



## Department of History

HTST 530/STST 611

**Topics in Canadian Foreign and Defence Policy from 1919 to the Cold War Era**  
Winter 2022

**Instructor:** Dr. David Bercuson

**Email:** bercuson@ucalgary.ca

**Office Hours and Location/Method:** SS 642, 1300-1400 on Thursday or by appointment

**Classroom Location, Days and Times:** Thursday 1400 – 16:45 SS623

**Course Delivery:** In person

### Description

This course is a senior undergraduate seminar, open to graduate students, which involves considerable reading and self-study as well as active class participation. Since this course is also available for credit for Masters' level candidates, the grade performance expectations are high. Students are advised to read this outline/syllabus carefully and to be thoroughly familiar with its contents.

This course will trace the interplay of war, diplomacy and politics in Canada's evolution from colonial status in 1914 to full independence and statehood by 1984 following the patriation of the Canadian constitution, up to the decision to participate in the War in Afghanistan.

### Learning Outcomes

- Become familiar with the 20<sup>th</sup> century military, political and diplomatic history of Canada
- Develop seminar discussion and public speaking skills
- Hone research and writing skills

### Reading Material

Required readings for this course are as follows. They are available at the university bookstore and the library may have electronic versions. Any versions of these books are acceptable.

C.P. Stacey, *Canada and the Age of Conflict* Volume 1.

C.P. Stacey, *Canada and the Age of Conflict* Volume 2.

Robert Bothwell, *Alliance and Illusion: Canada and the World, 1945-1984*

### Assessment

| Method            | Due Date           | Weight |
|-------------------|--------------------|--------|
| Class performance | Ongoing            | 40%    |
| Class Essay       | TBD                | 30%    |
| Term paper        | March 24 (4:00 pm) | 30%    |

**There is no registrar-scheduled final exam.**

### **Grading Policies**

All grades will be given in letter form and weighted for the final calculation as indicated in the grading scale below.

### **Details on Methods of Assessment**

#### *1. Class performance*

This grade will be assessed on the basis of: (1) quality of the seminar presentation: (2) participation in seminar discussion throughout the term.

#### *2. Class Essay*

Each student will be assigned a seminar presentation topic. Some students will share topics. Those not presenting on any given day should read whatever they can that bears directly on the subject matter for that day's class. All class presentations must be analytical in nature and take up about 20 to 30 minutes.

**Class presentations must be e-mailed to all other students in class via d2L at least a day in advance of class and all students must read the presentation. A copy of the presentation must be sent to the instructor for evaluation. The quality of the presentation and class performance generally will constitute the overall “class performance” grade.**

Once the opening presentation has been made, the other students are **expected** to participate in the discussion which will follow. Students who feel themselves unable to engage in such seminar discussion should carefully review their grade expectations in this course.

Maximum length for the class essay 10 pages, or approximately 20 minutes when read aloud. An analytical paper of very high quality in layout, organization, and presentation is expected.

#### *3. Term paper*

This will be a “Final Term Paper” due on March 24 at 1600 (4:00 pm) to be emailed to the instructor. Undergraduate paper must be no longer than 2500 words. Graduate papers no longer than 5000 words. **The essay must be written in strict conformance with the Department of History Essay Guide.**

## Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

## Schedule

| Date        | Topic & Reading                               | Important Dates |
|-------------|---|-----------------|
| Jan 13      | Course introduction and seminar topics        |                 |
| Jan 20      | Laurier and Borden to 1914                    |                 |
| Jan 27      | Canada's status in war 1914-18                |                 |
| Feb 3       | Borden in Paris                               |                 |
| Feb 10      | The Anglo-Japanese Treaty                     |                 |
| Feb 17      | Colony to Independence; 1921-1931             |                 |
| Feb 21 - 25 | Term Break, no lectures                       |                 |
| Mar 3       | The "low dishonest decade," 1931-1939         |                 |
| Mar 10      | Neutrality, mobilization, "limited liability" |                 |
| Mar 17      | National command in the World War             |                 |
| Mar 24      | Functionalism                                 |                 |
| Mar 31      | North American Defense                        |                 |
| Apr 7       | Canada, the UN and Nato                       |                 |
| Apr 11 & 12 | No classes                                    |                 |

## Suggested Readings:

### **Week 2, January 20, Laurier and Borden to 1914**

Berger, Carl. *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*. 1

Miller, Carman. *Painting the Map Red: Canada and the South African War 1899-1902*. 1993.

Bliss, Michael. *Right Honourable Men*.

Brown, RC. *Robert Laird Borden: A Biography* Vols. I and II.

