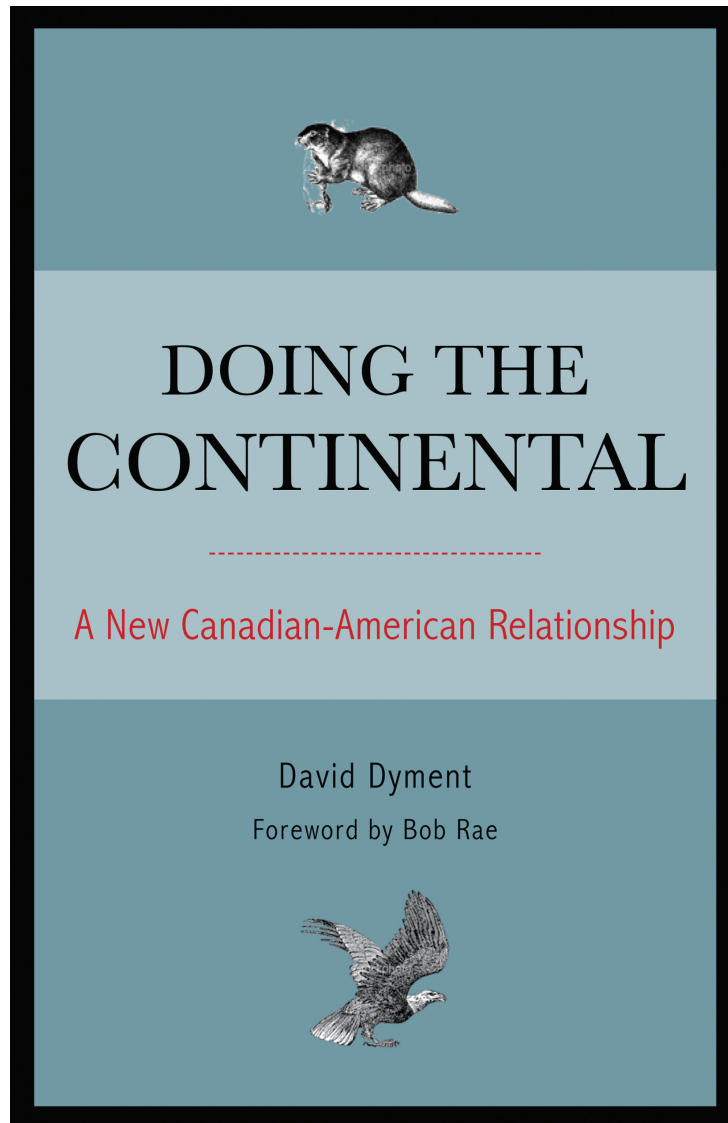


TEACHER'S GUIDE

for



Teacher Resource Guide developed by
Gretta Bradley B.Ed. O.C.T.

Books are available from your favourite bookseller, wholesaler and
UTP Distribution (t: 1 800 565-9523)



DUNDURN
www.dundurn.com



teacher resources
www.dundurn.com/teachers

Sign up for new TRG updates
www.dundurn.com/newsletter

TABLE OF CONTENTS

Part I:	Introduction	4
Part II:	Continental Dance: Managing the Relationship	8
Part III:	Dance Venues	19
Part IV:	Conclusion	30

PART I: INTRODUCTION

This book is an attempt to understand Canada’s relationship with the United States. The topic is big and broad, with experts working on its various dimensions. The book gathers-up the breaking-down of knowledge and brings it into a coherent whole: from managing water resources to ballistic missile defence, from energy to Arctic sovereignty. Throughout, the author, Dr. David Dymont, brings the theme that Canada is best served in this relationship when it advances its interest and not its ideologies.

The purpose of this teacher’s guide is to give senior high school students the opportunity to learn from this provocative and accessible book, which Michael Kergin, Canada’s ambassador to the U.S. from 2000 to 2005, describes as “concise, carefully thought out, and a must read” for those interested in Canada’s essential relationship.

Essential Question

How should Canadians Engage with the Americans?

PREFACE

SOURCE ANALYSIS

An essential skill in the toolkit of any student in the 21st Century is being able to evaluate the mountain of information available. Being able to assess the quality of the ideas has always been an important part of the research process. Having a method gives the student a way to approach all source documents in a similar fashion. The questions below apply most effectively to published sources. Research techniques to verify the accuracy of the facts and the quality of the ideas vary according to whether or not the document is a primary/secondary, print/non-print etc. source.

4 Part Method for Approaching a Source Analysis

1. Determine the **origin** of the document. Researching an author’s background is not meant to discredit them, but to understand the influences on their point of view (bias).
 - Who is the author?
 - When was it published?
 - Who is the publisher?
2. Purpose
 - What is the author’s **purpose**?
 - Who is the author’s audience? Provide evidence?
 - Inform, Persuade, Propagandize, Entertain

3. Using the above information analyse the **value** of this document (book) for the purposes of understanding Canada’s relationship with the U.S.
4. Making reference to origin and purpose, analyse the **limitations** of this document (book) for the purposes of understanding Canada’s Relationship with the U.S.

The Preface offers students an opportunity to determine the origin of the information.

A. Step One- Gather Information on the origin of the information in this book.

a. Gather salient information on the author.

- Who is the author?
- What is his/her education? Which universities?
- What work have they done that may contribute to their expertise or point of view?
- Have they worked in their field? In what capacity?
- Is he/she a professor? For how long? At what institution(s)?
- What role(s) do they play at the institution? (head of a faculty, a chair, CEO, Campaign Manager)
- What department/courses have they taught?
- Other relevant background:
ie. Bobby Kennedy wrote *Thirteen Days* (outlining his brother’s John F. Kennedy’s handling of the Cuban Missile Crisis just prior to his run for the Presidency).

OR

- Japanese Canadian, Ken Adachi, wrote *The Enemy that Never Was: A History of the Japanese Canadians*.

B. What is the name of the publisher?

C. What is the date of publication? Why is the date significant?

Chapter 1 — Same Piece of Real Estate

SIGNIFICANT CONCEPT

1) “It is not the U.S. that is the problem. It is how we think about the U.S. Our relationship is not so much about them as it is about us.”

1. After reading the chapter, students find a partner and “Think, Pair, Share” the meaning of the statement below.
“It is about how we see ourselves”

2. The Molson Brewing Company used a little known, surprising fact that Canadians were very proud of their country, in their advertising campaign for Molson Canadian beer. The success of “ I am Joe and I am a Canadian”, underlies just how deeply Anti-Americanism is entrenched in how we see ourselves. We may not know who we are, but we know we are not American.

