

St. Jerome's University in the University of Waterloo
Department of History
HIST 350: Canada and the Americas (Autumn 2020)

Prof. Ryan Touhey

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Office Hours: No set office hours due to Covid campus restrictions, please feel free to email and I promise to be prompt in replying, and I am also happy to meet students who prefer face to face meetings by appointment via social distancing meetings on my front porch.

Lectures: To be posted to LEARN, with powerpoints, every week as per below schedule

Course Objectives:

This course will introduce students to the history of Canadian diplomatic/cultural/trade interactions from 1763 to 2005 with the Americas: the United States, Central/Latin America, and the Caribbean. The primary focus of the material will be on Canada's evolving relationship with the United States. There will be a particular emphasis on the twentieth century and how diplomatic, cultural, economic, and military interactions with the Americas shaped Canada's diplomatic, political and social development.

Learning Objectives: Through the lecture notes, textbook and seminar readings, students are expected to develop a testable understanding of how Canadian foreign relations/cultural interactions with the Americas has developed and progressed through various domestic and international influences between 1763-2005.

The annotated bibliography assignment and the seminar assignments are intended to sharpen how students approach written and media sources, as well as instill an understanding that all sources must be scrutinized rather than accepted at face value. Furthermore, these assignments should develop the ability of the student to understand that there are numerous approaches and debates to how the history of Canadian interactions with the Americas is written and understood.

The briefing note assignment, and the instructions below for that assignment, should help foster students' ability to write thoughtfully/persuasively as well as their ability to analyze research questions. Topics are listed on pages 11-15.

Course Textbook and Seminar Readings:

Required Texts: Stephen Azzi, *Reconcilable differences: A history of Canada-US Relations*. Don Mills: Oxford University Press Canada, 2015.

*This can be purchased at the UW bookstore, or second hand through www.abebooks.com, or as an e-book from OUP Canada's website

PDF copies of seminar readings are available on e-reserve.

Course Requirements:

Seminar Participation	25%
Briefing Note Proposal/Annotated Bibliography	10%
Briefing Note Assignment (10 pages)	30%
Final Examination	35%

Instructions for Assignments/Seminars/Briefing Note**Seminar Discussion Component of the Course**

Seminar assignments will be due via email every two weeks by the Friday evening 11:59pm as denoted in the lecture schedule. There will be three readings on offer, students will choose two readings to analyze. Seminars are intended to illustrate to the student that historians often examine subjects/eras differently using a variety of sources, approaches, and questions to inform their research. During the course of the semester a key goal of the seminar component is to sharpen the student's ability to reflect on the readings and observe that history is simply not set dates, events and ideas but that it is continually re-examined by every generation. Marks are based on the quality of writing and engagement with the readings and their respective arguments. Simply offering vague/general sentences on the readings will not earn a student minimum marks i.e. 2/5. Students aiming to receive top marks in these assignments will demonstrate through their analysis/commentary that they have a solid grasp of the readings. *Please note:* not submitting written assignments for the majority of seminars will result in an automatic failure.

The written assignments will be 4-5 pages providing both a written summary/analysis of the readings that consider the questions/discussion points outlined below. The assignment must use 12 point Times New Roman font, standard margins, and be double spaced.

- 1) What are the arguments/purpose of the readings?
- 2) What did you think of the readings and why? What did you learn?
- 3) Compare or contrast where the historians differ in the readings for the seminar i.e. subject emphasis, sources, arguments.
- 4) Have the readings changed or added to your understanding of the topic? If so, how?
- 5) What questions or issues do the readings raise in your mind?

Please feel free to ask questions or raise your own points about the readings as well.

Briefing Proposal Topic and Annotated Bibliography (10%):

On October 1st, 2020 students will submit via email a short proposal (3 pages) including:

- An expansive paragraph or two detailing the historical briefing topic with context, the time frame, and the main question(s) that they are asking to guide their research (in question form);
- A preliminary annotated bibliography --including at least ten sources i.e. monographs and scholarly journal articles, with at least 4 primary sources (minimum of 10 sources). Do not use the textbook as a source.