Eayrs, James. "The Origins of Canada's Department of External Affairs," in Keenleyside et al, *The Growth of Canadian Policies in External Affairs*

Kendle, J.E. *The Colonial and Imperial Conferences, 1887-1911.*

Penlington, Norman. *Canada and the Age of Imperialism.*

Preston, Richard A. *Canada and Imperial Defence.*

Schull, Joseph. *Laurier, the First Canadian.*

Skelton, O.D. *Life and Letters of Sir Wilfrid Laurier.*

Tucker, G.N. *The Naval Service of Canada, Volume I.*

Cook, Tim. *Warlords: Borden, Mackenzie King, and Canada's World Wars.* Toronto: Allen Lane, 2012.

Brown, R.C. and R. Cook. *Canada, 1896-1921: A Nation Transformed.*

Brown, R.C. "Sir Robert Borden, the Great War and Anglo-Canadian Relations." In Moir, J.S. (ed), *Character and Circumstances.*

Graham, Roger. *Arthur Meighen, Volume I.*

Mansergh, N. *The Commonwealth Experience.*

Smith, Gaddis. "Canadian External Affairs During World War I," in Keenleyside et al, *The Growth of Canadian Policies in External Affairs.*

### **Week 3, January 27, Canada's status in war**

Bliss, Michael. *Right Honourable Men.*

Brown, RC. *Robert Laird Borden: A Biography* Vols. I and II.

Penlington, Norman. *Canada and the Age of Imperialism.*

Preston, Richard A. *Canada and Imperial Defence.*

Tucker, G.N. *The Naval Service of Canada, Volume I.*

Cook, Tim. *Warlords: Borden, Mackenzie King, and Canada's World Wars.* Toronto: Allen Lane, 2012.

Brown, R.C. and R. Cook. *Canada, 1896-1921: A Nation Transformed.*

Brown, R.C. "Sir Robert Borden, the Great War and Anglo-Canadian Relations." In Moir, J.S. (ed), *Character and Circumstances*.

Graham, Roger. *Arthur Meighen*, Volume I.

Mansergh, N. *The Commonwealth Experience*.

Morton, D. *A Peculiar Kind of Politics*.

Smith, Gaddis. "Canadian External Affairs During World War I," in Keenleyside et al, *The Growth of Canadian Policies in External Affairs*

#### **Week 4, February 3, Borden in Paris**

Bothwell, R. "Loring Christie: The Failure of Bureaucratic Imperialism" (Harvard PhD)

Dawson, R.M. *William Lyon Mackenzie King*, Volume I.

Eayrs, J. *In Defence of Canada*, Volume I.

Fry, Michael G. *Illusions of Security*.

Glazebrook, G.P. *Canada at the Paris Peace Conference*.

Graham, Roger. *Arthur Meighen*, Volume II.

Macmillan, Margaret. *Paris 1919*.

Meighen, Arthur. *Overseas Addresses*.

Pope, Maurice (ed). *Public Servant: The Memoirs of Sir Joseph Pope*.

Wigley, Phillip. *Canada and the Transition to Commonwealth*.

#### **Week 5, February 10, The Anglo-Japanese Treaty and the London Conference**

Brown, RC. *Robert Laird Borden: A Biography* Vols. I and II.

Eayrs, James. "The Origins of Canada's Department of External Affairs," in Keenleyside et al, *The Growth of Canadian Policies in External Affairs*

Penlington, Norman. *Canada and the Age of Imperialism*.

Preston, Richard A. *Canada and Imperial Defence*.

Tucker, G.N. *The Naval Service of Canada*, Volume I.

Cook, Tim. *Warlords: Borden, Mackenzie King, and Canada's World Wars*. Toronto: Allen Lane, 2012.

Brown, R.C. and R. Cook. *Canada, 1896-1921: A Nation Transformed*.

Brown, R.C. "Sir Robert Borden, the Great War and Anglo-Canadian Relations." In Moir, J.S. (ed), *Character and Circumstances*.

Graham, Roger. *Arthur Meighen*, Volume I.

Mansergh, N. *The Commonwealth Experience*.

Morton, D. *A Peculiar Kind of Politics*.

### **Week 6 February 17, Colony to Independence : 1922-1931**

Brebner, J.B. *North Atlantic Triangle*.

Eayrs, James. *In Defence of Canada: From the Great War to the Great Depression*.

Stacey, C.P. *Mackenzie King and the Atlantic Triangle*.

Harkness, D.W. *The Restless Dominion*.

Neatby, Blair. *William Lyon Mackenzie King: The Lonely Heights*.

Veatch, Richard. *Canada and the League of Nations*.

