

St. Jerome's University in the University of Waterloo
Department of History

Canada in World Affairs

History 389

Fall 2018

Instructor: Dr. Thirstan Falconer
Lectures: Mondays, 10:30am-12:20pm, SJ1 3020
Wednesdays, 10:30am-11:20pm, SJ1 3020
Office: Mondays, 2:30pm-4:30pm or by Appointment, SH 2009 (SH 2020 in Oct)
E-mail: thirstan.falconer@uwaterloo.ca
Telephone: 519-884-8111 ext. 28233

Course Objectives

This course introduces 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.

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 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. They will also cover material not investigated in-class. Furthermore, these readings should help the student develop the ability to understand that there are numerous approaches and debates to how the history of Canadian foreign relations is written and understood.

The various workshops will prepare students for library research, the briefing note assignment, and the live briefing note exercise. Attendance is mandatory.

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.

The live briefing note exercise will prepare students for a career in government or the private sector. Students will learn to work on a team and demonstrate their ability to summarize essential information to a senior member of government or an executive team. Teamwork is an essential skill necessary for your career after your post-secondary education. Students will learn to summarize information into a briefing note, in a finite allotted amount of time.

Course Textbook and Readings

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

All other course readings are available online through Library Course Reserves.

Evaluation

Workshop Participation	5%
Seminar Discussion Participation	10%
Written Briefing Note Assignment (Due 19 November 2018)	30%
Live Briefing Note Exercise Research Essay (3 December 2018)	20%
Final Exam	35%

Workshop Participation (5%)

There will be three workshops during this course that focus on the SJU library, scholarly research, and briefing notes. The first two workshops will be led by SJU Librarian Zack MacDonald who will help you research your briefing note assignment. I will lead the final workshop which will give you a practical understanding of a briefing note and its purpose.

Seminar Discussions (10%)

There will be four seminar discussion meetings in this course on **17 October, 31 October, 14 November, and 26 November**. We will share ideas, views and raise questions for the group to consider. Students are fully expected to have completed all the readings in advance of the meeting. They are also expected to have a grasp of the historical events articulated within them as well as the thoughts/opinions/arguments of the authors. Through our seminar discussions, students will consider how authors examine subjects differently using a variety of sources, approaches and questions to inform their research. Marks are based solely on participation. In other words, you are required to attend in order to participate, but you will not receive marks solely for attending. At times, the readings will cover topics not explored during lectures and you should expect to find material from these readings on your final exam. In preparation for the group assignment at the end of the course, students will break into their groups after Seminar to discuss their efforts that week. After the discussion, you will each grade the others in your group and submit your grades to the Professor. These grades will not be accounted toward your grades for the discussion or final grades for the course. However, they will prepare you to work in your groups and give each other advice throughout the term. Students must: actively participate in the discussions and demonstrate a thorough understanding of the readings. **Notes:** please do not text during seminars, and out of courtesy to your colleagues and myself, please be punctual.

****READINGS ARE AVAILABLE THROUGH SJU LIBRARY ONLINE COURSE RESERVES.**

For missed seminars—due to medical illness or another significant reason—students must submit a 3-page written summary and analysis of the readings that consider the questions/approaches/historiographical debate found therein. The student is responsible for making this arrangement with the Professor (including the submission of medical notes) and submit the makeup assignment at the subsequent lecture. Unless there are extraordinary circumstances, makeup assignments will not be accepted after the conclusion of the next lecture.

The assignment must use 12-point Times New Roman font, standard margins, numbered pages, proper citations (footnotes using the most recent version of the *Chicago Manual of Style*), and be double-spaced.

Seminar Readings:

Seminar Discussion #1 – Canada and the Second World War

Norman Hillmer and Robert Bothwell, *Empire to Umpire*, “If Britain and France Go Down,” 137-160.

Norman Hillmer, *O.D. Skelton: A Portrait of Canadian Ambition*, “Half-Day’s Work Nearly Done, 1939-1941,” (Toronto: University of Toronto Press, 2015), 305-330.

