

St. Jerome's University in the University of Waterloo
Department of History
HIST 389: Canada in World Affairs (Autumn 2022)

Prof. Ryan Touhey

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Office Hours: Monday 12:30-1:30pm, or Wednesdays 4:30-5:15pm

Lectures: SJ1 3027, 2:30pm-4:20pm Monday; Wednesday 3:30pm - 4:20pm

Seminars [Groups alternate every second week as noted on the syllabus]: Mondays 3:30 to 4:20pm (SJ1 3020)***SUBJECT TO CHANGE DEPENDING ON ENROLLMENT**

Course Objectives:

This course will introduce students to the history of Canadian foreign relations since 1867 to 2000, with a particular emphasis on the twentieth century and how diplomatic, cultural, economic, and military interactions with other states shaped Canada's political and social development. The primary focus will be on Canada's evolving relationships with the United Kingdom, the United States, and Europe. Canada's relations with Asia and Africa will also receive a good deal of attention.

Learning Objectives: Through the lectures, readings, and seminars, students are intended to develop a testable understanding of how Canadian foreign relations has developed and progressed through various domestic and international influences between 1867-2000.

The annotated bibliography assignment and the seminar discussions 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 foreign relations is written and understood.

The written briefing document, and the instructions below for that assignment, should help foster students' ability to write thoughtfully and persuasively as well as develop their ability to analyze research questions.

Course Textbook and Seminar Readings:

Norman Hillmer and Jack Granatstein. *Empire to Umpire: Canada and the World to the 1990s*, 2nd ed. Toronto: Thompson Nelson, 2008.

PDF copies of seminar readings are available on e-reserve unless noted in the syllabus. Those readings that are not available electronically are also available on paper reserve in St. Jerome's Library.

Course Requirements:

Seminar Participation	25%
Annotated Bibliography	10%
Briefing note assignment (10-12 pages)	30%
Final Examination	35%

Note: students must submit the annotated bibliography for the essay to be graded

Instructions for Assignments/Seminars/Briefing note/etc: Seminar Discussion Component of the Course

Seminars will occur on Mondays after lecture between 3:30pm-4:20pm in SJ1 3020 with groups 1 & 2 alternating as denoted in the lecture schedule (*Subject to change depending on enrollment #s*). Students are fully expected to complete the readings in advance for each seminar so that they can actively participate in the discussions and arrive prepared for discussion. Seminars are intended to illustrate to the student that historians often examine subjects 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 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. Through their small size, tutorial groups are designed to provide a collegial and excellent environment to float ideas, views, and even questions of the readings for discussion. Marks are based on a combination of attendance and the quality of participation. Simply showing up to tutorial and offering a few vague words on the readings will not earn a student minimum marks i.e. 1/5. Students aiming to receive top participation marks in each seminar will be active listeners, they will consistently engage each other in discussion, and they will demonstrate through their comments that they have a solid grasp of the readings. **Please note: failure to attend the majority of seminars will result in an automatic course failure.**

For missed seminars---due to medical illness, with documentation, or another significant reason--- students *must*, within one week of the missed discussion group, submit a 4-5 page 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.

There will be a variety of points relating to content to discuss but some questions to keep in mind to help prepare your notes and comments for tutorial discussions include:

- 1) What did you think of the readings? Why? Any surprises?
- 2) What are the arguments of the readings?
- 3) Compare or contrast where the historians differ in the readings for that week i.e. subject emphasis, sources, arguments.
- 4) What do you think are the author's goals?
- 5) What are the strengths and weaknesses of the readings?
- 6) What sort of evidence do the historians/authors have to support their argument? Is it sufficient in your view?
- 7) Have the readings changed or added to your understanding of the topic? If so, how?
- 8) For readings that emphasize biography, ask what the pros and cons of that approach are to understanding/gleaning insights into the topic/period
- 9) What questions or issues do the readings raise in your mind?