- Primary sources relate to people and materials directly related to the topic, generally from the same time frame. Included in the list of primary documents are: any and all government publications including Royal Commission reports, Departmental reports, on-line archival material from Library and Archives Canada, Global Affairs Canada historical section etc. Transcripts and tabled documents from Parliament/House of Commons, known as Hansards make excellent primary sources. As well, newspaper and other media coverage from the time provide excellent primary sources. Book and articles written by those involved, including memoirs, can also be solid sources.
- Each annotation should include at least two thoughtful sentences for each source explaining the contents of the source and why it will be useful to your essay.
- Websites such as Wikipedia are not to be used. Examples of excellent websites that should be consulted are provided further below. A key purpose of the assignment is to encourage you to get started on your research early, and it will allow me to recommend other sources and offer advice that may help to strengthen your briefing paper. Final papers will not be graded by the instructor without the prior submission of this proposal. Failure to submit the briefing note assignment will result in an automatic 32%.

Finding Sources---Some Helpful Tips:

- Your textbook has a terrific annotated 'Further Reading' section at the end of each chapter. Students should consult this section to identify possible sources for their briefing notes.
- Another useful suggested reading students are encouraged to consult: Robert Bothwell, *Alliance and Illusion: Canada and the World, 1945-1984* (Vancouver, UBC Press, 2007).
- The seminar readings may also offer useful suggestions in their footnotes/endnotes

Useful Internet Links

The internet can also be a valuable research tool, but use it with caution. Again---if I see Wikipedia or an encyclopedia website on any assignment the student will lose marks.

Some excellent and reliable sites for primary documents include the following:

- Library & Archives of Canada has cabinet minutes online for the period 1944-1979: <http://www.bac-lac.gc.ca/eng/discover/politics-government/cabinet-conclusions/pages/cabinet-conclusions.aspx>
- The Diaries of William Lyon Mackenzie King are available at: <http://www.bac-lac.gc.ca/eng/discover/politics-government/prime-ministers/william-lyon-mackenzie-king/Pages/diaries-william-lyon-mackenzie-king.aspx>
- Global Affairs Canada's historical section has digitized its Documents on Canadian External Relations (DCER) series on-line for the years 1946-1963: <https://www.international.gc.ca/gac-amc/history-histoire/external->

relations_relations-exterieures.aspx?lang=eng

- The volumes for 1909-1945 can be accessed through this link:
<http://gac.canadiana.ca/view/ooe.b2217569F>
- The US State Department also has an impressive range of material from its Foreign Relations of the US (FRUS) series online from the Truman to the Carter presidencies (1945-1980): <http://history.state.gov/historicaldocuments>
- For biographies of prominent Canadians including many key diplomats and Prime Ministers, see the Dictionary of Canadian Biography online at:
<http://www.biographi.ca/index-e.html?PHPSESSID=05mvu9l5arc0glmeu91h71ekr7>

Briefing note assignment (30%): Due via email Friday November 20, 11:59pm

The main assignment will be a single spaced briefing note research paper of 10 pages including footnotes and bibliography. Topics are located further below for students to choose. Papers that do not meet the page expectation due to excessive font, spacing, or simply a clear lack of effort will be subject to a penalty of 8%.