Charles Stacey, *Canada and the Age of Conflict Volume 2*, “The Second World War, 1942-1945,” (Toronto: University of Toronto Press, 1977), 324-373.

Lester Pearson, *Mike: the Memoirs of the Right Honourable Lester Pearson Volume 1*, “Preparing for Peace,” (Toronto, University of Toronto Press, 2015), 244-263.

Adam Chapnick, “Principle for Profit: The Functional principle and the Development of Canadian Foreign Policy, 1943-1947,” *Journal of Canadian Studies* 37/2 (2002): 68-85.

Seminar Discussion #2 – Postwar International Migration, Canada, and the Remaking of a Nation

H. Troper, “Canada’s immigration policy since 1945,” *International Journal* 48/2 (1993), 255-81.

Donald Avery, “Canada’s Response to European Refugees, 1939-1945: The Security Dimension,” 179-216, in *On Guard For Thee: War, Ethnicity, and the Canadian State, 1939-1945*, edited by Hillmer, Kordan, and Luciuk, (Ottawa: Canadian Committee for the History of the Second World War, 1988).

Reginald Whitaker, *Double Standard: The Secret History of Canadian Immigration*, “The Cold War and the Origins of Immigration Security,” (Toronto: Lester & Orpen Dennys, 1987), 10-24.

Franca Iacovetta, *Gatekeepers: Reshaping Immigrant Lives in Cold War Canada*, “Mass Immigration and the Remaking of the Postwar Nation,” (Toronto: Between the Lines, 2006), 1-20.

Valerie Knowles, *Strangers at Our Gates: Canadian Immigration and Immigration Policy, 1540-1990*, “Immigration’s Post-war Boom (1947-1957),” (Toronto: Dundurn Press, 1992), 118-136.

Seminar Discussion #3 – Canada and the Suez Crisis

John English, *The Worldly Years: The Life of Lester Pearson Volume 2 1949-1972*, “Suez,” (Toronto, Vintage Books, 1993), 107-145.

Greg Donaghy, “The Politics of Accommodation: Canada, the Middle East, and the Suez Crisis, 1950-1956,” *International Journal* vol. 71 no. 2 (2016): 313-327.

Michael K. Carroll, *Pearson’s Peacekeepers: Canada and the United States Emergency Force, 1956-1967*, “The Steep Hill of Suez,” (Vancouver: University of British Columbia Press, 2009), 23-32

Lester Pearson, *Mike: the Memoirs of the Right Honourable Lester Pearson Volume 2*, “Crisis and Resolution,” (Toronto: University of Toronto Press, 2015), 244-278.

Seminar Discussion #4 – A Revolution in Canadian Foreign Policy? The Trudeau Era

- J.L. Granatstein and Robert Bothwell, "Helpful Fixations: Canada and the Third World," in *Pirouette: Pierre Trudeau and Canadian Foreign Policy*, (Toronto: University of Toronto Press, 1990), 261-285.
- Brendan Kelly, "The Politician and the Civil Servant: Pierre Trudeau, Marcel Cadieux, and the Department of External Affairs, 1968-1970," *International Journal* 72/1 (2017): 5-27.
- John English, "Two Heads Are Better Than One: Ivan Head, Pierre Trudeau, and Canadian Foreign Policy," in *Architects and Innovators: Building the Department of Foreign Affairs and International Trade, 1909-2009*, Chapter 14, pages 239-252.
- Michael Carroll, "Peacekeeping: Canada's Past, but not its present and future?" *International Journal* 71/1 (2016): 167-176.
- Greg Donaghy and Mary Halloran, "Viva el pueblo Cubano: Pierre Trudeau's Distant Cuba, 1968-78," in *Our Place in the Sun: Canada and Cuba in the Castro Era*, edited by Robert Wright and Lana Wylie, 143-163, (Toronto: University of Toronto Press, 2009).

