



Comparison of Canadian and American Cultures

CNST 333
(Summer 2020)

Class Location and Time: Delivered remotely through D2L

Instructor: Dr. Kevin Anderson

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Office Hours: Tuesday, 10:00-11:00 (through Zoom)

Teaching Assistant: Logan Kaine

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Office Hours: Thursday, 1:00-2:00 (through Zoom)

Course Description:

This course will situate Canada in a transnational context, primarily by comparing Canada and the United States. The class will introduce students to the major scholarly debates and literature in comparative studies of Canada by focusing on specific moments and subjects from the late 18th 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 in Canada. 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 "peace, order and good government." The historical and contemporary reality is much more complex; this course will explore these complexities by examining the shared *and* conflicting cultures, ideas and politics of these countries in relation to each other.

Course Framework and Delivery:

Each week will cover a major topic within the general subject-matter of the course (comparing Canada and the US from an international perspective to gain a better understanding of Canada and Canadians). These topics will be examined both historically and contemporarily.

Each week will consist of a short introductory lecture outlining the subject-matter and major points, and several short lectures (roughly 20 minutes each), delivered remotely and with narrated Powerpoint slides.

I will create discussion forums each week for questions you have about the lectures and/or readings. The TA and I will also have virtual office hours in order to answer any questions regarding lectures, readings, or assignments, offered through Zoom.

Learning Outcomes:

Be able to think critically.

Approach contemporary and historical social categories, especially related to national identity, from an interdisciplinary perspective.

Critically analyze agency and voice of marginalized populations.

Situate “the Other” as a consistent general (although always changing in specific content), category in Canadian culture and society.

Apply a historicized understanding of the differences and similarities between Canada and the United States.

Critically analyze manifestations of Canadian identity and Canadian nationalism.

Be able to write a coherent academic essay with a consistent, clear thesis.

Be able to formulate clear arguments orally in class when given time to reflect on course material.

Critically read scholarly articles and monographs and be able to discern key arguments, evidence, and how it fits in a wider literature.

Assignments:

All assignments will be submitted through Dropbox folders on D2L and are to be double spaced.

STEM and citation assignment, 10%: You will select **one** reading from a particular week and will write a 2-3 page STEM analysis of that reading. You must also cite the article correctly, using footnotes, while incorporating three quotations from said article using three of the four strategies listed below. You **must** paraphrase one quotation.

STEM stands for:

Survey: write a brief summary/overview of the source

Thesis: Paraphrase or quote the central thesis of the source

Evidence: What primary and secondary sources are used to support the author’s thesis? How is the argument organized? (In every article, scholars choose how to organize the evidence they have found to support their thesis. This organization is sometimes called the **argument** or arguments of an article).

Meaning: Why was this article written? How does it shape our understanding of the past? Why might this matter?

There are four ways to incorporate quotations into your essays and all require citations:

- a) short quotation within an independent clause (i.e. incorporated into your sentence);
- b) short quotation following a colon after an independent clause (i.e. the author’s sentence follows a sentence of yours);
- c) long quotation (longer than one sentence);
- d) paraphrase (in which you put the author’s thought in your own words).

The assignment will be due the **Friday of the week the reading is assigned**.

Note: If you want to write on the Week 1 readings, these will not be due until the following Friday (July 10). This is the only exception.

There are no readings for Week 4 or Week 7 so no STEM assignments can be submitted in those weeks.

Mid-term (take-home), 20%, 24 hours, **assigned at 12:00 pm Tuesday, July 21st, due at 12:00 pm, Wednesday, July 22nd** : You will be given a list of terms (e.g. people, concepts, events) we have covered from Weeks 1-3. From that list, you will answer roughly four. Answers will be submitted via Dropbox on D2L.

Argumentative/research essay, 40%: 10-12 pages, due **Monday, August 10th**: This persuasive essay must have a clear thesis (argument) supported by sub-arguments based on evidence gleaned from academic sources and primary sources. Students must use at least **four** scholarly sources and **three** primary sources. The topic must thematically connect to the major course theme of comparing Canada and the United States, but otherwise students have freedom to select their own topics. It can be either historical or contemporary.

Students are encouraged to discuss potential topics with the teaching assistant or instructor.

Final exam (take-home), 30%, 36 hours, **posted at 9:00 am, Monday, August 17th, due at 9:00 pm, Tuesday, August 18th**: You will be given a list of terms and a list of essay questions from Weeks 4-7. You will have to provide answers for roughly three of the terms in short answer form AND answer one of the essay questions in the form of a proper essay. Answers will be submitted via Dropbox on D2L.

Please make sure to provide references in your work. Students must use the Chicago Manual of Style, Notes and Bibliography citation system. The *History Student's Handbook* may prove useful for citation suggestions and format.

Also see this link for clear examples of the most common types of sources that require citations. https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

References exist for several reasons: 1) to provide credit where credit is due. 2) to demonstrate that the author is familiar with the existing literature on the subject under study and is in dialogue with this literature 3) to allow the reader to find the material the author is presenting, whether primary or secondary material, and expand the exposure of writers and readers to the seemingly infinite amount of information and 4) to keep the author accountable to the evidentiary record while allowing simultaneously for interpretation and argumentation.

