



Department of History

CNST 333

A Comparison of Canadian and American Cultures
Fall 2021

Instructor: Dr. Scott Dumonceaux

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Office Hours and Location/Method:

Online: Tuesday 2-3pm, or by appointment

In-Person: Monday 1-2pm, SS615, or by appointment

Class Room Location, Days and Times: SS 109, MWF 12:00-12:50 pm

Course Delivery: In person

Teaching Assistant: Nathan Wilde

Email: nathan.wilde1@ucalgary.ca

Description

Comparisons between Canada and the United States are central to almost every facet of the Canadian experience. Stephen Brooks writes that “it is quite impossible to imagine a conversation on what it means to be Canadian... that does not involve some comparison to American values or institutions” (23). On the other hand, it might be equally as unlikely that an American would give Canada more than a passing thought, let alone consider Canada in a discussion of what it means to be American. In this reading-based course, we will examine the major points of comparison that scholars have identified between Canadian and American cultures. Using an interdisciplinary approach, we will explore historical roots and founding myths, population dynamics, politics and governmental structures, economic systems, and social and cultural policy debates, and consider the past, present, and future of the Canadian and American experience.

Learning Outcomes

By the end of this course, students should be able to:

1. Identify and explain major points of comparison that scholars have identified between Canadian and American cultures
2. Evaluate the significance of the similarities, differences, and ambiguities of Canadian and American cultures

3. Assess the importance of cultural comparisons to the past, present, and future of Canada and the United States
4. Critically read and analyze secondary sources related to Canadian and American cultures
5. Write a properly formatted and documented reading response essay

Reading Material

Thomas, David M. and David N. Biette. *Canada and the United States: Differences that Count*, Fourth Edition. Toronto: University of Toronto Press, 2014. (Available at the university bookstore and on reserve at TFDL) Note that the Fourth Edition is substantially different than older editions.

All other readings are available via links or D2L.

Assessment

| Method | Due Date | Weight |
|--------------------------|-------------|--------|
| Reading Response Essay 1 | October 8 | 20% |
| Reading Response Essay 2 | October 29 | 20% |
| Reading Response Essay 3 | November 19 | 20% |
| Final Exam (Take Home) | December 13 | 40% |

Grading Policies

All assignments will be graded using percentage grading. Final grades will be converted to letter grades following the Departmental Grading System.

Students who wish to discuss their grades should contact the person who graded the assignment (myself or Nathan).

Extensions may be granted upon request. Please contact me by email as soon as possible if you think you will need more time.

Late assignments without an extension **will not** be graded.

Details on Methods of Assessment

All assignments and exams should be submitted through the D2L Dropbox in Microsoft Word doc format by 11:59pm on the due date. If you are unable to submit your assignment through Dropbox, please email it to me.

To make it easier for me to organize, please name your document: Your Last Name, Your First Name Assignment Name (ex. Dumonceaux, Scott Reading Response Essay 1). Assignments that are not properly labeled **will not** be graded.

Reading Response Essay Guidelines

Reading Response Essays should follow the format of the sample essay and the referencing styles outlined in "[The History Student's Handbook: A Short Guide to Writing History Essays.](#)"

As these are formal writing assignments, students should use formal language and properly format their essays. Include a **title** at the top of the first page of the essay **and** on a **title page** (with your name, the date you handed the assignment in, the course name and my name) and **pages numbers** (starting at one on the first page of the essay, not the title page). Students are also expected to include properly formatted **footnotes** and a **bibliography**, providing citations for all information from the sources used in the essay, whether paraphrased or directly quoted. Essays should be written in 12-point Times New Roman font, double spaced, with 1-inch margins and no extra space between paragraphs.

Reading Response Essay 1 (Due October 8)

Students will write a 1000-word essay based on **at least three** of the following readings:

Barbara Boyle Torrey, "Population Tectonics," in Thomas and Biette, *Canada and the United States*, 3-22.

Stephen Brooks, "Imagining Each Other," in Thomas and Biette, *Canada and the United States*, 23-45.

Michael Adams. "America Pivots Toward Progressive Canada: Recent Trajectories of Social Change in North America," in Thomas and Biette, *Canada and the United States*, 46-60.

Tamara Palmer Seiler, "Melting Pot and Mosaic: Images and Realities" in Thomas, *Canada and the United States*, Second Edition, 97-120.

Essays should have a strong central argument/thesis statement that answers the question: how do the readings contribute to our understanding of the similarities, differences, and ambiguities of Canadian and American cultures? Essays should also briefly summarize the main arguments of each reading and the strengths and weaknesses of each authors' arguments. Strong essays will also engage with the ideas discussed during class lectures.

