

Political Science 3210 – Canada-US relations

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Course Title:	Canada-US relations
Day:	Wednesday
Time:	10:30-12:20
Location:	WSC-55

Instructor:	Dan Bousfield
Office Hours:	Monday 8:30-10:20, Wednesday 8:30-10:20.
Office Location:	SSC 4164
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Facebook group	<i>Optional</i>
Slack	https://westernupolisci.slack.com/

Prerequisite(s):

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.

Introduction:

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. Students may be given the option to complete Community Service Learning (CSL) placement or projects that will allow these issues to be brought to life to the student, while making an important contribution to a community organization in the London area.

Learning Objectives:

Through this course all students will have the opportunity to:

- Discuss different approaches to Canada-US relations

- Describe the key events, changes over time and the current state of Canada-US relations
- Think critically and write about an issue in Canada-US relations
- Evaluate the effectiveness of policy or inter-state issue in Canada-US relations
- Participate in a presentation about the history, context or ideas of a Canada-US issue
- Analyze current policy and political issues between Canada and the US
- Discuss a current Canada-US issue in historical context

Through this course some students will have the opportunity to:

- Participate in a community-engaged scholarship opportunity with real world actor dealing with a contemporary Canada-US issue.

Antirequisites: Political Science 2139, 3367F/G, 3326E

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

Course Materials

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

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.

Methods of Evaluation

Attendance – 10%	Participation 10%
Term Assignment 12.5% - Mandatory Signup by Sep 25	Essay or Policy Analysis 40% - Due November 20
Exam 27.5% - During Exam Period	

Attendance 10% of final course grade. Participation 10% of final course grade.

Students are expected to attend and participate consistently and effectively in the work of their respective groups. Presentation marks cannot be received without attendance marks. Class discussions are an opportunity to engage with the ideas and concepts presented in the course through discussion and

presentation. (See 'Guidelines for Success' below). Students have the option of receiving their participation mark for any individual class by writing a single page (250 word) response to one or all of the week's readings. The response should reflect on the content of the readings rather than summarize them, and discuss interesting points of contention or debate. To receive a participation grade for any one class (to a maximum of 10), students must email their summary to dbousfie@uwo.ca on the exact day of the lecture. Only files received from 12:00am to 11:59pm on day of lecture will be marked. The subject line of the email MUST read "POLS 3210 Response Paper –Student Name - Student Number" or the assignment will not be marked.

Term Assignment : 12.5% of final grade.

Option 1: In teams of two ONLY, students should pick a specific case related to their area of interest from the list of Canada-US issues on week one. The debate should outline the key issues from both sides (Canadian or American) and points of contention and present each side coherently and convincingly to the class. Each pair should try to convey the perspective of the two sides as well as the actual outcome. MAXIMUM 5 MINUTES.

The presentation should highlight:

1. Key American and Canadian actors involved
2. Relevant context or history related to the issue
3. Claims and evidence put forward on both side
4. Likely or actual outcome of the issue and the trajectory of the relations moving forward

Only one group presentation will be allowed in-class per week. The remaining students will need to upload their presentation in an accessible and clear format (such as a powtoon, youtube or vimeo video) for each week they sign up. Students must present on the week they sign up or else they forfeit their grade. Students are encouraged to think creatively about how they will present the debate and presentations may take alternative formats as long as they accomplish the requirements outlined above. In order to receive an individual mark students must email a short (200 word) summary of their role in the debate preparation and execution, assessing their groups' strengths and weaknesses to dbousfie@uwo.ca with the Title: '3210 Presentation Summary'.

Option 2: Students will produce a 1250-1500 word description, excluding references (250 words per page) of the area of interest for the study, due on **October 30, 2019**. 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.

Option 3: CEL: 12.5% of final grade (maximum 15 students) A few students will have the option of participating in a Community Engaged Learning (CEL) opportunity with an offsite organization involved in Canada-US issues. Students must submit an application in-class for the opportunity to participate and will be graded on their completion of the online-check in with the student success center, their successful completion of their placement and a short (750 word) reflective summary that links their work with the CEL to class content. The reflection is just about how you felt about it in the beginning, middle and end and how your expectations changed over time. I am looking for reflection, if you can link to course themes that would be great but I am really assessing reflection in general. It shouldn't be too long - I feel the CEL placement is the bulk of the work, it is really just an expanded version of the logs with some reflection on what happened, how your expectations changed and what you would say to someone who wanted to do it next year (i.e. 4-5 double spaced pages).

