

**FROM OTTAWA TO WASHINGTON AND BEYOND:  
CRITICAL PERSPECTIVES ON FOREIGN POLICY  
POLSCI 788  
Term 1, Fall 2020**

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**Lecture:** Synchronous Virtual Class:  
Mondays 2:30PM – 4:30PM (EST)  
**Room:** Online (Zoom)

**Office:** KTH 511; Online only (Zoom)  
**Office Hours:** Fridays 1:30PM- 2:30PM  
(EST) or contact the professor through  
email to arrange an appointment

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## **Course Description**

In this online 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. Understand the main issues, central theories, and approaches used in the academic literature in foreign policy.
2. Critique the relevant theories scholars employ to better understand foreign policy.
3. Identify and critically discuss the problems with the traditional study and conduct of Canadian and American foreign policy.
4. Identify and critically discuss ethical problems in the practice of foreign policy.
5. Conceive, structure, and write a long research essay related to the course subject through the completion of short response papers and full-length research essays.
6. Demonstrate leadership and discussion skills through online seminar 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 will be available on Avenue to Learn.

## **Class Format**

This seminar course will include both synchronous and asynchronous online components.

Synchronous components include **weekly virtual classes on Mondays from 2:30 – 4:30 PM (EST)**, and virtual office hours on Fridays from 1:30 – 2:30 PM (EST). Virtual classes and office hours will both take place over Zoom. Please see the

Announcements on Avenue to Learn before our first class on **Monday, September 14th** to access the Zoom link for this course and resources for using this platform.

Virtual classes will typically include brief course updates, followed by student-led presentations and discussions of weekly readings ('Discussion Leader').

Asynchronous components include weekly readings, discussion reflection recordings, written assignments, and prerecorded video or audio presentations.

### **Course Evaluation – Overview**

1. Participation (25%), each class (includes synchronous in class participation and asynchronous reflections)
2. Discussion Leader (20%), due throughout the term
3. Short Response Paper (15%), due throughout the term
4. Research Essay (40%), due December 7, 11:59PM (EST)

### **Course Evaluation – Details**

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

Your participation is an essential part of this seminar. Students are responsible for the required readings, doing the weekly 2 minute flipgrid discussion recording (video or just audio), and watching the prerecorded presentations when available and for participating in the synchronous class discussion.

The weekly flipgrid recording will be due on Avenue to Learn each **Friday by 11:59PM**. This brief recording will include what most struck you from the readings that week. It will end with a proposed discussion question. Given it is only 2 minutes long this recording is not meant to demonstrate a full understanding of the readings or topic, but instead should offer a reflection and a question to inspire discussion. You will have an opportunity in the virtual class discussion to expand on your ideas.

Please let the professor know if you foresee any problems with the participation requirements.

#### **Discussion Leader (20%), due throughout the term**

Each student will be responsible for leading the discussion for at least one class beginning on Week 3. Depending on the number of students in the seminar, some weeks may be shared between two students or students may have two opportunities to lead the class discussion.

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. It may also be drawn from the list of optional readings.

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 has the option of either preparing a **prerecorded presentation that is uploaded to Avenue to Learn by Sunday, the day before the class discussion, by noon OR by imparting that information live at the beginning of the zoom class time**. In either case the presentation should be no longer than 15-20-minutes. The prerecorded presentation can be either video and audio or audio or video alone on the topic they were assigned for that week. Students choosing the prerecorded option will record their presentations using a software of their choice (e.g., voice-over PowerPoint, Zoom) and ensure that media is closed captioned before submitting (e.g., using MacVideo or Office365 captioning). Please see the resources on Avenue for more information on recording and captioning options. All prerecorded presentations will be submitted to the Presentations Forum under the "Discussions" tab on Avenue by **the Sunday (12:00 PM, EST)** before their class leadership.

The presentation will identify the major points for discussion and evaluate the arguments made in the readings assigned for that topic on the syllabus. In addition to the assigned readings, the presentation should also draw on one or two additional sources on the topic and present new, related information. Let your own interest be your guide. The student should also explain why they picked the additional source they assigned to the class and highlight its relevance to the subject matter.

In their presentations, students should not simply summarize the readings and the additional source/s but instead synthesize the required readings and additional source/s (see [Youtube video Summary v. Synthesis: What's the difference?](#) for information about the differences between summary and synthesis).

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.

Since one of the main goals of the presentation is to stimulate discussion in the synchronous class that week, the presentation should be organized in a way that will complement the discussion that will follow.

The student leading the discussion should come to the zoom class with prepared questions that they will use to guide the discussion but should also feel free to formulate questions "on the fly" in response to student interest and the direction of the discussion. These questions may be borrowed from the flipgrid recordings posted by their colleagues.

