

**University of Western Ontario
Department of Political Science
Fall/Winter 2011-2012
Political Science 3326E Canadian-American Relations¹**

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Office Hours: Monday 1:30-2:30, Wednesday 12:30-1:20, 3:30-5:30, every other Friday 10-12

Class: Mondays 11:30 – 1:30

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 Canadian civil society. The course is a course with 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:

Seminar Participation and Attendance - 20%

First Term Assignment – 5%

First Term Preparatory Work 5%

Mid-term Exam - 15%

Second Term Assignment – 5%

Second Term Post-Essay Assignment – 5%

Essay - 30%

Final Exam – 15%

Required Texts:

John McDougall, *Drifting Together: The Political Economy of Canada-US Integration* Peterborough, ON: Broadview Press, 2006.

Optional/Recommended Texts: Students will likely want to choose the text that most relates to their area of interest in Canada-US relations. All the texts below are not required, but recommended.

1. *On Border Issues:* Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010.
2. *On Social Issues:* David Rayside and Clyde Wilcox, *Faith, Politics and Sexual Diversity in Canada and the United States*. UBC Press:2011.
3. *On Legal and Political Issues:* David Thomas and Barbara Torrey, *Canada and the United States: Differences that Count*. (Third Edition) University of Toronto Press: 2008.

Readings:

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

Seminar (20%):

Weekly Participation – 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 the discussion. 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.

First Term Assignment – 5% (sign up on canadausrelations.wikispaces.com)

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

- a) 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. The length of each paper should be between 250-500 words and must be handed in paper form. Electronic submission will not be accepted. The name, student number and date must be on the submission.
- b) A paired presentation debating a topic or issue from the week's readings. The presentation should be no longer than 10 minutes and can be done in class or prepared on video beforehand and shown to the class during class time. The date of the presentation must be set on the wiki site at least 2 weeks before presentation.
- c) A creative skit or presentation with a maximum of 2 other classmates. The skit will be no more than 10 minutes and will address the week's topic. The date of the skit must be set on the wiki site at least 2 weeks before presentation.
- d) Prepared group work based on the week's readings with a partner. A maximum of two students will prepare a short 10-15 minute exercise to be done at the end of the lecture for the class. The exercise will be interactive, but must be confirmed and approved with the instructor at least one week prior to the start of class. NO presentations without previous approval will be allowed. The date of the group work must be set on the wiki site at least 2 weeks before presentation.
- e) Prepare a short video clip to be presented to the class that is both relevant and provocative of the week's reading.¹ The clip must be supported by at least 5 well thought out discussion questions or a written discussion of the relation between the video topic and the week's theme. .

¹ All video clips must be preapproved by the instructor prior to any display in the classroom. No clip should contain disturbing or offensive material or make anyone in the class feel uncomfortable or unwelcome. The instructor reserves the right to reject any material, on any grounds at any time at the instructor's discretion. The classroom is a space for the free exchange of ideas, and any material that impedes the ability of anyone to fully and comfortably participate will be excluded.

The date of the video presentation must be set on the wiki site at least 2 weeks before presentation.

- f) A media assessment assignment. This assignment will critically engage with a movie or documentary that deals with Canada-US relations. A list of acceptable material is provided below the readings in the course outline, 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 wiki site 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.
- g) A proposed alternative that engages with the material, or engages the class on the week's material, or demonstrates a clear perspective about a issue or topic in Canada-US relations (subject to the instructors approval). The date of any alternative option must be set on the wiki site at least 2 weeks before its presentation to the class.

First Term Preparatory Work 5% (Any time in the first term)

Students will produce a 1250-1500 word description, excluding references (250 words per page) of the area of interest for the study in the second term. 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 perspective 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) A 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).
- 7) A title page with your name, a title for your future research, the date of submission and the course number on it.

Second Term Assignment – 5% (Sign up on canadausrelations.wikispaces.com)

This assignment will follow the format of the first term, and can be any of the options outlined above. It may also include a group assignment, for people researching similar areas of interest in Canada-US relations. Any group assignment should follow these guidelines:

1. A group presentation should highlight broad themes in your chosen areas of research, rather than present each person's work individually.
2. Present a common theme, theory or idea that unites the members of the group and tries to best encapsulate each individual member's approach.
3. Provide a clear common argument for your group's perspective on Canada-US relations.
4. Provide at least one media source that is relevant and insightful as to the group's chosen topic.
5. 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.
6. Develop an essay question for the final exam based on the group's work.
7. 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.

