

CANADIAN FOREIGN POLICY

Winter 2020

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Office Hours: Monday 12pm - 2pm

Lecture: Monday 8:30am - 11:20am

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Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview.....	3
Course Evaluation – Details	4
Participation (25%).....	4
Presentation/Discussion Leader (20%)	4
Midterm Quiz (15%), February 10	4
Research Essay Proposal (5%), due January 27	5
Research Essay (30%), due April 6	5
Weekly Course Schedule and Required Readings	6
Week 1(January 6).....	6
Week 2 (January 13)	6
Week 3 (January 20)	6
Week 4 (January 27)	7
Week 5 (February 3).....	7
Week 6 (February 10).....	7
Week 7: (February 17).....	8
Week 8 (February 24).....	8
Week 9 (March 2).....	8
Week 10: (March 9)	8
Week 11: (March 16)	8
Week 12 (March 23)	9
Week 13 (March 30)	9
Week 14: (April 6).....	9
Course Policies.....	10

Submission of Assignments	10
Grades	10
Late Assignments.....	10
Absences, Missed Work, Illness	10
Avenue to Learn	10
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	10
University Policies	11
Academic Integrity Statement	11
Academic Accommodation of Students with Disabilities	11
Faculty of Social Sciences E-mail Communication Policy.....	11
Course Modification	11

Course Description

This seminar will consider the theories and practice of Canadian foreign policy. We will address the major schools of thought, as well as critical perspectives of Canadian Foreign Policy drawn from the subfields of Foreign Policy Analysis and International Relations.

Course Objectives

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

- Have a general knowledge of the history of Canadian foreign policy and the key actors involved in the formation of policy.
- Be able to understand and analyze the theories foreign policy scholars employ.
- Have developed knowledge of important issues related to the conduct of Canadian foreign policy.
- Better understand the relationship between Canada and international realm.
- Have developed leadership, discussion, and public speaking 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

- **Required** (Available at the Bookstore): J. Marshall Beier and Lana Wylie, eds., Canadian Foreign Policy in Critical Perspective. Oxford University Press, 2010.
- All journal articles are available online via e-Journals from the McMaster library website or via the address provided.
- It is important that students read all the assigned material before each class. The discussion leaders will base the majority of their presentations 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%)
2. Presentation/Discussion Leader (20%)

3. Midterm Quiz (15%), February 10
4. Research Essay (30%), due April 6
 - a. Research Essay Proposal (5%), due January 27
 - b. Research Essay Presentation (5%), March 9

Course Evaluation – Details

Participation (25%)

Your participation is an essential part of any seminar. Students are responsible for completing all of the required readings and for taking an active part in class discussion. Ongoing participation will be assessed on the basis of consistent, and quality contributions to class that demonstrate thoughtful engagement with the readings. Quality of comments is more important than quantity. 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.

In addition to completion of readings and participation, students must prepare at total of **three discussion questions** based on the readings for each week. Discussion leaders will have the opportunity to ask students in the class to pose their questions to contribute to their presentations.

Presentation/Discussion Leader (20%)

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 (i.e. journal articles, news articles, etc.) The questions posed to the class could include the professor's questions, questions from students, as well as questions related to the discussion leader's presentation.

To be successful in your presentation it is important to engage the class. Feel free to include different types of media and activities in your presentation including video clips, debates, group activities, etc.

Midterm Quiz (15%), February 10

The midterm quiz will be one hour in length and draw on readings, discussions, and presentations from the seminars from the first 5 weeks of the course. The quiz will be a series of short answer questions.

Research Essay Proposal (5%), due January 27

Your research proposal is due in hard-copy format, in class, on January 27, 2020. You are welcome to investigate any topic area, as long as it is in the field of Canadian Foreign Policy. You may wish to pursue one of the subjects mentioned in the readings. Take a look at the online bibliography for suggestions about articles and books in the field.

A good proposal communicates to the reader in as much detail as possible the problem that you are interested in and the line of investigation that you intend to pursue. The clearer you make this to the reader, the more help the instructor can give you, and the better your final paper will be.

