

The University of Calgary
International Relations 501 (02)
THE HISTORY OF CANADIAN-AMERICAN RELATIONS
Winter 2014
S.T. 055, Tuesdays, 3:30 - 6:15 p.m.

Instructor: Brad Rennie
Office: S.S. 615
E-mail: brennie@ucalgary.ca
Office Hours: Tuesdays, 2:30 - 3:20, or by appointment

Course Description:

This course will examine Canada's social, economic, political, military, diplomatic, cultural, and environmental relations with the United States, primarily since the Second World War and especially in recent years. It will also consider the following: How has the United States affected Canada? Do the U.S. and Canada have a "special relationship"? Do they constitute a single North American community, or are they fundamentally distinct? Is Canada "dependent" on the U.S., or are the two nations interdependent? How important have presidents and prime ministers been to Canada-U.S. relations?

Required Readings:

- John Herd Thompson and Stephen J. Randall, *Canada and the United States: Ambivalent Allies*, Fourth Edition (2008)
- Online readings (available free through the library)

Grading:

Class participation	25%	
Oral presentation	25%	
Research paper	30%	Due April 1
Take-home exam	20%	Distributed April 8 – due April 10 at 4:00 p.m.

Schedule:

JANUARY 14

Introduction to the course.

JANUARY 21

1774-1903: Invasions and threats of invasions. Why didn't British North America (the future Canada) join the United States? The American impact on British North American politics and Confederation. The two countries' political institutions and constitutions. Trade and tariffs.

Text reading:

- Thompson and Randall, pp. 1-70

JANUARY 28

1903-1947: Bilateral agreements and institutions. Cross-border reform movements and squabbles over prohibition. Different responses to the wars and defence collaboration. American culture in Canada. The origins of the welfare states. Continental integration.

Text reading:

- Thompson and Randall, pp. 71-170

FEBRUARY 4

1948-1984: Co-operation and tensions in the Cold War. Canadian fears about American influence. Shifts in political culture. Conflicts over economic policy.

Text reading:

- Thompson and Randall, pp. 171-260

FEBRUARY 11

1984-2000: Free trade and partners in war.

Text reading:

- Thompson and Randall, pp. 261-301

Online reading:

- Martin A. Andresen, "The Effect of North American Trade Liberalization on the Nature of Canadian Trade, 1989-2002"

FEBRUARY 25

9/11 and border security.

Online readings:

- Alexander Moens and Nachum Gabler, *Measuring the Costs of the Canada-U.S. Border*, pp. 1-25
- Maureen Webb, "The Security Agenda: Driving Deep Integration," in Bruce Campbell and Ed Finn, eds., *Living With Uncle: Canada-U.S. Relations in an Age of Empire*, pp. 37-53

MARCH 4

Conflict and Co-operation over the wars in Afghanistan and Iraq.

Online readings:

- Christopher Kirkey and Nicholas Ostroy, "Why is Canada in Afghanistan? Explaining Canada's Military Commitment"
- Avi Lewis, "A Canadian Response to an American War," in Bruce Campbell and Ed Finn, eds., *Living With Uncle: Canada-U.S. Relations in an Age of Empire*, pp. 227-39

MARCH 11

Mad cow disease, the softwood lumber dispute, and fishing disputes and agreements.

Online readings:

- Alexander Moens, *Mad Cow: A Study in Canadian-American Relations*, pp. 22-51
- Gilbert Gagne and Michel Panlin, "The Softwood Lumber Dispute and U.S. Allegations of Improper NAFTA Panel Review"

MARCH 18

Continental defence, global politics, and Arctic sovereignty.

Online readings:

- Bruno Charbonneau and Wayne S. Cox, "Global Order, US Hegemony, and Military Integration: The Canadian-American Defence Relationship"
- Justin Massie, "Canada's (In)dependence in the North American Security Community: The Asymmetrical Norm of Common Fate"
- Jeffrey R. Parkey, "Assessing Institutional Alternatives for Future Northwest Passage Governance"

MARCH 25

Canadian versus American beliefs, values, institutions, and culture. The recent recession and recent controversies about trade and contracts.

Online readings:

- Edelgard E. Mahant and Graeme S. Mount, "The U.S. Cultural Impact upon Canada"

- Alexander Moens and Amos Vivancos Leon, "Mandatory Country of Origin Labeling: The Case for a Harmonized Canada-U.S. Beef and Pork Regulatory Regime"

APRIL 1: Research paper due

The complexity of Canada-U.S. relations and the challenges of influencing American policy.