I. Background Section:

This is a “relevant history” section. The question you need to answer is: What background is absolutely necessary for the reader of your brief to understand this issue? Remember: s/he is busy and will likely ignore a too brief note or one that contains unnecessary information. **Elements that should go in the background section:**

- As you begin the background section, be sure to begin with the necessary context as to what issue has prompted the briefing note to be written? What is the issue? How did this issue come about? History often casts a long shadow over events and influences the way we think about an issue. But remember that space is limited and that you must select the most useful information. What, for example, have the historical attitudes been of the United States and Great Britain, Canada’s principal allies?
- When outlining international history, ALWAYS highlight the past Canadian position! Be specific, but not in excessive detail. Why did Canada take this position? Do those interests/impulses still apply? For example, if you are discussing Canada’s Cuba policy in the 1980s, what has government policy been over the years? Are there legal agreements (treaties, trade agreements, etc) that should be considered? For example, is Canada legally committed to do something as a member of an alliance, or by virtue of having a trade agreement?
- Remember: Be Specific! If an agreement was signed: which countries signed it? Vague allusions are not at all persuasive. If there was a past war: when was the war? Why did it happen?

II. Options Section:

The goal is to delineate, as clearly and succinctly as possible, what options are available. Although this will be your shortest section, it might take the most time to do. Be sure to outline clearly the differences between your options. For example, your options may be as stark as whether to go to war or not. Alternatively, although you may suggest supporting a war, you may decide to participate in a limited way. In the latter case, to what degree? Here numbers or distinct policy configurations should be outlined very clearly and precisely.

Try to demonstrate a nuanced understanding of the issue in this section. Aim to be realistic and practical. For example, a Canadian decision to end all trade with the US is probably not a realistic option. Try to remember that good policy is frequently about subtlety: therefore, if there are subtle (but important) differences between policy options, then clearly explain the differences. These distinctions should be clear to your reader.

III. Considerations Section:

This will be your longest section. It is the section where you really present evidence for the recommendation you will make. In this section, you should answer two questions: (1) What is in Canada's national interest? Why, precisely, is this so? (2) What are the potential implications of the options outlined? Don't state your recommendation yet. In this section you will lay the groundwork for the recommendation that you will present in the final section. When describing implications, be sure to note the drawbacks of all options. No option is perfect.

In terms of the Canadian interest, be sure to explain how you think a particular interest could be threatened (or is being threatened). Is it national security? Could a Canadian trade relationship be imperiled? What implications does each option have for global stability or for international institutions, such as the United Nations? Are there values that should be taken into account alongside the interests? Are there values that rise to the level of interests? And what constraints are there on the policy process or policy actors that the reader ought to know about, limiting action or making it impossible?

In determining potential implications, make a realistic and disciplined case. Although you are not outlining your recommendations yet, your consideration of implications should not contradict your recommendations. Having said that, you may be able to enrich your analysis by outlining some of the drawbacks of the option you will eventually recommend. There may be reasons why, despite these drawbacks, your suggested option is the least bad option.

IV. Recommendations:

This will be the section where you clearly state the option you recommend. By the time you reach this section, the reader should not be in doubt about the option you have selected. If you have made the case effectively in the previous section, the logic for your choice should be clear. Try to limit the repetition in this section (although some will be necessary). You will wish to suggest a means of implementing this recommendation as a final point.

Final Structural Considerations:

- Consult the sample briefing notes closely for advice on format. Although the assignment is not primarily concerned with format, it is a briefing note and should resemble one.
- Be conscious of how your briefing note flows as a piece of writing. A good brief will flow almost seamlessly between sections.
- Be professional in terms of how you write. You are assuming the role of a professional public servant. While ‘colourful’ language/colloquialisms may seem inviting as you put yourself into the role just remember you are a professional writing a government briefing document that will be saved for future historians to examine.
- Please be sure to include a standard title page with your name, student number, the name of the professor, and the date. Also note the topic on the cover page.
- You may consolidate some of your sources under a single heading in the bibliography, as in putting all Globe and Mail articles or Documents on Canadian External Relations documents together for a single comment.
- Your briefing note **MUST** use footnotes or endnotes that are consistent and conform to a major style system such as Chicago.
- For the final version consult no fewer than twelve substantive sources, at least half of them primary sources. The use of several newspaper articles or documents from a single source obviously will add up to more than one of the eight sources you must cite; however, seek a variety of primary and secondary sources for your list.
- Be sure not to manipulate the margins and use 12 pt. Times New Roman font.