Written Assignments (DUE IN CLASS)

Briefing Proposal Topic and Annotated Bibliography (10%):

On 5 October, 2022 students will submit a short proposal (2-3 pages) including:

- A paragraph or two detailing the historical briefing topic, time frame, and the main question(s) that they are asking to guide their research (in question form);

And a preliminary annotated bibliography --including at least ten sources i.e. monographs and scholarly journal articles, and at least 5 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. Exceptions are the on-line Cabinet Conclusions at <http://www.bac-lac.gc.ca/eng/discover/politics-government/cabinet-conclusions/pages/cabinet-conclusions.aspx> or the Document Collections on External Relations series posted online at https://www.international.gc.ca/gac-amc/history-histoire/external-relations_relations-exterieures.aspx?lang=eng

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 briefing note sources---some helpful tips:

Your textbook (Empire to Umpire) has a terrific annotated ‘Further Reading’ section pps. 349-369. Students are well advised to consult this section to identify possible sources for their essays.

The seminar readings may also offer useful source 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 1944-1974
<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 is Documents on Canadian External Relations (DCER) series on-line for the years 1946-1963 (Hard copies for 1909-1963 are available in the Government Docs. at Dana Porter)
https://www.international.gc.ca/gac-amc/history-histoire/external-relations_relations-exterieures.aspx?lang=eng

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=05mvu9I5arc0glmeu91h71ekr7>

Briefing note assignment (30%): Due in class Wednesday November 23, 2022

The main assignment will be a briefing note research paper of 10-12 pages single spaced including annotated bibliography and footnotes. Papers that do not meet the 10-12 page expectation due to excessive font, spacing, or lack of content will be subject to a penalty.

I. Background Section: This is a “relevant history” section. Begin with a very brief mention of why this briefing note has been submitted to the official reading it. The question you then 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:

- 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 China policy or nuclear non proliferation in the 1990s, 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.
- **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.**
- **Be sure to include an annotated bibliography at the end of the note.** 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. **If there is no annotated bibliography, there will be a penalty of one full grade.**
- 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. Do not over-use the internet.
- 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

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|--------|----------|--|
| Lec. 1 | Sept. 7 | Introduction |
| Lec. 2 | Sept. 12 | The Macdonald and Laurier eras of Imperialism and Nationalism
Reading: Empire to Umpire, 1-25 |
| Lec. 3 | Sept. 14 | Lecture #2 continued and The Road to War: Laurier, Borden and the Great War, 1909-1916
Reading: Empire to Umpire, 25-68 |
| Lec. 4 | Sept. 19 | Coming of Age? Canada at War, 1917-1919
SEMINAR #1 Group 1 |
| Lec. 5 | Sept. 21 | The League of Nations and Commonwealth Diplomacy 1921-1930
Reading: Empire to Umpire, 68-99 |

Lec. 6 Sept. 26 Depression Doldrums: R.B. Bennett & External Relations 1930-1935
 Reading: Empire to Umpire, 101-36
SEMINAR #1 Group 2

Lec. 7 Sept. 28 Canadians Encounter Asia—Japan and China

Lec. 8 Oct. 3 Appeasement and the Path to War, 1935-1939
SEMINAR #2 Group 1

Lec. 9 Oct. 5 The Second World War and Canadian Foreign Policy pt. 1
 Reading: Empire to Umpire, 137-60

*****Annotated bibliography assignment due in class*****

*******October 10-14 Study Break no classes*******

Lec. 10 Oct. 17 The Second World War and Canadian Foreign Policy pt. 2
SEMINAR #2 Group 2

Lec. 11 Oct. 19 Canada and the Early Cold War, 1945-1949
 Reading: Empire to Umpire, 161-182

Lec. 12 Oct. 24 So Many Problems--Canada, the US, and the Cold War 1950-1957
 Reading: Empire to Umpire, 183-193
SEMINAR #3 Group 1

Lec. 13 Oct. 26 Encountering the Enigma: Canada Soviet Relations 1939-1956

Lec. 14 Oct. 31 A major problem: What to do with Communist China? 1949-68
SEMINAR #3 Group 2

Lec. 15 Nov. 2 What did decolonization in Asia mean for Canada?

