

Comparison of Canadian and American Cultures



Course Number: CNST 333

Instructor: Dr. Kevin Anderson

Class Location and Time: Monday, Wednesday and Friday, 12:00-12:50, ICT 114

Prerequisites: None

Email: kevin.anderson2@ucalgary.ca

Telephone: 403-220-2987

Office Hours: Wednesday, 1:00-2:30

Office Location: SS 615

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 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. 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." 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 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 class discussion through questions distributed by the instructor and answered in student-formed small groups, often referring to the readings for that week. Attendance is a prerequisite for a high participation grade. Most discussion will take place on Friday classes.

Group Assignment, 25%, due February 11th, 4-5 pages: Students will be assigned small groups at random using D2L. Each group will be responsible for preparing an analysis of a major topic in comparative American and Canadian studies using **at least three** scholarly secondary sources. The analysis should breakdown how each author approaches this topic, but also have an overarching thesis of its own, commenting on how scholars (or at least the scholars used in this essay) have treated the topic and providing a critical analysis of the literature. Students will be graded on the quality of the sources, the quality of the analysis and originality in thinking.

Students will be given time in class to work on this assignment.

A useful – but not mandatory – framework for this assignment is the STEM framework. STEM stands for:

Survey: write a brief summary/overview of the source

Thesis: Paraphrase or quote the central thesis of the source

Evidence: How does the source relate to the work of other scholar? What primary sources are used to support the source'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 source written? How does it shape our understanding of the topic? Why might this matter?

The list of potential topics is:

Influence and character of religion
Political culture or political systems
Importance of race
Approaches to immigration
Founding myths
Ethnic diversity
Foreign policy/engagement with the world
Gender and/or sexuality
Indigenous peoples (relationship between governments and Indigenous peoples, regional issues, public prominence, legacies of colonialism)
Popular culture
Regionalism

Research Essay, 35%, 8-10 pages: 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 **two** primary sources and at least **four** secondary sources. The topic must thematically connect to the major course theme of comparing Canadian and American cultures, but beyond this, students are free to write on any related topic, historical or contemporary. Students can submit the essay either on Monday, March 25th and be guaranteed to have it returned by the last day of classes **or** can submit it on Friday, April 5th and have it returned at the final exam. There will be no difference in the evaluation criteria. April 5th is the **final** due date.

Students will be given class time to work on this assignment.

Final Exam, Closed Book, 25%: To be 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 and author names 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.

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.

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).

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

Canadian Encyclopedia (**Note:** if using for your assignments, limit the number of articles from this source, as they are often descriptive and not analytical)

Dictionary of Canadian Biography

statcan.gc.ca

Canada.ca

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

Schedule of Topics and Readings:

Section 1: Historical Roots

Week One: Friday, January 11th
Welcome, Welcome!

Week Two: Monday, January 14th, Wednesday, January 16th, Friday, January 18th
Introduction to Comparative Studies of the United States and Canada

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

Week Three: Monday, January 21st, Wednesday, January 23rd, Friday, January 25th
The Ambivalence of the War of 1812: Loyalist Triumph or Revolutionary Victory?

Robin Jarvis Brownlie, "The Co-optation of Tecumseh: The War of 1812 and Racial Discourses in Upper Canada," *Journal of the Canadian Historical Association* 23 (2012): 39-63.
<https://doi-org.ezproxy.lib.ucalgary.ca/10.7202/1015727ar>

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

Week Four: Monday, January 28th, Wednesday, January 30th, Friday, February 1st
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.

Wednesday, Library Session in-class

Week Five: Monday, February 4th, Wednesday, February 6th, Friday, February 8th
Slavery, the Myth of the Colour-Blind Border and the Creation of Modern North America

Barrington Walker, *Race on Trial: Black Defendants in Ontario's Criminal Courts, 1858-1958*, chapter 1.
PDF posted on D2L.

Barry Cahill, "The Black Loyalist Myth in Atlantic Canada," *Acadiensis* 29 (1999).
<https://journals-lib-unb-ca.ezproxy.lib.ucalgary.ca/index.php/acadiensis/article/view/10801/11587>

Week Six: Monday, February 11th, Wednesday, February 13th, Friday, February 15th
Politics, Part I: Systems and Structures

No readings

Group assignment due in class on Monday

Family Day and Term Break. No classes: February 17th-February 24th

Week Seven: Monday, February 25th, Wednesday, February 27th, Friday, March 1st
Politics, Part II: Cultures and Ideologies

Grabb and Curtis, Chapters 8 and 10

Week Eight: Monday, March 4th, Wednesday, March 6th, Friday, March 8th
Canadian Nationalism, Anti-Imperialism, Toryism and Socialist Nationalism, The Turbulent
1960s and 1970s

George Grant, *Lament for a Nation*.

Week Nine: Monday, March 11th, Wednesday, March 13th, Friday, March 15th
Indigenous Peoples, Part I: Colonialism, the Frontier, Assimilation

Thomas King, *The Inconvenient Indian*, Chapters 5, 7.

<http://ebookcentral.proquest.com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1418416>

Week Ten: Monday, March 18th, Wednesday, March 20th, Friday, March 22nd
Indigenous Peoples, Part II: Indigenous Activism, De-colonization and Reconciliation

B. D'Arcus, "Contested Boundaries: Native Sovereignty and State Power at Wounded Knee, 1973," *Political Geography* 22 (2003): 415-437.

<https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0962629802001075>

Harold Cardinal, "Nation-Building as Process: Reflections of a Nihiyow (Cree)," in *Natives and Settlers Now and Then: Historical Issues and Current Perspectives on Treaties and Land Claims in Canada*, 65-77.

<https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/452885>

Week Eleven: Monday, March 25th, Wednesday, March 27th, Friday, March 29th
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.

Early due date for Research Papers, in class Monday

Week Twelve: Monday, April 1st, Wednesday, April 3rd, Friday, April 5th
Melting-pot and Mosaic: Approaches to Multiculturalism

No readings

Final due date for Research Papers, in class Friday

Week Thirteen: Monday, April 8th, Wednesday, April 10th, Friday, April 12th
Catching up and exam review

Grabb and Curtis, Chapters 9 and 12.

Important Departmental, Faculty, and University Information

Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.

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. 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, 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 3rd 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.

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), 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). 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.

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.

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, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, 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>
- Registration Changes and Exemption Requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

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