- Use the link below to connect to “I am Joe and I am Canadian”.

<http://www.youtube.com/watch?v=EZCzkzekAL8>

- Use the link below to connect to “Made from Canada”.

<http://www.youtube.com/watch?v=5aQkrV3ppAw>

Students discuss the advertisements as a depiction of a typical Canadian. How close are these advertisements to capturing what it is to be Canadian?

3. What is Canadian?

The Olympics were an opportunity to tell the world who Canadians are.

Did we get it right? Here is a link that may help to jog your student’s memory of the opening ceremonies.

<http://popwatch.ew.com/2010/02/13/olympics-opening-ceremony-vancouver/>

A search engine will help students locate any number of sites that were devoted to the opening ceremonies. Students will find segments of the opening ceremonies on Youtube as well.

What parts did we get right? Wrong?

Below is a link to Shane Koyczan, the slam poet, performing at the Opening Ceremonies of the Olympics.

<http://www.youtube.com/watch?v=zsq68qRexFc>

Assign a stanza to each group. Share any additional insight that Mr. Koyczan might have to our understanding of what it means to be a Canadian.

Students discuss the accuracy of Mr. Koyczan’s poem.

Groups or individuals, may create you own slam poem describing a “Canadian”.

4. This chapter gives more information about the author’s purpose, the value of this book for information on Canada-U.S. relations, and the limitations of the book for information on Canada-U.S. relations. Students add this information to their source analysis.

Chapter 2 — The World’s Fastest Fighter Just Runs Out of Fuel

SIGNIFICANT CONCEPTS

- 1) Historical myths tell us a lot about who are.
- 2) “Our relationship with the U.S. is based on the massive, mutual self-interest and interdependence of both parties.”

1. After reading the chapter, students view the following links.

These links are segments for the 1997 made for T.V. movie entitled “The Arrow”

————— <http://www.youtube.com/watch?v=PEeaomG32Dc> —————

————— <http://www.youtube.com/watch?v=Q8YzVGeJfIE&feature=related> —————

- a. **What is the sub-text of these segments? What are we revealing about ourselves by the decisions the scriptwriter and the director made in creating these segments?**

- b. **Stephen Colbert, host of The Colbert Report, has a regular segment on his program titled “Word of the Day”. In this segment, he presents and defines the word “truthiness”. How has Stephen Colbert defined this word?**

————— <http://watch.thecomedynetwork.ca/the-colbert-report/full-episodes/#clip16387> —————

Colbert at the Press Club Dinner with President Bush

————— http://www.youtube.com/watch?v=BSE_saVX_2A&feature=related —————

2. According to Dr. Dymont, how does our understanding of the events surrounding the cancellation of the Avro Arrow suffer from what Stephen Colbert call “truthiness”?
3. The Avro is a Canadian myth. Why would Dr. Dymont suggest it is important to expose the “truthiness” in this myth?
4. Create an Avro Arrow “truthiness” segment.

PART II: CONTINENTAL DANCE:

MANAGING THE RELATIONSHIP

Chapter 3 — Basic Steps

SIGNIFICANT CONCEPTS

- 1) Conservatives, Liberals and Social Democrats have belief systems that determine how each will approach any issue.
- 2) “Our debate in Canada about how to engage the Americans is polarized and ideological. It has its basis in a lingering colonial mindset of over-arching and underpinning fear that has our policies vacillating between truculence and wanting to please the Americans.”

1. After reading the chapter, list 5-8 assumptions (premise) about our relationship with the United States that underlie the author’s argument?

2. Are there any with which you would disagree? Why?

3. Are there any with which you would agree? Why?

4. As a general rule of thumb, people on the left (Social Democrats) hand side of the political spectrum feel the government has a greater role to play in people’s lives. People (business owners) pursue their own happiness, but give up some of their freedom for the greater good. The role of government is to regulate people’s behaviour for the common good.

Those on the right (Conservatives) believe the more freedom you give people, the more creative and innovative they will be and the more prosperous they will be. What is good for the individual is for the good of all. People should be left to live their lives as they please, free of government interference. The role of the government is to remove barriers that would prevent people (business owners) from using their money in any way they please.

Those in the centre (Liberals) try to find the right combination of regulation and freedom.

Take childcare as an example:

A Conservative (right) government would give you money (in the form of a tax break) to spend on childcare in any way you wish. You could stay home and look after your child, pay a relative or register your child in a daycare.

A Social Democratic (left) government would create a child care program that required anyone looking after a child to be a qualified daycare provider, limit the number of children that they looked after, regulate the areas in which they play so that they are safe and clean etc.

- a. **Discuss the advantages and disadvantages of both approaches to delivering childcare services.**

- b. What values underlie each political stance? Record on a political spectrum line displayed on the board.
Left _____ Right

5. a. Students find a partner. Using Survey Monkey, create 10 questions (free of charge) that will determine where the political spectrum you partner falls. Before students begin, they brainstorm with the class the types of services that governments provide. The challenge of this activity is designing the choices so that they reflect Conservative policy, Social Democratic policy and Liberal policy. Students analyse their partner's responses and determine where on the line their partner falls.

- b. Individual students come up and place their initials on the political spectrum already displayed on the board.

The student's partner uses a different colour to place their partner's initials on the line. Partners discuss any discrepancies using the data collected in the survey.

6. Create another line to illustrate the dichotomy of opinion in Canada as characterized by Dr. Dymont and display at the front of the room.

- a. Attribute the following terms/people to the either the Right or the Left. Write a definition for the terms continentalist and nationalist.

Continentalist

Nationalist

Integrationalist School

Nationalist School

Anti American

Pro American

Left _____ Right

- b. Give each member of the class the name of any of the following major Canadian players and organizations on both sides of the debate. Students research on the internet these people, the organizations they represent and the ideas they advocate in the Canada-U.S. relationship debate. Students write a brief summary of these people/and the purpose of these groups. Write their name/name of the organization on a large Right /Left line and display in the classroom. Students may post their reports around the line so that they may make reference when necessary.