Online readings:

- Cardine Patsias and Dany Deschenes, "Unsociable sociability: The Paradox of Canadian-American Friendship"
- Alexander Moens and Nachum Gabler, *What Congress Thinks of Canada*, pp. 1-20

APRIL 8: (take-home exam distributed – due April 10 at 4:00 p.m.)

Environmental links and initiatives, pipelines, and other current issues.

Online reading:

- "Pipeline Politics: Why Obama's Keystone Decision Is So Critical -- and Dangerous -- to Canada-U.S. Relations"

Oral presentation:

At least one presentation will be made every class, and each presentation will take 15-25 minutes and will be on a different topic. The topics will be assigned to students on the first day of classes and must be based on at least four scholarly sources (books and/or articles). Before beginning research for the presentation, students must consult with the instructor to obtain guidance as to approach or scope. At the time of their presentation, students must provide the instructor with a written list of their sources.

Take-home exam:

The exam will cover all the readings and everything done in class, including the instructor's lectures, the class discussions and small-group exercises, and the students' oral presentations. To help other students prepare for the exam, each student must submit an electronic slide version (without images) of her/his presentation for the instructor to post on Blackboard or provide paper copies of notes of her/his presentation for the other students.

Research Paper:

What is required? The research paper must be at least seven pages of double-spaced text (approximately 1900 words), must be based on at least six sources, and must be properly documented with footnotes or endnotes that include page numbers. The History Student's

Handbook (available at www.hist.ucalgary.ca – click on “Essay Guide” on the left-hand side) provides examples of footnotes or endnotes.

What kind of sources must I use? Your sources should consist entirely or mainly of scholarly books and articles. If you wish, you can also use relevant primary sources – documents, newspapers, etc., from the time of the events you are researching. Do not use encyclopedias, especially Wikipedia, and do not use websites, unless you want to use an online primary source. Scholarly journals found online are not considered websites; you can consult as many of those as you wish.

When do I document sources? General information (about well-known events and dates, for example) that can be found in most historical writing on a subject does not require a footnote or an endnote. However, the sources of more specific information and scholars’ interpretations or original ideas, as well as direct quotations, must be acknowledged in footnotes or endnotes. Your paper should have at least 15 endnotes or footnotes.

What approach must I take? The paper should not be merely descriptive; nor should it provide needless detail or trivia. Rather, it should be analytical and should generally make an argument. The argument should be briefly stated in the introductory paragraph and supported throughout the body of the essay. Your concluding paragraph should summarize how the paper’s main points substantiate the paper’s argument.

How many quotations do I need? Students should avoid using too many quotations; quotes should be used sparingly and only when an author of a source or a person you are writing about said or wrote something in a particularly poignant or interesting way. Plain statements and matter-of-fact information should always be paraphrased in your own words.

How do I use long and short quotations? Short quotations (up to two sentences) should be incorporated into the text with quotation marks. Longer quotations should be single spaced and offset with margins on the left-hand side (or on both sides). Such longer quotes must not be enclosed with quotation marks.

How do I use quotes properly and effectively? The significance of your quotations should be apparent to the reader, and it is often good to tell the reader who you are quoting, especially if the person is an important historical actor or a scholar expressing an opinion. All quotations must be smoothly integrated into your narrative in a grammatically correct way. There are three ways to make quotes fit grammatically into a sentence:

1. Paraphrase part of the quote you wish to cite.
2. Remove some words from the quote, but indicate where the missing words are with ellipses (...).
3. Add a word or words to your quote, but enclose what you added with square brackets.

Where do I place punctuation, quote marks, and note numbers? Periods, commas, and question marks should be placed inside quote marks, and punctuation and quote marks must be placed inside footnote or endnote numbers. For example: President Lyndon Johnson asked Canadian

Prime Minister Lester B. Pearson, “Now, what can I do for you?”⁴

Where do I go for help? I am willing to assist students with their essays at any stage of the process. I am even willing to look at outlines or rough drafts of papers if they are given to me before the due date.

What about lateness? Up to a half grade will be deducted for each day the paper is late without legitimate excuse. Students should keep a second copy of their paper to protect them against loss.