Your proposal should cover the following:

1. **A background** – briefly describe the general area of investigation, the topic you intend to pursue and why.
2. **Pose your central research question** – This should be a single sentence focusing on a single issue, contradiction, puzzle or dilemma. Usually your question should be a “why” or a “how” question as opposed to a “what” question.
3. **Explain how the proposed topic is related to the subject matter of the course.** How does your topic relate to Canadian Foreign Policy? Describe your proposed line of inquiry. What do you need to find out in order to be able to answer the question? List any secondary questions that you need to answer to move toward answering your main question. Describe your plan for finding evidence.
4. **Length:** No longer than 600 words (2 pages double-spaced).

Research Essay Presentation (5%), March 9

Paper presentations will take place on March 9th, 2020. Your essay does not have to be completed by this day. You will simply present your proposal, and any progression you have made on your essay. The presentation is designed to help you get feedback on your topic from your peers before completing the final essay. You have 5 minutes to present your topic, and 5 minutes for fielding any questions the class may have.

Research Essay (30%), due April 6

Your research essay is due in hard-copy format, in class, on April 6th, 2020. The purpose of the research paper is to communicate what you have learned in this seminar, as well as the research you have done outside of the seminar. The topic of your paper must follow the research/paper proposal that you have handed in earlier, as modified by the comments you received and any discussions you have had with your instructor afterward.

Your paper should include:

- 1) **An introduction which contains:** description of the intellectual problem you are investigating; your research question; a thesis statement in the introduction which sets out your argument; a brief description of the plan or parts of the paper.

- 2) **The body of the paper** which develops your argument. It offers an interpretation of the evidence you have uncovered. It weighs evidence in favour and against your particular argument.
- 3) **A conclusion** which discusses of the implications of your argument and suggests new research questions that arise from your paper.
- 4) **Bibliography:** Papers must be properly referenced following a major style such as APA, MLA or Chicago Manual of Style.

Length: No more than 4,000 words, excluding bibliography.

Weekly Course Schedule and Required Readings

Week 1(January 6)

Introduction to the Course

Notes: Sign up for presentation.

Week 2 (January 13)

The Discipline and Its Theories

Readings:

- M. Beier and L. Wylie: Introduction: 'What's So Critical about Canadian Foreign Policy?' in *Canadian Foreign Policy in Critical Perspective*.
- Brian Bow, Paradigms and paradoxes: Canadian foreign policy in theory, research and practice" *International Journal* (Spring 2010), 371-380.
- 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 in *Canadian Foreign Policy in Critical Perspective*.
- 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.

Week 3 (January 20)

Individuals in Canadian Foreign Policy

Readings:

- Kim Richard Nossal, Stéphane Roussel and Stéphane Paquin, *International Policy and Politics in Canada* (Toronto: Pearson Education, 2011), chapter 6: "The Prime Minister and International Policy," 157-176.
- Paul Gecelovsky, "The Prime Minister and the Parable: Stephen Harper and Personal Responsibility Internationalism," in Heather Smith and Claire Turenne Sjolander eds. *Canada in the World: Internationalism in Canadian Foreign Policy* (Toronto: Oxford University Press, 2013), 108-124.

- Asa McKercher (2018), "Reason over passion: Pierre Trudeau, human rights, and Canadian foreign policy" *International Journal* April 23, 2018; pp. 129–145.

Week 4 (January 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.

Notes: Essay Proposal Due.

Week 5 (February 3)

Canada's Identity and Values

Readings:

- David Mutimer: Chapter 8: 'No CANDU: The Multiply-Nuclear Canadian Self' in *Canadian Foreign Policy in Critical Perspective*.
- Mark Neufeld: Chapter 10: "'Happy Is the Land That Needs No Hero': The Pearsonian Tradition and the Canadian Intervention into Afghanistan' in *Canadian Foreign Policy in Critical Perspective*.
- Wegner, N. (2018). Militarization in Canada: myth-breaking and image-making through recruitment campaigns. *Critical Military Studies*, 1-19.

