

**HTST 530/STST 611
Winter, 2023**

**From Colony to Ally: The Diplomatic and Military Evolution of Canadian
Statehood, 1914-2009.**

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Office Hours – 1300-1400 or by appointment
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Class Time: W - 1400-1645

Introduction

Historical Studies 530/Strategic Studies 611 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. The schedule for this course is:

Class Schedule Winter 2022

First week	January 11	Course introduction and seminar topics
Second week	January 18	Laurier and Borden to 1914
Third week	January 25	Canada's status in war 1914-18
Fourth week	February 1	Borden in Paris
Fifth week	February 8	The Anglo-Japanese Treaty
Sixth week	February 15	Colony to Independence; 1921-1931
Winter break	February 20-24	No classes
Seventh week	March 1	The "low dishonest decade," 1931-1939
Eighth week	March 8	Neutrality, mobilization, "limited liability"
Ninth week	March 15	National command in the World War
Tenth week	March 22	Functionalism
Eleventh week	March 29	North American Defence
Twelfth week	April 5	Canada, the UN and NATO
Thirteenth week	April 12	Independent Research

Readings:

Required readings for this course are as follows. The library has electronic versions. Any versions of these books is acceptable.

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

C.P. Stacey, *Canada and the Age of Conflict* Volume 2.
R. Bothwell, *Alliance and Illusion*

Grades:

Class performance	30%
Class Essay	30%
Term Paper	40%

Explanation of Grades:

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 may 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 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 is approximately 20 minutes. 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 (4pm) 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.**

Schedule

Week 1, January 11, Course Introduction and seminar topics

Week 2, January 18, 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 25, Canada's status in war

Bliss, Michael. *Right Honourable Men*.

Brown, R.C. *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 1, 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 8, 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 15, 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*.

Term Break: No Class on Feb. 20

Week 7 March 1, Canada and the “Low Dishonest Decade:” 1931-1939

Auden, W.H. September 1, 1939. 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 8, 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 15, 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 22, 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 29, 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 5, 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.*

Week 13, April 12: Independent Research

Grade determination: The following chart shows how grades will be determined in this course.

	5%	10%	15%	20%	25%	30%	35%	40%
A	5	10	15	20	25	30	35	40
A-	4.5	9	13.5	18	22.5	27	31.5	36
B+	4	8	12	16	20	24	28	32
B	3.5	7	10.5	14	17.5	21	24.5	28
B-	3	6	9	12	15	18	21	24
C+	2.5	5	7.5	10	12.5	15	17.5	20
C	2	4	6	8	10	12	14	16
C-	1.5	3	4.5	6	7.5	9	10.5	12
D+	1	2	3	4	5	6	7	8
D	.5	1	1.5	2	2.5	3	3.5	4
F	0	0	0	0	0	0	0	0

A	=	4.0	A	95 - 100
A-	=	3.7	A-	85 - 94
B+	=	3.3	B+	75 - 84
B	=	3.0	B	65 - 74
B-	=	2.7	B-	55 - 64
C+	=	2.3	C+	45 - 54
C	=	2.0	C	35 - 44
C-	=	1.7	C-	25 - 34

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) "Examinations and Student Assignments."

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) "Draft Documents & Working Materials."

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 and gender-based 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
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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