Midterm Exam (During Exam Period)

The midterm exam will focus on issues and concepts from the first term, and will likely include an essay and short term format. 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.

Essay - 30% Due at least one week before the Post-Essay Assignment

Students will write a major research paper (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay topics should be chosen by week 8. In selecting an essay 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 an Informal discussion with instructor to determine the essay 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.

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. The due date will be at least one week prior to the presentation of the Post-Essay Assignment. If you have not submitted your paper by the second-to-last-class you will automatically lose the 5% post-essay mark. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays 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*.

Post-Essay Assignment 5% - Due at least one week AFTER the essay has been submitted

This assignment is a reflection on your essay's strengths and weaknesses, as well as changes and surprises that you encountered in the writing process. If the essay is handed in more than two weeks before the last class, students can use the instructor comments from their marked paper to compose their assignment (this will ensure maximum marks). The assignment should use the format of the First term Preparatory Work but does not need to be more than 1000 words. The Post-Essay assignment should suggest ways that the research would be improved as well as issues with sources and topics.

Final Exam – 15% (During Exam Period)

The final exam will be cumulative and include issues and concepts from both terms, and will likely include an essay and short term format. 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.

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.

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.

Term 1

1. First Class – September 12

2. September 19 - Overview and Attitudes

3. September 26 - Approaches Part One – (Key Choices, Values, Political Culture)

4. October 3 - Optional Choice 1- To be determined on Week 1-2

5. October 17 - Approaches Part Two (IR, Nostalgia and Empire)

6. October 24 - Optional Choice 2 - To be determined on Week 1-2

7. October 31 - Approaches Part Three (Intermesticity, Absorption)

8. November 7 - Optional Choice 3- To be determined on Week 1-2

9. November 14 - Approaches Part Four (Integration and Leadership)

10. November 21 - Optional Choice 4- To be determined on Week 1-2

11. November 28 - The Evolution of North American Economy: Overview

12. December 5 - Exam Review

Term 2

13. January 9 - Labour and the Treasury: Politicizing Stagflation

14. January 16 - Optional Choice 5

15. January 23 - The Evolution of the North American Economy: The NAFTA Debate

16. January 30 - Optional Choice 6

17. February 6 - NAFTA and Environmental Regulation

18. February 13 - Optional Choice 7

19. February 27 - NAFTA and Civil Society

20. March 5 - Optional Choice 8
21. March 12 - Optional Choice 9
22. March 19 - Optional Choice 10
23. March 26 - Optional Choice 11
24. April 2 - Optional Choice 12
25. April 9 - Exam Review and Discussion

Optional Topics

- 1. The Evolution of the North American Economy: The Wheat Economy**
- 2. Integration, Culture and Identity, The Case of Magazines**
- 3. Integration and Globalization**
- 4. Defence and Terrorism**
- 5. Comparative Homelessness**
- 6. Integration, Culture and Identity, An Imagined Debate?**
- 7. Evangelical Faith and Sexual Politics**
- 8. Religion and Politics in Canada and the US**
- 9. Race and Public Policy in Canada and the US**
- 10. Neoliberalism, Libertarians and Multilevel Governance**
- 11. Comparative Aboriginal Policy**
- 12. North American Water Management**
- 13. Environmental Governance**
- 14. Canada-US Intervention: Haiti**
- 15. Defence and Sovereignty: Missile Defence**
- 16. Defence and Sovereignty: The Arctic and Climate Change**
- 17. Border Security**
- 18. Regionalism**
- 19. Canada-US Diplomatic Relations: The Wikileaks Expose**
- 20. Upping the Anti – Anti-Canadianism and Anti-Americanism**

Media Assessment Options:

Borders: The Fence

Water: Blue Gold

Oil: Gasland, Peak Oil

Anti-Canadianism: Southpark: Bigger, Longer and Uncut

Anti-Americanism: Canadian Bacon

Week 1 - September 12- Course Review, Topic Selection and Activity Sign up Begins

- We will pick the first four 'Optional Topics'
- I will outline the different options for assignments in term 1
- We will talk about course expectations

Week 2 - September 19- Overview and Attitudes

- John McDougall, *Canada-U.S. Relations at the Turn of the Century*, ch. 2.
- Norman Hillmer, *Are Canadians Anti-American? Policy Options* (July/August, 2006).
- Carl Elk, *Canada –US Relations*, Congressional Research Service, May 12, 2009. Pages 6-14.

