

**University of Western Ontario
Department of Political Science
Fall/Winter 2017-2018
Political Science 3326E Canadian-American Relations¹**

Course Instructor: Dan Bousfield
E-Mail: dbousfie@uwo.ca
Academic Facebook account: facebook.com/dan.bousfield
Teaching Twitter account @uwo_teach
Class hashtag: #P3326
Office: SSC 4084
Office Hours Fall Term: Monday 1:30-2:30, Wednesday 2:30-3:30.
Office Hours Winter Term: Monday 1:30-3:30, Wednesday 1:30-3:30
Class: Wednesdays 10:30 – 12:30

This course will help you critically assess the current state of Canadian-American relations through a variety of perspectives, issues and policy debates. We will emphasize the importance of theories and arguments related to North American integration and divergence from local, regional and global perspectives. We will explore economic and political integration as well as forms of divergence where students will analyze developments in the areas of defence, security, environment, culture and labour. Students will also debate and discuss the processes of policy development in comparative terms, with an emphasis on the role of actors in civil society. The course has both lecture and seminar elements, therefore students are expected to complete the required readings prior to class and come prepared to discuss and debate the issues and themes of the week.

Objectives:

This course has three main objectives. First, this course is designed to outline and allow you to assess the perspectives and issues that shape the context and nature of Canadian-American Relations. This will provide a foundation for any future interests and research in this area and establish a comparative foundation for your studies. Second, the assignments in this course are designed to help you develop your critical thinking in ways that relate to specific issues and events in Canadian-American Relations. While we will cover a range of debates and issues, you need to decide which topics you find most interesting and which issues you will focus on in your work. Third, by the conclusion of this course you should be able to provide a critical and original argument about Canadian-American relations. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

Antirequisites: Political Science 2139, 3367F/G

Prerequisites: Political Science 2230E or 2231E or 2244E or International Relations 2210E

Grade Evaluation:

Weekly Participation and Attendance - 20%

First Term Assignment – 7%

Preparatory Work - 10%

Mid-term Exam - 14%

Second Term Assignment – 7%

Essay/Policy Analysis - 28%

Final Exam – 14%

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

1. Discuss different approaches to Canada-US relations
2. Describe the key events, changes over time and the current state of Canada-US relations
3. Think critically and write about an issue in Canada-US relations

4. Evaluate the effectiveness of policy or inter-state issue in Canada-US relations
5. Participate in a presentation about the history, context or ideas of a Canada-US issue
6. Analyze current policy and political issues between Canada and the US
7. Discuss a current Canada-US issue in historical context

Recommended Texts (do not purchase until AFTER the first class): Students will likely want to choose the text that most relates to their area of interest in Canada-US relations. There is no single required textbook for the course. All the texts below are recommended, based on your area of interest.

1. *On Policy Issues*: Geoffrey Hale, *So Near Yet So Far*, UBC press, 2012.
2. *On Political-Economic issues*: John McDougall, *Drifting Together: The Political Economy of Canada-US Integration* Peterborough, ON: Broadview Press, 2006.
3. *On Border Issues*: Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010.
4. *On Identity Issues*: David Rayside and Clyde Wilcox, *Faith, Politics and Sexual Diversity in Canada and the United States*. UBC Press:2011.
5. *On National Security Issues*: Kinsman, Gary William, Dieter K. Buse, and Mercedes Steedman, eds. *Whose National Security?: Canadian State Surveillance and the Creation of Enemies*. Between the Lines, 2000.
6. *On contentious politics*: Ayres, Jeffrey, and Laura Macdonald, eds. *Contentious politics in North America: National protest and transnational collaboration under continental integration*. Palgrave Macmillan, 2009.
7. *On race and indigenous issues*: McKenzie, Francine. *Dominion of Race: Rethinking Canada's International History*. UBC Press, 2017.
8. *On artistic and literary issues*: Atwood, Margaret. *Survival: A thematic guide to Canadian literature*. House of Anansi, 2012.

Readings:

All other readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon Library.

Background resources: This course assumes a popular level of understanding of Canadian and American relations, but a primer for topics and issues of which you may be unfamiliar can be useful. Apart from the suggested textbooks you should also check out recent issues of "Key Journals and Annuals" for the study of Canadian Foreign Policy & Canada-U.S. Relations (courtesy of John Kirton, U of Toronto, 2009, via Srdjan Vucetic):

[Canadian Foreign Policy](#)

[Canada Among Nations](#)

[International Journal](#)

[Global Brief](#)

[American Review of Canadian Studies](#)

[Canadian Public Policy](#)

[Policy Options](#)

[Canadian Journal of Political Science](#)

[Literary Review of Canada](#) (reviews of recent books)

Crowd-sourced essay resources: Given that you will be researching a specific area of Canada-US relations throughout the course, it makes sense to develop your knowledge alongside those who have come before you. Consequently, I encourage students to add and remove useful essay sources from a master list provided on week 1. These are some starting points for your research, but not exhaustive or necessarily relevant to your approach, so remain critical about their use.