SEE THE FOLLOWING LIST:

Nancy Hughes Anthony

Linda McQuaig,

Thomas d'Aquino

John Manley

Maude Barlow

Jeffery Simpson

The Atlantic Institute for Market Studies
C.D Howe Institute
Asia Pacific Foundation of Canada
The Conference of Defence Associations
Conference Board of Canada
Caledon Institute of Social Policy
Canada West Foundation
Frontier Centre for Public Policy
Canadian Centre for Policy Alternatives
Institute for Public Economics
Canadian Council for Social Development
Institute for Research on Public Policy
Canadian Employment Research Forum
International Institute for Sustainable Development
Canadian Institute for Advanced Research, North-South Institute
Canadian International Council
Parkland Institute
Canadian Labour and Business Centre
Pembina Institute
Public Policy Forum
Canadian Tax Foundation
Western Centre for Economic Research
Centre for Trade Policy and Law
Canadian Council of Chief Executives
Canadian Chamber of Commerce
Economic Institute
Council of Canadians
The Fraser Institute

Students could post their descriptions of their organizations on the class Wiki.

- c. **How influential are these people in this debate? How might you determine the power of these organizations? (how often are they quoted by media on these issues- make a list of Canada U.S. issues and count the number of times that these people have been quoted. Are there other people/organizations that have been quoted? Are they permanent lobbyists?)**

7. Illustrate Dr. Dymert's "third way" on your diagram.

The following articles may provide you with a perspective on how these groups work to influence the debate.

The Top 100 Lobbyists: 2009, The Hill Times Online February 16th, 2009 Bea Vongdouangchanh

————— http://www.thehilltimes.ca/page/view/.2009.february.16.top_lobbyists_2009 —————

In the Tank: How Think tanks are muddling our democracy by George Fetherling The Walrus May 2008

<http://www.walrusmagazine.com/articles/2008.05-media-canadian-think-tank-george-fetherling/2/>

8. “Ironically, the prescriptions of the left and the right take us to the same outcome.” What does the author mean by this statement?
9. Can you create a word (like Stephen Colbert’s truthiness word) that describes the dichotomy in debate in Canada? Illustrate and present your word and its definition to the class.
10. What does Dr. Dyment see as the outcome of changing our approach with the Americans to one of protecting Canada’s own interests?

Chapter 4 — Engaging a Preoccupied Partner

SIGNIFICANT CONCEPTS

- 1) “The U.S. is vast and preoccupied with its own domestic issues and international hot spots.”
- 2) American political system is highly segmented.
- 3) Congressmen and women’s need to get elected every two years makes them hyper focused on their constituents and domestic issues. They do not think about the outside world a lot.
- 4) The President needs to use his political influence to get his own priorities passed. He cannot use it up on issues that have little political payoff for him.
- 5) There are few linkages between economics, military, and political issues in the United States.
- 6) The Canadian government must understand how the American political system works and change the way it interacts with it in order to effectively forward Canadian interests.

1. As Rick Mercer likes to exploit, nothing tickles our national funny bone as much as Americans not knowing much about Canada. This video does make a further point about how little some American politicians know about Canada. This chapter provides some insight into why American politicians spend so little time thinking about us.

Please be sensitive to the students. If there are any Americans in your class, you may not wish to use this video. As they say, not everyone has the same sense of humour.

<http://www.youtube.com/watch?v=seYUbVa7L7w>

Begin at 29 seconds (Rick gets a group of people to congratulate us on our new \$5 coin, the woody, in the first ½ minute of the video)

2. a. **Research the American government and the division of powers**
- b. **Create an organizational chart indicating the structure and role of each branch of the American Government. The diagram should indicate how each branch limits the powers of the others.**

<http://www.whitehouse.gov/our-government>

Read: The Executive Branch
The Legislative Branch
The Judicial Branch

3. a. **Read chapter 4: Engaging a Preoccupied Partner.**
- b. **If the objective of our dealings with the U.S. is to exert our influence over American policies to Canada's advantage, evaluate the success of a monetary union and formal union with the United States.**
- c. **What is the role of the International Joint Commission? Why does it represent an "anomaly of asymmetry"?**

OUR SEGMENTED NEIGHBOUR

4. a. **Break students into groups.**
 - Group A Research, record and present the Ballistic Missile Defence issue.**
 - Group B Research, record and present the reasons why Canada chose not to go to war in Iraq.**
 - Group C Research, record and present the reasons for Canada's military involvement in Afghanistan.**
- b. **According to high-ranking Canadian officials, how did the first two decisions impact the third decision?**
- c. **Should we have gone to Afghanistan in a military role?**
5. "So, like Congress, the U.S. bureaucracy is not going to turn as one corporate entity and promote or punish Canada" Explain this quotation using examples to support your response.
6. Research the softwood lumber dispute. How was it resolved? From where did the pressure come to resolve the issue? Why would the U.S. National Association of Home Builders support the Canadian position?

THE PRIME MINISTER AND THE PRESIDENT

7. Why does the American President have a limited ability or desire to forward Canadian causes?
8. What does the author suggest are more fruitful processes for interacting with the Americans?
9. "One of the big mistakes we make in dealing with the U.S., in fact the biggest mistake, is that we don't properly understand how the U.S. political system works." Use the information in the chapter to create a brochure outlining a list of "Things Canadian Legislators need to know About the American Political System".

10. Author and columnist, Jeffery Simpson uses a basketball analogy to describe how a bill becomes law in the United States.

“The Congress and the administration represent the basket, where points are scored. The whole country is the basketball court, where plays develop and strategies unfold that eventually lead to something happening around the basket. There are no lay –ups or slam dunks or 15 foot jumpers without playing well over the whole court. Author and columnist Jeffery Simpson

This website contains maps of the congressional districts of the 111th Congress. It may help students to understand the “playing field”.

<http://www.nationalatlas.gov/printable/congress.html#list>

Evaluate the accuracy of Mr. Simpson’s analogy using the information in this chapter and the congressional map.

11. Add to your Right/ Left Dichotomy you created in Chapter 3

Big solutions to Canada U.S. relations

Monetary union

Becoming the 51st state

Nafta Plus

12. Assignment

You are part of a team of trade officers at the Canadian Foreign Service in Ottawa whose task it is to advise our Ambassador in Washington on how to proceed with an issue (see list below) that has arisen between Canada and the United States. You will travel to Washington to present your report to the Ambassador him/herself. Your report should have 7 parts.

