



COURSE OUTLINE

HI4550 / HIST 455

TOPICS IN THE HISTORY OF CANADIAN EXTERNAL RELATIONS

FALL 2009

Mon: 6:00 – 8:50pm, Room A213

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

OFFICE HOURS: M 4-6; T 12-2; W 1-2:30

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UNIVERSITY TRANSFER: UA, UC, UL, AU, AF, CU, KUC

In general, this course examines Canada's diplomatic, political and cultural interrelationship with its two great mentors - Great Britain and the United States. More specifically, discussions will focus on the development of Canadian foreign policy (from Laurier to Chretien) with particular emphasis on Canada's middle power role in global affairs during the Cold War period. The assigned readings, class discussions, and written assignments are designed to sharpen the critical reading and writing skills of *upper-level* students. Some background in Canadian history is assumed.

Course Texts:

J.L. Granatstein and Norman Hillmer, *Empire to Umpire: Canada and the World into the Twenty-First Century* (Second Edition, Nelson, 2007)

Blackboard

Blackboard will be used for all assignment submissions. Various materials will be posted here including:

- Course Outline
- Links and Tips for Assignments
- Summaries or Review materials

On the GPRC homepage, use the link at the top right. Once you've logged in, you should be able to access the Blackboard site for this course.

ASSIGNMENTS AND EXAMINATIONS:

Class Participation	10%
Assignment #1 (Documents)	15%
Assignment #1 (Proposal)	10%
Assignment #3 (Essay)	35%
Final Exam	30%

GRADING SYSTEM

Policy with respect to grade changes, letter grades and grade point averages can be found in the college calendar. The last day to officially withdraw is November 6.

Alpha Grade	Percentage	4-point Equivalence	Description
A+	90 - 100%	4.0	Outstanding
A	85 - 89%	4.0	Excellent
A-	80 - 84%	3.7	Very Good First Class Standing
B+	77 - 79%	3.3	
B	73 - 76%	3.0	Good
B-	70 - 72%	2.7	
C+	67 - 69%	2.3	Satisfactory
C	63 - 66%	2.0	
C-	60 - 62%	1.7	
D+	55 - 59%	1.3	Poor
D	50 - 54%	1.0	Minimal Pass
F	Below 50%	0.0	Failure
WF		0.0	Fail, Withdrawal after the deadline

DUE DATES

Assignment #1 (Documents on External Relations)
Assignment #2 (Proposal)
Assignment #3 (Essay)

October 16
November 6
November 27

Assignments are to be submitted via Blackboard before midnight on the due date. Extensions for tests, essays and the document analysis will be made only when students contact the instructor prior to the deadline and present evidence of extenuating circumstances. To encourage promptness and in fairness to those who complete their work on time, late assignments will be reduced 15% for each twenty-four hour period (or part thereof, including weekends and holidays) after the due date. Any essay sent to the mailroom, dropped off at the switchboard, left at my office, or faxed will not be accepted and will not become the responsibility of the instructor.

TENTATIVE SCHEDULE

Note: Assigned readings placed on reserve in the library should be completed prior to the class in which this material becomes the focal point of our discussions.

September 14: INTRODUCTION

September 21: "AMATEUR DIPLOMACY AND THE NEW DOMINION"

Readings: Barbara Messamore, "Diplomacy or Duplicity? Lord Lisgar, John A. Macdonald and the Treaty of Washington, 1871"

September 28: THE LION, THE EAGLE AND WILFRID LAURIER

Readings: *Empire to Umpire*, 1-46

James Eayrs, "The Origins of Canada's Department of External Affairs"

October 5: MR. BORDEN GOES TO WAR

Readings: *Empire to Umpire*, 47-67

R.C. Brown, "Sir Robert Borden, The Great War and Anglo-Canadian Relations"

October 12: Thanksgiving – No Class

October 16: Assignment #1 (Documents) Due

October 19: THE INTERWAR YEARS

Readings: *Empire to Umpire*, 68-136

J.L. Granatstein and Robert Bothwell, "'A Self-Evident National Duty': Canadian Foreign Policy, 1935-1939"

J.A. Stevenson, "Canadian Foreign Policy"

October 26: THE MACKENZIE KING HINGE

Readings: *Empire to Umpire*, 137-160

Hector Mackenzie, "The North Atlantic Triangle in the Second World War"

J.L. Granatstein, "Getting on with the Americans: Changing Canadian Perceptions of the United States, 1939-1945"

November 2: A MIDDLE POWER

Readings: *Empire to Umpire*, 161-206

Adam Chapnick, "The Canadian Middle Power Myth"

Erika Simpson, "The Principles of Liberal Internationalism According to Lester Pearson"