Weekly Participation and Attendance– 20%

The success of the class depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully and fruitfully in discussion and class exercises. Participation marks are composed of both

attendance and participation grades. You cannot receive full marks in either category if you are missing one or the other. Your participation will be assessed on an ongoing basis throughout the semester, and progress can be obtained at any time from the instructor upon request. Proposals for make-up work to offset absences may be considered, but will function on a sliding scale and become more onerous near the end of the terms.

Term Assignment (sign up on OWL) Most Due on November 8, 2017

Term 1 - 7%

Each term students have the option of developing an assignment on a topic or area of interest in Canada-US relations. Options include:

1) Article Review: Students choose an article from list of linked journals above (see Background resources) that: 1) deals explicitly with Canada-US relations 2) is an academic article, not a speech, book review or op-ed and 3) overlaps with your potential area of research for the course. The article review can use the suggested questions in OWL for the week to guide the review. The assignment is due November 8, 2017. The review should be 1250 words (5 pages) and must be in proper formal essay format (no bullet points, short form or colloquial language). Students will critically assess and evaluate the article for the following:

- a) Approach to Canada-US relations taken by the author(s) (i.e. cultural, comparative, analytical, theoretical, qualitative, quantitative, literary, etc) and its appropriateness for the topic chosen.
- b) A summary of the main arguments of the paper and the evidence used to support those arguments. This should a description of at least 3 of the major points and identify which you think are the strongest.
- c) The sources of evidence used by the author and any potential limitations or absences in the sources, as well as the relevance of their sources for your research.
- d) The applicability of the article to your own area of research as well as an overall assessment of the strength of the argument's claims.
- e) At least 3 academic sources (they can be from course materials) used to test the veracity of the arguments in the article. This should include at least one of the optional textbooks for the course.
- e) A title page with: your name, a title for your review, a URL to the article reviewed and complete bibliographic information, the date of submission with the course number (POLS 3326) on it.

2) Response Papers: 5 individual response/reaction papers from the week's readings. These must be handed in on separate weeks and should reflect and engage with some of the assigned reading material for the week, and any comments received from the instructor. Consequently grading expectations for this assignment will be based on a cumulative total. The response papers can use the suggested questions in OWL for the week to guide the responses. For a description of expectations please see OWL. The length of each paper should be between 250-500 words and must be handed in by email to dbousfie@uwo.ca with the title "POLS 3326 Response paper #1-5). The response papers can only be handed in on the same day as the class in which the reading was discussed. The name, student number and date must be on the submission.

3) Peer Editing: This exercise is designed to allow students to understand what it is like to go through an academic peer review process. This exercise requires exactly 4 students (no exceptions). Students will pick a date no later than November 1 (preferably much sooner) to begin the exercise. On the given date each of the students will e-mail dbousfie@uwo.ca the first 5 pages of the final essay for the second term. These papers should be in proper essay format with footnotes, citations and data included. The instructor will then anonymize the assignments and distribute them to members of the group. Each group member will then critically assess the arguments of their peers and provide written feedback for each assignment due by November 22, 2017. **The assignment will be graded on the quality of the peer feedback, NOT the essay itself.** Peer feedback should assess the strength of the arguments, the validity of the sources and provide useful suggestions for revision. The feedback will be assembled and given back to the original author for use in their final assignments.

4) Media Assessment. This assignment will critically engage with a movie or documentary that deals with Canada-US relations. A list of acceptable material is available on the course webpage, and all media must have sufficient levels of Canada-US content to warrant its use. All media assessments must have prior approval of the instructor and must be signed up on the course website at least 2 weeks before it is handed in. The media assessment must critically engage with the content of the movie for its use in understanding Canada-US relations, as well as base arguments in academic research and debates. You should assess the media for its arguments about Canada-US relations, and the viability of the arguments given the academic debates on the issue. The assignment should be a minimum of 1250 words, in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources.

5) Proposed Alternative: A proposed alternative that engages with the material, or engages the class on the week's material, or demonstrates a clear perspective about an issue or topic in Canada-US relations (subject to the instructor's approval). The date of any alternative option must be set on the wiki site at least 2 weeks before its presentation to the class.