Seminar Discussion #5 – Spies and Lies at Home and Abroad

- Steve Hewitt, "Scarlet and Reds on Campus, 1946-1960," in *Spying 101: The RCMP's Secret Activities at Canadian Universities, 1917-1997*, (Toronto: University of Toronto Press, 2002), 67-90.
- Greg Donaghy, "Nukes and Spooks: Canada-US Intelligence Sharing and Nuclear Consultations, 1950-1958," in *Transnationalism: Canada-United States History into the Twenty-First Century* (Montreal & Kingston: McGill-Queen's University Press, 2010), 241-257.
- Donald Berry, "Cleared or Covered UP? The DEA Investigations of Herbert Norman 1950-52," *International Journal* vol. 66 no. 1 (2010-11): 147-169.
- Don Munton, "Our Men in Havana: Canadian Foreign Intelligence Operations in Castro's Cuba," *International Journal* vol. 70 no. 1 (2015): 23-39.
- Robert Wright, "A Nest of Spies," in *Our Man in Tehran: Ken Taylor, the CIA and the Iranian Hostage Crisis*, (Toronto: HarperCollins Publishers Ltd, 2010), 222-242.

Written Briefing Note (30%)

Due on **19 NOVEMBER 2018 ON LEARN's DROPBOX FUNCTION BEFORE 5:00PM.**

The main assignment will be a briefing note research paper of 12-15 pages. Papers that do not meet the 12-15-page expectation due to excessive font, spacing, or simply a clear lack of effort will be subject to a penalty. The assignment will consist of four sections, which are outlined below. You must use at least 10 different sources (primary or secondary) and include a bibliography (not included in the page count). Your briefing note should use the most recent version of the Chicago Manual of Style and cite your sources using footnotes.

You are tasked with writing a Briefing Note to the current or former Canadian Minister of Foreign Affairs on a topic of your choice. Your briefing should be situated in the context of an important Canadian foreign policy action from the past. You have entire freedom on the choice of topic, as long as it is clearly articulated on a title page, bares a Canadian perspective, and does not use any source that would not yet have existed (remember to date your note correctly). You

have the freedom to pick your own topic but please be sure to pick a topic that addresses a relevant policy question and is of interest to current federal government. Please see the list of potential scenarios at the bottom of the syllabus.

The **(1) Background Section** is the “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 that the reader is busy and will likely ignore notes that are too short or those that are full of non-vital information.

Elements that should go in the background section:

- 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 of the United States and Great Britain (Canada’s principal allies in world affairs) been?
- 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 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?

The **(2) Options Section** highlights the available choices for action. Although this will be your shortest section, it might be the most time consuming to write.

- Be sure to outline clearly the differences between the 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.

The **(3) Consideration Section** will be your longest section. It is the section where you *present evidence* for the recommendation you make in the final section. In this section, you should answer two questions: A) what is Canada’s *national interest*? Why, precisely, is this the case? B) What are the *potential implications* of the options outlined? Do not 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). It is 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 considered 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.

The **(4) Recommendations Section** is your conclusion. This is where you clearly state the option you recommend. By the time you reach this section, the readers *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 want to suggest a means of implementing this recommendation as a final point.

Ensure that your briefing note includes a title page with your name, student number, the name of the professor, the date, as well as the topic of your note. You must use footnotes that are consistent and confirm to the *Chicago Manual of Style*. You must consult no fewer than twelve substantive sources, and at least half of them should be primary sources. Be mindful of using a variety of sources (for example do not repeatedly cite *The Globe and Mail* or the same secondary source) throughout your briefing note.

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.

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>

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) <http://www.international.gc.ca/history-histoire/documents-documents.aspx>

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>

Live Briefing Note Exercise (20%) – 3 December 2018

Due on **3 DECEMBER 2018 ON LEARN's DROPBOX FUNCTION IN CLASS**. The live briefing note exercise will take place during the final 2-hour lecture slot of the course. Students will be given 1 hour and 15 minutes to complete the exercise. The exercise will focus on a crisis-moment in Canadian history. Students who follow along with the readings, as well as attend all the lectures and workshops will be well-prepared for the exercise. Due to the nature of this assignment, it is imperative that students attend, as an alternative assignment will only be given to those students who provide a doctor's note. Your failure to attend without a valid doctor's note will result in a grade of zero. Please remember that your lack of attendance jeopardizes the success of the exercise, and the hard work of your peers. In addition to a mark from me on the quality of the final briefing note, you will each assign grades to your group members, which will be weighed into your final mark on the assignment. Groups will be assigned via LEARN.