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.

Required Texts:

There are no required texts for this course. All readings will be provided on D2L by the instructor.

Helpful Texts (optional):

The following books and journals are helpful for writing and researching in an academic setting in Canada. They are in no way mandatory for purchase but may help in finding sources for your essays and/or the composition of your essays.

William Keleher Storey and Towser Jones. *Writing History: A Guide for Canadian Students*. Don Mills: Oxford University Press, 2008.

Journal of Canadian Studies

International Journal of Canadian Studies

British Journal of Canadian Studies

American Review of Canadian Studies

Canadian Historical Review

Social History/Histoire sociale

American Historical Review

Journal of American History

Canadian Encyclopedia (**Note:** if using for your assignments, limit the number of articles from this source to **one**, as they are descriptive and not analytical. Encyclopedias are a place to start with research, not a place to finish)

Dictionary of Canadian Biography

statcan.gc.ca

Canada.ca

University of Calgary: Research guides, databases, research help through the library

Reading/Class Schedule and Topics:

Week 1 (Monday, June 29-Friday, July 3):

Course introduction; Introduction to Comparative Studies of Canada and the United States

Readings:

Seymour Lipset, *Continental Divide: The Values and Institutions of the United States and Canada* (1989), introduction.

PDF posted on D2L.

Gad Horowitz, "Conservatism, Liberalism, and Socialism in Canada: An Interpretation," *The Canadian Journal of Economics and Political Science* 32 (1966): 143-71.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/139794>

Elizabeth Mancke, "Early Modern Imperial Governance and the Origins of Canadian Political Culture," *Canadian Journal of Political Science* 32 (1999): 3-20.

<https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3232770>

Wednesday is Canada Day!!!

Week 2 (Monday, July 6-Friday, July 10):

US-Canada Relations: From the American Revolution to Peacekeeping and Afghanistan

Readings:

Alan Taylor, "Norther Reflections of the Early American Republic," *Journal of the Early Republic* 27 (2007): 1-34.

https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/30043474?seq=1#metadata_info_tab_contents

Richard G. Baker, "'Catnip for Cranks': Depictions of Canadian Threat in US Conservative News Commentary," *American Review of Canadian Studies* 43 (2013): 358-376.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02722011.2013.819582>

Week 3 (Monday, July 13-Friday, July 17):

Race, Part I: Colonialism and Manifest Destiny, or the Creation of Modern North America

Readings:

Jeremy Ravi Mumford, "Why Was Louis Riel, a United States Citizen, Hanged as a Canadian Traitor in 1885?" *Canadian Historical Review* 88 (2007): 237-262.

<https://www-utpjournals-press.ezproxy.lib.ucalgary.ca/doi/full/10.3138/chr.88.2.237>

Peter Scott Vicaire, "Two Roads Diverged: A Comparative Analysis of Indigenous Rights in a North American Constitutional Context," *McGill Law Journal* 58 (2013): 607-62.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.7202/1018392ar>

Week 4 (Monday, July 20-Friday, July 24):

Politics, Governance, The State, and Rights: Life, Liberty, and the Pursuit of Happiness, and/or Peace, Order, and Good Government

No readings.

Week 5 (Monday, July 27-Friday, July 31):

Race, Part II: Slavery, Segregation and Black Experiences in North America

Readings:

Robyn Maynard, "Black Life and Death across the US-Canada Border: Border Violence, Black Fugitive Belonging, and a Turtle Island View of Black Liberation," *Journal of the Critical Ethnic Studies Association* 5 (2019).

<https://link.gale.com/apps/doc/A608784107/AONE?u=ucalgary&sid=AONE&xid=a196633f>

Rachel Wolters, "As Migrants and as Immigrants: African Americans search for Land and Liberty in the Great Plains, 1890-1912," *The Great Plains Quarterly* 35 (2015): 333-355.

<https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/601089>

Afua Cooper, "Acts of Resistance: Black Men and Women Engage Slavery in Upper Canada, 1793-1803," *Ontario History* (2007): 5-17.

<https://doi-org.ezproxy.lib.ucalgary.ca/10.7202/1065793ar>

Week 6 (Tuesday, August 4-Friday, August 7):

Immigration and Ethnicity: Melting Pot, Mosaic, or who belongs?

Readings:

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.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/408031>

Tamara Woroby, "Immigration Reform in Canada and the United States: How Dramatic, How Different?" *American Review of Canadian Studies* 45 (2015): 430-450

<https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02722011.2015.1119168>

Monday is Alberta Heritage Day!!!

Week 7 (Monday, August 10-Wednesday, August 12):

Catching-up, exam review

No Readings

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Tower Room 116, call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- **Attention history majors:** History 300 is a required course for all history majors. You should normally take it in your second year.
- Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

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. Please see [The History Student's Handbook](#).

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*, [Section K](#).

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

- **Department Twitter @ucalgaryhist**

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