Midterm Exam 14% (During the Official Exam Period)

The midterm exam will focus on issues and concepts from the first term, and the officially scheduled exam will likely include an essay and short term format. If offered, the take home exam will be available to write on Monday, Wednesday and Friday throughout the exam period. The exam will be written in proper essay format with academic sources and reference to a relevant textbook from the term, received within 24 hours of receipt and a maximum of 8 pages. Students may be given the opportunity to participate in the creation of exam questions, as well as voting on format and terms included on the exam.

Term 1 Preparatory work - 10% Due November 29, 2017

Students will produce a 1250-1500 word description, excluding references (250 words per page) of the area of interest for the study, due on November 29, 2017. The assignment should highlight the area of interest of your research; the different perspectives that could be used to research the topic (methods, approaches, issues, events or people); one form of analysis that you think will be most fruitful; as well as a list of potential sources that are directly relevant to your area of interest (potential issues, gaps or problems with this list can be addressed in the assignment). The assignment must be in proper formal essay format (no bullet points, short form or colloquial language), should use subheadings to identify key issues, use proper citation and should **NOT INCLUDE ANY FORM OF ANNOTATED BIBLIOGRAPHY**. Dictionaries, encyclopedias, and Wikipedia should not be used and use of web material is subject to instructor's prior approval. A basic structure for the assignment would be:

- 1) Title, topic and thesis question or area of interest for potential research.
- 2) Possible approaches to study the issue (such as comparative, international, cultural, idiosyncratic, personality driven, legal, political economic, class, environmental or labour based). And why the one method seems most appropriate.
- 3) A summary of key points or issues likely to structure your research. These should outline key ideas, concepts, people or places, but express clear analytical thinking. Simple lists or unfocused summaries are not likely to receive high marks.
- 4) A discussion of potential problems or pitfalls in this issue and/or weaknesses in the list of resources you have compiled. This is **not an annotated bibliography**; rather it is an assessment and overview of common themes, author biases, missing data, weak analyses, etc.
- 5) An overarching statement of the usefulness or goals of the research and why the topic chosen is relevant to Canada-US relations. This could form the basis for the introduction or conclusion of your later research, but should provide a general overview.
- 6) The list of resources you are likely to draw upon in the paper as well as any that you have cited in the preparatory work (in other words, your bibliography). This may include non-academic sources, but there must be a minimum of 4 academic sources (and they should cover at least three different themes in your work). You must include a discussion of the importance of one of the optional course textbooks or your assignment will be considered incomplete.
- 7) A title page with your name, a title for your future research, the date of submission and the course number on it.

Term 2 Assignment 7%

Students can choose to options 1 or 2 from the first term or the post-essay, CEL or group assignment below.

1) Group Presentations: A group assignment based on your essay topics following these guidelines, failure to include any part of the group assignment will result in mandatory grade penalty.

- a. A group presentation should highlight broad themes in your chosen areas of research, rather than present each person's work individually.
- b. Present a common theme, theory or idea that unites the members of the group and tries to best encapsulate each individual member's approach.
- c. Provide a clear common argument for your group's perspective on Canada-US relations.
- d. Provide at least one media source that is relevant and insightful as to the group's chosen topic.
- e. Develop a group work exercise for the class that allows the class to engage with key themes and ideas for your individual member's work.
- f. Develop an essay question for the final exam based on the group's work.
- g. Include a package of individual summaries (150 words per group member), that will be handed in at the end of the presentation to the instructor. The individual summary should outline your role in the group's preparation and organization, propose a possible grade based on your participation and work, and highlight the role that your research topic has in the group's overall presentation.

2) Term 2 Post Essay assignment: Due April 4, 2017

This assignment is a reflection on your second term's essay's strengths and weaknesses, as well as changes and surprises that you encountered in the writing process. For a more detailed description of expectations please see OWL. It should address the comments from the essay, or general problems or issues from the process. It is a minimum of 1250 words (5 pages) with no maximum number of pages. The assignment can use the format of the First term Preparatory Work. The Post-Essay assignment should suggest ways that the research would be improved as well as issues with sources and topics.

3) Term 2 CEL Reflective Journal: Due April 4, 2017

Students will produce a written journal that includes pre-reflection, reflection during service and reflection after service as outlined in the appendices attached at the bottom of the course outline. The reflections should be submitted in stages (established in consultation with the instructor) and be complete by April 4. The journal should follow recent events in your CEL partner and reflect on those events in relation to weekly course readings. The journal should use proper referencing and citation and include material from the presentation. For students who choose to participate in the CEL option of the course, the journal can detail your impressions of your experiences with your community partner. However, the journal should not develop research on the community partner, involve first-person quotes or identifiable characteristics of any participant of organization (i.e. it should remain reflective and non-research based). Academic writing requires proper referencing and foundation for your claims, therefore assertions should be substantiated and claims need to be based in logic and evidence. Assignments that fail to develop an academic argument cannot achieve full marks (see 'Guidelines for Success' below).