Lec. 16. Nov. 7 Peacekeeping and Canadian Identity from Suez to Cyprus
 Reading: Empire to Umpire, 193-206
SEMINAR #4 Group 1

Lec. 17 Nov. 9 John Diefenbaker & the Personalities, 1957-1963

Reading: Empire to Umpire, 207-230
 Lec. 18 Nov. 14 Canada, France, and the Crisis of Quebec 1963-68
 Reading: Empire to Umpire, 231-248
SEMINAR #4 Group 2

- Lec. 19 Nov. 16 Lester Pearson and the United States 1963-68
- Lec. 20 Nov. 21 Changing Course? Pierre Trudeau and External Relations, 1968-1979
Reading: Empire to Umpire, 249-272
SEMINAR #5 Group 1
- Lec. 21 Nov. 23 Trudeau and the Reagan Challenge, 1980-1984
*******Briefing note due*******
- Lec. 22 Nov. 28 “When Irish Eyes are Smiling”: The Mulroney Years
Readings: Empire to Umpire, 273-302
SEMINAR #5 Group 2
- Lec. 23 Nov. 30 Canada and Africa, 1967-1993
- Lec. 24 Dec. 5 The Chrétien Years: Pinchpenny Diplomacy or Careful Management?
Readings: Empire to Umpire 303-325; 343-348

HISTORY 389 Seminars

All seminar readings can be accessed on e-reserve through the UW Library Homepage.

Seminar # 1: Nationalism, Imperialism, and the First World War

1. Michael Bliss, *Right honourable men: the descent of Canadian politics from Macdonald to Mulroney* (Toronto: Harper Collins Press, 1994) Ch. 2 Laurier pgs 31-62.
2. Margaret MacMillan, “*Sir Robert Borden: Laying the Foundation*” 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 2 pgs 29-40.
3. Joseph Levitt, ed., *Henri Bourassa on Imperialism and Biculturalism, 1900-1918* (Toronto: Copp Clark, 1970), 91-99; 161-162; 170-175.

Seminar # 2: Building a foreign policy in a changing world

1. Norman Hillmer, "OD Skelton and the North American mind," *International Journal* Vol. 60/1 (Winter 2004-2005), 93-110.
2. Lorna Lloyd, "(O)n the side of justice and peace": Canada on the League of Nations Council 1927–1930," *Diplomacy and Statecraft* Vol. 24(2) (June 2013), 171-191.
3. John Meehan, "Herbert Marler: The Tokyo Legation and Canada's Pacific Debut, 1929-1936." In *Architects and Innovators* Chpt 7, pgs 109-125.

Seminar #3: Choosing the Forked Road? Or did Britain's Weakness Force Canada into the Arms of the Americans?

1. Donald Creighton, *The Forked Road: Canada 1939-1957* (Toronto: McClelland and Stewart, 1976), 38-44; 53-58; 72-74.
2. J.L. Granatstein, *How Britain's Weakness Forced Canada into the Arms of the Americans* (Toronto: University of Toronto Press, 1989), Chapter 2 pgs 19-40.
3. Norman Hillmer, ed. *Partners Nevertheless: Canadian-American Relations in the Twentieth Century* (Toronto: Copp Clark, 1989), 99-107.
4. J.W. Pickersgill, ed., *The Mackenzie King Record, Vol. 1, 1939-1944* (Toronto: University of Toronto Press, 1960), 636-641.
5. Galen Perras, "They need a few beatings and a bit of kicking around then you couldn't beat them": Canadian diplomats judge Australia and Australians, 1939-1945," *Diplomacy and Statecraft* Vol. 21(1) (Winter 2010), 20-40.