1. Provide a report on the states that are impacted by this issue.
(Think how you are going to determine this information- jobs, trade numbers, industry located, who owns the companies, where is the product processed?)
2. Which committee and subcommittee will you approach? Justify.
3. List the politicians you will lobby? Why?
4. List the politicians who will lobby against your cause? Why?
5. List the American organizations/associations/unions can you lobby? Why?
6. List the American organizations/associations/unions that will lobby against you? Why?
7. Make a list of Canadian organizations/associations/unions who might assist the Canadian government in lobbying the Americans.
Begin by using the following websites to help you.
 - a. **This website outlines the legislative process in the American Political System. Please take particular note of step 4 in the process.**

<http://www.america.gov/st/usg-english/2008/January/20071128090118abretnub0.1744654.html>

- b. **This website outlines the committees and subcommittees of the American Government. It also lists the people who sit on these committees.**

— *http://en.wikipedia.org/wiki/United_States_congressional_committee#Types_of_committees* —

LIST OF ISSUES

Choose one of the following issues:

A request that would require American energy companies operating in Canada to clean up spills and leaks from pipelines and oil tankers.

A request to help Canada fight the illegal cigarette trade across the border.

The American government is subsidizing farmers to wheat making it difficult for Canadian farmers to sell their wheat.

The American government has put a ban on Canadian beef coming across the border.

Chapter 5 — Canada is not a Mouse?

SIGNIFICANT CONCEPTS

1) “The Canada-U.S. relationship is based on massive, mutual self-interest and interdependence of both parties.” America may be an elephant, but Canada is not a mouse.

1. “Living beside the United States is like a mouse sleeping with an elephant.”

Do you agree with this statement?

2. What does the author argue has been the impact of the image of Canada as the mouse in Canada-U.S. trade relations?

3. What would this chart suggest about our influence in the United States? In Which states we have the most influence?

Scroll down to section sub-titled Trade

————— http://en.wikipedia.org/wiki/Canada_%E2%80%93_United_States_relations —————

4. The author has suggested that the United States is actually in bed not with a mouse, but with a muskox. Why does he believe this analogy is more accurate than that of a mouse? In what way do these two images capture the essence of this book?

5. Create a cartoon strip/animation (Xtranormal 2D animation- text to movie)

————— <http://www.xtranormal.com/>. —————

Choose an animal that is symbolic of our real clout in our negotiations with the Americans. You may choose a fictitious scenario ie. the Americans trying to pressure us into selling water to California) or create a scenario (probable but not necessarily real) of your own. Your cartoon must use data and statistics that either appears in the book, the trade chart above or in research you have done.

Chapter 6 — Big Steps

SIGNIFICANT CONCEPTS

1) “There are no BIG solutions in our relationship with the U.S.”

2) “Continentalism is a force of nature that we have to be wary of and tame for our national interests.

- 3) There are consequences to giving up civil liberties in the name of security.
- 4) Our debate in Canada about how to engage the Americans is polarized and ideological.”

1. View this website as an event that changed one of our paradigms about Canada/ U.S. relations- the border between Canada and the United States is safe. This video depicts the attacks on the World Trade Centre on September 11, 2001. Use it with caution. You know the students in your class. You may wish to only mention it. Students of the Muslim faith will have been affected by this event more than others.

<http://www.youtube.com/watch?v=MJXfIOEQB8M&feature=related>

SECURITY AND PROSPERITY PROGRAM- SPP

2. In a group, brainstorm how you have you been affected by the regulations that have been instituted since 9/11. Write your list on experience chart paper and share it with your classmates.
3. What was the September 12th effect?
4. How did Canada approach this issue with the United States?
Does the author agree or disagree with this method of managing our relationship with the United States?
5. Get into a group of 4. Each person chooses one of the following. Use the internet to determine the nature of these agreements. Share your findings with your group.

- Smart Border Accord**
- Free and Secure Trade Program**
- FleetSmart Program**
- SmartWay Transport Partnership**

Program/Partnership	American Government Agency	Canadian Government Agency	Goals

6. Find a sentence that best encapsulates the author’s opinion of these programs .

7. The domain of the website <http://www.canadians.org/integratethis/> would appear to be intuitive especially in this context. We would likely attribute the content of this site to the Council of Canadians. However, it is easy to be fooled. Probably one of the most shocking examples of hosting “smoke and mirrors” is a website on Martin Luther King Day that is in fact hosted by the Heritage Front (a white supremacist organization). An invaluable tool for evaluating the value and limitations of the information on a website is a tool (there are many on the internet) such as

<http://whois.domaintools.com/>

Use the whois tool to determine the host of this website.

8. How is the information on the Council of Canadians site, Integrate This, similar to and different from Dr. Dymont description of SPP.

EXPLORING THE ISSUE

Has it gone too far?

New Internationalist

Terror Takeover: The Monstrous March of the Security State.

1. What is the origin of this image? What is the author’s purpose in creating this image? What is its value? What are its limitations?



BEYOND SECURITY THEATRE

<http://www.newint.org/features/2009/11/01/security/>

2. How does the author define “security theatre”? What would be examples of security theatre?

3. What does he see as the danger in allowing governments to institute more and more “security measures” ?

BIG STEP- CREATING A NORTH AMERICAN COMMUNITY- NAFTA PLUS

4. Although SPP has evolved into a collection of programs administered by various departments Dr. Dymont argues that the Continentalist Right in Canada continues to advocate Big Solutions in our relations with the United States.

a. What is the Continentalist Right’s view on creating a North American community?

b. What is the Nationalist Left’s view on creating a North American community?

c. What is the author’s view?

Left Nationalist \longleftarrow \longrightarrow **Right Continentalist**

d. Record each view on the line displayed at the front of the room.

e. Students put their initials on the part of the line that represents their position in this debate. Students explain the location of their mark.

5. “After 9/11, there were 13 proposals in two years from the continentalist right to go beyond NAFTA to take the next step with a big idea, a grand bargain.”

NAFTA , the Free Trade Agreement negotiated between Canada and the United States is held up by the Continentalist right as the shining example of what happens when Canada aligns itself with the Americans. In the continentalist view Canadians will experience even more prosperity if we expand NAFTA into NAFTA Plus (monetary union and a common tariff). The Continentalists see SPP as their opportunity to advocate for NAFTA Plus.

Dr. Dymont feels that Big Solutions in Canada’s relationship with the United States have had limited to a potentially detrimental impact on Canada. In this chapter, he argues that NAFTA is no exception.

What evidence does he use to support this point of view? Get into a group of three known as the Home Group (Jigsaw Technique). Each group member takes a number 1-3. The number 1s gather and form an expert group on Trade, the number 2s form an expert group on Energy and the number 3s form an expert group on Labour mobility. When the expert groups have had sufficient time to explore the text and record their findings, they return to their home group to present their findings. The teacher may want to check the accuracy of the information (ask for clarification, ask additional questions, clear up any inaccuracies) before it is presented to the Home groups.

