



COURSE OUTLINE

HI4550 / HIST 455

TOPICS IN THE HISTORY OF CANADIAN EXTERNAL RELATIONS

FALL 2008

Mon: 6:00 – 8:50pm, Room B304

INSTRUCTOR: D. White

OFFICE: C-401

PHONE: 780-539-2083

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

E-Mail dawwhite@gprc.ab.ca

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	15%
Assignment #1 (Proposal)	5%
Assignment #2 (Documents)	20%
Assignment #3 (Essay)	35%
Final Exam	25%

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	4-point Equivlence	Descriptor
A+	4.0	Excellent
A	4.0	
A-	3.7	Very Good First Class Standing
B+	3.3	
B	3.0	Good
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Poor*
D	1.0	Minimal Pass*
F	0.0	Failure
WF	0.0	Fail, withdrawal after the deadline

DUE DATES

Assignment #1 (Proposal)	October 6
Assignment #2 (Documents on External Relations)	October 20
Assignment #3 (Essay)	November 24

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 5% 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, e-mailed 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 8: INTRODUCTION, "AMATEUR" DIPLOMACY AND THE NEW DOMINION

September 15: THE LION, THE EAGLE AND WILFRID LAURIER

Readings: *Empire to Umpire*, 1-46

Desmond Morton, "Sir Wilfrid Laurier and the Use of Canadian Troops for Overseas Service"

V.C. Smith, "Moral Crusader: Henri Bourassa and the Empire, 1900-1916"

September 22: MR. BORDEN GOES TO WAR

Readings: *Empire to Umpire*, 47-67

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

Desmond Morton, "Sir William Otter and Internment Operations in Canada during the First World War"

September 29: MR. KING STANDS UP TO THE KING

Assignment #1 (Proposal and Bibliography) Due

Readings: *Empire to Umpire*, 68-100

Mackenzie King at the Imperial Conference, 1923

October 6: BENNETT'S BLASTING, CANADIAN NATIONALISM AND APPEASEMENT

Readings: *Empire to Umpire*, 101-136

J.L. Granatstein and Robert Bothwell, “‘A Self-Evident National Duty’: Canadian Foreign Policy, 1935-1939”

James Eayrs, “‘A Low Dishonest Decade’: Aspects of Canadian External Policy, 1931-1939”

October 13: Thanksgiving – No Class

October 20: THE MACKENZIE KING HINGE

Assignment #2 (Documents on External Relations) Due

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”

October 27: 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 3: 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

Alan Levine, “Surrounded by Enemies”

November 6: Last Day to Withdraw without Academic Penalty

November 10: Winter Break – No Class

November 17: 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”

Garth Stevenson, “The Third Option”

November 24: SHAMROCKS BUT NOT STAR WARS

Assignment #3 (Essay) Due

Readings: *Empire to Umpire*, 273-302

Michael Hawes, “Mulroney and the Americans: A New Era?”

December 1: LLOYD AXWORTHY AND A RETURN TO MORAL DIPLOMACY

Readings: *Empire to Umpire*, 303-324

John Herd Thompson, "Playing by the New Washington Rules: The US – Canada Relationship, 1994-2003"

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

December 8: 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 find 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.

COURSE ASSIGNMENT INSTRUCTIONS

This course asks students to complete three assignments. The first and third are part of the same research project. The second is an opportunity to explore a rich primary source for Canadian history, *Documents on External Relations*.

Assignment #1 – Essay Proposal and Bibliography

The intention of the essay in this course is to allow students to refine their research and writing skills while exploring a Canadian foreign policy topic of particular interest to them. However, to verify that the topic is appropriate and that sufficient materials have been identified to complete it, students are required to submit an essay proposal and annotated bibliography for approval.

The proposal should be approximately 1.5-2 pages double-spaced. It should define the topic to be studied, provide a tentative thesis and explain the approach and methodology to be taken in studying it. Comments on the source material may be made, but most of these will be more appropriately placed in the annotations for the bibliography.

Although students in this course have likely done historical research before, for reference:

Historians rely on two kinds of sources.

Primary Sources– These are materials generated by people with firsthand knowledge of the people, events or objects in question. They are generally created at the time, but may also be recorded later. Examples include: letters, diaries, newspapers, and oral histories.

Secondary Sources - These are usually accounts written by historians based on primary sources. Because the material has already been sorted and digested by an historian, it is usually easier to understand. However, this also means that an interpretation and bias has been applied to it. For this reason, historians value primary sources more, because it is a chance to go back to the raw material of history. Examples of secondary sources include your textbook and articles in journals.

Required Sources:

Your final essay will be approximately 10 pages double-spaced and thus you will require a considerable quantity of source material. Your sources must meet the following criteria:

- At least 1 must be a primary source
- At least 3 must be academic articles

One of the keys to all research historical or otherwise is learning to read your materials critically. You must learn to question your authorities, no matter how eminent. Not everything you read can be accepted simply because it is presented in a book. Even where there is not dispute about the facts, careful and honest people come to different conclusions about the meaning of those facts.

