

CANADIAN FOREIGN POLICY

Fall 2018

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Course Description

This course will examine Canadian foreign policy with a particular focus on the post-Cold War period. We will assess the major schools of thought and theories of Canadian foreign policy drawn from the subfields of Foreign Policy Analysis (FPA) and International Relations (IR).

Course Objectives

By the end of the course students should be able to:

- Have a broad knowledge of the history of Canadian foreign policy and the key actors involved in the formation of policy.
- Be able to identify and critique the relevant theories scholars employ to better understand foreign policy.
- Be able to identify and critically discuss the ethical problems in foreign policy.
- Have developed knowledge of important issues related to the conduct of Canadian foreign policy.
- Better understand the relationship between Canada and other world regions and states.
- Have developed leadership and discussion skills through seminar presentations and participation.
- Have learned how to conceive, structure, and write a long research essay related to the course subject.

Required Materials and Texts

- All journal articles are available online via e-Journals from the McMaster library website or via the address provided.
- The required readings not available online or from the purchased text will be available on Avenue to Learn.
- We will also be drawing heavily on the following book, which is available for purchase at the bookstore:
 - Required: J. Marshall Beier and Lana Wylie, eds., *Canadian Foreign Policy in Critical Perspective*. Oxford University Press, 2010. (CFP in CP)

➤ Suggested: A style guide such as: Joanne Buckley, *Fit to Print: The Canadian Student's Guide to Essay Writing*, 8th ed. Scarborough: Nelson Education Ltd, 2012.

- Students should keep up to date on current events in Canadian foreign policy by reading any of the leading Canadian newspapers, OpenCanada.org, or other similar well-respected media sources.
- It is important that students read all the assigned material before each class. The discussion leaders will base their presentations at least partly on the readings and students will need to have completed them in order to fully participate in the discussions.

Class Format

This is a seminar course.

Course Evaluation – Overview

1. Participation (25%), due each class
2. Presentation/Discussion Leader (20%), due throughout the term
3. Paper outline (10%), due September 27
4. Research Essay (25%), due November 29
5. Final Test (20%), November 22

Course Evaluation – Details

Participation (25%), due each class

Your participation is an essential part of this seminar. Students are responsible for all of the required readings and for taking an active part in class discussion. This means you may not engage in activities unrelated to the course (text-messaging, reading for another course, browsing the internet) during class time.

To help you prepare for class, I will post a couple of discussion questions on Avenue by the previous Friday at 4pm. Every student is required to post a brief (350-500 word) response by Tuesday at midnight. The response should include a preliminary answer to at least one question I posted for that week, at least one additional discussion question, and indicate familiarity with all the assigned readings. Ongoing participation will be assessed on the basis of consistent, quality contributions to class, and posted responses that demonstrate thoughtful engagement with the readings.

Attendance at every class is required. If you know you will be missing a class due to illness or have another similar documented reason, please email the professor in advance of the class.

Presentation/Discussion Leader (20%), due throughout the term

Each student will be responsible for leading the discussion for at least one class. Depending on the number of students in the seminar, many weeks may be shared between two students. In this case, students should discuss how they will divide the presentation in advance and inform the professor of their plan at least one week before the class.

The student leading the discussion should prepare a presentation on the topic that identifies the major points for discussion and evaluates the arguments made in the readings assigned for that topic on the syllabus. The student should not simply summarize the readings. In addition to the assigned readings, the discussion leader should also draw on a couple of additional sources on the topic and present new, related information. The questions posed to the class could include the professor's questions, questions from student responses, as well as questions related to the discussion leader's presentation. However, given the time constraints it will likely be necessary to synthesize student questions on Avenue (by merging, editing, and organizing the ideas raised in the responses according to the themes you identify).

Paper Outline (10%), due September 27

This detailed description will outline the topic, the main argument (including tentative hypothesis), as well as the resources that will be consulted in the final research paper (8 pages).

Research Essay (25%), due November 29

The essay, approximately 4,000 words (exclusive of bibliography) in length, should address a topic relevant to American foreign policy. The research essay will be double-spaced, include a bibliography with at least 15 sources and be properly referenced. The essay should take advantage of the advice provided on the draft paper.