Reading Response Essay 2 (Due October 29)

Students will write a 1000-word essay based on **at least three** of the following readings:

David M. Thomas, "Past Futures: Federalism under Stress," in Thomas and Biette, *Canada and the United States*, 93-115.

Thomas M.J. Bateman, "Prime Ministers and Presidents: Institutional Differences and Political Convergence," in Thomas and Biette, *Canada and the United States*, 116-141.

Michael D. Martinez, "Turning Out or Tuning Out? Electoral Participation in Canada and the United States," in Thomas and Biette, *Canada and the United States*, 142-162.

Melissa Haussman and Lori Turnbull, "Legislatures and Parties: Heightened Divisions Since the 1990s," in Thomas and Biette, *Canada and the United States*, 163-185.

Roger P. Kerans, "Two Nations under Law," in Thomas and Biette, *Canada and the United States*, 186-206.

Essays should have a strong central argument/thesis statement that answers the question: how do the readings contribute to our understanding of the similarities, differences, and ambiguities of Canadian and American cultures? Essays should also briefly summarize the main arguments of each reading and the strengths and weaknesses of each authors' arguments. Strong essays will also engage with the ideas discussed during class lectures.

Reading Response Essay 3 (Due November 19)

Students will write a 1000-word essay based on **at least three** of the following readings:

Kathryn C. Lavelle and Tony Porter, "Banks, Banking, Regulatory Mechanisms, and the Public Interest: What's So Different?" in Thomas and Biette, *Canada and the United States*, 211-229.

Munir A. Sheikh, "Getting Things Straight: The Complex World of Budgetary Policy" in Thomas and Biette, *Canada and the United States*, 230-253.

John Harles, "Choose Your Parents Wisely: Economic Inequality and Mobility in Canada and the United States," in Thomas and Biette, *Canada and the United States*, 273-305.

Harry Srebrnik (with David Thomas), "Football, Frats, and Fiscal Peril vs. Commuters, Carping, and Rising Costs: The New Financial, Social, and Psychological Context of Higher Education in Canada and the United States," in Thomas and Biette, *Canada and the United States*, 61-87.

Antonia Maioni, "Health Care in Canada and the United States," in Thomas and Biette, *Canada and the United States*, 254-272.

Essays should have a strong central argument/thesis statement that answers the question: how do the readings contribute to our understanding of the similarities, differences, and ambiguities of Canadian and American cultures? Essays should also briefly summarize the main arguments of each reading and the strengths and weaknesses of each authors' arguments. Strong essays will also engage with the ideas discussed during class lectures.

Final Exam (take home, Due December 13)

Students will receive the final exam on December 8 and must submit the completed exam through the D2L Dropbox by 11:59pm on December 13. The final exam will consist of 2-3 essay questions. Answers should be based on lectures and course readings and students should reference course readings in their answers.

Learning Technologies Requirements

Students will need reliable access to the internet and a computer, tablet, or other device to access D2L and course readings and to complete written assignments. Access to a microphone and webcam (optional) is needed to attend online office hours or to meet with the instructor via Zoom.

Schedule

Week 1 – Introduction - September 8-10

David M. Thomas, “Introduction: Plus Ça Change” in Thomas and Biette, *Canada and the United States: Differences that Count*, xv-xxviii.

Jonathan W. Lampman and David M. Thomas, “So Near and Yet So Far: Washington and British Columbia in the New Century,” in Thomas and Biette, *Canada and the United States*, 315-339.

Week 2 - Historical Roots and Founding Myths - September 13-17

Edward Grabb and James Curtis, “Canada and the United States: Theoretical Perspectives,” in *Regions Apart: The Four Societies of Canada and the United States*, 9-58.

Jeffrey Ostler, “The Shameful Final Grievance of the Declaration of Independence,” *The Atlantic*, 8 February 2020.

<https://www.theatlantic.com/ideas/archive/2020/02/americas-twofold-original-sin/606163/>

Annette Gordon-Reed “America’s Original Sin: Slavery and the Legacy of White Supremacy,” *Foreign Affairs*, January/February 2018.

Stelkia, Krista. “Police Brutality in Canada: A Symptom of Structural Racism and Colonial Violence.” *Yellowhead Institute*, 15 July 2020.

<https://yellowheadinstitute.org/2020/07/15/police-brutality-in-canada-a-symptom-of-structural-racism-and-colonial-violence/>

Barry Sheehy, "Canadians love to virtue signal about Civil War, but Confederates had Canada's support," National Post, 7 November 2017.

<https://nationalpost.com/opinion/canadians-love-to-virtue-signal-about-civil-war-but-confederates-had-canadas-support>

Week 3 - Who are Canadians and Americans? Part 1 - September 20-24

Barbara Boyle Torrey, "Population Tectonics," in Thomas and Biette, *Canada and the United States*, 3-22.