Essay or Policy Analysis: 40% of final grade, due in class November 20, 2019.

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 two course texts 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 12 pages (3000 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 12 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 course texts.
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.

The Department's rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See 'Criteria for Evaluation of Written Assignments' below). Students must submit their papers through OWL and all papers may be processed by turnitin. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Final Exam: 27.5% of final course grade. To be held during the scheduled exam period.

The final exam will be cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions throughout the whole of the course). The exam may include both a short answer/identification component and questions requiring longer, essay-style responses. Choice of answers and an exam preparation guide may be given.

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

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

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.

Non-medical and medical accommodation

Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Accommodation for medical illness of work worth less than 10% of the total course grade will require medical documentation. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted.

Statement on Use of Electronic Devices

Electronic devices will not be allowed during tests and examinations.

Statement on 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/scholastic_discipline_undergrad.pdf.

"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>)."

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:

- 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.
- 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.
- 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.
- Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, 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.

Policy on Children in Class:¹

"It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

¹Policy taken from Dr Cheyney with permission. https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples?fbclid=IwAR2A12IuSvKMI4e-S6fKgm6nB6daxX8LzvYNBaLiLXgNVrz_5EOpdrSYoRk

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom²

Although there is no formal policy at Western for non-service animals coming into campus buildings, there are university guidelines according to Campus Police.

Dogs are allowed in Western's campus buildings on two conditions:

- their owners must keep their dog on a leash at all times; and
- their owners must ensure their dogs are "well-behaved" at all times.

Animals are welcome in the classroom, however please be cognizant of people who are unaccustomed to animals and pet-related allergies.

Policy on communication

I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquires for a 24hour cool-down period. I appreciate your understanding in this matter.

Important Notices

General

² Taken from <https://www.lib.uwo.ca/policies/nonservicedogs.html>

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 10 per cent per day 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.**

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 Schedule

September 11 - Intro and Overview

- Bow, Brian, and Adam Chapnick. "Teaching Canada–US relations: Three great debates." *International Journal* 71.2 (2016): 291-312.
- Andrews, Jennifer. "Introduction—Fantasies of Nation: Canada-US Relations in the Era of Trump." (2018): 1-8.
George, Douglas, et al. "Distinguished Panel: The Canada-United States Relationship at Large." *Can.-USLJ* 42 (2018): 42.
Student Paper from 2013-2014 - Chelsea Rubin "Sexual Regulation, Repression, and National Security: LGBT Rights and the National Security Discourse of Canada and the United States " Submitted for POLS 3326 2013-2014. Unpublished Essay. Made available with permissions of Chelsea Rubin.
Sample Student Paper from 2015-2016 Anonymous. "Canadian Autonomy in the Creation of a Legal Framework of Disability Rights" Submitted for POLS 3326 2015-2016. Unpublished Essay. Made available with permissions of the author.

September 18 - Overviews 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.
Trevor Harrison, "Anti-Canadianism explaining the deep roots of a shallow phenomenon" *International Journal of Canadian Studies* No. 35, 2007 , pags. 217-240.
Examine some of the recent CRS briefs dealing with Canada
<https://fas.org/sgp/crs/row/index.html>

Weekly Issue: Gun Control

September 25 - NAFTA - Origins and Frameworks

- 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.
John McDougall, *Drifting Together: The Political Economy of Canada-US Integration* Peterborough, ON.: Broadview Press, 2006. Ch 3,4.
- 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. Updated material for 2015
Lilly, Meredith, Hugo Perezcano Díaz, and Christine McDaniel. "The Future of North America's Economic Relationship: From NAFTA to the New Canada-United States-Mexico Agreement and Beyond." (2019).

Weekly Issue: Cultural Protection: the CBC and Canadian content

October 2 - 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.

- Jonathan Kent, "Border Bargains and the "New" Sovereignty: Canada-US Border Policies from 2001 to 2005 in Perspective" *Geopolitics* Vol. 16, Iss. 4, 2011
- Dan Bousfield. "Canadian Foreign Policy in an Era of New Constitutionalism" *American Review of Canadian Studies*, Vol 43. Issue 3, 2013.

Weekly Issue: Dog whistle politics and Race

For reference only: Chapnik, Adam, "Inevitable Co-dependency (And Things Best Left Unsaid): The Grandy Report on Canadian American Relations 1951-?" *Canadian Foreign Policy* 9, (Fall 2001).