Grading Criteria: Although your briefing note will be graded as a whole, each section should speak to the suggestions above. When you are editing your piece, consider the questions below:

- Background Section: Was the background information presented relevant? Were there important issues that should have been presented in greater detail? Were there details that were omitted altogether?
- Options Section: Are the options clearly presented and distinct? Has the writer given adequate consideration to all of the options presented? Are they all realistic? Do the options suggest a nuanced understanding of the material?
- Considerations Section: Has the writer clearly outlined all of the important considerations? Is the national interest clearly presented? Has the briefing note clearly outlined what the implications are? Does this section make the recommendations in the following section seem like a natural conclusion? Are your considerations sufficiently persuasive?
- Recommendations: Is the reader absolutely clear on the reasons why you have selected your suggested policy option? Does the reader still have lingering doubts? Is your recommendation realistic and practical?

The preferred and most accepted method of citing for historical essays is Chicago style using footnotes or endnotes, in which a number is used in the text to correspond to a note either at the bottom of a page or at the end of the text. Keep in mind that page numbers are essential and if you have more than one source from the same author, the different sources must clearly be identified.

The examples below are the most common types of references used. The proper form for citations is listed below and on the next page:

For books:

Footnote #, First name(s) Surname, *Title of Work*, (Place of publication: Publisher, Year,) p.

(Note: more than one author is linked by “and” between the two names with the name format repeated).

For *Hansards*:

First name(s) Surname of speaker, “Speech in House of Commons, (or other legislature), Date, “ *Commons Hansard*, p.

For articles or chapters from collections of essays the format is:

First name(s) Surname, “Name of Article,” in, First name(s) Surname, (editor(s)) *Title of Work*,” (Place of Publication: Publisher, Year,) p.

Journal articles are referred as follows:

First name(s) Surname, “Name of Article,” in, *Name of Journal*, (Volume, Number, Year,) p.

For **Web-based** references be sure web-based information comes from credible sites and sources. When in doubt either ask or do not use. The format for citations is:

First name(s) Surname, [if any is associated or the name of the supporter of the web page,] “Page Title,” full URL, (date viewed).

The above is intended for first time citations, thereafter use a short form of the citation, generally: Surname, *Short Title*, p.

Bibliographies are not numbered but are listed in alphabetical order based upon surnames of the authors. If you wish you could divide your bibliography into primary and secondary source sections. The format is basically the same as listed above only with slight changes:

For books:

Surname, First name(s). *Title of Work*. Place of Publication: Publisher, Year.

For *Hansards*:

Surname, First name(s) of speaker, “Speech in House of Commons, (or other legislature), Date,” *Commons Hansard*.

For **articles or chapters** from collections of essays the format is:

Surname, First name(s). "Name of Article," in, Surname, First name(s) (editor(s)). *Title of Work.*" Place of publication: Publisher, Year.

Journal articles are referenced as follows:

Surname, First name(s). "Name of Article," in, *Name of Journal.* Volume, Number, Year.

For **Web-based** references:

Surname, First name(s) [if any is associated, or the name of the supporter of the web page,], "Page Title," full URL. Date Viewed

Note: titles of books and/or Journals can be given either using italics or underline. This also applies when references are made in the text of an essay.

Lecture Schedule

Week of Sept 8-11

Lec. 1 From the conquest to the War of 1812
Reading: Reconcilable Differences Chpt 1

Week of Sept 14-18

Lec. 2 A 'Defended Border' 1815 to 1865
Reading: Reconcilable Differences Chpt 2

Lec. 3 British North America and the American challenge 1867-1891
Reading: Reconcilable Differences Chpt 3

Week of Sept 21-25

Lec. 4 The Awkward Triangle, Canada, the US, and Britain 1895 to 1914
Reading: Reconcilable Differences Chpt 5