Week 3 - September 26 - Approaches Part One – (Key Choices, Values, Political Culture)

- 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.
- Nelson Michaud, "Soft Power and Canadian Foreign Policy-making: The Role of Values" 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.433-451.
OPTIONAL: Denis Stairs, "Political Culture of Canadian Foreign Policy," *Canadian Journal of Political Science* 15 (December 1982): 667-690.

Week 4 – October 3 – To be chosen in the first week of class

Week 5 - October 17 – Approaches Part Two (IR, Nostalgia and Empire)

- Elizabeth Smythe, "International Relations Theory and the Study of Canadian-American Relations" *Canadian Journal of Political Science*. Vol. 13. No. 1. Mar 1990
- **Either:** Bill Dymond and Michael Hart, *Canada and the New American Empire: Asking the Right Questions*. *Policy Options* (June-July, 2004).
- **Or:** Geoffrey Hale, "Sharing a Continent: Security, Insecurity, and the Politics of 'Intermesticity'," *Canadian Foreign Policy* (Winter 2005-2006).
- **Or:** George Grant, *Lament for a Nation: The defeat of Canadian Nationalism* (Ottawa: Carleton University Press, 1965). Ch 1 and 2.

Week 6 – October 24 – To be chosen in the first week of class

Week 7 - October 31 - Approaches Part Three (Intermesticity, Absorption)

- 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).
- Bothwell, Robert "Canada –United States relations: options for the 1970's," *International Journal* 58, (Summer 1998).

Week 8 – November 7 – To be chosen in the first week of class

Week 9 – November 14 - Approaches Part Four (Integration and Leadership)

- John McDougall, Preface.
- John McDougall, *International Integration: Theory and Concepts*, ch. 1
- Robert Pastor, "A North American Community," *Norteamerica* 1 (January 2006): 209-220.
- Robert Pastor, "The Future of North America: Replacing a Bad Neighbor Policy," *Foreign Affairs* (July/August 2008)

Week 10 – November 21 – To be chosen in the first week of class

Week 11 - November 28 - The Evolution of North American Economy: Overview

- John McDougall, *The Evolution of the North American Economy I: the United States*, ch. 3.
- John McDougall, *The Evolution of the North American Economy II: Canada*, ch. 4
- W.H. Baker, "A Case Study of Anti-Americanism in English-Speaking Canada: The Election of 1911," *Canadian Historical Review* 57, 4 (December 1970): 426-449.
- Michael Bliss, "Canadianizing American Business: The Roots of the Branch Plant." *Close the 49th parallel: the Americanization of Canada*. UofT Press: Toronto. 1970.

Week 12 – December 5 – Exam Review – Topic Selection for Term 2

Week 13 – January 9 - January 9 - Labour and the Treasury: Politicizing Stagflation

- Adam Harmes, "Neoliberalism and Multilevel Governance" *Review of International Political Economy* 13:5 December 2006: 725-749.

Week 14 – January 16 – To be chosen on December 5

Week 15 – January 23 - The Evolution of the North American Economy: The NAFTA Debate

- McDougall, *The Origins and Nature of North American Free Trade Agreements*, ch. 5
- Geoffrey Hale, *Facing Up To the NAFTA Paradox. Policy Options* (July/August, 2006).

Week 16 – January 30 – To be chosen on December 5

Week 17– February 6 - NAFTA and Environmental Regulation

- Kevin Ma, "Canada-US Relations and the Devils Lake Dispute," in Brian W. Tomlin, Norman Hillmer and Fen Osler Hampson, eds., *Canada's International Policies: Agendas, Alternatives and Politics* (Toronto: Oxford University Press, 2008): 317-331.
- John Kirton, "Ten years After: AN Assessment of the Environmental Effectiveness of the NAAEC," in *NAFTA After ten Years* John Curtis, ed., (Ottawa: Foreign Affairs Canada, 2006)

Week 18 – February 13 – To be chosen on December 5

Week 19 - NAFTA and Civil Society

- McDougall, *Free Trade Agreements and Canadian Social Policies*, ch. 9
- Miriam Smith, "The Canadian Labour Congress: From Continentalism to Economic Nationalism." *Studies in Political Economy*, 38 (1992): 35-60.
- Laura Macdonald and Jeffrey Ayres, "Deep Integration and Shallow Governance: The Limits of Civil Society Engagement Across North America," *Policy and Society* (2006)

Week 20 - March 5 - Optional Choice – To be chosen on December 5

Week 21 - March 12 - Optional Choice – To be chosen on December 5

Week 22 - March 19 - Optional Choice – To be chosen on December 5

Week 23 - March 26 - Optional Choice – To be chosen on December 5

Week 24 - April 2 - Optional Choice – To be chosen on December 5

Week 25 - April 9 - Exam Review and Discussion

The Evolution of the North American Economy: The Wheat Economy

- 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.
- Bradshaw, Bruce, "Are Farm Subsidies a fair target?" *Policy Options*, November 2002.