Final Test (20%), In Class November 22

This cumulative test will draw on the readings, discussions, and presentations from the seminars. It will include both short answer and essay questions.

Success Guidelines

In the classroom

1. Participate fully and regularly in classroom discussions but do not dominate the discussion. Quality of comments is more important than quantity.
2. Remain respectful of the other students in the course and allow everyone the opportunity to raise relevant points. Informal debate is an important element of learning in seminars. Disagreement is expected but debate must remain respectful.

3. Come to each class having read all the readings. It is helpful to arrive with specific points about aspects of the readings that interested you. Your participation should reflect that you have read and thought critically about the required readings. Informed opinion is fine but it is best for your comments to reflect on the readings when possible.

As Discussion Leader

1. Do additional research (beyond the required readings) and tailor your presentation/ discussion to aspects of the topic that interest you. Do not simply summarize the readings in your presentation. Discuss the readings and raise related points from your additional research.
2. Engage the students. Much of your grade is dependent on the discussion. Be creative if it feels comfortable for you. Feel free to bring in media or film clips, organize a debate, divide the class into smaller groups or do anything else that encourages productive discussion and learning. Bonus marks for engaging the quieter students.
3. Do not worry about being nervous. This is normal. Worry if you are NOT nervous.
4. Meet with the professor at least one week in advance to discuss how you will organize your time as discussion leader.

When Writing the Essay

1. Start early. Hand in a detailed outline and consider the advice provided by the professor on the outline.
2. The essay should have a strong thesis statement. A strong thesis is clear and avoids vague words. It should make an argument that can be supported by evidence. The argument in the thesis should be debatable (i.e. "The prime minister has an influence on foreign policy decisions" is not debatable).
3. The essay should develop an argument. Does your paper progress logically, providing evidence for your thesis? Check that each section of your paper is included because it helps to make your argument (a short "background" section is fine but the rest of the body of your paper should be devoted to making your argument). Check to make sure that the thesis stated in the Introduction is the focus of the entire paper and that your Conclusion restates a similar argument.
4. Your argument should do more than summarize or describe. It should contain analysis, based on a variety of academic sources (at least 15 sources). What is

your insight on this topic?

5. Editing for grammar, spelling, and writing style will result in higher grades. A good way to see your own errors is to step away from the essay for a time period (ideally a few days) and then read it carefully for errors (reading it slowly word for word, out loud is often the best way to catch mistakes).
6. The essay should meet the requirements in length (4000 words) but resist the temptation to pad your essay. Do not add words for the sake of adding words. This is much worse than handing in a slightly shorter essay. All additions to the essay should be relevant to your content. Likewise, do not adjust font size, margins; add long quotations etc. to increase the appearance of length. This does not fool anyone and is a signal that you have not done sufficient research.
7. Submit it on time, number the pages, and include your name.

Preparing for the Test

1. Do the readings by the assigned dates. Make notes on the readings as you complete them, noting big themes as well as obvious choices for short answer questions (key terms etc.).
2. Take notes in the seminars. Do not record the seminars. Note taking is much more effective.
3. Study!

Weekly Course Schedule and Required Readings

Week 1 (September 6)

An Introduction to the Course

Notes: Sign up for presentation

Week 2 (September 13)

Introduction to the Discipline and Its Theories

Readings:

- Smith, Heather. 2010. "Disciplining Nature of Canadian Foreign Policy." In *Canadian Foreign Policy in Critical Perspective*, edited by J. Marshall Beier and Lana Wylie. Oxford University Press. Hereafter CFP in CP.

- Black, David R., and Heather A. Smith. "Still notable: Reassessing theoretical "exceptions" in Canadian foreign policy literature." *International Journal* 69.2 (2014): 133-151.
- M. Beier and L. Wylie: Introduction: 'What's So Critical about Canadian Foreign Policy?' CFP in CP.
- David G. Haglund (2017), "The paradigm that dare not speak its name: Canadian Foreign Policy's uneasy relationship with realist IR theory", *International Journal* June 19, 2017.