Lec. 5 Canada US Relations 1914-1929
Reading: Reconcilable Differences Chpt 6
SEMINAR #1 assignment due

Week of Sept 28-Oct. 2

Lec. 6 The Great Depression and the Path to War

Lec. 7 The Second World War 1939-1945
Reading: Reconcilable Differences Chpt 7

****** Annotated bibliography assignment due Oct 1st******

Week of Oct 5-9

Lec. 8 Canada and Latin America during the Second World War

Lec. 9 Canada and the Early Cold War in North America 1945-1949
SEMINAR #2 assignment due

Week of Oct 12-16 READING WEEK Week of Oct. 19-23

Lec. 10 Difficulties with the Neighbours? Canada and the US 1950-1957
Reading: Reconcilable Differences Chpt. 8

Lec. 11 The Diefenbaker Challenge 1957-1963
Reading: Reconcilable Differences pgs 151-163

Week of Oct 26-30

Lec. 12 Does the Beaver Tango? Canada and Latin America 1947-1963

Lec. 13 Canada and the Cuban revolution
SEMINAR #3 assignment due

Week of Nov 2-6

Lec. 14 Canada and the Commonwealth Caribbean

Lec. 15 The new nationalism and the impact of the Vietnam War
Reading: Reconcilable Differences pgs 163-177

Week of Nov 9-13

Lec. 16 Trudeau and Nixon: Canada and the US in the 1970s
Reading: Reconcilable Differences pgs 181-204

Lec. 17 Canada and Latin America during Trudeau
SEMINAR #4 assignment due

Week of Nov 16-20

Lec. 18 Trudeau and the Reagan Challenge
Reading: Reconcilable Differences pgs 203-208

- Lec. 19 Super friends? Mulroney and the Americans
Reading: Reconcilable Differences Chpt 11
*******Briefing Note due Nov. 20th*******

Week of Nov 23-27

- Lec. 20 Canada and Latin America in the 1980s

- Lec. 21 Canada and the Americas in the 1990s
Reading: Reconcilable Differences pgs 228 – 238
SEMINAR #5 assignment due

Week of Nov 30-Dec 4

- Lec. 22 The early 21st Century and CDN-US relations
Reading: Reconcilable Differences pgs 241 – 257

- Lec. 23 I'll offer extended office hours in advance of the final exam

HISTORY 350 Seminars

All seminar readings can be accessed on e-reserve accessible through the UW Library Homepage. **Students will choose two of three readings** for their seminar written assignment.

Seminar # 1: A Continental Divide?

1. J.L. Granatstein "Under Which Flag? The Free Trade Follies of 1891 and 1911. (from *Yankee Go Home: Canadians and Anti-Americanism* (Toronto: Harper Collins, 1996) pgs. 39-66.
2. Paula Hastings "Rounding off the Confederation: Geopolitics, tropicality and Canada's "destiny" in the West Indies in the early twentieth century" *Journal of Colonialism and Colonial History* Vol. 14. No. 2 (2013), 1-32.
3. Andrew Holman "Playing in the Neutral Zone: Meanings and uses of Ice Hockey in the Canada-U.S. Borderlands, 1895-1915" *American Review of Canadian Studies* Vol 34. No. 1 (2004), 33-57.

Seminar # 2: A North American nation?

1. Norman Hillmer, "OD Skelton and the North American mind," *International Journal* Vol. 60/1 (Winter 2004-2005), 93-110.
2. John Hilliker "Vincent Massey, William Herridge and the Legation in Washington, 1927-1935" in *Architects and Innovators: Building the Department of Foreign Affairs and International Trade*, ed. by Greg Donaghy and Kim Richard Nossal (Kingston: Queen's School of Policy Studies, 2010) Chpt 6 pgs 87-108.

3. William Seiner, "A Barricade of Ships, Guns, Airplanes and Men": Arming the Niagara Border, 1920–1930." *American Review of Canadian Studies*, Volume, 38 No. 4 (2008): 429-450.