What about academic offences? Cheating and plagiarism are treated seriously at the University and can result in severe penalties, including a reduction of grade or a failed grade for the assignment or the course. Students should consult the Calendar about academic offences; ignorance is not an acceptable excuse for committing an offence. Some of the more common forms of plagiarism include:

- Submitting a paper written by someone else.
- Submitting a paper someone else helped to write.
- Submitting a paper written partly or entirely for another course.
- Failing to adequately document the sources for a paper.
- Providing a false reference for a source.
- Relying exclusively or heavily on one source or on very few sources.
- Copying large portions of an author’s work – phrases, sentences, and/or paragraphs – and linking them with a few original words or sentences. Such cut-and-paste writing is considered plagiarism, even if quote marks are used and the sources are noted with footnotes or endnotes. Students must paraphrase most of the information and ideas from their sources in their own words.

What topics can I write on? The following are suggested essay topics. Some are very broad and may need to be narrowed down in scope or time frame. If you wish to write on a topic not listed below, you must first consult with the instructor. Failure to do so will result in a penalty. Also, **the topic of your research paper must be unrelated to that of your oral presentation.**

1. Analyze Canadian attitudes about the United States in recent decades.
2. Analyze official American attitudes toward Canada over a period of time. (See the instructor before proceeding.)
3. Examine the relations between the current president and prime minister or a recent

president and prime minister. (See the instructor before proceeding.)

4. Compare Canadian and American Native policy in recent decades. (See the instructor before proceeding.)

5. Consider the impact of anti-Americanism on recent Canadian politics. (See the instructor before proceeding.)

6. Examine fishing disputes between Canada and the United States in recent decades.

7. Analyze Canada-U.S. economic integration since the adoption of free trade. (See the instructor before proceeding.)

8. Compare the Canadian and American labour movements and relations between them. (See the instructor before proceeding.)

9. Examine Canadian-American continental defence during the Cold War.

10. Analyze Canada's relations with the United States over the Vietnam War.

11. Evaluate some of the literature about American economic domination that came out in the 1960s and 1970s. (See the instructor before proceeding.)

12. Analyze the impact of American culture on Canada since World War Two and assess Canadian efforts to resist it.

13. Examine Canadian-American environmental issues and the successes and failures in dealing with them. (See the instructor before proceeding.)

14. Discuss Canadian-American relations over Canadian energy policy in recent years/decades.

15. Discuss Canadian-American disputes over Canadian sovereignty in the Arctic.

16. Discuss the arguments of both sides of the free-trade debate of the late 1980s and assess which side's predictions about the effect of free trade have been more accurate. (See the instructor before proceeding.)

17. Analyze the North American Free Trade Agreement (NAFTA) and how it came into being.

18. Analyze the economic impact of NAFTA on Canada and the United States. (See the instructor before proceeding.)

19. Compare Canadian and American values. (See the instructor before proceeding.)

20. Examine the softwood lumber dispute. (See the instructor before proceeding.)
21. Examine Canadian-American relations over mad cow disease.
22. Analyze border security since 9/11.
23. Analyze Canadian-American defence co-operation in recent decades. (See the instructor before proceeding.)
24. Analyze Canada-U.S. relations over the War in Afghanistan.
25. Analyze Canada-U.S. relations over the War in Iraq.
26. Analyze the Canada-U.S. dispute about Country-of-Origin Labeling.
27. Analyze the Canada-U.S. controversy about recent "Buy American" policy.
28. Analyze the controversy about the Keystone Pipeline project.

Freedom of Information and Protection of Privacy Act:

The **Freedom of Information and Protection of Privacy (FOIP)** legislation *disallows* the practice of having students retrieve assignments from a public place (e.g., outside instructor's office, the department office, etc.) Please note that the University's policy reads, in part:

Term assignments must be returned to students individually during class OR during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they may provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Assignments are NOT available in the General Office for pick-up.

Academic Accommodation:

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services please contact their office in MacEwen Hall, MSC 452 (403- 220-8237, access@ucalgary.ca). Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Plagiarism:

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 dean of students who will apply the penalties specified in the *University of Calgary Calendar*.

Student Success Centre and Writing Support Services:

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. Students who have difficulty with their essays should consult the course instructor.

Students also have access to the Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. 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.

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 be strictly adhering 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 BlackBoards or web sites without the prior permission of the copyright holders, unless the educational exceptions apply.

In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books and articles on library reserve. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Emergency Evacuation and Assembly points

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca,
arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Academic Accommodations: <http://www.ucalgary.ca/drc/node/46>

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombuds Office: <http://www.ucalgary.ca/provost/students/ombuds>