**Short Response Paper (15%), due throughout the term (two weeks from the date the topic was covered in the course)**

Students must hand in one response to the readings that reflects on the readings from one week between weeks 2 – 10 of the course. The response paper is due the **Monday by 11:59PM** two weeks from the date the topic was covered in the class. The last day a response paper can be submitted is November 30<sup>th</sup> (reflecting on week 10).

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 by 11:59PM on Avenue to Learn.

**Research Essay (40%), due December 7 (11:59PM EST)**

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 on Avenue to Learn by 11:59PM EST on the last Monday of the term.

**Weekly Course Schedule and Required Readings**

**Week 1 (Sep 14) Introductions**

Notes: Sign up for discussion leader slot (starts on Sept 28). Available weeks: 3,4, 6-12.

**Week 2 (Sep 21) Overview of the Study of Foreign Policy and Learning Online Tech (asynchronous week)**

This week, we will learn how to use online learning technologies including Zoom, MacVideo, Office365 captioning, Flipgrid, and the McMaster Library website asynchronously. Please see the 788 Avenue to Learn folder for tutorials on these technologies.

Please prepare a short (under 4 minute) Flipgrid recording (either video or just audio) and add it to Avenue to Learn by **September 21 at 11:59PM**. In this recording please:

- 1) introduce yourself
- 2) share one or two topics that you are most interested in learning about in this course and why
- 3) share something that struck you about the readings this week.

**Readings:**

- 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?" *Canadian Foreign Policy in Critical Perspective*, edited by Lana Wylie and J. Marshall Beier (Toronto: Oxford University Press, 2010).
- Heather A. Smith "The Disciplining Nature of Canadian Foreign Policy" in *Canadian Foreign Policy in Critical Perspective*, edited by Lana Wylie and J. Marshall Beier (Toronto: Oxford University Press, 2010).
- Hayden King, "[The erasure of Indigenous thought in foreign policy](#)." Open Canada, July 31, 2017.

### **Week 3 (Sep 28) Canadian and American Identities**

#### **Readings:**

- Lucie Edwards, "Doing well and doing good: scholars and diplomats in the making of Canadian foreign policy." *Canadian Foreign Policy Journal* 24.3 (2018): 378-381.
- Sedef Arat-Koc, "The disciplinary boundaries of Canadian identity after September 11: Civilizational identity, multiculturalism, and the challenge of anti-imperialist feminism." *Social Justice* 32.4 (102 (2005): 32-49.
- Luke Savage, OpenCanada.org  
<https://www.opencanada.org/features/accounting-histories-150-years-canadian-maple-washing/>
- 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.
- 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.

#### **Optional:**

- 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.
- Peter S. Onuf, "American exceptionalism and national identity," *American Political Thought* 1.1 (2012): 77-100.

- Mark Neufeld: “‘Happy Is the Land That Needs No Hero’: The Pearsonian Tradition and the Canadian Intervention into Afghanistan” in *Canadian Foreign Policy in Critical Perspective*, edited by Lana Wylie and J. Marshall Beier (Toronto: Oxford University Press, 2010).
- David Mutimer: “No CANDU: The Multiply-Nuclear Canadian Self” in *Canadian Foreign Policy in Critical Perspective*, edited by Lana Wylie and J. Marshall Beier (Toronto: Oxford University Press, 2010).
- Kyle Grayson, “Clandestine Convergence: Human Security, Power, and Canadian Foreign Policy,” in *Canadian Foreign Policy in Critical Perspective*, edited by Lana Wylie and J. Marshall Beier (Toronto: Oxford University Press, 2010).

#### **Week 4 (Oct 5) Race in US Foreign Policy**

##### **Readings:**

- Mark Ledwidge, "American power and the racial dimensions of US foreign policy." *International Politics* 48.2-3 (2011): 308-325.
- Robert Vitalis, "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations." *Millennium - Journal of International Studies*, vol. 29, no. 2, June 2000, pp. 331–356, doi:10.1177/03058298000290020701.
- Ruth Gordon, "Critical race theory and international law: convergence and divergence racing American foreign policy." *Proceedings of the Annual Meeting (American Society of International Law)*. The American Society of International Law, 2000.
- Peter Harris, "Teaching the Territories in US Foreign Policy: Race and Empire in the American Experience." *PS: Political Science & Politics*, vol. 50, no. 2, Mar. 2017, pp. 506–509, doi:10.1017/S1049096516003085.
- Kelebogile Zvobgo and Meredith Loken. "Why Race Matters in International Relations," *Foreign Policy*. Summer 2020, Issue 237, 11-13.

##### **Optional**

- Geeta Chowdhry and Sheila Nair, eds. *Power, postcolonialism and international relations: Reading race, gender and class*. Routledge, 2003.
- Robert Vitalis, *White world order, black power politics: The birth of American international relations*. Cornell University Press, 2015.