Seminar #3: The winds of war in the Western Hemisphere

1. Galen Perras, "Behaving as adults" External Affairs and North American Security in the 1930s" in 'The national interest Canadian foreign policy and the Department of Foreign Affairs and International Trade, 1909-2009' ed. by Michael Carroll and Greg Donaghy.
2. Dominique Bregent-Heald "The Red Coat and the Ranger: Screening Bilateral Friendship in Cecil B. DeMille's Northwest Mounted Police" *American Review of Canadian Studies* Vol. 38 No. 1 (2008): 43-61.
3. Sean Mills, Language, Race, and Power: French Canada's Relationship with Haiti in the 1930s and 1940s in *Dominion of Race* eds. by Laura Madokoro, Francine McKenzie, and David Meren (UBC Press, 2017).

Seminar # 4: The Cold War World and North America

1. Whitney Lackenbauer and Peter Kikkert, "Sovereignty and security: Canadian diplomacy, the United States, and the Arctic 1943-1968" in 'The national interest Canadian foreign policy and the Department of Foreign Affairs and International Trade, 1909-2009' ed. by Michael Carroll and Greg Donaghy.
2. Donald Barry, "Cleared or Covered Up? The DEA investigations of Herbert Norman 1950-52" *International Journal* Vol. 66 No. 1 (Winter 2010-11): 147-169.
3. Stephen Azzi, "Diefenbaker and Canada in the Language of the Kennedy Administration" in 'Reassessing the Rogue Tory: Canadian Foreign Relations in the Diefenbaker Era ed. by Janice Cavell and Ryan Touhey.

Seminar #5: Canada, Cuba, and the United States

1. Asa McKercher, "Most serious problem? Canada-US relations and Cuba, 1962" *Cold War History* Vol. 12 No. 1 (2012): 69-98.
3. Don Munton, "Our men in Havana, Canadian foreign intelligence operations in Castro's Cuba" *International Journal* Vol. 70 No. 1 (2015): 23-39.
3. Greg Donaghy & Mary Halloran, 'Viva el pueblo cubano: Pierre Trudeau's Distant Cuba, 1968-1978' in *Our Place in the Sun: Canada and Cuba in the Castro Era* ed. by Robert Wright and Lana Wylie (Toronto: University of Toronto Press, 2009), pgs 143-162.

HISTORY 350 – POTENTIAL BRIEFING NOTE TOPICS

- 1) It is 1871, you are an political advisor to Sir John A. Macdonald at a time where Canada does not have its own independent foreign service. While attending the Washington Treaty Conference you and Macdonald come to the realization that the Americans are unwilling to concede on goals Canada hopes to achieve with the treaty negotiations. You also learn that the British diplomats attending the

conference are reluctant to press Canadian claims. What do you advise the Prime Minister to do?

