

**FROM OTTAWA TO WASHINGTON AND BEYOND:  
CRITICAL PERSPECTIVES ON FOREIGN POLICY  
POLSCI 788  
Term 1, Fall 2019**

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**Seminar:** Thursday, 11:30-2:20  
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## **Contents**

Course Description.....	3
Course Objectives .....	3
Required Materials and Texts .....	3
Class Format.....	4
Course Evaluation – Overview .....	4
Course Evaluation – Details .....	4
Participation (25%) Each Class .....	4
Discussion Leader (15%), due throughout the term.....	4
Short Response Paper (15%), due throughout the term.....	4
Essay Presentations (10%), due November 21 .....	4
Research Essay (35%), due December November 28 .....	5
Weekly Course Schedule and Required Readings .....	5
Week 1 (Sep 5) Introductions .....	5
Week 2 (Sep 12) Overview of the Study of Foreign Policy .....	5
Week 3 (Sep 19) Canadian Identities .....	5
Week 4 (Sep 26) American Identities .....	6
Week 5 (Oct 3) Gender and Identity in Foreign Policy.....	6
Week 6 (Oct 10) Borders and Immigration .....	7
Week 7 (Oct 17) Fall mid-term recess, NO CLASS .....	7
Week 8 (Oct 24) Militarization.....	7
Week 9 (Oct 31) Fear and Foreign Policy.....	8
Week 10 (Nov 7) The Canadian-American Relationship .....	8
Week 11 (Nov 14) Public and Other Diplomacies.....	9

Week 12 (Nov 21) The Future of Foreign Policy & Essay Presentations .....	9
Week 13 (Nov 28) Research Essay due .....	9
Course Policies .....	10
Submission of Assignments.....	10
Grades.....	10
Late Assignments .....	10
Absences, Missed Work, Illness .....	10
Avenue to Learn .....	10
University Policies .....	10
Academic Integrity Statement.....	10
Academic Accommodation of Students with Disabilities.....	11
Faculty of Social Sciences E-mail Communication Policy .....	11
Course Modification .....	11

## **Course Description**

In this seminar course students will consider major theoretical approaches and concepts involved in the analysis of foreign policy, focusing most heavily on critical approaches to the study of foreign policy in Canada and the United States. We will also study the interplay between the fields of International Relations and Foreign Policy, thinking through some of the key themes and issues in the current literature. The course content will be primarily theoretical, but students will be expected to apply theories to relevant foreign policy cases.

## **Course Objectives**

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

1. Have an understanding of the academic literature in foreign policy.
2. Identify and critique the relevant theories scholars employ to better understand foreign policy.
3. Have a broad knowledge of the many of the key issues related to the conduct of Canadian and American foreign policy.
4. Have a greater capacity to identify and critically discuss ethical problems in foreign policy.
5. Have stronger research and writing skills through the completion of short response papers and full-length research essays.
6. Have developed leadership, presentation, debate, and discussion skills through seminar leadership, presentations, and participation.

## **Required Materials and Texts**

- All journal articles are available online via e-Journals from the McMaster library website or via the link 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:

J. Marshall Beier and Lana Wylie, eds., *Canadian Foreign Policy in Critical Perspective*. Oxford University Press, 2010. [hereafter Beier & Wylie]

## **Class Format**

This is a seminar course.

## **Course Evaluation – Overview**

1. Participation (25%), each Class
2. Discussion Leader (15%), due throughout the term
3. Short Response Paper (15%), due throughout the term
4. Essay Presentations (10%), due November 21
5. Research Essay (35%), due November 28

## **Course Evaluation – Details**

### **Participation (25%) Each Class**

Your participation is an essential part of this seminar. Students are responsible for the required readings and for participating in discussion.

### **Discussion Leader (15%), due throughout the term**

Each student will be responsible for leading the discussion for at least one class. Beginning on week 3 the discussion leader will be responsible for selecting one additional reading (or media item) for the class. The additional material should be announced at least one week in advance in class and placed on Avenue to Learn. The additional material may be drawn from any source and can include short works of fiction, movies, songs etc. as long as it is relevant to the topics discussed in the class on that week. The student leading the discussion should prepare a presentation on the topic that identifies the major points for discussion and critically evaluates the arguments made in sources assigned for that topic on the syllabus. The student should also explain why they picked the additional source and highlight its relevance to the subject matter. The presentations should not simply summarize the readings. The goal of the presentation will be to stimulate discussion so the student should frame their comments with this goal in mind as well as raise a number of discussion questions.

### **Short Response Paper (15%), due throughout the term**

Students must hand in one response to the readings over the first nine weeks of the course. The response paper is due in class two weeks from the date the topic was covered in the class. Response papers will address the readings covered in the particular week within 8 pages (double spaced). In this paper, students should synthesize the readings, relate the readings to the wider course, and most importantly, show that you have thought critically about the readings. Please note that papers must be submitted in hard copy.

