

Comparison of Canadian and American Cultures

Course Number: CNST 333

Instructor: Dr. Kevin Anderson

Class Location and Time: Monday, Wednesday and Friday, 11:00-11:50, ST 132

Prerequisites: None

Email: kevin.anderson2@ucalgary.ca

Telephone: 403-220-2660

Office Hours: Wednesday, 9:00-11:00

Office Location: SS643

Graduate Assistants:

Shawn Brackett

Scott Dumonceaux

Shawn.Brackett@ucalgary.ca

sdumonce@ucalgary.ca

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," 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:

Class Participation, 10%: Participation will be evaluated on the basis of involvement in class discussion, largely taking place on Fridays. Attendance is the prerequisite for a high participation grade.

Comparative Media Analysis, 1200-1700 words, 20%, February 12th: Students will select a major contemporary news story from the last ten years and examine the differing coverage of this story from American and Canadian news outlets. Students will prepare an essay with a clear thesis exploring how Canadian and American media differ from and/or resemble each other. Students must use at least **three** primary sources and **one** scholarly source in their analysis. This assignment is designed to examine the reciprocal nature of national identity, how national identity is invented not only by its own residents, but by "outsiders" who reflect their own assumptions.

Mid-Term, Closed Book, 15%, February 26th

Essay Proposal, 1 page and annotated bibliography, 5%, March 4th: Students must provide a brief summary of their research topic and question as well as a briefly annotated bibliography referencing at least **one** primary source and at least **two** secondary sources.

Research Essay, 2000-2500 words, 25%: The research essay is the main opportunity for students to develop their analytical, writing and research skills. 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 American and Canadian cultures and **cannot** be on the same topic as the Comparative Media Analysis. Students can submit the essay *either* **April 1st** and be guaranteed to have it returned by the last day of classes or can submit it on **April 11th** 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).

Michael Adams, *Fire and Ice: The United States, Canada and the Myth of Converging Values* (Penguin Canada: 2009).

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, January 11th, Wednesday, January 13th, Friday, January 15th
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, January 18th, Wednesday, January 20th, Friday, January 22nd
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, 16. **PDF posted on D2L.**

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

Week Three: Monday, January 25th, Wednesday, January 27th, Friday, January 29th
Constructing a Postwar Status Quo: 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>

Stephen Azzi, *Reconcilable Differences: A History of Canada-US Relations*, Chapter 2. **PDF posted on D2L.**

Week Four: Monday, February 1st, Wednesday, February 3rd, Friday, February 5th
Distinct Nations? Education, Citizenship and Cultural Transmission

Kerry Alcorn, "US Culture in Saskatchewan" in Kerry Alcorn, *Border Crossings: U.S. Culture and Education in Saskatchewan, 1905-1937* (Montreal and Kingston: McGill-Queen's University Press, 2013), 25-61.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=34&docID=10818284&tm=1449855390732>

Christine Ogren, "The Masses and Not the Classes': A Tradition of Welcoming Nontraditional Students" in Christine Ogren, *The American State Normal School: An Instrument of Great Good* (New York: Palgrave-Macmillan, 2005), 55-83.

<http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?ppg=66&docID=10135443&tm=1449855461401>

Week Five: Monday, February 8th, Wednesday, February 10th, Friday, February 12th
Neighbours/Enemies Once Again? Land Disputes in Alaska, Yukon and the Pacific Northwest

Arenson, Adam. "Anglo-Saxonism in the Yukon: The Klondike Nugget and American-British Relations in the 'Two Wests,' 1898-1901." *Pacific Historical Review* 76, no. 3 (2007): 373-403.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/10.1525/phr.2007.76.3.373>

Ken Coates, P. Whitney Lackenbauer, William R. Morrison, Greg Poelzer, "Planting the Flag: Establishing British/Canadian Sovereignty in the North, in *Arctic Front: Defending Canada in the Far North* (Toronto: T. Allen Publishers, 2008). **PDF posted on D2L.**

COMPARATIVE MEDIA ANALYSIS DUE FRIDAY!!!

FAMILY DAY AND READING WEEK!!!

Section 2: The 20th and 21st Centuries: Living Together in the Modern Age

Week Six: Monday, February 22nd, Wednesday, February 24th, Friday, February 26th
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 6.

MID-TERM ON FRIDAY!!!

Week Seven: Monday, February 29th, Wednesday, March 2nd, Friday March 4th
The State, Immigration and Diversity: Understanding the Border, Understanding Newcomers, Understanding Indigenous Peoples

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

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 8.

ESSAY PROPOSAL DUE ON FRIDAY!!!

Week Eight: Monday, March 7th, Wednesday, March 9th, Friday, March 11th

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

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 7, 9.

Week Nine: Monday, March 14th, Wednesday, March 16th, Friday, March 18th

Just Neighbours Sharing a Continent (and a World): Peace-Keeping and World Policing

John Herd Thompson and Stephen J. Randall, *Canada and the United States: Ambivalent Allies*, 4th 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: Monday, March 21st, Wednesday, March 23rd, GOOD FRIDAY NO CLASSES!

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

George Grant, *Lament for a Nation*.

Week Eleven: Monday, March 28th, Wednesday, March 30th, Friday, April 1st

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

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

Michael Adams, *Fire and Ice: The United States, Canada and the Myth of Converging Values*, first third.

EARLY SUBMISSION OF FINAL ESSAY!!!

Week Twelve: Monday, April 4th, Wednesday, April 6th, Friday, April 8th

American Perceptions of Canada: Northern Neighbour as Polite Utopia, Myth of Convergence/Divergence?

Canadian Bacon, film (In-class).

Richard G. Baker, "Catnip for Cranks": Depictions of Canadian Threat in US Conservative New Commentary," *American Review of Canadian Studies* 43 (2013): 358-376.
<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=90134916&site=ehost-live>

Adams, *Fire and Ice: The United States, Canada and the Myth of Converging Values*, final two-thirds.

Week Thirteen: Monday, April 11th, Wednesday, April 13th
Catching-up and Exam Review

Grabb and Curtis, *Regions Apart*, Chapter 11.

RESEARCH ESSAY DUE MONDAY!!!

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, 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, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

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:

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca.

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. 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 coursepack 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 (SS 656). 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. |

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|---|
| 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*, 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:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) 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.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

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:

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

Winter 2016