6. Have you changed where you would put your checkmark? Explain.

Chapter 7 — Rules for the Dance

1. Use the Appendix Twelve Steps for Doing the Continental.
 - a. **Record a quotation from Chapter 7 that you feel best represents 6 of the 12 Steps. Print your quotations on chart paper.**
 - b. **Which quotation do you find most compelling? Why?**
 - c. **Find a political cartoon that represents one of the ideas presented in this chapter. d. Provide and present an explanation of the cartoon and how it depicts your chosen idea. Create a Wiki or some other common shared space to share your cartoons.**

PART III: DANCE VENUES

Chapter 8 — What’s Mexico Got to Do With It: Continental Counterweight or Deadweight?

SIGNIFICANT CONCEPTS

- 1) NAFTA is 2 trade treaties — one made between Canada and the United States and one made between Mexico and the United States.
- 2) Mexico increasingly occupies the attention of the Americans.
- 3) Canada competes for the attention of the Americans with the Mexicans.
- 4) Mexico’s influence as a large Latin American country could assist us in engaging with other Latin American countries.
- 5) “By placing Mexico centrally in our relations with the U.S., we are not achieving the benefits of multilateralism. We must resist the corrosive notion of a North American Community, in part being presented as “OK” because it includes Mexico.”

After reading the chapter, answer the following questions.

1. Explain the title of the chapter.
2. Does NAFTA treat North America as a single trading block?
3. How important is Mexico to the Canada?
4. The author contends, “It is perhaps a misnomer to describe Mexico as part of North America”. Outline the arguments Dr. Dymont uses to support this statement.
5. How important is Mexico to the United States?
6. How does Mexico complicate our relationship with the United States?
7. What stance do the continentalists and the nationalists take in the debate over Mexico’s place in Canada-U.S. relations?
8. “Canada and Mexico assumed they were allies after the signing of NAFTA in 1993 and there was a honeymoon.” How have we engaged with Mexico?

a. Search the Government of Canada website for Mexico.

<http://canada.gc.ca/home.html>

Click on the links beginning at the top.

b. What has been the subject and intensity of interaction with Mexico since 2000? Do your conclusions support or refute Dr. Dymont’s assessment of Canada’s engagement with Mexico?

- c. Where does Dr. Dyment believe we should focus our engagement with Mexico? Do we seem to be using our relationship in this way?
- d. This chapter is written in a very controversial tone. Is this an example of how the publishing process can influence the author's presentation of this material?



Bush, Vicente Fox, Harper

Chapter 9 — An Energy Super Power Without an Energy Policy

SIGNIFICANT CONCEPTS

- 1) “We have unnecessarily locked ourselves into exporting what is now much more than half of our production of natural gas and oil, as our reserves of natural gas and conventional oil are in serious decline. We have done this in part due to what seems, for the moment, to be intractable issues with in our domestic politics.”
- 2) Multiple perspectives allow us to have a deeper understanding of complex issues.

After reading this chapter, answer the following questions.

1. How important is Canadian oil to the United States? How important is American demand for Canadian oil and natural gas to our economy?
2. Does Canada deserve the label Energy Superpower?
3. Why has the Oil Sands been called the World's Dirtiest Oil?
4. What is Canada's present energy policy?

5. “Let the Eastern bastards freeze in the dark.” What is the significance of this statement to the issue of Canada’s energy policy?
6. What has been the impact of our lack of an energy policy?
7. What is the challenge for renegotiating our current energy arrangements with the United States? Is there new opportunity for opening the debate?
What commitments did we make to the U.S. under NAFTA?

EXPLORING THE ISSUE

1. What are the Oil Sands?

Read the following explanation.

The Pembina Institute -Oil Sands 101

<http://www.oilsandswatch.org/os101>

2. Why does the Pembina Institute use the word oil sands and Jess Worth of the New Internationalist use the term tar sands?
Bloody Oil- Shut Down the Tar Sands
The New Internationalist issue 431 April 2010

READ: TAKING ON TARMAGEDDON

<http://www.newint.org/features/2010/04/01/keynote-tar-sands/>

1. Jess Worth mentions an organization known as the Friends of Science. Evaluate the following website using the procedure outlined in chapter one (origin, purpose, value, limitations)?
<http://www.friendsofscience.org/index.php?id=196>
2. According to this article, what has been the environmental impact for Alberta of the development of the tar sands?
3. What has been/ will possibly be the impact globally?

READ: CANADA’S CURSE

<http://www.newint.org/features/2010/04/01/keynote-tar-sands/>

Dr. Dymont in *Doing the Continental* suggests that “The NEP, the ideological climate in Alberta and NAFTA have moved us away from public intervention, but there is now an expanding debate about sustainable and managed growth that puts the government back into play. A Conservative prime minister from Alberta would be in a position to lead such a debate...”

Andrew Nikiforuk in his article *Canada’s Curse –The zealous pursuit of dirty oil is transforming Canada into a corrupt petro-state*, argues that, “The most poisonous legacy of the project has been its impact on public policy”.

1. Why is Mr. Nikiforuk less optimistic about the Federal Government revisiting Canada’s relationship with the United States on energy policy?

2. Although industry and government describe the tar sands as “Canada’s new economic engine”, the project has in reality given Canada a bad case of Dutch Disease. Do Dr. Dymont and Mr. Nikiforuk agree on this point? What additional proof does Mr. Nikiforuk provide?
3. How do you feel about Mr. Nikiforuk’s assessment of our future as: “Canada will become an increasingly unstable petro-state marginalized by oil price volatility and global carbon politics”?

THE OTHER SIDE OF THE ARGUMENT

Capp is an acronym for Canadian Association of Petroleum Producers. This is their official website. View the video: Oil Sands Debate- Is Development Ultimately Irreconcilable with the Environment?

————— <http://www.capp.ca/canadaIndustry/oilSands/oil-sands-videos/Pages/Oil-Sands-Tour.aspx#DHoIXFgbsFZp> —————

As you view the debate, answer the following questions on each of the three debaters.

DEBRA YEDLIN

1. What impact does who Debra Yedlin is have on her point of view? Use a search engine to research her background.
2. What is the basis of Ms. Yedlin’s argument?
3. Would you label Ms. Yedlin an environmentalist?
4. How does she deflect the issue away from the sands?
5. How does she break down her argument?
6. How does she support her 3 main arguments?
7. On what does Ms. Yedlin base her support for the oil sands project?
8. What explanation does Ms. Yedlin offer as explanation for the failure of Canada at Copenhagen? Do you agree?

