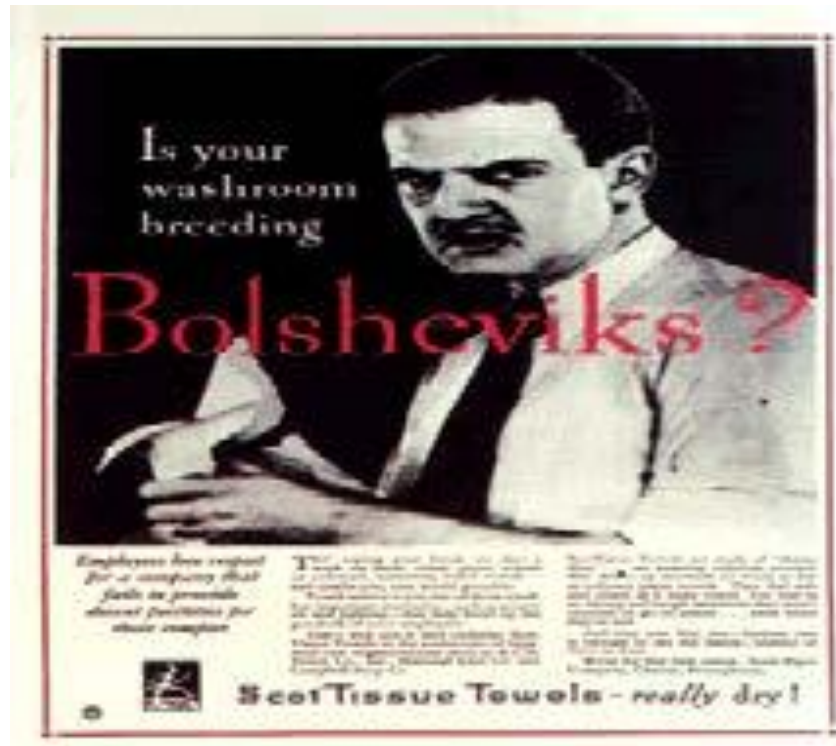


St. Jerome's University in the University of Waterloo
Department of History
HIST 391: Canadian History Seminar (Winter 2023)
Cold War Canada



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Office Hours: Mondays 12:30-1:20pm and Tuesdays 12:45pm to 1:30pm

Seminars: SJ1 3020, Tuesdays 2:30pm-4:20pm

HIST 391 is a seminar focusing on Canada and the Cold War at home and abroad. The Cold War endured for nearly fifty years and its effects on Canadian society, politics, security, and culture, were far ranging, long lasting and its imprint is still visible in contemporary Canada. The seminar begins with the advent of the early Cold War examining why and how the Canadian government and Canadians became 'Cold War Warriors' and the domestic excesses this could cause. We will also examine the evolution of official and public perceptions of Canada's role in the Cold War world. The seminar will study the period from 1945 into the early 1980s. Key topics & themes to be examined include multilateralism; relations with the United States and the Soviet Union; Canada's approach to security screening; national security and fear of communism; decolonization; the Cuban Missile Crisis; Canada and the Vietnam War; and growing public questioning of Canada's Cold War relationship with NATO and Washington.

Since much of the mark will be based on participation, students **must** keep up with the readings and be willing to engage in the weekly discussions. In addition to participation, each student will write an 16-18 page research paper that should also briefly situate the topic in the historiography of that subject where possible. Students are encouraged to meet with me to discuss their essay topic before submitting their essay proposal.

Course requirements:

Seminar Participation 45%

Annotated bibliography/essay proposal/document analysis (3-5pgs) due February 9th no later than 6pm in my essay dropbox slot at Sweeney Hall main floor 15%

Research Paper (16-18 pgs) due April 11th, 8pm by email 40%

Required Text:

Robert Bothwell, *Alliance and Illusion: Canada and the World, 1945-1984*. UBC Press, 2007

Course readings can be accessed through electronic reserve from the UW Library website.