Term 2 Essay - 28%: Due March 21, 2017

Students will write a major research paper (A) or policy analysis (B) (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay/policy analysis topics should be chosen by week 8. In selecting a topic, you should be as imaginative and innovative as possible while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. The topic selection requires a discussion with the instructor to determine the essay/policy topic. Not discussing the essay topic prior to choosing one may result in papers with limited relevance to Canada-US relations, and will be unable to achieve full marks. Students must engage with at least one optional textbook **per term** (2 minimum) to complete the assignment. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays/policy analyses submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers

submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.

A) Final paper requirements: The final draft of the paper should be 15 pages (3750 words) in length (excluding the bibliography) and must be presented in proper scholarly format. See the *Criteria for Evaluation of Written Assignments* and the *Essay Evaluation Checklist* for a detailed description of the essay requirements.

B) Policy analysis requirements: Policy analysis is not a formal essay; it is an assessment and appraisal of an existing policy with recommendations and proposals based on evidence and a theoretical orientation (a fundamental belief in the way the world functions). The policy analysis should be 15 pages (with properly sourced and relevant info-graphics, charts or illustrations). A policy analysis should include the following components:

1. An executive summary: 200 words, with the purpose of the analysis on the first page. It should be clear and concise and summarize the entire policy analysis.
2. Statement of the issue/problem: summarized in a single question.
3. Background: contextualize the issue, state your interest in the issue, identify actors and discuss key elements of the issue. This should engage with the history and context of the issue for both Canada and the US as well as engaging with at least 2 of the suggested textbooks.
4. Policy options: a policy analysis should include three policy options moving forward. These options should anticipate opposition; outline the advantages and disadvantages as well as any factors impacting the implementation of the proposal. In other words, your policy options should address their feasibility and the most grounded perspective possible.
5. Policy recommendation: you must recommend one of the policy options and justify the choice without excessive equivocation. You should also propose a plan of implementation for your policy recommendation.
6. A list of references and sources used throughout the summary. Footnotes should also be used throughout the text.

Final Exam – 14% (During Exam Period)

The final exam will focus on issues and concepts from the *entire course*, and the officially scheduled exam will likely include an essay and short term format. If offered, the take home exam will be available to write on Monday, Wednesday and Friday throughout the exam period. The exam will be written in proper essay format with academic sources and reference to a relevant textbook from each term, received within 24 hours of receipt and a maximum of 8 pages. Students may be given the opportunity to participate in the creation of exam questions, as well as voting on format and terms included on the exam.

Assignment Descriptions and Learning Outcomes

Assignment	Description	Learning Outcome
Participation		Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience
Response Papers	Identify key themes and arguments in written work, synthesize arguments analytically into written form	Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one's own knowledge; assess evidence critically;
Essay/Policy Analysis	Ability to identify different methodological approaches; apply a specific methodological approach to a specific Canada-US issue; analyze the Canada-US issue for trajectory; evaluate likely outcomes of the issue	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills

Article Review	Ability to identify different methodological approaches; analyze written work for the arguments about a Canada-US issue; evaluate the effectiveness of the argument	Identify Canada-US issues in academic and popular arguments; assess the foundation and validity of claims about the Canada-US issue; critically assess the history and context used to justify contemporary claims
Preparatory Work	Ability to identify different methodological approaches; apply a specific methodological approach to a specific Canada-US issue; analyze the Canada-US issue for trajectory; evaluate likely outcomes of the issue	Identify Canada-US issues in an academic arguments; assess the foundation and validity of claims about a Canada-US issue; critically assess the history and context used to justify contemporary claims
Peer editing		Critically assess each other's arguments for validity in terms of Canada US relations; gain a basic understanding of the academic editing process; work with peers to develop strong arguments about Canada US relations
Group Presentations	Ability to identify different methodological approaches; apply a specific methodological approach to a specific Canada-US issue; analyze the Canada-US issue for trajectory; evaluate likely outcomes of the issue	Critically assess each other's arguments for validity in terms of Canada US relations; gain a basic understanding of the academic editing process; work with peers to develop strong arguments about Canada US relations
Post Essay Assignment	Identify key themes and arguments in one's own written work, synthesize arguments analytically into written form;	Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one's own knowledge; assess evidence critically;
Exam		Communicate in a written format in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; how power culture and history condition knowledge formation; understand the ambiguity, uncertainty, ubiquitous and controversial nature of politics