- Thomas Damion, "Goodwill Ambassadors: African American Athletes and U.S. Cultural Diplomacy, 1947–1968." *African Americans in U.S. Foreign Policy: From the Era of Frederick Douglass to the Age of Obama*, edited by Linda Heywood et al., University of Illinois Press, 2015, 129–139.
- John M. Hobson, "Is critical theory always for the white West and for Western imperialism? Beyond Westphalian towards a post-racist critical IR." *Review of International Studies* (2007): 91-116.
- Alexander Anievas, Nivi Manchanda, and Robbie Shilliam, eds. *Race and racism in international relations: Confronting the global colour line*. Routledge, 2014.

### **Week 5 (Oct 12) Fall mid-term recess, NO CLASS**

### **Week 6 (Oct 19) Race in Canadian Foreign Policy**

#### **Readings:**

- Razack, Sherene. "From the 'Clean Snows of Petawawa': The Violence of Canadian Peacekeepers in Somalia." *Cultural Anthropology*, vol. 15, no. 1, Feb. 2000, pp. 127–163, doi:10.1525/can.2000.15.1.127.
- 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.
- Colleen Bell. "Surveillance strategies and populations at risk: Biopolitical governance in Canada's national security policy." *Security Dialogue* 37.2 (2006): 147-165.
- Suzanne Huot et al. "Constructing undesirables: A critical discourse analysis of 'othering' within the Protecting Canada's Immigration System Act." *International Migration* 54.2 (2016): 131-143.

#### **Optional:**

- Federica Goldoni, "Race, ethnicity, class and identity: Implications for study abroad." *Journal of Language, Identity & Education* 16.5 (2017): 328-341.
- Enakshi Dua, Narda Razack, and Jody Nyasha Warner. "Race, racism, and empire: Reflections on Canada." *Social Justice* 32.4 (102 (2005): 1-10.
- Barbara Perry and Ryan Scrivens. "Epilogue: The Trump Effect on Right-Wing Extremism in Canada." *Right-Wing Extremism in Canada*. Palgrave Macmillan, Cham, 2019. 143-172.

## Week 7 (Oct 26) Gender

### Readings:

- Enloe, Cynthia. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Oakland, CA: University of California Press, 1990 "Chapter 1: Gender Makes the World Go Round: Where Are the Women?".
- Sara Angevine, "Aborting Global Women's Rights: The Boundaries of Women's Representation in American Foreign Policy." *Politics & Gender*. 1-28.
- Alison Howell, "Peaceful, tolerant and orderly? A feminist analysis of discourses of 'Canadian values' in Canadian Foreign Policy." *Canadian Foreign Policy Journal* 12.1 (2005): 49-69.
- 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.

### Optional:

- 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/)
- J. Ann Tickner, "Gender Research in International Relations." In *Gender Innovation in Political Science*, Palgrave Macmillan, Cham, 2019, 153-171.
- Alison Howell, "The Art of Governing Trauma: Treating PTSD in the Canadian Military as a Foreign Policy Practice," in *Canadian Foreign Policy in Critical Perspective*, edited by Lana Wylie and J. Marshall Beier (Toronto: Oxford University Press, 2010).
- John C. Landreau, 2011. "Fighting Words: Obama, Masculinity and the Rhetoric of War." *thirdspace* 9 (1): 1-24.

## Week 8 (Nov 2) 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.
- 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)

**Optional:**

- 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.
- Andrea Lane, "Special men: The gendered militarization of the Canadian Armed Forces." *International Journal* 72.4 (2017): 463-483.
- Maya Eichler, "Militarized masculinities in international relations." *Brown J. World Aff.* 21 (2014): 81.
- Matt Davies et al., "Militarization and popular culture." In *The marketing of war in the age of neo-militarism*, Kostas Gouliamos and Christos Kassimeris, eds. (2012): 42-59.

**Week 9 (Nov 9) Fear and Foreign Policy**

**Readings:**

- Roland Bleiker and Emma Hutchison. "Fear no more: emotions and world politics." *Review of International Studies* 34.S1 (2008): 115-135.
- Wayne Nelles, "Towards a Critical Pedagogy of Comparative Public Diplomacy: Pseudo-education, Fear-mongering and Insecurities in Canadian–American Foreign Policy." *Comparative Education*, vol. 44, no. 3, Aug. 2008, pp. 333–344, doi:10.1080/03050060802264876.
- 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.

**Optional:**

- 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)
- R. Brooks, "Muslim "Homegrown" Terrorism in the United States: How Serious Is the Threat?" *International Security* 36.2 (2011): 7-47.