November 6: Assignment #2 (Proposal) Due

November 6: Last Day to Withdraw without Academic Penalty

November 9: CANADA AND THE COLD WAR

Readings: *Empire to Umpire*, 207-248

J.L. Granatstein and R.D. Cuff, "Corporal Pearson, General Acheson, and the Cold War"

November 16: PIERRE TRUDEAU'S THIRD OPTION

Readings: *Empire to Umpire*, 249-272

Bruce Muirhead, "From Special Relationship to Third Option: Canada, the US, and the Nixon Shock"

November 23: SHAMROCKS BUT NOT STAR WARS

Readings: *Empire to Umpire*, 273-302

Nelson Michaud and Kim Richard Nossal, "The Conservative Era in Canadian Foreign Policy, 1984-1993"

November 27: Assignment #3 (Essay) Due

November 30: LLOYD AXWORTHY AND A RETURN TO MORAL DIPLOMACY

Readings: *Empire to Umpire*, 303-324

Bernard Prosper jr., "Canada and Human Security: From the Axworthy Doctrine to Middle Power Internationalism"

December 7: CANADA'S LOST PLACE IN THE WORLD – EXAM REVIEW

Readings: *Empire to Umpire*, 325-348

Bill Dymond and Michael Hart, "The Potemkin Village of Canadian Foreign Policy"

HAVE A GREAT HOLIDAY!

CLASS DISCUSSION GUIDELINES

Students will be expected to do all of the assigned readings for the class discussions. Class participation grades are determined by students' willingness to actively engage in these sessions by offering opinions and raising relevant questions. To facilitate these exchanges and to accumulate the essential material, students are encouraged to put together a brief outline of their response to each of the key questions in advance. This preparation will help you understand the course content, the methodology of historical interpretation as well as serve to prepare you for the exams and papers. Occasionally this work will be carried out by small groups of students. Most weeks (not those with exams or essays due) some students will be responsible for presenting a document analysis. Other students will be invited to offer comments and questions.

In order for everyone to have the opportunity to participate, we must strive to create an open, positive, non-threatening atmosphere. Curiosity, honesty, and above all, respect are characteristics inherent in healthy discourse. Listen actively and speak openly. If you tend to be timid, try to share your thoughts, however uncomfortable this might seem. If you like to talk, be sensitive to the needs and size of the group. Everyone should speak at some point during each discussion. Our culture finds periods of silence awkward and unacceptable, but sometimes one simply needs time to think and revise their responses. Raising questions is just as important as providing answers. In fact any response however "wrong" it may seem deserves credit since it takes courage to speak in class and most comments will usually advance the discussion.

A great deal of this class revolves around discussions of contentious issues that often lend themselves to heated debates, subjective interpretations, contested meanings, and emotional responses. It will be perfectly appropriate for us to end our discussions in disagreement. If you feel frustrated and overwhelmed, don't despair. Most questions worth asking have no simple, clear answers.

While derogatory or inflammatory language, harassment, or discriminatory behaviour of any kind will not be tolerated, many students take any negative response, comment or disagreement as a personal insult. What is at issue here are ideas, not people. We all want our views to be accepted or have others marvel at our mental capacities, but it is also human nature to disagree. Alternative perspectives exist on almost any topic and these class discussions will encourage divergent thinking.

EXAM FORMAT

The final exam will integrate material from all parts of the course: lectures, assigned readings and discussions. It will be in multiple sections and provide a choice of question in both the Identify and Explain and Essay styles. Further information will be provided before both exam.

Plagiarism / Academic Dishonesty

All sources used in the preparation of a paper which have been quoted or paraphrased must be footnoted/endnoted. Failure to do so is plagiarism. All papers must be the student's own work. Anything else, whether borrowed, purchased or ghostwritten, is plagiarism. Continual and extensive paraphrasing without quotation marks, even if footnoted/endnoted, is also plagiarism. It has no place whatsoever at any level of college work. Unintentional plagiarism is easy to commit. Some students take massive amounts of notes from research materials and forget to identify those passages they copied or paraphrased. Just remember, it is a simple matter for an instructor to recognize the difference between the writing of an average college history student and that of a published author who spent years researching a topic.

College policy with respect to plagiarism states that: "The College expects intellectual honesty from its students. Intellectual honesty demands that the contribution of others be acknowledged. To do less is to cheat. Intellectual dishonesty undermines the quality of academic activity and accordingly, the College has adopted appropriate penalties for student misconduct with respect to plagiarism and cheating. Penalties are levied according to the degree of the infraction. If you are unsure whether a particular course of action might constitute plagiarism, you are advised to consult with the instructor."