Integration and Globalization

- Kevin V. Mulcahy, *Cultural Imperialism and Cultural Sovereignty: U.S.– Canadian Cultural Relations*. *American Review of Canadian Studies* (Summer, 2000).
- McDougall, *North American Integration and Canadian Culture*, ch. 8.
- **Either:** Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010. Chapter 14.
Or: Patricia M. Goff, *Invisible Borders: Economic Liberalization and National Identity*. *International Studies Quarterly*, 44 (2000): 533-562.

Integration, Culture and Identity: The Case of Magazines

- Imre Szeman, "The Rhetoric of Culture: Some Notes on Magazines, Canadian Culture and Globalization," *Journal of Canadian Studies* 35, 3 (2000): 212-230.
- Lisa Baroldi, "Policy Making and the Culture/Trade Quandary," in Brian W. Tomlin, Norman Hillmer and Fen Osler Hampson, eds., *Canada's International Policies: Agendas, Alternatives and Politics* (Toronto: Oxford University Press, 2008): 277-292.
- Keith Acheson and Christopher Maule, "No Bite, No Bark: The Mystery of Magazine Policy," *American Review of Canadian Studies* 31, 3 (2001): 467-481.

Defence and Terrorism

- Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010. Chapter 5.
- Don Barry, "Managing Canada – US Relations in the post 9/11 era: Do We need a big idea?," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas* Eds., Duane Bratt and Chris Kukucha (Toronto: Oxford University Press, 2011) p.157.
- Jockel, Joseph and Joel Sokolsky (2005), "A New Continental Consensus? The Bush Doctrine, the War on Terrorism, and the Future of U.S.-Canadian Security Relations," in *Canada Among Nations 2005: Split Images*, eds. Andrew Cooper and Dane Rowlands (Montreal and Kingston: McGill-Queen's University Press, 2005), ch. 4.

Borders and Security

- Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010. Chapters 5,6,7. Pages 81-137.
- Mark Salter, "Passports, Mobility, and Security: How Smart Can the Border Be?" *International Studies Perspectives* (2004) 5, 71–91.

Defence and Sovereignty: The Arctic and Climate Change

- Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010. Chapter 10.
- Douglas Nord, "The North in Canadian-American Relations: Searching for Collaboration in melting seas," *Borders and Bridges: Canada's Policy Relations in North America* (2010)
- Joel J. Sokolsky, *Canada and North American maritime security: the home and away game at sea*. *Policy Options* (May, 2005).
- Tony Fenge and Tony Penikett, "The Arctic vacuum in Canada's Foreign Policy" *Policy Options* (April 2009).

Defence and Sovereignty: NORAD

- Bernard J. Brister, "When Perpetuity Doesn't Mean Forever: The Approaching Demise of NORAD," *Policy Options*, Vol. 29, No. 1 (December-January 2007-2008), pp. 78-83.
- Bernard Stancati, "The Future of Canada's Role in Hemispheric Defence," *Parameters: US Army War College Quarterly*, Vol. XXXVI, No. 3 (Autumn 2006), pp. 103-116.

North American Water Management

- Geoffrey Hale and Monica Gattinger, *Borders and Bridges: Canada's Policy Relations in North America*. Oxford: 2010. Chapter 11.
- Pentland, Ralph. "The Future of Canada-US Water Relations: The Need For Modernization" *Policy Options* July-August 2009, p.60 -64.
- Steven Renzetti and Colin Busby. "Water pricing: infrastructure grants hinder necessary reform" *Policy Options*. July-August 2009.

North American Energy Issues

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- Christopher Sands and Greg Anderson, "Negotiating North America: Security and Prosperity Partnership," *Hudson Institute White Paper* (2007) [2 hr reserve]

¹ Portions of this course outline have drawn on the outlines of Prof J. Marshall Beier, Prof. Burgess-Whiting, G. McElligot and H. McKeen-Edwards.

**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.

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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.