Students will be assembled into groups, who will then divide the team's tasks independently of the Professor and use only the materials provided to prepare the briefing note. Students must determine what information from the primary documents provided are important and what are not. Each group will be provided with **one** set of documents only. The briefing note will consist of a one-page single-spaced note which must be fully prepared (on a laptop or legibly hand-written), edited without errors, and submitted to the Professor by hand or e-mail before 12:15pm. Hand-written submissions must be legible. Late submissions will be docked 5% per minute, with the first 5% deducted at 12:15pm exactly. Groups are not allowed to work with outside group members, as this assignment is meant to simulate a teamwork situation in the foreign service. The briefing note must follow the template provided by the Professor. More details will be provided in class. Only materials provided by the Professor can be used. Consultation with other sources during the exercise, including the internet, are prohibited and will be considered a violation of university test policy. Offenders will receive a grade of zero on the exercise. If a group member suspects another member of their group has consulted outside sources, they have an obligation to inform the Professor. If a group member knowingly allows another member of their group to consult outside sources and does not inform the Professor, both parties will receive a final grade of zero.

Final Exam (35%) – December 2018 Exam Period

The final exam will be scheduled for December 2018, following the end of class. It will consist of short-answer identifications (to be chosen from a list of options) and two long-essay questions (to be chosen from a list of options). The questions will be based on lectures and readings. You will have two and a half hours.

Office Hours and E-mail Correspondence

I encourage all students to visit me during office hours to discuss their briefing note topics or to find answers to any other questions they may have about the course or the readings. Please e-mail me at thirstan.falconer@uwaterloo.ca and I will respond within 24 hours. Please maintain a proper and professional etiquette through e-mail correspondence.

Professor's Policy on Late Assignments/Essays and Make-Up Tests

A late mark of **5% per day** will be deducted for assignments. Assignments must be submitted during lecture otherwise, they will be considered late. For example, an assignment that is one week late will be docked 30% and so on.

Students who miss reading seminars with an appropriate reason and can corroborate that reason with the Professor, **must** submit a 3-page written summary and analysis of the readings. Submissions be made at the next lecture and must include a copy of appropriate medical documentation. More details on these submissions can be found above.

Lecture Schedule

Week 1

- 10 Sept. **Introduction, Frameworks, and the Colonial System to Confederation**
Reading: David B. Dewitt and John J. Kirton, "Three Theoretical Perspectives," in *Canada as a Principled Power: A Study in Foreign Policy and International Relations*, (Toronto: Willey & Sons, 1983), 27-45. [Available on SJU Library Online Course Reserves or ONLINE hereafter]
- 12 Sept. **Macdonald, Imperialism, and Nationalism**
Reading: C.P. Stacey, "Macdonald and the Pursuit of National Policies," in *Canada and the Age of Conflict* vol. 1 (1984), 17-51 [ONLINE]; *Empire to Umpire*, pages 1-10.

Week 2

- 17 Sept. **Laurier, Imperialism, and the Boer War**
Reading: *Empire to Umpire*, pages 11-46.
- 19 Sept. **The Coming of Age? Canada in the First World War**
Reading: *Empire to Umpire*, pages 47-67.

Week 3

- 24 Sept. **The League of Nations / Continental and Imperial Relations, 1921-1930**
Reading: *Empire to Umpire*, pages 68-99.
- 26 Sept. **Briefing Note Workshop Part 1 with Professor**

Week 4

1 Oct. **Depression Doldrums, Appeasement, and the Slippery Slope to War**
Reading: *Empire to Umpire*, pages 101-136.

3 Oct. **Library Workshop Part 1 with Zack MacDonald**

Week 5

8 Oct. **Thanksgiving – No Class**

10 Oct. **UW Reading Break – No Class**

12 Oct. **Library Workshop Part 2 with Zack MacDonald**

Week 6

15 Oct. **Canada and the Second World War**
Reading: *Empire to Umpire*, pages 137-160.

17 Oct. **Seminar Discussion #1 – Canada and the Second World War**

Week 7

22 Oct. **Coming Together: Functionalism, Middle Powerism, and the United Nations**
Reading: *Empire to Umpire*, pages 161-182.