ELIZABETH MAY

1. What impact does who Elizabeth May is have her point of view? Use a search engine to research her background. What percent of the vote did her party get in Alberta? Use the internet to research her party’s platform.
2. What was the purpose of Elizabeth Mays statement that we must refer to “only peer reviewed” literature on the science?

3. Why does Elizabeth May refer to the oil sands as a security issue?
4. To what end does May use the 1985 ozone layer issue?
5. What does May mean by: “The stone age didn’t end because we ran out of stones. It ended because we found something better.”
6. May feels that “Alberta is a big part of the solution.” Is there truth in this statement or is it campaigning?
7. What was the Heritage Fund? Why does May bring it into the debate?

MURRAY D. SMITH

1. What impact does who Murray Smith is have on his point of view? Use a search engine to research his background.
2. What technique does Mr. Smith use to draw us into his speech?
3. What does Mr. Smith rely on for the basis of his defence of the ability of the oil companies to ameliorate the negative impact of oil sands development on the environment?
4. What is your reaction to Mr. Smith’s statement, “I know of no poor country that has a good environmental record. I know of no poor country that has a good education record. I know of no poor country that has a good health record.”?
5. What does Mr. Smith mean when he says, “The resource belongs to Alberta but the opportunity belongs to Canada.”?
6. What does Alberta appear willing to do when Mr. Smith refers to a Canadian Supply strategy?

AFTER THE DEBATE

1. On what did the three debaters agree?
2. Rank the participants as to their debating abilities? Justify your ranking.
3. Create a list of issues that have been raised about the oil/tar sands. Compare the points of view described by the *New Internationalist* with those expressed during this debate.
4. Are there any issues about which CAPP has not been transparent in your opinion?
5. Dr. Dymont asks the question, “In short, is our behaviour in our national interest?” Make a list of what would be required for Canada to create a rational energy policy/strategy?

Chapter 10 — Not Water Tight

SIGNIFICANT CONCEPTS

- 1) “While we export as much oil and natural gas as we possible can, the mood is we must never export a drop of water to our neighbour, when, in fact, Canada has for decades diverted massive mounts of water to rive systems in the United States.”
- 2) Multiple perspectives allow us to have a better understanding of complex issues.
 1. Find a quotation on the internet about water that captures your feelings about water? Post them in the classroom. Perhaps students have a strong connection to a particular piece of water. Students may bring a picture and explain their connection. (the glaciers and the Great Lakes)
 2. Why does Dr. Dyment feel water brings out such strong nationalistic feelings?
 3. Why is the author’s position on sharing water with the Americans?
 4. What is the current state of water supply in the United States? What reasons are given?
 5. What is the supply in both countries? Why is water not a renewable resource?
 6. How is water treated under NAFTA? What implications does this have for water policy?
 7. How will climate change affect the debate?
 8. What was the first example of water diversion?
 9. What is the IJC? Here is their centennial website.

<http://bwt.ijc.org/index.php?page=home&hl=eng>

 10. What examples does the author cite as being successful examples of water management between Canada and the United States?
 11. What conditions do you believe Canada should impose if we were to sell water to the United States?

EXPLORING THE ISSUE

The Story of the Colorado River- A Cautionary Tale

1. The following is a map of the Colorado River watershed (scroll down the page).

http://employees.oneonta.edu/baumanpr/geosat2/Lake_Powell/Colorado_River_Basin-Lake_Powell.htm

2. Keep scrolling down the page and you will see a chart how the water in the Colorado River has been allocated.

- a. How many states share the water from the Colorado River?
 - b. Which state has the greatest share of the water?
 - c. What percentage of the water allocation does this state have?
 - d. According to the map how much of the Colorado River basin is in California?
 - e. Why is water a continuing concern in the Colorado Basin?
3. Read Excerpt from Marq de Villiers book “Water” 272-276 on the story of Colorado River water. Please see the appendix.
 - a. Outline the convoluted story of the water of the Colorado River. Create a chart with the 7 states of the Lower Basin of the Colorado River in the left-hand column and their management of water from the Colorado in the right-hand column.
 - b. According to the map, where does the Colorado River enter the sea? What is Mexico’s allocation?
 The Colorado River that watered this place (El Mayor on the Colorado Delta in Mexico), and the delta, rich fishing grounds for over 2,000 years, is a sad thing, desiccated, salt-poisoned, polluted, nothing more than cracked mud flats, a rural slum. Also Leopold, the American naturalist, called it a “milk and honey wilderness” filled with lagoons and dense forests...
 By the time the water gets to the delta, and even when there is heavy rains upstream, a few steel culverts under a gravel road easily take care of what was once referred to as the “American Nile”. In dry years, or when the Americans are recharging their dams, there is not water at all. “ (pg 266)
 4. Read Excerpt from Marq de Villiers book “Water” pg. 264-272 on the story of Colorado River water and Mexico.
 5. The Aral Sea: Another Cautionary Tale. How many do we need?

Another even more dramatic story is found in Chapter 7 of Mr. de Villiers book, *The Aral Sea: An object lesson in the principal of unforeseen circumstances.*

Chapter 11 — Defrosting Arctic Sovereignty

SIGNIFICANT CONCEPTS

- 1) “In the Arctic, controversy concerning Canadian jurisdiction over the Northwest Passage might best be resolved, not by seeing the Americans as the problem, but as the solution.”
- 2) Multiple perspectives allow us to have a better understanding of complex issues.

After reading the chapter, answer the following questions.

1. Why is the Northwest Passage our most important touch point with the Americans on the issue of Arctic Sovereignty?
2. What has history taught us to expect from the Americans on the issue of international waters?
3. What have been the important events in the development of Canada's management of the North West Passage?
4. What have been the lasting outcomes on Canada's North West Passage Policy?
5. Do you agree with Dr. Dymment's point of view on our approach to the North West Passage?
6. Go to the Canadian Government website. This is Canada's newly minted policy (August 20th, 2010) on the Arctic. Download the .pdf or view as a html document, Canada's Arctic Foreign Policy pamphlet. Compare the three key strategies the government intends on using to accomplish their objectives in the Arctic with Dr. Dymment's point of view.

— http://www.international.gc.ca/polar-polaire/canada_arctic_foreign_policy-la_politique_etrangere_du_canada_pour_arctique.aspx?lang=eng —

THE ARCTIC COUNCIL

— <http://www.international.gc.ca/polar-polaire/council-conseil.aspx> —

Who is on the council?

How does it operate?

How does Canada participate?