- 2) It is 1876 and you are an advisor to Minister of Justice Edward Blake. You have received reports from the North West Mounted Police that Sioux followers of Sitting Bull have crossed the border in flight from the American Army. There is the possibility that American forces may attempt to cross the border to apprehend the Sioux. Advise the Minister on the best course of action.
- 3) It is 1877, and you are an advisor in the office of the leader of the Opposition, Sir John A. Macdonald, who is concerned by the Canadians who are leaving for the United States. Advise him on what he should propose to stop the drain of talent to the US.
- 4) It is 1895, and the United States is embroiled in a controversy with Great Britain over a boundary dispute in Venezuela. There are rumours of war between the United States and Great Britain, and even of an American takeover of Canada. As a policy adviser to the Canadian prime minister, brief him on the crisis and recommend what he and his government ought to say and do.
- 5) It is 1903, and Canada has lost a tribunal decision on the Alaska Boundary Decision that favours the American claim. Canadians are angered at what they believe was an unfair process. As an advisor to Prime Minister Laurier advise the government how Ottawa should respond to the decision.
- 6) It is 1909, and you are an advisor to US President William Howard Taft, who wants to know why the *USS Nashville* is such an irritant in Canada-US relations and what to do about it. How would you advise the president?
- 7) It is 1923, and Prime Minister Mackenzie King is contemplating the dispatching of a permanent Canadian diplomatic representative (a junior ambassador) to the United States. Advise him about whether this would be a good idea, what the drawbacks and alternatives are, and clearly outline a course of action.
- 8) It is 1936, and US President Franklin Roosevelt is pressuring Canada to do something about its weak coastal defences. Write a briefing note advising the Canadian prime minister on how specifically he ought to react.
- 9) It is 1941, as Under Secretary of State for External Affairs you have to advise Prime Minister Mackenzie King as to whether it is in Canada's wartime national interest to expand diplomatic relations with Latin America. How do you recommend that the prime minister proceed?
- 10) It is 1943, and you are an advisor to Prime Minister Mackenzie King. The British High Commissioner is warning of a too-large American footprint in the Canadian North. How do you recommend that the prime minister proceed?
- 11) It is 1947. As head of the Royal Canadian Air Force, write a briefing note to Prime Minister Mackenzie King advising him what the level and nature of peacetime military cooperation between Canada and the US ought to be.

- 12) It is 1956, brief Secretary of State for External Affairs Lester Pearson on recent American Cold War containment activities in Central America and the Caribbean. Is it in Canada's national interest to support or oppose American foreign policy in the region?
- 13) It is 1957, and a John Diefenbaker government has come to power on a platform expressing skepticism about the United States. As a policy aide to President Dwight D. Eisenhower, advise the president on the nature of the danger to Canada-US relations and recommend a specific policy or set of policies to respond to the new Canadian government.
- 14) It is 1961, Cuba has become a communist State and the United States has broken off relations with Havana seeking to isolate the country in the region. Canada continues to recognize Cuba and retains diplomatic relations. Prime Minister Diefenbaker has asked for an appraisal of Canada's policy towards Cuba and what options are available to Ottawa. Advise him on the state of Canada-Cuba relations, its impact on Canada's relations with the United States, and offer a set of policy options for the government to consider.
- 15) It is 1965, and you are an advisor to United States President Lyndon Johnson. Canadian Prime Minister Lester B. Pearson has just given a speech in Philadelphia that is critical of US policy in Vietnam. Advise the president on how to respond.
- 16) It is 1965-1966, as director of the Latin American desk in the department of external affairs you have been asked by Marcel Cadieux - the Under Secretary of State for External Affairs - to examine whether it is time for Canada to join the Organization of American States. Advise the Under Secretary on how Ottawa should proceed on this question.
- 17) It is 1967, and a group of university professors have approached Canadian Prime Minister L. B. Pearson with the suggestion that Canadian weapons ought not to be sold to the United States until its intervention in Vietnam ceases. Advise the prime minister on how to respond to the professors.
- 18) It is 1969 and the Department of External Affairs has learned that the S.S. Manhattan, a massive American oil tanker, is sailing through the Arctic Northwest Passage hoping to prove that this water passage is a viable marine commercial route. Ottawa is insistent that Canada possesses sovereignty over the Northwest Passage but the vessel has not asked for Canadian permission. The Canadian government is also worried of a potential environmental catastrophe if oil is shipped through the region. Advise the government of Pierre Trudeau how it should respond to this incident.
- 19) It is 1972 and you are an advisor to Secretary of State for External Affairs Mitchell Sharp. Preparation is underway to receive President of the United States Richard Nixon in Ottawa. Prepare Mr. Sharp for the meeting by outlining a specific proposal or package of proposals that will respond to Washington's recent assertions of America First.