Community Engaged Learning Outcomes

Values	Skills	Knowledge
Compare political platforms and articulate their own political values and involvement	Demonstrate intercultural competence and sensitivity and distinguish contexts through these principles are enacted	Recognize and describe specific local and social issues and explain governing structures and social policies that impact upon them
Practice reflective thinking to connect CSL experience with course content and personal values	Manage group projects from vision to completion by employing planning, delegation, prioritizing, time-management, and organizational strategies	Describe composition of diverse populations and inequalities among those populations
Awareness of their own scope of practice, knowledge, and abilities	Apply content knowledge to real-world settings and contexts	Relate degree/discipline specific content to various fields of research, practice, and policy
	Compare and critique programs and services designed to minimize effects of social/local issues and generate strategies to improve their	Identify factors that contribute to

Practice reflective thinking to connect CSL experience with course content and personal values	functioning and intended outcomes Adapt oral and written communication and/or behavior to match unique audience/demographic	social/local issues and barriers to implementing change
--	--	---

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about Canadian-US relations, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

1. Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
2. Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Online participation will be considered as well in participation marks.
3. Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
4. Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, twitter, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material

in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Important Notices

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Late Assignments - Formal Guidelines

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. **Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.**

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide an electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario "Handbook of Academic and Scholarship Policy:"

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The

University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Examinations

The final course examinations will be held during the regular examination periods. No substitute examinations will be given; therefore students should not make their travel plans until they know their examination schedules.

Reading Note

Bear in mind that much of this course will be tailored to your interests, so you should be selective and use your discretion when reading course material. Like the course texts, many of the weeks assigned readings have optional or bonus material which will benefit some students more than others. Some longer articles and chapters may be less relevant to your area of interest and can be skimmed rather than read in great detail. The readings in this course provide a well-rounded understanding of Canada US relations, and all students are encouraged to do all readings, but scheduling constraints and other course demands will always be an issue. Be strategic in your emphasis and selective in your choices to maximize the effectiveness of this course for your studies.

Reading Schedule

Week 1 - September 13 - Intro and Overview of Course

- Sample Student Essay From POLS 3326 2013-2014 and POLS 3326 2015-2016.

Week 2 - September 20- Overview and Attitudes

- Norman Hillmer, Are Canadians Anti-American? Policy Options (July/August, 2006).
- John McDougall, Canada-U.S. Relations at the Turn of the Century, ch. 2.
- Review summary of objectives CPAC. "Trade Talk: A NAFTA Rewrite? - CPAC." CPAC. Web. 21 Aug. 2017. <http://www.cpac.ca/en/cpac-in-focus/trade-talk-renegotiating-nafta/>
- CPAC. "Headline Politics: News Conference – Chrystia Freeland on NAFTA Negotiations." CPAC. n.d. Web. 21 Aug. 2017. <http://www.cpac.ca/en/programs/headline-politics/episodes/52131230>
- Brian Kennedy "Canada can be a leader in medical cannabis trade" Policy Options, August 17, 2017 <http://policyoptions.irpp.org/magazines/august-2017/canada-can-leader-medical-cannabis-trade/>
- Suggested but not required: Carl Elk, Canada –US Relations, Congressional Research Service, April 2012 pages 1-12

Week 3 - September 27 - Characterizing Canada-US Relations – Who has the best metaphor?

- Geoffrey Hale, "Introduction, the Elephant and the Beaver: Proximity and Distance in Perspective" in So Near Yet So Far, 2012 UBC Press: Vancouver, 1-24.
- Barry, Donald, and Duane Bratt. "Defense Against Help: Explaining Canada-US Security Relations." American Review of Canadian Studies 38.1 (2008): 63-89.
- Stephen Clarkson, "The Choice to be Made," in Readings in Canadian Foreign Policy: Classic Debates and New Ideas Eds., Duane Bratt and Chris Kukucha (Toronto: Oxford University Press, 2011) Third Edition. P. 76-91.
- To be discussed: 'Being Canadian'

Week 4 – October 4 – NATFA – Origins and Frameworks

- John McDougall, Drifting Together: The Political Economy of Canada-US Integration Peterborough, ON.: Broadview Press, 2006. Ch 3,4, 5.
- Patrick Georges "Seizing the opportunity at the NAFTA talks" Policy Options, August 9, 2017. <http://policyoptions.irpp.org/magazines/july-2017/seizing-the-opportunity-at-the-nafta-talks/>
- Webber, Jude. "What to watch in the Nafta renegotiations." Financial Times. 15 Aug. 2017. Web. 21 Aug. 2017. <https://www.ft.com/content/0cd09860-814c-11e7-a4ce-15b2513cb3ff>
- CPAC. "PrimeTime Politics: August 16, 2017." CPAC. n.d. Web. 21 Aug. 2017. <http://www.cpac.ca/en/programs/primetime-politics/episodes/52529146>