Are you interested in being a youth delegate (when you get older)

EXPLORING THE ISSUE

Arctic Circle is a 2 part 2007 NFB documentary. Part 1 investigates the issue from the point of view of the environmental impact of the melting Arctic ice cap.

PART 1: ON THIN ICE -40 MINUTES

Why does the film call the polar bear the “canary in the coal mine”?

PART 2: BATTLE FOR THE POLE- 40 MINUTES.

1. The following link will take you to a map of the circumpolar region. There is printable version available.

— http://atlas.nrcan.gc.ca/site/english/maps/reference/outlineworld/circumpolar02/referencemap_image_view —

2. Indicate on the map the extent of the ice cap as it existed in 1866 and in 2007?
3. Label the circumpolar nations and the areas that are presently being exploited.
4. How are the battle lines being drawn? Who/What are on opposite sides of the battle, what are their claims? What are their tactics? Who are the winners and losers in this battle to date?
5. Debate “The Arctic Ice cap is a barrier to the development of important oil and gas resources that the world needs.”
 - United States
 - Norway
 - Russia
 - Canada
 - The inhabitants team A Polar Bear, seals, photoplankton
 - The Environmentalists
 - The Economists
 - Scientists
6. Why might this documentary have been entitled Arctic Circle/Vicious Circle?
7. Collect the numbers. What do they mean? Use both the information in the documentary and educated speculation to analyse the implications these numbers (ie. they may explain Copenhagen)
8. Norway has opened an institute for the education of the next generation of Arctic explorers. The documentary goes on to point out however, that these young people are not Arctic adventures. The early exploration of the North West Passage is the stuff of legend. The very idea of it led the Europeans to begin the voyages of exploration westward. As Dr. Dymont suggests earlier in the book, adventure may not have motivated the early explorers. Choose one of the following explorers; research their motivation for their travels (Vasco de Gama, Christopher Columbus, Hernando Cortez, Francisco Pizaro, Jacques Cartier, Samuel de Champlain, Lewis and Clarke, Alexander MacKenzie, Francisco Coronado, John Franklin) (follow the money) and the impact (follow the explorer). However, to what extent are the motivations and impact of the early explorers and the more recent variety similar/different?
9. Can governments be trusted to negotiate for reduced emission targets? Use the film to support your answer.
10. The documentary leaves us with the unsettling idea, that a chain reaction has started and we are not sure how it will end. Research the possible impact of the melting of the Arctic ice cap. Part one of this documentary, *On Thin Ice* offers some insight into the impact that melting sea ice has on the Arctic ecosystem. What are the negative global outcomes? What do scientists speculate may happen?

<http://www.discoverychannel.ca/article.aspx?aid=26083>

READ: A 10% WORLD-JB MACKINNON THE WALRUS MAGAZINE

<http://www.walrusmagazine.com/articles/2010.09-environment-a-10-percent-world/>

- To what does the title refer?
- What did Peter H. Kahn Jr. and Batya Friedman of Colby College in Maine conclude in their 1995 study in the development of childrens' attitudes toward the environment?
- What then is the danger of "normal" in the BP Oil spill?

EXPLORING THE ISSUES

Climate Change is a common denominator in Chapters 9-11.

The New Internationalist issue 428 December 2009

<http://www.newint.org/features/cartoon/2009/12/01/climate-cartoon/>

Marc Robert's wickedly satirical look at the Copenhagen Conference on Climate Change, done in comic book format, offered a rather pessimistic forecast of the outcomes at Copenhagen

1. List the players at the conference.
2. What insights does he offer about each group?
3. According to Mike Childs, Head of Campaigns at Friends of the Earth UK: "They've got themselves into a difficult position. A lot of NGOs have staked a lot of time in getting an agreement, and they need to demonstrate to their supporters and funders that they have achieved success — even if what they've got is a shoddy deal that isn't scientifically robust and won't solve the justice issues." Mike Childs, Friends of the Earth, U.K. What additional insight does Mike Childs add to Marc Roberts depiction of NGOs.
4. Use the internet to determine Canada's position at the Copenhagen conference.
 - Does the government offer any explanations for the stance it has taken?
 - Did we agree to cuts in our emissions on a timeline? Did we agree that our targets would be legally binding?
 - Did we agree to technology transfer for poorer countries? Did we agree to provide money to poorer countries for this?
 - If you are interested, Slam-Down breakdown offers up some interesting perspectives on various aspects of this issue.
 - Marc Roberts blog (beware bad language) is found at

<http://www.throbgoblins.blogspot.com/>

If you just want to view his cartoons, he offers an alternative site.

5. Create a visual book (if you cannot draw, think of creative ways of getting around this problem) or some other audio/visual product on the issues discussed in Chapter 9, 10 or 11.

This project will require extensive brainstorming. Marc Roberts uses the WWE cage match as the basis of his satire. Students should brainstorm the imagery that they will use to carry the ideas (satirical cartoon/film based on a daytime drama, Harry Potter, Indiana Jones, zombie movies, Twilight). See throgoblins for ideas.

Chapter 12 — Manifest Destiny and Quebec

SIGNIFICANT CONCEPT

- 1) “Manifest Destiny has deep historical roots, but its real power is in the Canadian mind, contributing to our sense of vulnerability and fear of the U.S.”

After reading the chapter, answer the following questions.

1. “In high school history books, a number of maps illustrate the various stages of North American political development. Are we so temporal centric as to think that new maps will not be added?” What does Dr. Dymont mean by this statement?
2. Use a present map of North America (assume the present boundaries of the provinces and U.S. states) to outline the changes to the map, if Quebec were to leave Canada.
3. Why in a book on Canadian-American relations would Dr. Dymont include a chapter on Quebec?
4. Define Manifest Destiny.
5. Historically, what American actions were indications of the older definitions of the term?
6. How has the American idea of Manifest Destiny been revised?
7. What does Dr. Dymont see as the real impact of Manifest Destiny?

PART 4: CONCLUSION

Chapter 13 — Beyond our Shared Continent: Canada in the World

SIGNIFICANT CONCEPT

- 1) “When we go beyond our shared continent, into the wider world, we are more effective and ironically more helpful to our leading ally when we imagine ourselves less fully as a junior partner. “

After reading the chapter, answer the following questions.

1. How does Dr. Dymont suggest Canada view its role in the global community?
2. What criticism does he have for our military engagement in Afghanistan?
3. According to former President Clinton, what should be the basis of how we engage with the world?
4. Why does the author believe Canada agreed to go to Afghanistan?
5. In what areas of the world does Dr. Dymont suggest Canada would be of more use.

EXPLORING THE ISSUE

Are there alternative ways of Canada engaging with the world?