Week 6 (February 10)

Canada and the United States

Readings:

- Ann Denholm Crosby: 'Canada-US Defence Relations: Weapons of Mass Control and a Praxis of Mass Resistance' in *Canadian Foreign Policy in Critical Perspective*.
- 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.

- Payne, R. A. (2019). "America First" and US–Canadian Relations. In *Canada–US Relations* (pp. 61-83). Palgrave Macmillan, Cham.

Notes: Midterm Quiz.

Week 7: (February 17)

Notes: Reading Week. No Class.

Week 8 (February 24)

War, Military, and Alliances

Readings:

- Sjolander and Trevenen: Chapter 4: 'Constructing Canadian Foreign Policy: Myths of Good International Citizens, Protectors, and the War in Afghanistan' in *Canadian Foreign Policy in Critical Perspective*.
- Bell, C: Chapter 5: 'Fighting the War and Winning the Peace: Three Critiques of Canada's Role in Afghanistan' in *Canadian Foreign Policy in Critical Perspective*.
- 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 9 (March 2)

International Trade and Investment

Readings:

- Gordon, T., & Webber, J. R. (2008). Imperialism and resistance: Canadian mining companies in Latin America. *Third World Quarterly*, 29(1), 63-87.
- Garrod, J. Z. (2018). Imperialism or global capitalism? Some reflections from Canada. *Studies in Political Economy*, 99(3), 268-284.
- Wang, C. Renegotiation of NAFTA: The Paradox of Economic Integration and Political Disintegration. *THE RENEGOTIATION OF*, 23-33.
- [CUSMA: A new Canada-United States-Mexico Agreement.](#)

Week 10: (March 9)

Readings: No readings this week.

Notes: Paper Presentations.

Week 11: (March 16)

Gender in Foreign Policy

Readings:

- Locher, Birgit and Elisabeth Prugl (2001). "Feminism and Constructivism: Worlds Apart or Sharing the Middle Ground?" *International Studies Quarterly*, 45:111-130.
- Rankin, L.P., (2012) "Gender and nation branding in 'The true north strong and free'", *Place Branding and Public Diplomacy*, 8 (4), 257–267.
- Tiessen, R., & Carrier, K. (2015). The erasure of "gender" in Canadian foreign policy under the Harper Conservatives: the significance of the discursive shift from "gender equality" to "equality between women and men". *Canadian Foreign Policy Journal*, 21(2), 95-111.
- Tiessen, R. (2015). Gender essentialism in Canadian foreign aid commitments to women, peace, and security. *International Journal*, 70(1), 84-100.

Week 12 (March 23)

Other Diplomacies

Readings:

- Rebecca Tiessen: Chapter 11: "Youth Ambassadors Abroad? Canadian Foreign Policy and Public Diplomacy in the Developing World" in *Canadian Foreign Policy in Critical Perspective*.
- J. Marshall Beier: Chapter 13: "At Home on Native Land: Canada and the United Nations Declaration on the Rights of Indigenous Peoples" in *Canadian Foreign Policy in Critical Perspective*.
- Mary M. Young & Susan J. Henders (2012) "Other diplomacies" and the making of Canada–Asia relations", *Canadian Foreign Policy Journal*, 18:3, 375-388.
- 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 13 (March 30)

Canada: How Are We Measuring Up?

Readings:

- Richard Nimijean, (2018) "Introduction: Is Canada back? Brand Canada in a turbulent world", *Canadian Foreign Policy Journal*, 24:2, 127-138.
- 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.
- [Trudeau Report Card, 2018](#).
- Lana Wylie: Conclusion: 'Critical Conclusions about Canadian Foreign Policy' in *Canadian Foreign Policy in Critical Perspective*.

Week 14: (April 6)

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

Course Policies

Submission of Assignments

All assignments are to be handed into the instructor on the proposed due date in hardcopy format, unless instructed otherwise.

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+
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 assignments will result in a 5% deduction for every day the assignment is late, unless other arrangements are made with the instructor.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

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.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring

a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour 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 behaviour 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

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- 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.