Guidelines for Weekly Discussion

45% of your grade in this reading seminar is based on your participation in weekly discussions. Your presence is expected at each seminar. It is imperative that you complete the readings before coming to class. You are expected to be a thoughtful contributor to our discussions, and to respect the ideas of others.

When factoring a discussion mark, there are two broad categories I look at: the frequency of a student's remarks, and the quality of those remarks. When assessing the quality of a student's participation, I consider the following:

- 1) Insight—how well does the student grasp major interpretative points in the readings?
- 2) Grasp of the material—is the level of detail in the student's responses strong, or do these remarks tend to be vague/general/scattered?
- 3) Originality—does the student advance the discussion through their comments, or do their remarks tend to repeat points made by their colleagues?
- 4) Professionalism/courtesy—does the student engage the ideas of others, and does so in a respectful manner?

Preparation for note taking: There will be a variety of points relating to content/context to discuss but key questions to keep in mind to help prepare your notes and comments for seminar discussions include:

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

Written Assignments

Annotated bibliography/essay proposal/Primary source document analysis (15%):

On Thursday February 9th, students will submit a proposal (3-5 pages) including:

- A detailed explanation of the historical topic and the main question(s) that they are asking to begin their research (in question form).
- The approach they plan to pursue, and a tentative thesis.
- An analysis of 1 important primary source documents that you have identified for your research essay - more detail is listed below. This analysis should be approximately 1 page in length and the document *must* be attached to the assignment.
- And a preliminary annotated bibliography--including **a minimum** of 6-8 monographs and scholarly articles, and **AT LEAST 4-5 primary sources**. 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, the Documents on External Affairs Collection (DCER) published by Global Affairs Canada's historical section etc. Transcripts from the House of Commons debates can also be helpful primary sources. As well, newspaper and other media coverage, such as *Maclean's* and *Saturday Night* magazine, from the time provide excellent primary sources. Book and articles written by those involved in a particular event/era, including memoirs, are excellent sources.

Each annotation should include at least two to three THOUGHTFUL and descriptive sentences for each source explaining the contents of the source and why it will be useful to your essay.

Examples of permissible websites where students can find useful documents are the: on-line Cabinet Conclusions at <https://library-archives.canada.ca/eng/collection/research-help/politics-government-law/Pages/cabinet-conclusions.aspx> or the Document Collections on External Relations series posted online at <http://www.international.gc.ca/history-histoire/documents-documents.aspx?lang=eng>

Students should also look at the UW History Research Guide for other helpful source ideas <https://subjectguides.uwaterloo.ca/history>

In terms of the primary source document analysis, the assignment is to get you thinking of what primary source material can tell students of history? What matters in terms of evidence? How should we weigh evidence? What makes certain sources significant and others less so? You should approach this assignment as an exercise in historical detection – how much can the document reveal about the time, and about the people and events to which it refers?

A good place to begin looking is statement/speech series from the Department of External Affairs; House of ^[1]_[SEP]Commons Speeches, newspaper editorial; or the excellent Documents on Canadian External Relations (DCER) series. There are many others to explore also depending on your choice of topic. Questions, in no particular order, to consider as you evaluate your chosen primary source are: What does the document reveal about 1) Government or media or public concerns (or possibly all three depending on the source) about an important issue 2) What can it tell us about Canadian foreign policy objectives/calculations 3) What does it tell us about the larger geopolitical questions of the day 4) What does it tell us about bilateral relations with a particular country/or multilateral relations with an international organization 5) Does the document reveal any cultural/ideological/racial/personal assumptions? 6) Why do you think the source is useful to your research?

Finding essay sources---some helpful tips:

Consult the suggested reading sections of Norman Hillmer and J.L. Granatstein's *Empire to Umpire* (2nd edition as it is most recent); Robert Bothwell *Alliance and Illusion*; Journals to consult include the Canadian Historical Review; International Journal; Diplomatic History; Journal of Commonwealth and Imperial History; Journal of Cold War Studies, Diplomacy and Statecraft to name a few. The assigned readings will have helpful annotated 'Further Reading' sections or well detailed footnotes. Students are well advised to consult these for their essays.