The following is a quotation from Government of Canada website, Canada: Active in Sudan, outlines our three-pronged approach in Sudan.

“Canada’s whole-of-government approach applies to all of Sudan and is based on three pillars of activity: AID, DIPLOMACY and SECURITY.”

AID

1. How much aid has Canada committed to Sudan?
2. How is it being used?
3. How much aid did Canada commit in 2009?
4. What percent of our GDP does Canada commit in aid?

DIPLOMACY

1. What has been Canada’s involvement in Peacemaking and Peacemaking in the Sudan?

SECURITY

1. What is our role in maintaining security for the people of Sudan?
 - a. Do you feel that Sudan is more in line with how Canadians see themselves operating in the world (values)?
 - b. Read the hyperlinked article below.

<http://www.theglobeandmail.com/news/politics/canadas-9-billion-jet-fighter-deal-raises-questions/article1643316/>

What is your opinion on Canada's purchase of these planes? How does this article relate to this chapter?

Chapter 14 — In the Groove: From Fear to Opportunity

SIGNIFICANT CONCEPT

- 1) “It is not the U.S. that is the problem, it is how we think about the U.S. Our relationship is not so much about them as it is about us.”
- 2) “Continentalism is a force of nature that we have to be wary of and tame for our national interests.”

After reading the chapter, respond to the following questions.

Pondering the possibility that some day we may be swallowed by our southern neighbour is not new. Andre Siegfred, a traveler from Europe, noted it in 1906. He described the reaction of the French and English speaking Canadians to the possibility of union with their southern neighbour.

“The feeling which rules among the French when they think of the United States is a mixture of alarm and mistrust...they have succeeded in constructing a life of their own, maintaining their own language and religion and traditions...they have reason to be proud of the results achieved and to be afraid of imperiling them. That is why they regard with fear the notion of a union with America.”

VS.

For the present, then the feeling of opposition against the idea of American absorption is indisputable and quite sincere. But will it last? English Canadians may change their views; they may allow themselves to fall gradually under American influence so thoroughly that one day they will find themselves transformed, unwittingly, into authentic Americans.

1. After reading this book, are you more optimistic or pessimistic about Canada as a separate country within North America?
2. A hazard with this project was having it descend into our perennial discussion of “What it is to be Canadian.” Yet that is an element in what we are talking about.

What explanations does Dr. Dymont include in the book for our national inferiority complex?

3. The author concludes that a constructive relationship with the United States is essential to achieving our basic national interests, not to please the United States, but to promote ourselves.

Some Americans have commented:

“We cannot take Canadian criticisms as findings that result from a dispassionate scrutiny of the United States... they are the reactions of a people, who condemn almost all “USA ideas” good or bad, indiscriminately... time and time again this treatment was determined not by a desire to arrive at a realistic appraisal of the point in question, but by the axiom that “either the American system is wrong or the Canadian system is wrong”... the enduring recognition that the U.S. was potentially strong enough to annex Canada “peacefully or otherwise” kept alive in the Canadian consciousness a conviction that things Canadian must be defended in total and things American must be rejected in total... Canada has defended her values with the fierce, indiscriminate loyalty which minorities must always exhibit if they are to survive in the face of majorities.

On what points would Dr. Dymont and American historian David Potter agree? Disagree?

4. So why are we different from Americans? What is the source of these differences? If Canadians of British heritage come from the same stock as Americans from British heritage, why are we different? Read G. Horowitz’ explanation (there are many).

“English Canada is not merely a fragment of the American culture. There are significant differences between the English Canadian and American ways of life... What is un-American about English Canada can be summed up in one word: British. The American society was the product of a “liberal revolution” and has remained monolithically liberal until the present day. English Canada’s dominant ideology has always been quite similar to the American but there has always been a ‘Britishness’ about English Canada which has expressed itself in two ideologies each of which is “alien” beyond the pale of legitimacy, in the United States. These two ideologies are “conservatism” and “socialism”. By “conservatism” I mean not the American conservatism which is 19th century liberalism, but Toryism—the British conservatism which has its roots in the pre-capitalist age, the conservatism that stresses prescription, authority, order, hierarchy, in an organic community.

“Canada differs from the United States in yet another respect: Our socialism has been much stronger than that of the United States. South of the border, socialism is “alien”: but in English Canada, it has been a legitimate element of the political culture not un-Canadian, but one of the ways of being Canadian.”

GAD HOROWITZ, “TORIERS, SOCIALIST AND THE DEMISE OF CANADA,” CANADIAN DIMENSION (MAY 1965)

1. How does Mr. Horowitz account for our differences?
2. Do some research, what is the difference between American and Canadian conservatism?

3. Define socialism and speculate as to why Canadians seem to be more open to a socialist ideology?
4. Should we just accept that it is inevitable that one day we will become Americans? If we look like a chicken, walk like a chicken, think like a chicken, are we not chickens?

Dr. Dyment has made a case for Canada as a separate entity from the United States and that if we are going to preserve Canada “in all junctures of our national life we must be careful about going down a North American Community path... We must be mindful to guard against this.”

Are we becoming more like Americans or less like Americans?

Are these differences fundamental and are they worth saving? Are we willing to stand up for Canadian values? How do we stand up for Canadian values when we believe they have been abrogated?

Go to Survey Monkey and create a list 10 questions (you get 10 free questions). The class may decide to break up the survey into several topics. Groups would create a different set of questions for each topic. You can create many more than 10 questions if you look at the types of questions you can ask and think about how you can stretch the number of questions you can create. Test your questions on a few friends to make sure that your questions are clearly worded and you are eliciting the information you want. In order for the information to be useful, your respondents must choose from a list of alternative responses. Some questions must be devoted to collecting demographic information that will be important to comparing different groups (ie age, nationality). Contact a class in the United States. Send the link to your survey to your target groups (Americans, Canadians, 15-25 year olds, 45-55 year olds). Analyse the results. Can generalizations be made? What similarities/differences does the data indicate etc.

CONCLUSION

Perhaps the essence of the book, from a pedagogical perspective is that over the course of its 14 chapters students have as been exposed to what one reviewer describes as “the major issues in Canada-U.S. relations today”. *Doing the Continental: A New Canadian-American Relationship*, and I hope also this guide, gives teachers an opportunity for students to get behind the headlines.

It has been said that the United States is Canada’s best friend whether we like it or not. As *Doing the Continental*’s subtitle suggests, the book while covering the depth and breadth of the relationship, also encourages new eyes to see in fresh ways.