Wigley, Phillip. *Canada and the Transition to Commonwealth*.

### **Week 7 March 3, Canada and the "Low Dishonest Decade:" 1931-1939**

Auden, W.H. September 1, 1939. [www.poemdujour.com/Sept1.1939.html](http://www.poemdujour.com/Sept1.1939.html)

Eayrs, James. *In Defence of Canada, Volume II: Appeasement and Rearmament*.

Hillmer, Norman. "The Pursuit of Peace: Mackenzie King and the 1937 Imperial Conference." In English, John and J.O. Stubbs Ed. *Mackenzie King: Widening the Debate*.

Eayrs, James. "A Low Dishonest Decade:" Aspects of Canadian External Policy, 1931-1939" in Keenleyside et al, *The Growth of Canadian Policies in External Affairs*.

Bothwell, Robert and John English. "Dirty Work at the Crossroads: New Perspectives on the Riddell Incident," *Canadian Historical Association Report* (1972), 263-85.

Hillmer, Norman et al. *A Country of Limitations: Canada and the World in 1939*.

Stacey, C.P. *The Mackenzie King Era*.

Neatby, Blair. *William Lyon Mackenzie King: The Prism of Unity*. Toronto: University of Toronto Press, 1976.

Roy MacLaren, *Mackenzie King and the Age of the Dictators*

### **Week 8 March 10, Canada, the Neutrality Question and the "Limited Liability War," 1937-1940**

Case, Captain Gordon C. "The Lessons of Munich: Mackenzie King's Campaign to Prepare Canada for War." *Canadian Military Journal* Vol. 5 No. 4 (Winter 2004-2005): 73-82.

Dalke, Bill. "Canada's Greatest Contribution—National Identity and the role of Prime Minister W.L. Mackenzie King in Negotiating the BCATP Agreement." *Canadian Military Journal* Vol. 9 No. 4 (2009): 81-89.

Bercuson, David. *True Patriot: The Life of Brooke Claxton*.

Hillmer, Norman. "The Pursuit of Peace: Mackenzie King and the 1937 Imperial Conference." *Mackenzie King: Widening the Debate*. English, John and J.O. Stubbs ed. Toronto: Macmillan of Canada, 1977.

Hatch, F.J. *The Aerodrome of Democracy: Canada and the British Commonwealth Air Training Plan, 1939-1945*.

Granatstein, J.L. *Canada's War: The Politics of the Mackenzie King Government, 1939-1945*.

Stacey, C.P. *Arms, Men and Governments*.

### **Week 9, March 17, Problems of National Command in WW2**

Delaney, Douglas E. *Corps Commanders: Five British and Canadian Generals at War, 1939-1945*. Vancouver: University of British Columbia Press, 2011.

Dickson, Paul D. "Colonials and Coalitions: Canadian-British Command Relations between Normandy and the Scheldt." In Brian Farrell ed. *Leadership and Responsibility in the Second World War*. Montreal and Kingston: McGill-Queen's University Press, 2004.

Dickson, Paul. "The Hand that Wields the Dagger: Harry Crerar, First Canadian Army Command, and National Autonomy." *War and Society* 13:2 (1995): 113-141.

Dickson, Paul. "Harry Crerar and an Army for Strategic Effect." *Canadian Military History* Vol. 17 No. 1 (Winter 2008): 37-48.

Dickson, Paul Douglas. *A Thoroughly Canadian General*.

Granatstein, Jack. *The Generals*. (Crerar/McNaughton/Burns)

Leppard, Christine, V. Leppard, *Fighting as a Colony* (U of C: PhD)

### **Week 10, March 24, The Fate of "Functionalism"**

Donaghy, Greg and Stéphane Roussel, ed. *Escott Reid*.

Granatstein, Jack. *The Ottawa Men*.

Granatstein, Jack. *A Man of Influence*.

Holmes, J.W. *The Shaping of Peace Vols. I and II*.

Reid, Escott. *Radical Mandarin: The Memoirs of Escott Reid*.

### **Week 11, March 31, Canada, and North American Defence: 1946-1962**

Granatstein, J.L. "From Mother Country to Far Away Relative: The Canadian-British Military Relationship from 1945." *Canadian Military History* Vol. 18 No. 1 (Winter 2009): 55-60.

Fawcett, Michael T. "The Politics of Sovereignty—Continental Defence and the Creation of NORAD." *Canadian Military Journal* Vol. 10 No. 2 (2010): 33-40.

Grant, Shelagh. *Sovereignty or Security? Government Policy in the Canadian North, 1936-1950*. Vancouver: UBC Press, 1988.