Your assignment will also include an annotated bibliography. It should demonstrate critical thinking about your sources. A sample annotated bibliography will be available on blackboard. The sorts of questions you should consider in commenting on your sources are:

- Who produced the source? How might their personal bias be reflected?
- Why was the source produced? How might this influence its slant?
- If a secondary source, what research was it based on?

Some Topic Ideas

You should always pursue a topic that is of interest to you personally (you will likely want to consult with your instructor before you submit your proposal to ensure you're on the right track). Here are a few suggestions to get you started:

1. How effective was Henri Bourassa at creating opposition to Laurier and Borden's foreign policies?
2. Neville Chamberlain and others have often been condemned as those who tried to appease rather than fight aggression in the 1930s. What is Canada's record on appeasement?
3. Robert Borden is often credited with demanding recognition for Canadian efforts in the First World War. Did Mackenzie King make a sufficient effort to get a "seat at the table" in light of Canada's contributions to the Second World War?
4. Was there really a "golden age" of Canadian foreign policy after the Second World War?
5. Did Diefenbaker or Pearson better represent the wishes of Canadians when it came to nuclear weapons?
6. Pierre Trudeau's administration tried to take Canadian foreign policy in a new direction known as the "third option." How effective was it?
7. Did France ever cross a line in dealing with Canada and the issue of independence for Quebec?
8. Brian Mulroney is often criticized for turning Canada into "America Lite" with his relationship with the United States but how successful were his initiatives in the rest of the world?

Assignment #2 – Reading *Documents on Canadian External Relations*

Length: 1,250 words (5 pages double-spaced).

Value: 20%

Since 1909, the Canadian Department of External Affairs (now Foreign Affairs and International Trade) has overseen Canada's relationship with the world. Their records for past years have been sifted through by historians and published in a series of volumes which now extend up to about 1960. These documents include material which was classified at the time and document small incidents often unknown to the public. There are hundreds of small stories in these volumes about different events and questions in Canada's foreign policy. In this assignment, you'll tell one of them.

Volumes 12 to 26 of *Documents*, which cover the years 1946 – 1959 are available online from the Department of External Affairs website (<http://international.gc.ca/departement/history-histoire/dcer/browse-en.asp>). This period has often been referred to as the “Golden Age of Canadian Diplomacy.” Canada is feeling powerful after the Second World War and believes it has a significant role to play in the United Nations, in the formation of NATO, in the development of nuclear technology and as a peacekeeper. Explore the volumes and sample the documents looking for a particular story you’re interested in. To help you understand the broader context this is taking place in, use the introduction to each volume of *Documents*, see the relevant sections of *Empire to Umpire* and take a look at the Department’s own online histories:

http://international.gc.ca/departement/history-histoire/history_department-en.asp
http://international.gc.ca/departement/history-histoire/canada_world-en.asp

Your written assignment should do three things.

1. It should reconstruct what happened from the documents – to tell the story in other words
2. It should explain why the incident is significant – this will be your thesis
3. It should set the incident in a broader context. Remind your readers about how this fits into the broader picture of what Canada is doing at the time. If you’re writing on nuclear reactors for India, you might mention Canada’s concerns about nuclear weapons and proliferation. If you’re writing about a UN debate on foreign aid, remind us that Canada was a key player in the Colombo plan.

Remember that the bulk of your paper must be based on documents from *Documents on Canadian External Relations*. Secondary sources should only be used to help you understand the documents.

Citation in history papers is **essential** and you must use **footnotes or endnotes**. Citing the document in these collections can be particularly challenging. Here are a couple of examples to help you structure yours.

1. Extract from Weekly Divisional Notes, DEA/8508-40, February 22, 1954, Document #19 in *Documents on Canadian External Relations*, Vol. 20 (1954), G. Donaghy, ed., <http://international.gc.ca/departement/history-histoire/dcer/details-en.asp?intRefId=15> (accessed September 20, 2008).

Subsequent references to the same document can be abbreviated as:

3. Extract from Weekly Divisional Notes, February 22, 1954.

Assignment #3 – The Essay

Length: 2500 words (10 pages, double-spaced)
Value: 35%

The major component of your course grade is the final assignment, the essay based on your proposal. This is to be a substantive piece of written historical work, well-researched and clearly documented. You should not only focus on research and analysis, but how you present your findings in writing is also critical.

These points should help you write your essay.

Points to Consider When Writing Your Essay

In marking your essay, the reader will consider the following points:

1. The Logical Development of the thesis. Without a general thesis or argument, an essay becomes an incoherent jumble of facts and opinions.
2. Relevance. The essay must deal with the argument, and side issues should be excluded.
3. Consistency. The various parts of the essay should hang together and not contradict one another.
4. Conciseness and Balance. An essay is an exercise in stating an argument in a concise manner. There is certainly no reason for being long-winded or repetitious.
5. Presentation:
 - a) Your language should be clear and precise. Care should be taken to choose precisely the right word or phrase to convey the meaning intended. Vague phrases or ambiguous expressions should be avoided.
 - b) All students should have a good dictionary and should use it. Incorrect spelling of words is inexcusable and is far too prevalent. Care should also be taken that the names of persons and places are correctly copied in full.
 - c) The paragraph, not the sentence, is the logical unit in an essay. A paragraph should express a complete idea and offer evidence in support of that idea.
 - d) Some thought should be given to punctuation. There are punctuation marks other than the comma and the period. College students should be able to use them to write complex sentences.
 - e) The essay should be a finished piece of work, not a mere draft. Do not use abbreviations, and read your essay over for mistakes before you turn it in. Proofreading is critical to producing a final paper. If possible, have someone else read your paper and offer suggestions. What seems clear to us is not always clear to our readers.