- Melissa Finn, Jenna Hennebry, and Bessma Momani. "Canadian Arab Youth at the Border: Cultural Dissociation, Fear Management, and Disciplining Practices in Securitized Spaces." *Journal of International Migration and Integration* 19.3 (2018): 667-682.
- 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).
- A. Trevor Thrall and Jane K. Cramer, eds. *American foreign policy and the politics of fear: Threat inflation since 9/11*. Routledge, 2009.

## **Week 10 (Nov 16) Public and Other Diplomacies**

### **Readings:**

- Ayhan, Kadir Jun. "The boundaries of public diplomacy and nonstate actors: A taxonomy of perspectives." *International Studies Perspectives* 20.1 (2019): 63-83.
- Fulda, Andreas. "[What do we mean by citizen diplomacy?](#)"
- Costas M. Constantinou, "Everyday Diplomacy: Mission, Spectacle and the Remaking of Diplomatic Culture" In Jason Dittmer and Fiona McConnell, eds, *Diplomatic Cultures and International Politics: Translations, Spaces and Alternatives* (Routledge 2016), pp. 23-40.
- Mary M. Young and Susan J. Henders. "'Other Diplomacies' and the Making of Canada-Asia Relations." *Canadian Foreign Policy Journal*, vol. 18, no. 3, Sept. 2012, 375-388, doi:10.1080/11926422.2012.742022.
- Paul Sharp, "Making sense of citizen diplomats: The people of Duluth, Minnesota, as international actors," *International Studies Perspectives* 2.2 (2001): 131-150.

### **Optional:**

- Melissa Conley Tyler and Craig Beyerinck. "Citizen diplomacy." *The SAGE Handbook of Diplomacy*. London, Sage (2016): 521-9.  
Magnus Marsden et al. "[Everyday diplomacy: introduction to special issue.](#)" *Cambridge Anthropology*, vol. 34, no. 2, 2016, p. 2+. Gale Academic OneFile.
- "[Glasnost and Goodwill: Cold War Citizen Diplomacy](#)", USC Center on Public Diplomacy, Oct 19, 2017

- Luis René Fernández Tabío, 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 11 (Nov 23) The Canadian-American Relationship**

### **Readings:**

- Richard Nimijean, "Where Is the Relationship Going? The View from Canada." *Canada–US Relations*. Palgrave Macmillan, Cham, 2019. 39-59.
- Derek H. Burney, (2020) "Canada-US Relations: No Longer Special or Privileged," *American Review of Canadian Studies*, 50:1, 128-132, DOI: 10.1080/02722011.2020.1748925
- James McCormick and Gerald Schmitz. "Meeting the Challenge of 'America First' and the New Nationalism." *Canadian Foreign Policy Journal*, vol. 26, no. 2, May 2020, 109–119, doi:10.1080/11926422.2020.1745253.
- "No Canuck do", Anonymous. *The Economist*, London Vol. 436, Iss. 9205, (Aug 1, 2020): 32-33.
- Richard Nimijean and David Carment "Rethinking the Canada-US Relationship After the Pandemic," *Policy Options* May 7, 2020  
<https://policyoptions.irpp.org/magazines/may-2020/rethinking-the-canada-us-relationship-after-the-pandemic/>

### **Optional:**

- 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.
- Greg Anderson, "David and Goliath in Canada-U.S. Relations: Who's really Who?" *Canadian Foreign Policy Journal* 25.2 (2019): 115-36.

## **Week 12 (Nov 30) The Future of Foreign Policy**

### **Readings:**

- Nik Nanos, "From 'Sunny Ways' to 'Dark Days': The 2019 Canadian Federal Election Suggests That Canada Is Not a Positive Outlier to Populist Politics but Gripped by Feelings of Declinism." *Canadian Foreign Policy Journal*, vol. 26, no. 2, May 2020, 207–217, doi:10.1080/11926422.2020.1724166.

- 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.
- Brian Bow and Andrea Lane, "Generations: The sources of our ideas about Canadian Foreign Policy," *International Journal* June 19, 2017, 158–165.

**Optional:**

- Lana Wylie, "Critical Conclusions," in *Canadian Foreign Policy in Critical Perspective*, edited by Lana Wylie and J. Marshall Beier (Toronto: Oxford University Press, 2010).
- Thorsten Wojczewski, "Trump, populism, and American foreign policy." *Foreign Policy Analysis* 16.3 (2020): 292-311.
- Daniel W. Drezner, "Present at the destruction: The Trump administration and the foreign policy bureaucracy." *The Journal of Politics* 81.2 (2019): 723-730.

**Week 13 (Dec 7) NO Class- Research Essay due at 11:59PM EST**

Notes: Please submit the papers to the folder on Avenue to Learn by 11:59PM.

**Course Policies**

**Submission of Assignments**

Please submit all assignments on Avenue to Learn by 11:59PM 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 failure or internet outages.

### **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.

### **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **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 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.

### **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.

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

### **Academic Accommodation of Students with Disabilities**

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

### **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.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.