October 11 – Fall Reading Week – NO CLASS

Week 5 - October 18 – Dog whistle politics and the deep state: Assessing Trump

- Peters, B. Guy, and Jon Pierre, eds. The politicization of the civil service in comparative perspective: A quest for control. Routledge, 2004. Ch 5 and 6.
- López, Ian Haney. Dog whistle politics: How coded racial appeals have reinvented racism and wrecked the middle class. Oxford University Press, 2015. Intro, Ch 6, 8
- Non-academic: Angela Nagle "Kill all normies: online culture wars from 4chan and tumblr to Trump and the Alt-Right" Zero Books 2017. Chapters 2,4, 7.

Week 6 - October 25 – How are policies coordinated?

- Naomi Black, "Absorptive Systems Are Impossible: the Canadian-American Relationship as a Disparate Dyad," in Andrew Axline, James Hyndman, Peyton Lyon and Maureen Appel Molot eds., Continental Community? Independence and Integration in North America (Toronto: McClelland and Stewart, 1974): 92-110.
- Chapnik, Adam, "Inevitable Co-dependency (And Things Best Left Unsaid): The Grandy Report on Canadian American Relations 1951-?" Canadian Foreign Policy 9, (Fall 2001).
- Jonathan Kent, "Border Bargains and the "New" Sovereignty: Canada-US Border Policies from 2001 to 2005 in Perspective" Geopolitics Vol. 16, Iss. 4, 2011
- Bousfield, Dan. "Canadian Foreign Policy in an Era of New Constitutionalism." American Review of Canadian Studies 43.3 (2013): 394-412.

Week 7 – November 1 – Leadership and Prime Minister-President Dynamics

- Sinclair, Amanda. "Doing leadership differently." Victoria: Melbourne University Press (1998). CHAPTERS 1, 3 and 4.] OR Liu, Helena, and Christopher Baker. "White Knights: Leadership as the heroicisation of whiteness." *Leadership* (2014): 1742715014565127.
- Azzi, Stephen. *Reconcilable Differences: A History of Canada-US Relations*. Oxford University Press, 2015. Chapter 9.
- Ian Macdonald and GII Troy "US presidents and Canadian prime ministers: Good vibes, or not" *Policy Options*, March 1, 2011 <http://policyoptions.irpp.org/magazines/canada-us-conversations-and-relations/us-presidents-and-canadian-prime-ministers-good-vibes-or-not/>
- Dnlee. "When discussing Humanity's next move to space, the language we use matters.." *Scientific American Blog Network*. 27 Mar. 2015.
- <https://hbr.org/2013/08/why-do-so-many-incompetent-men>

Week 8 – November 8 - Theorizing Canada-US dynamics - Is Canada subject to American Imperialism?

- Elizabeth Smythe, "International Relations Theory and the Study of Canadian-American Relations" *Canadian Journal of Political Science*. Vol. 13. No. 1. Mar 1990.
- Bill Dymond and Michael Hart, "Canada and the New American Empire: Asking the Right Questions". *Policy Options* (June-July, 2004).
- George Grant, *Lament for a Nation: The defeat of Canadian Nationalism* (Ottawa: Carleton University Press, 1965). Ch 1 and 2.

Week 9 – November 15 - Upping the Anti: Anti-Canadianism and Anti-Americanism

- Trevor Harrison, "Anti-Canadianism explaining the deep roots of a shallow phenomenon" *International Journal of Canadian Studies* No. 35, 2007 , pages. 217-240.
- Lumsden, Ian, ed. *Close the 49th parallel, etc: the Americanization of Canada*. Edited by Ian Lumsden for the University League for Social Reform. Toronto, University of Toronto Press [1970].
- McGee, Laura. "When "Bomb Canada" is Really Just a Metaphor: Using the American Jeremiad to Reinterpret Anti-Canadianism in the American Press." *American Review of Canadian Studies* 42.1 (2012): 51-66.
- NOT REQUIRED: Gray, Brenna Clarke. "Whither Alpha Flight? The Nationalistic Response to Canada During the War on Terror." *Marvel Comics' Civil War and the Age of Terror: Critical Essays on the Comic Saga* (2015): 58.

Week 10 – November 22 - Defense coordination in North America

- J. Marshall Beier, "Canada: Doubting Hephaestus" *Contemporary Security Policy* Vol. 26. Issue 3. (2005).
- von Hlatky, Stéfanie, and H. Christian Breede. "The cultural variable in foreign and defence policy." *Canadian Foreign Policy Journal* 22.2 (2016): 103-107.
- Trudgen, Matthew. "The key to the Canada–United States relationship: homeland and continental defence in American strategic culture." *Canadian Foreign Policy Journal* 22.2 (2016): 184-198.
- Hoeffler, Catherine, and Frédéric Mérand. "Buying a fighter jet: European lessons for Canada." *Canadian Foreign Policy Journal* 22.3 (2016): 262-275.