24 Oct. **“A Golden Age in Canadian Foreign Policy?” Canadian Foreign Relations, 1947-1956**
Reading: *Empire to Umpire*, 183-206.

Week 8

29 Oct. **John Diefenbaker, Lester Pearson and the Politics of Personalities Part 1**
Reading: 207-248

31 Oct. **Seminar Discussion #2 – Postwar International Migration, Canada, and the Remaking of a Nation**

Week 9

5 Nov. **John Diefenbaker, Lester Pearson and the Politics of Personalities Part 2 & A History of Canadian-American Relations in the Arctic**

7 Nov. **Seminar Discussion #3 –Canada and the Suez Crisis**

Week 10

- 12 Nov. **Changing Course: Pierre Trudeau and External Relations, 1968-1984**
Reading: *Empire to Umpire*, 249-272.
- 14 Nov. **Seminar Discussion # 4 – A Revolution in Canadian Foreign Policy? The Trudeau Era**

Week 11

- 19 Nov. **“When Irish Eyes Are Smiling”: Brian Mulroney and Canadian External Relations, 1984-1993**
Reading: *Empire to Umpire*, 273-302.
Briefing Note Assignment Due Today!!!
- 21 Nov. **Seminar Discussion #5 – Spies and Lies at Home and Abroad**

Week 12

- 26 Nov. **Challenges of the 1990s and the Shock of 9-11**
Reading: *Empire to Umpire*, 303-342.
- 28 Nov. **Final Exam Review**
Reading: *Empire to Umpire*, 343-348.

Week 13

- 3 Dec. **Live Briefing Note Exercise Today!**

Writing and Communication Centre: The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and Communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of

Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage [for more information](#).

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. 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 professor, 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 offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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](#).

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: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 the AS office at the beginning of each academic term.

Potential Written Briefing Note Topic Ideas

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 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.
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 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.
12. 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.

13. 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 contribute.
14. 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?
15. 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.
16. It is 1957, and a John Diefenbaker government has come to power on a platform expressing skepticism 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.
17. 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.
18. 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.
19. 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.
20. 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.

21. 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.
22. 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.
23. 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.
24. 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.
25. 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.
26. 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.
27. 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?
28. 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.

29. 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.
30. It is 2001, and you are advising Prime Minister Jean Chretien. The Prime Minister is under pressure to join the United States and the rest of the North Atlantic Treaty Organization in Afghanistan after US President George W. Bush convinced the alliance to invoke Article 5. The United States has made it clear that Al-Qaida, headed by Osama bin Laden, were under the protection of the Taleban regime in Afghanistan. Advise the Prime Minister on how Canada should proceed.
31. It is 2003, and you are advising Prime Minister Jean Chretien. The Prime Minister is under pressure to have Canada join the "Coalition of the Willing" and invade Iraq at the behest of US President George W. Bush. The United States, with the support of the United Kingdom, allege that Iraqi President Saddam Hussein possessed "weapons of mass destruction" and has urged NATO allies to join the mission. Advise the Prime Minister on how Canada should proceed.
32. It is 2006, and you are advising Bloc Québécois leader Gilles Duceppe. Prime Minister Stephen Harper's minority government has made a deal with the United States to end the historical dispute over Softwood Lumber. The Liberals and the NDP have signaled their intention to oppose the deal. The confidence of parliament hinges on your support. Advise the party leader on how he should proceed.
33. It is 2018, and you are a policy advisor to Minister of External Affairs Chrystia Freeland. US President Donald Trump has threatened Prime Minister Justin Trudeau that he will negotiate a new free trade agreement independently of Canada unless Canada makes significant concessions on the auto, dairy and lumber industries. Mexico, with new leadership, has signaled they are open to a bi-lateral deal with the United States if it gets a deal done. Yet the United States is also undergoing significant domestic political uncertainty. Advise the Minister on how Canada should proceed.