Seminar # 4: Adjusting to the Cold War World

1. Hector Mackenzie, "Knight Errant, Cold Warrior or Cautious Ally? Canada and the U.N. Security Council, 1948-1949." *Journal of Transatlantic Studies* Vol. 7 No. 4 (2009): 453-475.
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. Greg Donaghy, "The politics of accommodation: Canada, the Middle East, and the Suez Crisis, 1950–1956" *International Journal* Vol. 71/2 (2016): 313-327

Seminar #5: A revolution in Cdn foreign policy? The Trudeau era

1. Brendan Kelly, "The politician and the civil servant: Pierre Trudeau, Marcel Cadieux, and the Department of External Affairs, 1968-1970" *International Journal* Vol. 72/1 (2017): 5-27
2. John English, Two heads are better than one: Ivan Head, Pierre Trudeau and Canadian Foreign Policy, in *Architects and Innovators*, Chpt 14 pgs, 239-252.
3. Susan Colbourn, 'Cruising toward nuclear danger': Canadian anti-nuclear activism, Pierre Trudeau's peace mission, and the transatlantic partnership *Cold War History* Vol. 18/1 (2018): 19-36

HISTORY 389 – POTENTIAL BRIEFING GUIDE TOPICS

1. It is 1871 and you are an advisor to Prime Minister Sir John A. MacDonald. Advise the Prime Minister on whether he should accept the Treaty of Washington.
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 1899, and war has erupted in South Africa between Great Britain and two small Dutch speaking republics. Prime Minister Wilfrid Laurier is facing intense pressure from much of English Canada to support the British while facing intense pressure from French-Canada and recent immigrants to not become involved in the war. As a policy advisor to the Prime Minister advise him on the crisis and recommend what he and his government ought to say and do.
6. It is 1919, and you are an advisor to Prime Minister Robert Borden at the Paris Peace Conference. The Prime Minister wants advice on what, if any objectives, Canada should have at this important conference shaping the immediate post-war era.
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 1931, and Japan has seized Manchuria. China has appealed to the League of Nations for assistance. The Canadian ambassador in Tokyo suggests Ottawa adopt a sympathetic view of Japanese actions. The second in command at the Canadian embassy reports that Japan is an aggressor and in contravention of the League of Nations. Meanwhile, the Canadian delegation at the League of Nations awaits instructions from Ottawa. Advise Prime Minister R.B. Bennett on how Canada should respond.

9. It is 1935, and Italy has invaded Abyssinia (Ethiopia). The League of Nations is scrambling how to react to this act of aggression. In the meantime, a change of governments has recently occurred in Ottawa. The previous conservative government appeared willing to back a strong League response towards Italy. However, the issue has now become one of the first major foreign policy tests for the Liberal government of Mackenzie King. As undersecretary of state for external affairs you must advise King on how the government should respond while considering the role of the League, our allies response to date, domestic public opinion, and the reports from Canada's representative to the League of Nations.
10. 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.
11. 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?
12. It is 1945 and you are under-secretary of state for external affairs. You have learned of a Soviet espionage ring operating in Canada. Write a briefing note to Prime Minister Mackenzie King advising how the Canadian government should react.
13. 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.
14. It is 1950, war has broken out in the Korean peninsula and the Canadian government is under pressure from Washington to contribute to a United Nations sanctioned American led force. Brief the Secretary of State for External Affairs (SSEA) on the crisis and advise whether Ottawa should make a contribution.
15. It is 1954, and you are an advisor to Lester Pearson -- the Secretary of State for External Affairs (SSEA). Since 1949, some Western allies have slowly begun to recognize the People's Republic of China but Canada and the United States have not done so. Pearson is considering if it is now time to approach the Federal Cabinet for Ottawa to debate recognition. How do you recommend that the Minister proceed?
16. It is 1956, hundreds of thousands of Hungarian refugees are fleeing the Soviet crushing of the Hungarian revolution. As an advisor to the SSEA consider the domestic and foreign policy implications of this crisis and advise the SSEA on how Canada should respond to the crisis.
17. It is 1957, and a John Diefenbaker government has come to power on a platform expressing scepticism about the United States but he must immediately decide on whether to expand continental defence ties by agreeing to Canadian participation in