### **Essay Presentations (10%), due November 21**

Each student will present the key points and conclusions from their research essay. They will also answer questions from their colleagues and the professor.

### **Research Essay (35%), due December November 28**

The essay, approximately 20-25 pages (double spaced) in length, should address a topic relevant to the course. Please discuss your topic with the professor. Please note that papers must be submitted in hard copy to the professor at the beginning of the final class.

### **Weekly Course Schedule and Required Readings**

#### **Week 1 (Sep 5) Introductions**

Notes: Sign up for discussion leader.

#### **Week 2 (Sep 12) Overview of the Study of Foreign Policy**

Readings:

- Lene Hanson, "Discourse analysis, post-structuralism, and foreign policy," Chapter 5 in Smith, Steve, Amelia Hadfield, and Tim Dunne. *Foreign policy: theories, actors, cases*. Oxford University Press, 2016. Second Edition.
- David R. Black and Heather A. Smith, "[Still notable: Reassessing theoretical "exceptions" in Canadian foreign policy literature](#)," *International Journal: Canada's Journal of Global Policy Analysis* (2014)
- J. Marshall Beier and Lana Wylie, Introduction: What's so Critical about Canadian Foreign Policy?" in Beier & Wylie.
- Heather A. Smith "The Disciplining Nature of Canadian Foreign Policy" in Beier & Wylie.
- Hayden King, "[The erasure of Indigenous thought in foreign policy.](#)" Open Canada, July 31, 2017.

#### **Week 3 (Sep 19) Canadian Identities**

Readings:

- Mark Neufeld: "'Happy Is the Land That Needs No Hero': The Pearsonian Tradition and the Canadian Intervention into Afghanistan" in Beier & Wylie.
- David Mutimer: "No CANDU: The Multiply-Nuclear Canadian Self" in Beier & Wylie.
- Kyle Grayson, "Clandestine Convergence: Human Security, Power, and Canadian Foreign Policy," in Beier & Wylie.

- L.P. Rankin, (2012) "Gender and nation branding in 'The true north strong and free'," *Place Branding and Public Diplomacy*, 8 (4), 257–267.
- Asa McKercher, "Too Close for Comfort: Canada, the US Civil Rights Movement, and the North American Colo(u)r Line." *Journal of American History* 106.1 (2019): 72-96.

#### **Week 4 (Sep 26) American Identities**

##### Readings:

- Peter S. Onuf, "American exceptionalism and national identity," *American Political Thought* 1.1 (2012): 77-100.
- Jutta Weldes, "The Cultural Production of Crises: U.S. Identity and Missiles in Cuba," in *Cultures of Insecurity: States, Communities, and the Production of Danger*, ed. by Jutta Weldes et. al. (University of Minnesota Press, 1999), 35–62.
- Carl Pedersen, "[Cosmopolitanism or nativism?: US national identity and](#)," in Christie, Kenneth, ed. *United States Foreign Policy & National Identity in the 21st Century*. Routledge, 2008.
- Meghana V. Nayak and Christopher Malone, "American orientalism and American exceptionalism: A critical rethinking of US hegemony," *International Studies Review* 11.2 (2009): 253-276.

#### **Week 5 (Oct 3) Gender and Identity in Foreign Policy**

##### Readings:

- Cynthia Enloe, 2005. "Masculinity as Foreign Policy Issue," *Foreign Policy in Focus* [http://fpif.org/masculinity\\_as\\_foreign\\_policy\\_issue/](http://fpif.org/masculinity_as_foreign_policy_issue/)
- Alison Howell, "The Art of Governing Trauma: Treating PTSD in the Canadian Military as a Foreign Policy Practice," in Beier &Wylie.
- Rebecca Tiessen and Emma Swan, "Canada's Feminist Foreign Policy Promises: An Ambitious Agenda for Gender Equality, Human Rights, Peace, and Security," in *Justin Trudeau and Canadian Foreign Policy*. Palgrave Macmillan, Cham, 2018. 187-205.
- John C. Landreau, 2011. "Fighting Words: Obama, Masculinity and the Rhetoric of War." *thirdspace* 9 (1): 1-24.
- Stacy Takacs, 2005. "Jessica Lynch and the Regeneration of American Identity and Power Post-9/11," *Feminist Media Studies* 5 (3): 297-310.