Coates, Ken S and Lackenbauer et al. *Arctic Front: Defending Canada in the Far North*. 2008.



Grant, Shelagh D. *Polar Imperative: A History of Arctic Sovereignty in North America*. Vancouver: Douglas & McIntyre, 2010.

Bercuson, David. "Continental Defence and Arctic Sovereignty, 1945-50: Solving the Canadian Dilemma." *The Cold War and Defense*. Ed. Keith Neilson and Ronald G. Haycock.

Bland, Douglas. *The Administration of Defence Policy in Canada, 1947 to 1987*.

Connant, Melvin. *The Long Polar Watch*.

-----"Dilemmas in Defence Decision Making: Constructing Canada's Role in NORAD, 1958-1996." *American Review of Canadian Studies* 30(4) Winter 2000, 562.

Jockel, Joseph T. *Canada in NORAD*.

Jockel, Joseph T. *No Boundaries Upstairs*.

McMahon, Patricia. *Essence of Indecision*.

Richter, Andrew. *Avoiding Armageddon: Canadian Military Strategy and Nuclear Weapons, 1950-1963*.

Smith, Denis. *The Diplomacy of Fear*.

Sutherland, R.J. "The Strategic Significance of the Canadian Arctic." Ed. R. St.J. Macdonald, *The Arctic Frontier*.

### **Week 12, April 7, Canada and Multilateralism: The UN and NATO, 1948-1984**

Formann, Michel, and Martin Larose. "An Emerging Strategic Counterculture? Pierre Elliot Trudeau, Canadian Intellectuals and the Revision of Liberal Defence Policy Concerning NATO (1968-1969)." *International Journal* 59:3 (Summer 2004).

Maloney, Sean M. *Canada and UN Peacekeeping: Cold War by Other Means*. St. Catharines: Vanwell Publishing, 2002.

Gellner, John. *Canada in NATO*.

McDougall, Barbara. *Canada and NATO: The Forgotten Ally?*

Eayrs, James. *In Defence of Canada: Growing Up Allied*.

Reid, Escott. *Time of Fear and Hope: The Making of the North Atlantic Treaty 1947-1949*.

McLin, Jon. *Canada's Changing Defence Policy, 1957-1963: The Problems of a Middle Power in Alliance*.

Maloney, Sean. *War Without Battles: Canada's NATO Brigade in Germany*.

Granatstein, J.L. and Robert Bothwell. *Pirouette: Pierre Trudeau and Canadian Foreign Policy*.

Reid, Escott. *Time of Fear and Hope: The Making of the North Atlantic Treaty, 1947-1949*.

Reid, Escott. *On Duty: A Canadian at the Making of the United Nations, 1945-1949*.

**THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF  
HISTORY COURSE OUTLINES**

**Departmental Grading System**

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

| <b>Percentage</b> | <b>Letter Grade</b> | <b>Grade Point Value</b> | <b>Description</b>   |
|-------------------|---------------------|--------------------------|--|
| 90-100            | A+                  | 4.00                     | Outstanding performance  |
| 85-89             | A                   | 4.00                     | Excellent performance  |
| 80-84             | A-                  | 3.70                     | Approaching excellent performance  |
| 77-79             | B+                  | 3.30                     | Exceeding good performance   |
| 73-76             | B                   | 3.00                     | Good performance   |
| 70-72             | B-                  | 2.70                     | Approaching good performance   |
| 67-69             | C+                  | 2.30                     | Exceeding satisfactory performance   |
| 63-66             | C                   | 2.00                     | Satisfactory performance   |
| 60-62             | C-                  | 1.70                     | Approaching satisfactory performance.  |
| 56-59             | D+                  | 1.30                     | Marginal pass. Insufficient preparation for subsequent courses in the same subject |
| 50-55             | D                   | 1.00                     | Minimal Pass. Insufficient preparation for subsequent courses in the same subject. |
| 0-49              | F                   | 0                        | Failure. Did not meet course requirements.   |

**Please Note:** Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

**Program Advising and Student Information Resources**

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

*Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.*

**Writing**

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

## **Academic Misconduct**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

## **Plagiarism**

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

## **Academic Accommodation**

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

## **Research Ethics**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

## **Instructor Intellectual Property**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the

instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

### **Copyright Legislation**

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

### **Copyright of Educational Materials**

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

### **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

### **Media Recording**

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

### ***Media Recording for the Assessment of Student Learning***

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

### **Sexual Violence Policy**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have

experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

### **Other Useful Information**

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

**Department of History Twitter @ucalgaryhist**

*Winter 2022 (in-person)*