Helpful Videos:

- Video: [Theory in Action: Realism](#)
- Video: [Theory in Action: Liberalism](#)
- Video: [Feminism and International Relations - International Relations \(#4\)](#)
- Video: [Theory in Action: Constructivism](#)

Week 3 (September 20)

Individuals in Canadian Foreign Policy

Readings:

- Kim Richard Nossal, Stéphane Roussel and Stéphane Paquin, *The Politics of Canadian Foreign Policy*. (Montreal & Kingston: McGill-Queen's University Press, 2015), 183-205.
- Paul Gecelovsky, "Of Legacies and Lightning Bolts: An Updated Look at the Prime Minister and Canadian Foreign Policy," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, 3rd ed., Duane Bratt and Christopher J. Kukucha eds. (Don Mills: Oxford University Press, 2011).
- Asa McKercher (2018), "Reason over passion: Pierre Trudeau, human rights, and Canadian foreign policy" *International Journal* April 23, 2018; pp. 129–145.
- Ibbitson, J., 2017. "Trudeau's foreign policy vs. Harper's: There is little difference" [online]. *Globe and Mail*, 8 March. Available from:

<https://www.theglobeandmail.com/news/politics/trudeau-taking-foreign-policy-cue-from-tory-playbook/article34241539/>.

Week 4 (September 27)

The State Level: Institutions and Processes

Readings:

- John English, “The Member of Parliament and Foreign Policy,” in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, Duane Bratt and Christopher J. Kukucha eds., (Don Mills: Oxford University Press, 2011), p.228-234.
- Stephen Brown (2018) “All about that base? Branding and the domestic politics of Canadian foreign aid”, *Canadian Foreign Policy Journal*, 24:2, 145-164.
- Kai Ostwald & Julian Dierkes (2018) “Canada’s foreign policy and bureaucratic (un)responsiveness: public diplomacy in the digital domain”, *Canadian Foreign Policy Journal*, 24:2, 202-222.
- Timothy B. Gravelle, Thomas J. Scotto, Jason Reifler & Harold D. Clarke (2014) “Foreign policy beliefs and support for Stephen Harper and the Conservative Party”, *Canadian Foreign Policy Journal*, 20:2, 111-130.

Notes: Paper outline due

Week 5 (October 4)

Other Diplomacies

Readings:

- Mary M. Young & Susan J. Henders (2012) “Other diplomacies” and the making of Canada–Asia relations”, *Canadian Foreign Policy Journal*, 18:3, 375-388.
- Rebecca Tiessen: “Youth Ambassadors Abroad? Canadian Foreign Policy and Public Diplomacy in the Developing World” CFP in CP.
- J. Marshall Beier: “At Home on Native Land: Canada and the United Nations Declaration on the Rights of Indigenous Peoples” CFP in CP.
- Tabío, Luis René Fernández, Cynthia Wright, and Lana Wylie, “Introduction- Diplomacies: Constructing Canada and Cuba” in Tabío, Luis René Fernández, Cynthia Wright, and Lana Wylie, eds. *Other*

diplomacies, other ties: Cuba and Canada in the shadow of the US.
University of Toronto Press, 2018.

Week 6 (October 11)

Reading Week

Week 7 (October 18)

Canada's Identity and Values

Readings:

- Rankin, L.P., (2012) "Gender and nation branding in 'The true north strong and free'", *Place Branding and Public Diplomacy*, 8 (4), 257–267.
- Mark Neufeld: "'Happy Is the Land That Needs No Hero': The Pearsonian Tradition and the Canadian Intervention into Afghanistan" CFP in CP.
- Wegner, Nicole. (2018). " Militarization in Canada: myth-breaking and image-making through recruitment campaigns." *Critical Military Studies*: 1-19.
- David Mutimer: "No CANDU: The Multiply-Nuclear Canadian Self" CFP in CP.