Week 11 - November 29 – Where is the Arctic and what kind of sovereignty is it?

- Barret Weber and Rob Shields "The Virtual North: On The Boundaries of Sovereignty" *Ethnic and Racial Studies* Vol 34. No. 1. January 2011.
- Arnold, S. (2012), *Constructing an Indigenous Nordicity: The "New Partnership" and Canada's Northern Agenda*. *International Studies Perspectives*, 13: 105–120.
- Donald McRae "Rethinking the Arctic; A New Agenda for Canada and the United States" *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Week 12 – December 6– The Wheat Economy and EXAM REVIEW

- Muirhead, Bruce, *Dancing around the Elephant: Creating a prosperous Canada in an Era of American Dominance, 1957-1973* (Toronto: University of Toronto Press, 2007, ch 4.

- Theda Skocpol and Kenneth Finegold "State Capacity and Economic Intervention in the Early New Deal" *Political Science Quarterly*, Vol. 97, No. 2 (Summer, 1982), pp. 255-278.
- Judi Bottoni "NAFTA, Trump and Canada: A guide to the trade file and what it could mean for you." *The Globe and Mail*. 24 Jan. 2017. Web. 22 Aug. 2017.
<https://www.theglobeandmail.com/news/politics/nafta-renegotiations-what-do-trump-and-canada-want/article33715250/>

TERM 2

Week 13 – January 10- Religion and Politics in Canada and the US

- David Rayside and Clyde Wilcox, Faith, Politics and Sexual Diversity in Canada and the United States. UBC Press:2011, Chapters, 1,5,6.
- Kinsman, Gary William, Dieter K. Buse, and Mercedes Steedman, eds. *Whose National Security?: Canadian State Surveillance and the Creation of Enemies. Between the Lines*, 2000. Introduction, Chapters 1,2 and 5.
- Kinsman, Gary, and Patrizia Gentile. *The Canadian war on queers: National security as sexual regulation*. UBC Press, 2010. Preface and Chapter 1.

Week 14 - January 17 – Gun control – When is freedom dangerous?

- Brown, R. Blake. *Arming and Disarming: A History of Gun Control in Canada*. University of Toronto Press, 2012., Chapters 1, 2 and 5.
- McLean, Dylan S. "Guns in the Anglo-American democracies: explaining an American exception." *Commonwealth & Comparative Politics* 53.3 (2015): 233-252.
- For Discussion <http://truth-out.org/news/item/13890-the-second-amendment-was-ratified-to-preserve-slavery> <http://www.politico.com/magazine/story/2014/05/nra-guns-second-amendment-106856>

Week 15 - January 24 – Culture, Survival and Donuts

- Atwood, Margaret. *Survival: A thematic guide to Canadian literature*. House of Anansi, 2012. Ch 1
- Penfold, Steven. *The Donut: A Canadian History*. University of Toronto Press, 2008. Ch 1, 4, 5.
- Manning, Erin. "I AM CANADIAN Identity, Territory and the Canadian National Landscape." *Theory & Event* 4.4 (2000).

Week 16 - January 31 – Protecting Canada: Cyber-threats and Cyber-cooperation

- Globerman, Steven. "Government Protection of Domestic Communications as National Defense: Assessing Canadian Government Policies." *American Review of Canadian Studies* 45.4 (2015): 413-429.
- Brito, J., & Watkins, T. (2011). *Loving the Cyber Bomb? The Dangers of Threat Inflation in Cybersecurity Policy*.
- Geist, Michael. *Law, Privacy and Surveillance in Canada in the Post-Snowden Era*. University of Ottawa Press/Les Presses de l'Université d'Ottawa. 2015. CHAPTERS 1-4.
- Bousfield, Dan. "Revisiting Cyber-Diplomacy: Canada–China Relations Online." *Globalizations* (2017): 1-15.

Week 17 - February 7- North American Water Management

- Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010. Chapter 11.
- Johns, Carolyn M., and Adam Thorn. "Subnational diplomacy in the Great Lakes region: toward explaining variation between water quality and quantity regimes." *Canadian Foreign Policy Journal* 21.3 (2015): 195-211.
- Macfarlane, Daniel. "Watershed decisions: the St. Lawrence Seaway and sub-national water diplomacy." *Canadian Foreign Policy Journal* 21.3 (2015): 212-223.