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

Boyd, Brendan, and Barry Rabe. "Whither Canadian Climate Policy in the Trump Era?." *Canada-US Relations*. Palgrave Macmillan, Cham, 2019. 239-260.

October 9 - Leadership and Prime Minister-President Dynamics

- Sinclair, Amanda. "Doing leadership differently." Victoria: Melbourne University Press (1998). CHAPTER 1
- Grant, Lament for a Nation: The defeat of Canadian Nationalism (Ottawa: Carleton University Press, 1965). Ch 1 and 2.
- Azzi, Stephen. *Reconcilable Differences: A History of Canada-US Relations*. Oxford University Press, 2015. Chapter 9.

For reference: <http://policyoptions.irpp.org/issues/canada-us-conversations-and-relations/us-presidents-and-canadian-prime-ministers-good-vibes-or-not/>

see other reference texts below

Arthurs, Harry W. "The hollowing out of corporate Canada?." *Globalizing Institutions*. Routledge, 2018. 29-51.

Laycock, David. "Tax revolts, direct democracy and representation: populist politics in the US and Canada." *Journal of Political Ideologies* 24.2 (2019): 158-181.

Weekly Issue: North American water Management

October 16 - 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.
- Konrad, Victor, and Heather Nicol. *Beyond Walls: Re-inventing the Canada-United States Borderlands*. Routledge, 2016. "A retrospective on the Canada-US borderlands"
- Nicol, Heather N. *The Fence and the Bridge: Geopolitics and Identity along the Canada-US Border*. Wilfrid Laurier Univ. Press, 2015. CH 2.
Laura Madokoro, 'Belated Signing: Race-Thinking and Canada's Approach to the 1951 Convention Relating to the Status of Refugees, in Madokoro, McKenzie and Meren, eds, *Dominion of Race*, 2017.
Smith, Matthew J., et al. "Long-term lessons on the effects of post-9/11 border thickening on cross-border trade between Canada and the United States: A systematic review." *Transport Policy* 72 (2018): 198-207.

Weekly issue: refugees and immigration policy

October 23 - 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, 1,5MIRROR
Kinsman, Gary, and Patrizia Gentile. *The Canadian war on queers: National security as sexual regulation*. UBC Press, 2010. Chapter 1.
- Mead, Walter Russell. "God's country." *Foreign Aff.* 85 (2006): 24.
- Freeland, Chrystia. "Perspectives on Canada-Israel Relations." *Israel Journal of Foreign Affairs* 12.3 (2018): 367-371.
Beicken, Julie. "The Rise and Fall of Moral Conflicts in the United States and Canada." *Social Forces* (2019).

Smith, Miriam. "Federalism and LGBT rights in the US and Canada: A comparative policy analysis." *Federalism, Feminism and Multilevel Governance*. Routledge, 2016. 97-110.
 Weekly Issue: Canada-US-Israel dynamics

October 30 - Canada-US defence 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.
- J. Marshall Beier, "Canada: Doubting Hephaestus" *Contemporary Security Policy* Vol. 26. Issue 3. (2005).
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Weekly Issue -Saudi Arms Deals

November 13 - Federalism, Healthcare and Social Welfare in North America

- McDougal, "Political integration in Europe and North America", Chapter 6 and Chapter 7.
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Weekly issue: Mental health in North America

November 20 - The politics of Race in the Anglosphere

- 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
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Weekly Issue: Cyber threats and cooperation

November 27 - North American Energy Issues

- Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010. Chapter 8.
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- Bousfield, Dan "Towards a North American Energy Bloc: the Geopolitical Implications of Market-Preserving Federalism" in Ovadia, Jesse Salah, and Tim Di Muzio, eds. *Energy, Capitalism and World Order: Toward a New Agenda in International Political Economy*. Springer, 2017.
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Weekly Issue: pipelines

December 4 Where is the Arctic and what kind of sovereignty is it? - EXAM REVIEW

- 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.
- Smith, Jeffrey J. "A High Tide of Cooperation?: The Canada-United States Joint Statement on the Arctic." *Asia-Pacific Journal of Ocean Law and Policy* 2.1 (2017): 168-170.
- For reference: James, Carolyn C., and Patrick James. "Canada, the United States and Arctic Sovereignty: Architecture Without Building?." *American Review of Canadian Studies* 44.2 (2014): 187-204.

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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html 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.

University Policy on Cheating and Academic Misconduct

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. https://www.uwo.ca/univsec/academic_policies/index.html

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.

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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.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.