SYLLABUS

WELCOME

Welcome to History 3054, Canada and the United States!

COURSE DESCRIPTION

The University of Manitoba Undergraduate Calendar describes this course as follows:

This course will undertake a detailed and comprehensive study of Canada’s relationship with its neighbour from the eighteenth century to the present. Students may not hold credit for both HIST 3054 and HIST 3220 (011.322). Prerequisite: a grade of “C” or better in six credit hours of history, or written consent of the department head.

Canada’s most important modern international relationship is the partnership with the United States. This course will examine how that relationship has developed since the colonial era, with particular attention to political, diplomatic, economic, military, social, and cultural factors.

CONTACTING YOUR INSTRUCTOR

For information on contacting your instructor as well as other important information from your instructor see the Instructor Letter link in your course website.

COURSE GOALS

Historical Goals

Upon completion of this course students should be able to:

- Describe the military, diplomatic, and economic factors shaping relations between Canada and the United States.
- Explain the concept of the North Atlantic Triangle and its importance in determining Canada’s foreign policy.
- Outline the influence of trade relations on Canada’s political and economic development.
- Identify the sources of concern over American influences on Canadian society and culture.
- Explain Canada’s transition from a continental rival in the colonial period to a major international partner of the United States in the 21st century.

Research and Writing goals

Upon completion of this course students should be able to:

- Analyze historical primary and secondary source documents, and synthesize information from both types to resolve an historical problem.
- Write a clear and concise interpretive history essay that will include an argument supported by specific evidence. The evidence will be correctly acknowledged in notes and bibliography according to generally accepted academic standards.
- Design an original internet web page or blog post including both textual and audio-visual components, complete with scholarly references, to interpret an issue of your choice in Canadian-American relations.
COURSE MATERIALS

REQUIRED
Textbook


OPTIONAL


COURSE OVERVIEW

OVERVIEW

Canada’s most important international relationship in the 21st century is doubtless the partnership with our southern neighbour, the United States of America. Many observers have heralded the notion of the “undefended border” and a history that includes more than a century of peaceful relations between the two. Arriving at a continental accommodation has been facilitated since Confederation by the disparity in power between them, whether expressed in economic, military, or diplomatic terms. But the power balance has not always been so uneven. Canada’s colonial history was marked by a tumultuous rivalry between Great Britain and the United States for control of North America, and, in later years, politicians and historians alike would envision a triangular relationship between the three countries that influenced them all but, in particular, largely defined Canada’s reaction to both international and even domestic events. This course will help explain how that relationship has influenced the political, economic, military, social, and cultural development of both Canada and the United States.

UNITS/TOPICS

Course themes will be explored through 5 units dealing with the following topics:

Unit 1: Continental Rivalry: Canada and the United States, 1763-1903
Unit 2: Continental Accommodation, 1903-1930
Unit 3: North American Cooperation, 1930-1960
Unit 4: Ambivalent Allies, 1960-1984
Unit 5: Growing Together, 1984-2007

EVALUATION AND GRADING

DISTRIBUTION OF MARKS

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1, Essay, due following Unit 2</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2, Blog Design, due following Unit 4</td>
<td>30%</td>
</tr>
<tr>
<td>Discussion Forum: four entries, one each to follow Units 1, 2, 3, 4.</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Final Exam. Two essay questions. 3 hours.</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Letter grade</td>
<td>Percentage range</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>A+</td>
<td>90 – 100</td>
</tr>
<tr>
<td>A</td>
<td>80 – 89</td>
</tr>
<tr>
<td>B+</td>
<td>76 – 79</td>
</tr>
<tr>
<td>B</td>
<td>70 – 75</td>
</tr>
<tr>
<td>C+</td>
<td>66 – 69</td>
</tr>
<tr>
<td>C</td>
<td>60 – 66</td>
</tr>
<tr>
<td>D</td>
<td>50 – 59</td>
</tr>
<tr>
<td>F</td>
<td>less than 50</td>
</tr>
</tbody>
</table>

Note: All final grades are subject to departmental review.

ASSIGNMENTS

All papers must use footnotes and follow the Chicago Style for reference citations.

Note: Detailed instructions about the assignments are found in the assignment section in your course website.

a) Document Analysis Essay, value 20%, due following Unit 2.

b) Blog Design, value 30%, due following Unit 4.

c) Discussion Forum, value 20% (4 X 5%). Four entries, one each to follow Units 1, 2, 3, 4.

Students must write a response of 150-300 words to the question posed for each of the four units, and are encouraged to reply to other students’ postings, though the latter is not mandatory. Discussion forums will close on Friday in the week in which they are due. Postings will be graded on the basis of content (ie. understanding of course material) and clarity of expression. Instructor may select new questions.

Unit 1 Discussion: Did the Reciprocity Treaty of 1854 represent a significant departure from traditional Canadian attitudes toward Americans? Due Friday in Week 3.