Stephen Brooks, "Imagining Each Other," in Thomas and Biette, *Canada and the United States*, 23-45.

Week 4 - Who are Canadians and Americans? Part 2 - September 27-October 1 (no class September 30)

Michael Adams, "America Pivots Toward Progressive Canada: Recent Trajectories of Social Change in North America," in Thomas and Biette, *Canada and the United States*, 46-60.

Tamara Palmer Seiler, "Melting Pot and Mosaic: Images and Realities" in Thomas, *Canada and the United States*, Second Edition, 97-120.

Week 5 - Governance Part 1 - October 4-8

Reading Response Essay 1 Due October 8

David M. Thomas, "Past Futures: Federalism under Stress," in Thomas and Biette, *Canada and the United States*, 93-115.

Thomas M.J. Bateman, "Prime Ministers and Presidents: Institutional Differences and Political Convergence," in Thomas and Biette, *Canada and the United States*, 116-141.

Week 6 - Governance Part 2 - October 13-15 (no class October 11)

Michael D. Martinez, "Turning Out or Tuning Out? Electoral Participation in Canada and the United States," in Thomas and Biette, *Canada and the United States*, 142-162.

Melissa Haussman and Lori Turnbull, "Legislatures and Parties: Heightened Divisions Since the 1990s," in Thomas and Biette, *Canada and the United States*, 163-185.

Week 7 - Governance Part 3 - October 18-22

Roger P. Kerans, "Two Nations under Law," in Thomas and Biette, *Canada and the United States*, 186-206.

Charter of Rights and Freedoms
https://www.mcgill.ca/dise/files/dise/cdn_rights.pdf

Bill of Rights
<https://www.archives.gov/files/legislative/resources/education/bill-of-rights/images/handout-3.pdf>

Week 8 - Economic Systems and Social Policy Part 1 - October 25-29

Reading Response Essay 2 Due October 29

Kathryn C. Lavelle and Tony Porter, “Banks, Banking, Regulatory Mechanisms, and the Public Interest: What’s So Different?” in Thomas and Biette, *Canada and the United States*, 211-229.

Munir A. Sheikh, “Getting Things Straight: The Complex World of Budgetary Policy” in Thomas and Biette, *Canada and the United States*, 230-253.

Week 9 - Economic Systems and Social Policy Part 2 - November 1-5

John Harles, “Choose Your Parents Wisely: Economic Inequality and Mobility in Canada and the United States,” in Thomas and Biette, *Canada and the United States*, 273-305.

Harry Srebrnik (with David Thomas), “Football, Frats, and Fiscal Peril vs. Commuters, Carping, and Rising Costs: The New Financial, Social, and Psychological Context of Higher Education in Canada and the United States,” in Thomas and Biette, *Canada and the United States*, 61-87.

Antonia Maioni, “Health Care in Canada and the United States,” in Thomas and Biette, *Canada and the United States*, 254-272.

Week 10 - Reading Week - November 8-12

Policy Questions

Week 12 - Policy Questions - Immigration and Citizenship - November 15-19

Reading Response Essay 3 Due November 19

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

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): 124-151.

Week 13 - Policy Questions - Indigenous Reconciliation - November 22-26

Kathy Brock, "First Nations: Turning Promises into Action" in Thomas and Biette, *Canada and the United States*, 361-385.

David MacDonald, "Canada's History Wars: Indigenous Genocide and Public Memory in the United States, Australia and Canada," *Journal of Genocide Research* 17, no. 4 (2015): 411-431.

David MacDonald, "First Nations, Residential Schools, and the Americanization of the Holocaust: Rewriting Indigenous History in the United States and Canada," *Canadian Journal of Political Science* 40, no. 4 (2007): 995-1015.

Week 11 - Policy Questions - Environment, Foreign Policy - November 29-December 3

Debra L. Vannijnatten, "Environmental Policy in Canada and the United States: Climate Change and Increasing Distinctiveness," Thomas and Biette, *Canada and the United States*, 340-360.

David N. Biette and Alexandra Kushner, "Reflections on Foreign Policies, Defense Budgets, Borders, and the Current State of the Partnership," in Thomas and Biette, *Canada and the United States*, 386-407.

Week 14 - Review - December 6-9

There is no registrar-scheduled final exam.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF
HISTORY COURSE OUTLINES**

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. |

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

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

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](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, 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 calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

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 [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

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. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-Based Violence policy guides us in how we respond to incidents of violence, including supports available to

those who have experienced or witnessed it, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. For more information, please see the [policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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 of History Twitter @ucalgaryhist

Fall 2021 (in-person)