NORAD, an agreement worked out by the previous Liberal government with the Republican Eisenhower administration. As a policy aide to Prime Minister Diefenbaker advise him on the state of Canada-US relations and recommend a specific policy or set of policies to respond to whether Canada should still accede to NORAD.

18. 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.
19. 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.
20. 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.
21. It is 1967, and French President Charles De Gaulle has openly voiced his support in Montreal for Quebec independence while visiting Canada for the Centennial. Advise Prime Minister Pearson on how to respond to this act.
22. It is 1968 and Prime Minister Trudeau has recently been elected with a majority government. The Prime Minister wants to review Canadian foreign policy and how well it is serving Canadian interests. In particular, Trudeau is asking Minister of External Affairs Mitchell Sharp why Canada should remain in NATO? And what options exist for the government towards membership in the alliance? As an under-secretary of state for external affairs it is your responsibility to supply the Minister with a review and recommendation(s) for Canada's NATO policy.
23. 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 Trudeau government how it should respond to this incident.
24. It is 1972 and you are an advisor to Minister of 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.

25. It is 1974, India has tested a 'peaceful nuclear device' using Canadian technology despite consistent warnings from the Canadian government that this would be regarded as a violation of bilateral agreements between the two countries. You are a senior advisor in the Privy Council Office and must advise the Trudeau government of its options on how it should respond.
26. 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.
27. It is 1984, and you are the Canadian expert in the U.S. 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.
28. It is 1985, South Africa continues to pursue Apartheid – a policy that SSEA Joe Clark and Prime Minister Mulroney strongly oppose and want to challenge. At the same time, Canada's two main allies Britain and the United States do not agree that South Africa should be isolated internationally and the Canadian business community also has reservations about a strong government response. As the director general of the Southern Africa bureau at the Department of External Affairs provide the Minister with options on how Ottawa should proceed.
29. 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?
30. It is 1992, and you are a policy advisor to Prime Minister Brian Mulroney. Somalia has descended into chaos and the United Nations is asking for Western countries to provide peacekeepers for a humanitarian mission. However, this is not a classic peacekeeping mission. Advise the Prime Minister on how the Canadian government should respond.
31. It is 1998, and you are a policy advisor to Prime Minister Jean Chretien. The Prime Minister has a strong interest expanding Canada's bilateral ties with China, particularly trade. Various NGOs, student groups, and the media argue that Canada is ignoring China's human rights record. The Chinese government has made it clear that it will not be spoken down to by Western countries regarding human rights. Advise the Prime Minister on how Canada should proceed

Important information

Classroom Etiquette

Questions: Always feel free to ask questions in lecture/seminar!

Correspondence: Please feel free to come to talk to me during office hours if you ever have any questions at all. I encourage this. Also, please feel free to e-mail me and I will do my utmost to respond promptly. All I ask is that you observe proper etiquette with e-mails.

Talking during the lecture: The fact is that in a small class you stick out like a sore thumb when you talk to the person beside you. It is disrespectful to the professor and disturbs those students listening to the lecture and taking notes.

Texting---Don't do it or I reserve the right not to grade your assignments for obvious reasons.

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.

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

As noted above: For missed seminars due to an appropriate reason/proper documentation students **must** submit a 4-5 page written summary/analysis of the readings that consider the questions/discussion points outlined in the tutorial brief. The assignment must use 12 point font, standard margins, and be double spaced.

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](#). 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](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

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](#).

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.