

POLI 2540: Canadian-American Relations

Summer 2016 – Dalhousie University, Rowe Management Building 5053

Monday through Thursday, 5:35pm – 8:25pm



June 1st-23rd, 2016

Professor: Dr. M. Firmini

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Office Hours Summer Term: Thursday 11am – 12:30pm

 *“Living next to you is, in some ways, like sleeping with an elephant; no matter how friendly and even-tempered the beast...one is affected by every twitch and grunt.”* 

Pierre Elliott Trudeau (Press Club, Washington, D.C., March 25, 1969)

Course Description:

This course aims to develop students’ awareness of, and ability to assess critically, Canadian-American relations as they relate to civil society, cultural influences, theoretical and comparative approaches, and policy development and outcomes historically and in current contexts. The course begins with an emphasis on the historical development of the relationship between the two countries and progresses to analyses of attitudes related to institutional settings, local and regional politics, and the global implications of our relations with the United States. The course includes a comparative focus on economic and political attitudes related to policy in multiple areas including culture, defence and security, the environment, integration, civil society. Relatedly, the class will evaluate the impacts of these relations and policies on actors, values, and institutions of the United States and Canada. The course is structured in **two parts** and organized in **three broad themes** (one per week) within which **salient features** of the Canada–US relationship will be analyzed:

Part One — Nature of the Relations:

1. **Institutional & Socio-Cultural Relations**: political actors, institutions, values, and political culture — comparative dimensions. Features addressed will include a study in national identities and founding ideals; socio-cultural differences, similarities, and contributions; institutional structures which may have affected the view of ourselves and of each other; civil society, historical attitudes, conflicts, friendships, and [mis] understandings.

Part Two — Outcomes:

2. **Political & Associated Policy Relations**: foreign policy, national security, environment, and local, state/provincial, federal governments and democracy. Structural features addressed will include a study on policy integration, preferences, influences, and outcomes; and centralization versus decentralization tendencies of the respective federal governments.
3. **Economic & Trade Relations**: international and domestic trade policies and disputes, globalization, alliances, treaties, and integration. Structural features addressed will include a study of ‘unevenness’ or ‘disparity’, centralization and decentralization.

Objectives:

The objectives are as follows:

- To foster the ability to assess the current relationship between the US and Canada by analyzing the establishment and historical development that brought us to where we are today. Once we understand the history of our relationship to the “elephant” next door, our current attitudes become clearer.
- The readings have been chosen and assigned based on their depth and their strong invitation to critical thinking. They are meant to inspire students to delve into influences and approaches that characterize what is perhaps the most peaceful relationship between two bordering countries, yet, in many ways, it remains a relatively complex one.

- The assignments associated to class work will help verify the level of understanding and engagement with the material.
 - By the end of this course students should be able to construct and argue, both orally and in written form, an original and sophisticated position regarding Canadian-American relations and be able to read, critique, and evaluate policies and their outcomes providing suggestions on current and future debates regarding this complex relationship.
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Evaluation Opportunities:

Quiz One — 15%: June 9th (first 1.5 hrs of class)

Quiz Two — 20%: June 16th (first 1.5 hrs of class)

Group Research paper (Although writing and compiling the paper is a collective undertaking through *Bright Space*, grades are based on *individual efforts*) — **30%:** June 20th. Specifications will be posted to Bright Space in a separate document.

Final Exam — 35%: June 23rd (Full three hours)

Marks are attributed according to Dalhousie University's grading scheme.

Course Materials and Assignment General Requirements:

1. **Readings:** There is no textbook assigned for this summer course. All readings are available online or posted to *Bright Space* (formerly BBL).
Students are expected to have read ALL material prior to class.
2. **Quizzes & Exams:** These may be a combination of multiple choice, short answer, true/false, fill-in-the-blank and/or essay questions **or** only one element of the above.
3. **Research Paper Topics:** Although you will work as a group to develop various sections of your paper, the grade assigned will be based on your individual efforts. The grade obtained, however, *will be influenced by flow, consistency, and congruity* of the paper. Groups will be assigned after the

first class and will be posted to *Bright Space* along with ulterior specifications for this project. You are free to develop your own research based on the broad topics below; however, **your specific question and focus must be approved**. **Consult with me before starting your research.**

1. Artic Sovereignty
 2. National & International Security (relative to Canada and the US)
 3. Political & Institutional or Socio–Cultural Comparative Analyses
 4. Integration (or other) Policy Analysis
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Papers must be