Unit 2 Discussion: What was more important to Canada's development in the period 1903-1930, the traditional British tie or the budding economic and cultural influence of the United States? Due Friday in Week 6.

Unit 3 Discussion: What was the primary determinant of Canada's shift from the British orbit to the American orbit in the period 1930-1960? Due Friday in Week 9.

Unit 4 Discussion: Is Canadian independence a mirage, given our close military, economic, diplomatic, and cultural ties to the United States, or are nationalist concerns overblown? Or, in other words, could Canada chart a truly independent course in foreign policy, one that differed significantly from our southern partner’s? Due Friday in Week 12.

d) Final Exam. Two essay questions, selected by instructor. 3 hours. Value 30 %.

ASSIGNMENT DUE DATES

Consult your course schedule for the assignment due dates.

ESSAY STANDARDS

(from Royal Military College of Canada, Division of Continuing Studies)
Although each essay will be considered individually, the following are some outlines to let you know what is expected of papers in each grade range.

A. The "A" mark is generally awarded to assignments that are superior in all areas. It will have a comprehensive, well organized, coherent, and persuasive argument. It will make comprehensive use of the sources required for the assignment. It will be stylistically pleasing to read (i.e., it will use clear, concise and vigorous sentences, and will vary sentence length and structure to prevent stilted prose). Grammatical and spelling errors will be non existent (or almost non existent). Most importantly, it will contain rigorous analysis and originality of thought. A paper may remain mechanically sound and not achieve a letter grade of "A."

B. Essays in the "B" range will also contain a coherent, well organized argument, although they might have some minor problems, such as a lack of concluding sentences to their paragraphs, or weak topic sentences. They will have very few grammatical errors (no more than one per 250 word page). Such papers might suffer from some stylistic problems (wordiness or overuse of the passive voice). Although "B" essays will have a clear and precise thesis, they might not display the originality of thought that characterizes an "A" paper. It should be noted that one of these problems could be enough to move a paper into the "B" range, and a number of them will reduce the grade further.

C. Essays in the "C" range will have a clear thesis, but this thesis might not be precise enough, or not proven adequately. They may suffer from problems in organization, such as not having clear transitions between paragraphs, or not having topic sentences. A failure to stick to the topic might also move a paper into the "C" range. They might have more grammatical errors than a "B" paper (2-3 per page), and their style might be awkward, unclear, wordy, and overuse the passive voice. Such essays might also rely too heavily on summary or description, and not engage in enough analysis of the text or topic.

D. Essays in the "D" range might not have a clear thesis. They might also suffer from many of the problems of the "C" paper, but to a greater extent. Their prose might be so awkward that the meaning of the sentences is obscured, or they might have major problems with syntax. They might consist exclusively of summary with no analysis, or might make general assertions without backing them up with direct reference to documentary sources. They might have serious grammatical problems (4-5 per page). Such papers might also lack an introduction or a conclusion, or might have no clear paragraphing whatsoever. Such papers might also reproduce the ideas of a single secondary source, without contributing their own analysis.

E. A failing paper might not answer the question asked. If it does answer the question, it will usually suffer from major grammatical problems, or lack any sense of organization. It might not have a thesis at all, or its prose might be so convoluted that the meaning is lost. Failing papers might, by making numerous factual errors, indicate that their author has either not researched the topic, not read the texts, or not understood them. All plagiarized papers will receive a mark of zero, and the authors might be subject to more severe academic penalties.

ASSIGNMENT DUE DATES
Consult your course schedule for the assignment due dates.

EXAMINATION

Note: The final exam will be conducted at the University of Manitoba, Fort Garry campus or at an alternate location off-campus. All students must declare an exam location. The Registrar’s Office is responsible for scheduling the final exam. Once finalized, the exam date and time information will be posted on the University of Manitoba Exam site.

PLAGIARISM, CHEATING, AND EXAMINATION IMPERSONATION

Students are expected to be familiar with the University’s policy on plagiarism, cheating and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba Undergraduate Calendar. Note: These policies are also detailed in your Distance and Online Education Student Handbook.

DISTANCE AND ONLINE EDUCATION (DE) STUDENT RESOURCES

In your course website there are links for the following:

- Contact Distance and Online Education Staff
I hold a PhD in History from the University of Manitoba, and Bachelor of Education and Master of Arts degrees from the University of Manitoba and Carleton University, respectively. My current specialization is the history of the Second World War, and my doctoral dissertation was a study of the Winnipeg home front from 1939 to 1945. Apart from my academic work, I have done contract research for a variety of clients, including the Juno Beach Centre, the Department of National Defence, and local film producers. I also teach courses on Canadian History, Military History, and the Holocaust for the Royal Military College of Canada, the University of Winnipeg, and of course the University of Manitoba.