Useful Internet Links - Some reliable sites I encourage students to look at for primary documents include the following:

The Diaries of William Lyon Mackenzie King are available at: <https://library-archives.canada.ca/eng/collection/research-help/politics-government-law/pages/diaries-william-lyon-mackenzie-king.aspx>

Useful Canadian federal cabinet conclusions are available through Library and Archives Canada <https://library-archives.canada.ca/eng/collection/research-help/politics-government-law/Pages/cabinet-conclusions.aspx>

The Department of Global Affairs Canada series has digitized its Documents on Canadian External Relations (DCER) series on-line for the years 1946-1963. Paper copies for the years 1939-1963 can be found in the government docs section of Dana Porter Library 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 Reagan presidencies: <https://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=05mvu915arc0glmeu91h71ekr7>

For international primary sources specific to the Cold War era a brilliant website to consult is the Cold War International History Project. This website provides declassified materials from former East Bloc states <http://digitalarchive.wilsoncenter.org>

The National Security Archive in Washington D.C. has an impressive and useful collection of declassified American material <http://nsarchive.gwu.edu/NSAEBB/index.html>

Research Paper (40%):

For their main written assignment due April 11th, 2023 (**emailed to Professor Touhey by 8pm**), each student will write an sixteen to eighteen (16-18) page research paper (double-spaced, Times New Roman 12pt font) on a seminar related subject of their choice—there is plenty of variety and I encourage students to think creatively in terms of topics that interest them. Each student will choose their topic in consultation with the instructor and I encourage students to meet with me to chat about their papers and progress.

In evaluating your essay, I will look for the following:

1. The extent of the analysis (rather than description) of historical writings and ability to utilize primary research in your analysis.
2. A clear thesis statement and interpretation that you argue and support with evidence throughout the essay.
3. The ability to provide a considered sense, in a couple of paragraphs, of the Canadian historiography of the subject: i.e. where historians' ideas, arguments, approach and interpretation have developed over time.
4. A good writing style, with proper sentences, proper grammar, punctuation, and logic.
5. Proper footnoting/endnoting and bibliographic citations.
6. Make sure that you carefully proofread your work. Essays with more than one spelling or typing error per page will be docked 5%. Be sure to number your pages and to staple them together.

Seminar Schedule

- Jan . 10 Introduction to the seminar
- Jan. 17 Setting the stage: Canada and the early Cold War
Readings:
 1) Robert Bothwell: Alliance and Illusion Chapters 1, 3, and 4
 2) Amy Knight: How the Cold War began
 3) Hector Mackenzie: Canada's International Relations in the Early Cold War: The Impact and Implications of the Gouzenko Affair
- Jan 24 Adjusting to the Americans
Readings:
 1) Bothwell: Chapters 5 and 6
 2) David Bercuson: "A people so ruthless as the Soviets"
 3) Robert Prince: The limits of constraint?
 4) Donald Barry: Cleared or Covered Up
- Jan. 31 Cold war culture and security at home
Readings:
 1) Frank Clarke: Keeping communism out of our schools
 2) Andrew Burtch: Armageddon on Tour
 3) Dennis Molinaro: "In the field of espionage there's no such thing as peacetime"
 4) Hector Mackenzie: Purged from memory

Feb. 7 Pearson, perils, and pragmatism

Readings:

- 1) Bothwell: Chapter 7
- 2) Graham Carr: No political significance of any kind
- 3) John English: Pearson encounters the enigma
- 4) Tim Sayle: A Cold Warrior? Pearson and the Soviet Bloc

Thursday February 9th ***Essay proposals due in my essay drop box in Sweeney Hall by 6pm*******

Feb 14 Great hopes and innocence abroad? Canada, India, and Indochina

Readings:

- 1) Odd A. Westad: The revolutionaries, anti colonial politics and transformations
- 2) Brendan Kelly, “Six mois à Hanoi”
- 3) Donaghy: Most important place in the World - Escott Reid in India
- 4) Touhey: Dealing in Black and White

*******February 18-26 Reading Week*******

Feb. 28 Canada, the Cold War and decolonization in Africa

Readings:

- 1) Odd A. Westad: The revolutionaries, anti colonial politics and transformations (only read again as a refresher if it helps)
- 2) Gendron: Tempered sympathy
- 3) Spooner: “Awakening Africa”
- 4) McKercher: The centre cannot hold
- 5) Manulak: ‘Blood Brothers’

Mar. 7 Nuclear Headaches and Havana

Readings:

- 1) Bothwell: Chapter 8-9
- 2) Stephen Azzi: ‘The Problem child’
- 3) Munton: Our men in Havana
- 4) Stevenson: Tossing a match into dry hay

Mar. 14 **No seminar**----work on your essays and future course readings
 Note: additional office hours will be held during this time slot
 so students can meet with me to discuss their essay

Mar. 21 The crisis of Vietnam: Canada-US Relations in the 1960s

Readings:

- 1) Bothwell: Chapters 11-12
- 2) Charles Ritchie, Diary entry April 2, 1965 pgs 78-84
- 3) Brendan Kelly, Lester B. Pearson's Temple University Speech Revisited:
 The Origins and Evolution of the Proposal for a Bombing Pause
- 4) Donaghy: C'est La Guerre

Mar. 28 The Trudeau turn and the Cold War world

Readings:

- 1) Bothwell Chapter 15, 17, 20, Conclusion
- 2) Geoffrey Pearson: Moscow 1980-83 - the Second Cold War
- 3) Susan Colbourn, 'Cruising toward nuclear danger': Canadian anti-nuclear
 activism, Pierre Trudeau's peace mission, and the transatlantic
 partnership

Apr. 4 No seminar – work on your essays final **essays due via email Tuesday April
 11th @ 8pm**

Potential Essay Topics

1. Sovereignty, Security and the Canadian Arctic
2. The RCMP and security screening in the early Cold War
3. Canada and decolonization in South Asia 1946-1965
4. The Gouzenko Affair and Canada-Soviet relations
5. Canada and its first engagement on the UN Security Council
6. Canada and Africa in the age of decolonization
7. Canada and China to recognize or not?
8. Canada's entry into the Korean War
9. Canada and the Colombo Plan (foreign aid in Asia)
10. Canada and the creation of NATO
11. Canada and India (Numerous topics and time periods can be done for this)
12. Canada and the Vietnam War (1954-1973----numerous topics and time periods can
 be done for this)
13. Canada and Continental Defence in the 1950s
14. Canada and the Suez Crisis (*No more than 2 students can write on this topic----
 please reserve with Professor Touhey*)

15. The Herbert Norman Affair
16. Canada and the Congo Crisis
17. Diefenbaker and Apartheid
18. Diefenbaker and the Nuclear Decision
19. Diefenbaker, Kennedy, and the Cuban Missile Crisis
20. Pearson and the Nuclear Decision
21. The Cold War and Canadian immigration policies
22. Pearson and Lyndon Johnson
23. Canada and Cyprus Peacekeeping in the 1960s
24. Trudeau's Foreign and Defence Policy Review
25. Trudeau and the Soviet Union
26. The 1972 Hockey Summit Series
27. Canada and Cuba
28. Canada and the Middle East in the 1970s
29. Canada and China (numerous topics/time periods can be done for this)
30. Canada and Détente, 1970-75
31. The Trudeau Peace Initiative
32. Trudeau and Ronald Reagan
33. Canada and the Cruise Missile Question
34. Canada and the Cold War in Latin America in the early 1980s

Note: The above are suggestions, if you have another idea for a topic just let me know and happy to chat about it

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.

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.