- a. Written in 12-point font (Times New Roman only).
 - b. 9-10 pages double-spaced. Do not exceed this limit of ten (10) pages or fail to meet the minimum of nine (9) pages.
 - c. Formatted consistently; styled either MLA or APA (other formats must be approved).
 - **Papers that do not meet these criteria will not be accepted.**
 - **No late papers will be accepted without a medical justification.**
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Cell phone and computer etiquette:

The use of cellular phones or any other electronic gadgetry (including texting) is **not permitted** during class; neither are recording devices of **ANY** kind. During regular classes, phones must be stored away and all ringers must be switched to vibrate and, if a call constitutes an *emergency*, students are asked to exit the classroom and make (or take) the call **quietly** in the hallway without disturbing others. Students will be allowed to re-enter the classroom once the communication is completed. During exams and quizzes, all phones, computers, and electronic gadgets **must be turned off and stored away.**

Use of laptops is permitted; however, should complaints arise regarding inappropriate or distracting web browsing during class, the use of laptops will be restricted. Use them wisely.

Phone calls, texts, Snap Chat, You Tube, Facebook, Twitter, and **ALL other forms** of social media usage is **NOT** permitted inside the classroom.

Request for Accommodation:

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to Access Services Center prior to or at the outset of the regular academic year. Please visit the website for more information and to obtain the Request for Accommodation.

Statement on Academic Integrity:

All students in this class are to read and understand the policies on academic integrity and plagiarism referenced on the website. **Ignorance of such policies is no excuse for violations. Any infringement of academic integrity will be reported immediately.**

Writing Centre:

Writing expectations at university are high. The Writing Centre can help with any difficulties. Check the website for appointment details.

Course Outline

Part 1, Week One (June 1-9): Institutions & Socio-Cultural Ethos

June 1: Canadians & Americans: Beavers and Bald Eagles.

- **Introduction & Expectations/Course Basics & Approaches/Topics & Outcomes**

Reading: David Massell, 'The Beaver and the Elephant: a History of Canadian-American Relations,' in Joseph-André Senécal, editor, *Understanding Canada: A Primer for Americans* (Northeast National Resource Center on Canada, 2004).

June 2: Historical Relations—Sir John A. Macdonald & Andrew Johnson; Justin Trudeau & Barack Obama (...or Hillary...or Donald).

Readings: Finish reading from yesterday

1. Wood, P. K. (2001). 'Defining "Canadian": Anti-Americanism and Identity in Sir John A. MacDonalD's Nationalism'. *Journal of Canadian Studies*, Vol. 36, 2: 49-69.
 2. James T. Shotwell, 'A Personal Note on the Theme of Canadian-American Relations,' *Canadian Historical Review* 28, no. 1 (March 1947): 31-43.
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June 6: 'Twitching Elephants'

Readings:

1. Norman Hillmer (July 2006). 'Are Canadians Anti-American?' *Policy Options*.
 2. Michael Adams. Sections from: '*Fire and Ice: The United States, Canada and the Myth of Converging Values*' (Toronto: Penguin Canada, 2003), pp. 47-76.
 3. Justin Trudeau (2016): 'Prime Minister's remarks at State dinner; Official visit to the United States'. Statement on Prime Minister's Web site.
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June 7: Continued from Yesterday

Reading: Colin Robertson (March 2016). 'A Canadian Agenda for the USA: Obama and Beyond'. *Canadian Global Affairs*.

June 8: Quiz Prep & literature review (Last 40 minutes – or so – of class)

Reading:

1. Ian Brodie (February 2015). ‘After America, Canada’s Moment?’ *University of Calgary, School of Public Policy*.
2. Brian Bow (2008): ‘Anti–Americanism in Canada, Before and After Iraq’. *American Review of Canadian Studies*, Vol 38, 3: 341-359.

June 9: First Quiz (15%) – first 1.5 hrs of class

Readings: Bruce Gilley (2011). ‘Middle powers during great power transitions: China's rise and the future of Canada-US relations’. *International Journal*, Vol. 66, No. 2.

Weekend Reading: Dymond and Hart (2004): Canada & the New American Empire. *Policy Options*.