Some Common Faults

1. Many essays demonstrate a lack of coherence and a tendency to irrelevance. These weaknesses spring not so much from a lack of knowledge as a lack of judgement. They can be overcome by keeping your subject clearly in focus. This is why students should first make a plan of their essay showing the course they intend to follow in their argument. Too often students' plans are formless, and so naturally are their essays. Some students work with simple charts. Others write detailed outlines, enumerating the major points of the thesis and the supporting evidence. Remember, it is far easier to revise an outline several times, than to rewrite an entire paper. Always keep in mind that your goal should be to introduce the thesis clearly, support it effectively, and then draw meaningful conclusions about it. Within each section of the essay ask yourselves: Does this section follow logically from the preceding one? Does it adequately support and develop the central thesis? Does it establish the necessary background for the section that follows?
2. Most students spend too much of their time reading, and too little time in sorting out and digesting what has been read, constructing an argument and deciding on the form of the essay.

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3. Much of the irrelevance in students' essays springs from a failure to see exactly what the question is that they are required to answer. When the essay calls for a comment on a question, careful study should be given to its wording and a decision made as to which are the "key" words. These words should then be made the focal point, or core of your argument.
 4. Students often show a lack of discernment in their reading. It is not enough to read a number of different authors. You must show what weight you attach to their arguments, and why.
 5. Often there is a lack of judgement in the use of quotations. Quotations should be short and to the point. They should be used mainly because they state pithily some point you wish to elaborate, or some point you wish to cite or discuss. They should not be used in order to make other writers do your work for you, nor should they be left without comment. If the quotation is not poignant, put it into your own words and cite the author of the idea in a footnote/endnote.
 6. Many essays do not include an introduction or conclusion. In order to help the reader to understand the thesis of your paper and its structure, you should have a clear introduction and conclusion. In the introduction, you should indicate the thesis, purpose and scope of the paper. In the conclusion, you should summarize your major points, explain how they sustain your central thesis, and discuss the general implications of your essay.

References

It is important that your essay be well documented. Academic standards require that all source material be acknowledged by the writer of an essay, not merely as a matter of common honesty or as an aid to the reader, but also as a validation of the writer's work. This means that you must give exact sources in your footnotes/endnotes for quotations and opinions taken from your authorities. It is not sufficient merely to give references for direct quotations. You must also give them for major statements of interpretation, paraphrased opinions, and statistics. Footnote/endnotes can also be used to qualify, amplify, or to make some incidental comments on the discussion in the text of the essay. Thus worthwhile material can be included which might otherwise disrupt the flow of the argument if introduced into the text. At the same time, it is necessary to use some discrimination. You do not need to give references for well known facts about which there is no dispute. Essays can have too many footnotes/endnotes or too few.

Format

Each essay should include a title page with the author, course number and the name of the instructor. Essays must be typed and double spaced. Single spacing is restricted to lengthy quotes. Don't try to squeeze 12 pages of text in 6, or stretch 2 pages into 6, with the creative use of fonts, spacing and margins. If your paper runs short, it's a good clue that you need more detailed analysis. If it runs long, chances are you've summarized too much.

There are a number of ways in which information can be referenced. When writing a history essay you must observe the conventions of historians concerning footnotes/endnotes. Historians currently use the Chicago Style A (Chicago Manual of Style) or the Old MLA (Modern Language Association) format. An essay which does not contain footnotes/endnotes in one of these formats is not acceptable. If in doubt, consult a recognized style manual.

Footnotes/Endnotes

References in essays are to be given by means of numbered footnotes at the bottom of the same page as the passage to which they refer or at the end of the essay. Footnotes/endnotes

should be numbered consecutively. In the text of your essay, the footnote/endnote number should immediately follow the passage or paragraph to which it refers. It should, if possible, be raised above the line in the text. In general, the first footnote/endnote for a source should contain the following information: (1) name of the author; (2) title of the work; (3) facts of publication; and (4) page number. For example:

Christien Le Clerq, New Relations of Gaspesia, in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 27.

Chief Peau de Chat, "Address to T.G. Anderson, vice-superintendent of Indian Affairs," Sault Ste. Marie, August 18, 1848 in "A Few Acres of Snow", ed. T. Thorner (Peterborough, 2003), p. 414.

Second and Later References

When a work has been cited in complete form, later references to it should be in shortened form ie.

Le Clerq, p. 31 or de Chat, p. 415.

Sample references and links to a guide will be available on Blackboard.

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."