Week 8 (October 25)

Canada and the US

Readings:

- Global Exchange Podcast, (2018) "Positioning Canada in a Shifting International Order: Managing the United States & Donald Trump", June 25, 2018 <https://www.cgai.ca/podcastjune252018>.
- Ann Denholm Crosby: 'Canada-US Defence Relations: Weapons of Mass Control and a Praxis of Mass Resistance' CFP in CP.
- Sean W. Burges (2006) "Canada's postcolonial problem: The United States and Canada's international policy review", *Canadian Foreign Policy Journal*, 13:1, 97-111.
- Hillmer N., Lagassé P. (2018) "The Age of Trudeau and Trump". In: Hillmer N., Lagassé P. (eds) *Justin Trudeau and Canadian Foreign Policy*.

Canada and International Affairs. Palgrave Macmillan, Cham.

- Blank S., Gattinger M. (2018) "Canada-US Relations Under President Trump: Stop Reading the Tweets and Look to the Future". In: Hillmer N., Lagassé P. (eds) *Justin Trudeau and Canadian Foreign Policy*. Canada and International Affairs. Palgrave Macmillan, Cham.

Week 9 (November 1)

Warrior or Peacekeeper?

Readings:

- Claire T. Sjolander and Kathryn Trevenen: "Constructing Canadian Foreign Policy: Myths of Good International Citizens, Protectors, and the War in Afghanistan" CFP in CP.
- Lane A. (2018) "Manning Up: Justin Trudeau and the Politics of the Canadian Defence Community". In: Hillmer N., Lagassé P. (eds) *Justin Trudeau and Canadian Foreign Policy*. Canada and International Affairs. Palgrave Macmillan, Cham.
- Colleen Bell: "Fighting the War and Winning the Peace: Three Critiques of Canada's Role in Afghanistan" CFP in CP.
- Janzen, Randall, (2015) "Incorporating Unarmed Civilian Peacekeeping into Canadian Foreign Policy: What do Canadians Think?" *Canadian Foreign Policy Journal* 21.1 (2015): 15-27.

Week 10 (November 8)

Writing the Research Essay

Readings: The readings will be assigned later. They will be based on the key issues identified in the outlines.

Notes: Please bring a draft of your paper and any questions about how to edit your paper to class with you.

Week 11 (November 15)

Grading the Government

Readings:

- Daryl Copeland (2018) "Innovation, adaptation and foreign policy in the age of globalization: is Global Affairs Canada fit for purpose?", *Canadian*

Foreign Policy Journal, 1-6.

- Nossal K.R. (2018) “Promises Made, Promises Kept? A Mid-term Trudeau Foreign Policy Report Card”. In: Hillmer N., Lagassé P. (eds) *Justin Trudeau and Canadian Foreign Policy*. Canada and International Affairs. Palgrave Macmillan, Cham.
- Richard Nimijean, (2018) “Introduction: Is Canada back? Brand Canada in a turbulent world”, *Canadian Foreign Policy Journal*, 24:2, 127-138.
- iAffairs, 2018. 2018 Trudeau Report Card [online]. Available from: <http://www.iaffairscanada.com/wp-content/uploads/TrudeauReportCard2018.pdf>
- Carment, D., et al., (2018) “Trudeau’s Liberals are faltering on foreign policy at the midway point of their mandate [online]”. *Ottawa Citizen*, 9 March. Available from: <http://ottawacitizen.com/opinion/columnists/opinion-trudeaus-liberals-are-faltering-on-foreign-policy-at-the-midway-point-of-their-mandate>

Week 12 (November 22)

FINAL TEST, In class

Notes: This cumulative test will draw on the readings, discussions, and presentations from the seminars. It will include both short answer and essay questions.

Week 13 (November 29)

Notes: Research Essay due. No readings or presentations this week.

Course Policies

Submission of Assignments

Students will be expected to submit their work electronically to Turnitin.com and in hard copy in class on the due date.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+

MARK	GRADE
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late written assignments will be accepted, but they will be subject to a late penalty of one grade point per day. Extensions will be granted in cases of serious documented problems such as illness. In the interest of fairness to all students, there will be no exceptions to this policy. It is recommended that students budget extra time to accommodate unforeseen difficulties such as computer or printer failure.

Absences, Missed Work, Illness

Please notify the professor by email if you will be absent for a class. It is important to do the online response even if you need to miss a class.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable

notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.