## **Week 6 (Oct 10) Borders and Immigration**

### Readings:

- Jessica Becker, (2018) "Speaking to The Wall: Reconceptualizing the US–Mexico Border "Wall" from the Perspective of a Realist and Constructivist Theoretical Framework in International Relations," *Journal of Borderlands Studies*, DOI: 10.1080/08865655.2018.1482775
- Pooneh Torabian and Heather Mair. "(Re) constructing the Canadian border: Anti-mobilities and tourism." *Tourist Studies* 17.1 (2017): 17-35.
- Yolande Pottie-Sherman and Rima Wilkes. "Visual media and the construction of the benign Canadian border on National Geographic's Border Security." *Social & Cultural Geography* 17.1 (2016): 81-100.
- Mark Salter, "Canadian Border Policy as Foreign Policy: Security, Policing, Management," in Beier & Wylie

## **Week 7 (Oct 17) Fall mid-term recess, NO CLASS**

## **Week 8 (Oct 24) Militarization**

### Readings:

- Nicole Wegner, "Militarization in Canada: myth-breaking and image-making through recruitment campaigns," *Critical Military Studies* (2018): 1-19.
- David Mutimer, "The road to Afghanada: Militarization in Canadian popular culture during the war in Afghanistan," *Critical Military Studies* 2.3 (2016): 210-225.
- A. L. McCready, "Tie a yellow ribbon 'round public discourse, national identity and the war: Neoliberal militarization and the yellow ribbon campaign in Canada," *TOPIA: Canadian Journal of Cultural Studies* 23 (2010): 28-51.
- John M. Handley, "Militarization of US Foreign Policy?" *American Diplomacy* (2015), 1.
- Alison Howell, (2018) "Forget "militarization": race, disability and the "martial politics" of the police and of the university," *International Feminist Journal of Politics*, 20:2, 117-136, DOI: [10.1080/14616742.2018.1447310](https://doi.org/10.1080/14616742.2018.1447310)

## Week 9 (Oct 31) Fear and Foreign Policy

### Readings:

- Eric Van Rythoven, (2018) "Fear in the crowd or fear of the crowd? The dystopian politics of fear in international relations," *Critical Studies on Security*, 6:1, 33-49, DOI: [10.1080/21624887.2017.1377527](https://doi.org/10.1080/21624887.2017.1377527)
- Erin Steuter and Deborah Wills, "Discourses of Dehumanization: Enemy Construction and Canadian Media Complicity in the Framing of the War on Terror," *Global Media Journal: Canadian Edition* 2.2 (2009).
- John Mueller and Mark G. Stewart, "The Terrorism Delusion: America's Overwrought Response to September 11," *International Security*, vol. 37, no. 1, 2012, 81–110.
- R. Brooks, "Muslim "Homegrown" Terrorism in the United States: How Serious Is the Threat?" *International Security* 36.2 (2011): 7-47.
- Yasmin Jiwani and Matthew Dessner, "Barbarians in/of the land: Representations of Muslim youth in the Canadian press," *Journal of Contemporary Issues in Education* 11.1 (2016).

## Week 10 (Nov 7) The Canadian-American Relationship

### Readings:

- S. Blank and M. Gattinger, (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.
- Richard Nimijean, "Where Is the Relationship Going? The View from Canada." *Canada–US Relations*. Palgrave Macmillan, Cham, 2019. 39-59.
- Global Exchange Podcast, (2018) "[Positioning Canada in a Shifting International Order: Managing the United States & Donald Trump](#)", June 25, 2018.
- Greg Anderson, "David and Goliath in Canada-U.S. Relations: Who's really Who?" *Canadian Foreign Policy Journal* 25.2 (2019): 115-36.



## **Week 11 (Nov 14) Public and Other Diplomacies**

- Mary M. Young & Susan J. Henders, (2012) “Other diplomacies” and the making of Canada–Asia relations”, *Canadian Foreign Policy Journal*, 18:3, 375-388.
- J. Marshall Beier: “At Home on Native Land: Canada and the United Nations Declaration on the Rights of Indigenous Peoples” in Beier & Wylie.
- Rebecca Tiessen: “Youth Ambassadors Abroad? Canadian Foreign Policy and Public Diplomacy in the Developing World” in Beier & Wylie.
- Samantha L. Arnold, “Home and Away: Public Diplomacy and the Canadian Self,” in Beier & Wylie.
- Bellamy, Carol, and Adam Weinberg, "Educational and cultural exchanges to restore America's image," *Washington Quarterly* 31.3 (2008): 55-68.
- Paul Sharp, "Making sense of citizen diplomats: The people of Duluth, Minnesota, as international actors," *International Studies Perspectives* 2.2 (2001): 131-150.

## **Week 12 (Nov 21) The Future of Foreign Policy & Essay Presentations**

### Readings:

- Hiski Haukkala, “Timing is Everything: The Time, Space, and Strategies for Scholarly Analysis in the Making of Foreign Policy,” *International Studies Perspectives* (2012), 1-13.
- Lana Wylie, “Critical Conclusions,” in Beier & Wylie.
- Brian Bow and Andrea Lane, “Generations: The sources of our ideas about Canadian Foreign Policy,” *International Journal* June 19, 2017, 158–165.

Notes: Paper presentations: Each student will present the key points from their research papers and answer questions from others in the class.

## **Week 13 (Nov 28) Research Essay due**

Notes: Please submit the papers in hard copy to the professor’s mailbox in KTH by 4PM.

## **Course Policies**

### **Submission of Assignments**

Please submit all assignments in hard copy on the due date.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
69-0	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.

### **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.

## **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](mailto: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.