Week 18 - February 14 – Canada, the US, Haiti

- Walby, Kevin, and Jeffrey Monaghan. "Haitian Paradox" or Dark Side of the Security-Development Nexus? Canada's Role in the Securitization of Haiti, 2004–2009" *Alternatives: Global, Local, Political* 36.4 (2011): 273-287
- Baranyi, Stephen. "Canada and the security-development nexus in Haiti: the "dark side" or changing shades of gray?" *Canadian Foreign Policy Journal* 20.2 (2014): 163-175.

- Podur, Justin. Haiti's New Dictatorship, Pluto 2012. Intro and Ch, 1.

February 21- Winter Reading Week – No Classes

Week 19 - February 28 – The Politics and Race in Canada and the US

- Vucetic, Srdjan. The Anglosphere: A genealogy of a racialized identity in international relations. Stanford University Press, 2011. Chapter 4,5 required. Chapters 1, 6 recommended.
- Baldwin, Andrew, Laura Cameron, and Audrey Kobayashi, eds. Rethinking the great white north: Race, nature, and the historical geographies of whiteness in Canada. UBC Press, 2011. Introduction
- Mills, Charles. "White ignorance." Race and epistemologies of ignorance (2007): 17-38.
- Mathieu, Sarah-Jane. North of the color line: Migration and Black resistance in Canada, 1870-1955. Univ of North Carolina Press, 2010. Introduction.

Week 20 – March 7 - North American Energy Issues

- Geoffrey Hale and Monica Gattinger, Borders and Bridges: Canada's Policy Relations in North America. Oxford: 2010. Chapter 8.
- Stroup, Laura, Richard Kujawa, and Jeffrey Ayres. "Envisioning a Green Energy Future in Canada and the United States: Constructing a Sustainable Future in the Context of New Regionalisms?." American Review of Canadian Studies 45.3 (2015): 299-314.
- DiMuzio, Tim. "Capitalizing a future unsustainable: Finance, energy and the fate of market civilization." Review of International Political Economy 19.3 (2012): 363-388.

Week 21 - March 14 – Regionalism and Federalism in North America

- McDougal, "Political integration in Europe and North America" Chapters 6 and 7.
- Kukucha, Christopher J. "Federalism matters: evaluating the impact of sub-federal governments in Canadian and American foreign trade policy." Canadian Foreign Policy Journal 21.3 (2015): 224-237.
- Shobe, Hunter, and Geoff Gibson. "Cascadia rising: soccer, region, and identity." Soccer & Society (2015): 1-19.

Week 22 - March 21- Aboriginal 'North America'

- Veracini, Lorenzo. Settler colonialism. Palgrave Macmillan, 2010. Chapter 1.
- Irlbacher-Fox, Stephanie. Finding Dasha: Self-government, Social Suffering And, Aboriginal Policy in Canada. Vancouver, BC,, Canada: UBC Press, 2009. Pages 23-34, Chapter 4.
- Heidi Bohaker and Franca Iacovetta, "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s-1960s" The Canadian Historical Review 90:3 (2009): 428-61.

Week 23 - March 28 – Border Issues and Border Management

- Geoffrey Hale "Smart Borders or Thicker Borders? Homeland Security and Public Safety Priorities" in So Near Yet So Far, 2012 UBC Press: Vancouver.
- Mark Salter, "Passports, Mobility, and Security: How smart can the border be?" International Studies Perspectives (2004) 5, 71–91.
- Stirrup, David, and Jan Clarke. "Straddling Boundaries: Culture and the Canada-US Border." Comparative American Studies (2015): 1-15.

Week 24 – April 4 – Social Welfare and Assistance Policies – Conference Week

- Bryant, Toba, et al. "Canada: a land of missed opportunity for addressing the social determinants of health." Health policy 101.1 (2011): 44-58.
- Leone, Roberto, and Barbara W. Carroll. "Decentralisation and devolution in Canadian social housing policy." Environment and planning. C, Government & policy 28.3 (2010): 389.
- Armstrong-Hough, Mari. "Origins of Difference: Professionalization, Power, and Mental Hygiene in Canada and the United States." American Review of Canadian Studies 45.2 (2015): 208-225.

Week 24 – April 11 – Exam Review

- No assigned Readings

APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

the use of somebody else's clicker in class constitutes a scholastic offence,

the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current Western Academic Calendar (<http://www.westerncalendar.uwo.ca/>))

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other

writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

*Reprinted by permission of the Department of History

Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.

¹ Portions of this course outline have drawn on the course outlines, advice and insights of Isabella Bakker, J. Marshall Beier, Stephen Burgess-Whiting, H. McKeen-Edwards, Srdjan Vucetic and John Kirton. All courtesy and thanks is given to these authors.