo

Alan Taylor, *The Civil War of 1812: American Citizens, British Subjects, Irish Rebels and Indian Allies*, Chapter 16. **PDF posted on D2L.**

Grabb and Curtis, *Regions Apart*, Chapter 5.

#### **Week Four: Monday, Oct. 2<sup>nd</sup>, Wednesday, Oct. 4<sup>th</sup>, Friday, Oct. 6<sup>th</sup>**

Unexpected Influences and Civil War

Douglas Edward Jarvis, "The Southern Conservative Thought of John C. Calhoun and the Cultural Foundations of the Canadian Identity," *American Review of Canadian Studies* 43 (2013): 297-314.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=90134918&site=ehost-live>

Allison O'Mahen Malcom, "Loyal Orangemen and Republican Nativists: Anti-Catholicism and Historical Memory in Canada and the United States, 1837-1867," in Jerry Bannister and Liam Riordan (eds.), *The Loyal Atlantic: Remaking the British Atlantic in the Revolutionary Era*, 211-251, **PDF posted on D2L.**

**Week Five: Wednesday, Oct. 11<sup>th</sup>, Friday, Oct. 13<sup>th</sup>**  
Exam review and Mid-Term Exam

THANKSGIVING!!! NO CLASS ON MONDAY!!!

**Mid-Term Exam In-class on Friday!!!**

**Section 2: The 20<sup>th</sup> and 21<sup>st</sup> Centuries: Living Together in the Modern Age**

**Week Six: Monday, Oct. 16<sup>th</sup>, Wednesday, Oct. 18<sup>th</sup>, Friday, Oct. 20<sup>th</sup>**  
Religion, Family and Morals: American Religious Fanatics, Calm Canadians?

Dennis R. Hoover, "The Christian Right under Old Glory and the Maple Leaf," in Corwin E. Smidt and James M. Penning (eds.), *Sojourners in the Wilderness: The Christian Right in Comparative Perspective*, 193-215. **PDF posted on D2L.**

Grabb and Curtis, *Regions Apart*, Chapter 7.

**Week Seven: Monday, Oct. 23<sup>rd</sup>, Wednesday, Oct. 25<sup>th</sup>, Friday, Oct. 27<sup>th</sup>**  
The State, Immigration and Diversity

Tamara Palmer Seiler, "Melting Pot and Mosaic: Images and Realities," in David M. Thomas (ed.), *Canada and the United States: Differences that Count*, 97-120.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=98&docID=10175775&tm=1449857480508>

Grabb and Curtis, *Regions Apart*, Chapter 9.

**Essay Proposal Due In-class on Friday!!!**

**Week Eight: Monday, Oct. 30<sup>th</sup>, Wednesday, Nov. 1<sup>st</sup>, Friday, Nov. 3<sup>rd</sup>**  
Indigenous Peoples: The State, Colonialism and Where/What is the Border?

Thomas King, *The Inconvenient Indian*, Chapters 5, 7. **PDF posted on D2L.**

**Week Nine: Monday, Nov. 6<sup>th</sup>, Wednesday, Nov. 8<sup>th</sup>**  
Just Neighbours Sharing a Continent (and a World): Peace-Keeping and World Policing

MID-TERM BREAK!!! NO CLASS ON FRIDAY!!!

John Herd Thompson and Stephen J. Randall, *Canada and the United States: Ambivalent Allies*, 4<sup>th</sup> Edition, Chapter 6. **PDF posted on D2L.**

J.L. Granatstein and Norman Hillmer, *For Better or For Worse: Canada and the United States into the Twenty-First Century*, Chapter 8. **PDF posted on D2L.**

Azzi, *Reconcilable Differences: A History of Canada-US Relations*, Chapter 9. **PDF posted on D2L.**

**Week Ten: Wednesday, Nov. 15<sup>th</sup>, Friday, Nov. 17<sup>th</sup>**

Political Culture and Ideology: The Politics of Rage and/or Disinterest and Where is the Crown?

**MID-TERM BREAK!!! NO CLASS ON MONDAY!!!**

Dagmar Eberle, Rainer-Olaf Schultze, Roland Sturm, "Mission Accomplished? A Comparative Exploration of Conservatism in the United States and Canada," in *Conservative Parties and Right-Wing Politics in North America: Reaping the Benefits of an Ideological Victory?* (Leske+Budrich, Opladen, 2003): 11-30. **PDF posted on D2L.**

Grabb and Curtis, *Regions Apart*, Chapters 8, 10.

**Week Eleven: Monday, Nov. 20<sup>th</sup>, Wednesday, Nov. 22<sup>nd</sup>, Friday, Nov. 24<sup>th</sup>**

Canadian Nationalism: Anti-Imperialism, Toryism and Socialist Nationalism, The Turbulent 1960s and 1970s

George Grant, *Lament for a Nation*, first two thirds.

**Early Submission of Research Essay, In-class Friday!!!**

**Week Twelve: Monday, Nov. 27<sup>th</sup>, Wednesday, Nov. 29<sup>th</sup>, Friday, Dec. 1<sup>st</sup>**

Canadian Perceptions of Americans: Violent Southerners? Myth of Convergence/Divergence?

George Grant, *Lament for a Nation*, last third.

Kim Richard Nossal, "Anti-Americanism in Canada," in Brendon O'Connor and Martin Griffiths, *Anti-Americanism: Comparative Perspectives*, 59-76. **PDF posted on D2L.**

**Week Thirteen: Monday, Dec. 4<sup>th</sup>, Wednesday, Dec. 6<sup>th</sup>, Friday, Dec. 8<sup>th</sup>**

Catching-up and Exam Review

Grabb and Curtis, *Regions Apart*, Chapter 12.

**Research Essay Due In-class on Monday!!!**

**Important Departmental, Faculty, and University Information**

*Department Twitter @ucalgaryhist*

**Faculty of Arts Program Advising and Student Information Resources:**

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-

220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### **Writing:**

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

### **Writing Support:**

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### **Copyright:**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### **Red Box Policy:**

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: 1) **course name and number**, 2) **instructor**, 3) **your name** and 4) **your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

### **Departmental Grading System:**

The following percentage-to-letter grade conversion scheme has been adopted for use in all

Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

**Plagiarism:**

Plagiarism occurs when one submits or presents one’s work in a course, or ideas and/or passages in a written piece of work, as if it were one’s own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student’s Handbook* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author’s language and ideas as one’s own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts’ associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction (USRI):**

At the University of Calgary, feedback provided by students through the Universal Student



Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference. Please participate in USRI surveys.

**Academic Accommodations (implemented July 1, 2015):**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

**Campus Resources for Mental Health**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

**Other Useful Information:**

- Faculty of Arts Representatives: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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