- 20) It is 1973 and a violent military coup has occurred in Chile removing a strongly left-wing leaning government. The coup has created a refugee crisis. Advise the Secretary of State for External Affairs on how the Trudeau government should respond to the coup and the refugees.
- 21) It is 1976, and a separatist government has been elected in the Canadian province of Quebec. You are an advisor to President-Elect Jimmy Carter of the United States. What should the United States do and say about this startling turn of events?
- 22) It is 1976, and Prime Minister Pierre Trudeau is set to be the first Canadian Prime Minister to visit Cuba and meet with Cuban dictator Fidel Castro. As the Prime Minister's foreign policy advisor brief Trudeau on Canada's objectives and what Ottawa should aspire from the visit.
- 23) It is 1982-1983, and Central America has again become a Cold War flashpoint. The American government appears committed to toppling the Communist leaning Sandinista regime in Nicaragua. At the same time, the Reagan White House appears to be ignoring the El Salvadoran military government's use of death squads to murder leftist opponents of its regime. Advise the Secretary of State for External Affairs (SSEA), Allan MacEachen, on what Ottawa's foreign policy response to the troubled region should be.
- 24) It is April 1982, and the Argentinian military dictatorship has invaded the Falkland Islands which it considers Argentinian territory (the Malvinas). Britain vehemently rejects this claim and has dispatched a naval task force to liberate the Falklands. Advise SSEA Allan MacEachen on how Ottawa should respond to this international crisis taking into account an analysis of Canadian editorial, civil society, and Question Period (House of Commons) responses to the invasion.
- 25) It is 1984, and you are a policy advisor to Canadian Prime Minister Brian Mulroney, who is committed to repairing the strained relationship with the United States. Make and justify a proposal or set of proposals to repair the relationship with the Ronald Reagan administration.
- 26) It is 1984, and you are the Canadian expert in the State Department. The new Canadian prime minister, Brian Mulroney, is coming to Washington to meet President Ronald Reagan. Make and justify a proposal or set of proposals that will respond to a new Canadian prime minister committed to "good relations, super relations" with the United States.
- 27) It is 1985, Washington has invited Ottawa to participate in the Strategic Defence Initiative (SDI). Advise Prime Minister Mulroney on the government's options and whether Canada should join the American led SDI.
- 28) It is 1987, and you are the foreign policy advisor to the leader of the opposition, John Turner. The Free Trade Agreement (FTA) between Canada and the United States has been announced. How should Mr. Turner respond?

- 29) It is 1992, and the Canadian government has learned that Washington and Mexico City are hosting preliminary free trade discussions. Advise the Prime Minister's Office on what this could mean for Canada and how Ottawa should proceed.
- 30) It is 1995, and you are a policy advisor to President of the United States Bill Clinton. The referendum on Quebec independence is nearing and there is a possibility that the Yes side could win. Prepare a briefing note that outlines what the American position should be in the event of a Yes victory.
- 31) It is September 14, 2001. As senior policy advisor in the Privy Council Office responsible for Canada-U.S. affairs advise the Canadian Cabinet on how Ottawa should respond to what will now be a sharply changed North American, and global, security environment, following the attacks of 9/11.
- 32) It is 2005, and you are a policy advisor to Canadian Prime Minister Paul Martin, who has received a request from US President George Bush to consider joining an American proposed continental Ballistic Missile Defence programme. The prime minister would like you to consider the matter and make a specific recommendation from the perspective of Canada-US relations.

Important information

Correspondence: Please feel free to email me if you ever have any questions at all. I encourage this. All I ask is that you observe proper etiquette with e-mails as rude notes will simply be ignored.

PROFESSOR'S POLICY ON LATE ASSIGNMENTS/ESSAYS AND MAKE-UP TESTS

NOTE: A late mark of 5% per day will be deducted for assignments. An assignment that is 1 week late will be docked 30% and so on. The time that I receive the students assignment in my email inbox will serve as the official time stamp.

In the case of a missed exam date for medical reasons with proper documentation a specific fixed-date will be chosen with a different version of the final exam administered.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome’s University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome’s University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.