Part 2, Week Two (June 13-16): Politics & (Foreign) Policy

June 13: Arctic (& National) Sovereignty Introduction to the Topic

Readings Carolyn Gramling (April 17, 2015). ‘U.S. lays out its ambitions for leadership in the Arctic’. *Science*, Vol. 348, 6232: 270.

June 14: “This land is your land; This land is my land”. Canadian Arctic Sovereignty

Readings:

1. P. Whitney Lackenbauer & Adam Lajeunesse (2016). ‘The Canadian Armed Forces in the Arctic: Building Appropriate Capabilities’. *Journal of Military and Strategic Studies*, 16, 4.
 2. Brian Case (2012). ‘Sovereignty issues loom as Arctic sea ice shrinks’. *CBC – Canadian Broadcasting Corporation*.
 3. Wilfred Greaves & Whitney Lackenbauer (March 2016). ‘Re–thinking sovereignty and security in the Arctic’. *Open Canada*.
 4. E. Brutschin & S.R. Schubert (2016). ‘Icy waters, hot tempers, and high stakes: Geopolitics and Geo-economics of the Arctic’. *Energy Research & Social Science*.
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June 15: Climate Change, Global Warming, and Policy Integration

- **Quiz Prep & literature review (Last 40 minutes – or so – of class)**

Readings

1. Debora L. Vannijnatten (2004). ‘Canadian–American Environmental Relations: Interoperability and Politics’ *American Review of Canadian Studies*, Vol. 34, 4: 649-664.
2. Claire Demerse (March 2016). ‘Why closer Canadian–American collaboration on clean energy is a good thing’. *Policy Options*.
3. Rob Huerbert (January 2014). ‘Canada, the Arctic Council, Greenpeace, and Arctic Oil Drilling: Complicating an Already Complicated Picture’. *Canadian Global Affairs Institute*.

June 16: Security & the Post 9/11 World

- **First Quiz (20%) – first 1.5 hrs of class**

1. Christian Leuprecht , Todd Hataley & David B. Skillicorn (2013). ‘Cross-border terror networks: a social network analysis of the Canada–US border’. *Behavioral Sciences of Terrorism and Political Aggression*, 5:2, 155-175.
2. Barry, Donald, and Duane Bratt. ‘Defense against Help: Explaining Canada-US Security Relations’. *American Review of Canadian Studies* 38.1 (2008): 63-89

Weekend Readings:

3. Reg Whitaker (2005/6). “Securing the Ontario–Vermont Border: Myths and Realities in Post-9/11 Canadian-American Security Relations”. *International Journal*, Vol. 60, 1: 53-70.
 4. Munroe Eagles (2006). “Canadian–American Relations in a Turbulent Era”. PS Online.
 5. Frank P. Harvey (2007). ‘The Homeland Security Dilemma: Imagination, Failure, and the Escalating Costs of Perfecting Security’. *Canadian Journal of Political Science* 40, 2: 283-316
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Part 2 (continued), Week Three (June 10-23): Economy & Trade

June 20: *North American Free Trade Agreement (NAFTA), Continental Integration: Security and Prosperity Partnership (SPP 2009); Beyond the Border (2010).*

Readings: (DUE: Research paper – 30%)

1. Council on Foreign Relations (2005). Chairs: John P. Manley, Pedro Aspe, and William F. Weld. 'Building a North American Community' - (read only pp. xvii-xx and pp. 1-39).
2. Robert Orien (1995) 'North American Integration and International Relations Theory' *Canadian Journal of Political Science*, Vol 28, 4: 693-724
3. View and read Bright Space Web Links for '*Beyond the Border*'.

June 21: (Continued from yesterday)

Reading: Laura Dawson and Stefania Bartucci (September 2013). 'Canada and the Trans-Pacific Partnership Entering a new era of strategic trade policy'. *Fraser Institute*.

June 22: **Trans-Pacific Partnership (TPP): What is it? What's in it for Canada?**

● **Quiz Prep & literature review (Last 40 minutes – or so – of class)**

Readings:

1. Laura Dawson (February 2012). 'Can Canada Join the Trans-Pacific Partnership? Why just wanting it is not enough'. *C.D. Howe Institute, Commentary No. 340, International Economic Policy*.
2. Anne Marie T. Thow, PhD; Deborah H Gleeson PhD; Sharon Friel, PhD (March 2015) 'What doctors should know about the Trans-Pacific Partnership Agreement'. *MJA* 2, 4.

June 23: **Final Exam – 35% (Full 3-hrs)**
