

**FROM OTTAWA TO WASHINGTON AND BEYOND:
CRITICAL PERSPECTIVES ON FOREIGN POLICY
POLSCI 788
Term 1, Fall 2021**

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Email: wyliel@mcmaster.ca
Lecture: Synchronous Virtual Class:
Wednesdays 11:30AM- 2:00PM (EST)
Room: Online (Zoom)

Office: KTH 511; Online only (Zoom)
Office Hours: Mondays 2:30PM-
3:30PM (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 the study of foreign policy, focusing most heavily on how critical approaches have contributed to the study of foreign policy in Canada and the United States. We will also review some of the key themes and issues in the current literature including the interplay between race, gender, and foreign policy. Other topics include militarization, the politics of fear, the role of non-state actors, identity, and the Canadian-American relationship.

Course Objectives

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

1. Understand the many of 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.
6. Critically assess and synthesize readings through the completion of short response papers and video reflections.
7. Demonstrate leadership and discussion skills through online seminar presentations and participation.

Required Materials and Texts

- All required readings 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 Wednesdays from 11:30AM- 2:00 PM**, and virtual office hours on Mondays from 2:30 – 3:30 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 **Wednesday, September 15th** 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 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 8, 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 3-5 minute flipgrid discussion recording, 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 **Monday 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 3-5 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 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 you play during the class or by imparting that information live in the zoom class time**. In either case the presentation should be no longer than 15-20-minutes. 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 also be submitted to the Presentations Forum under the “Discussions” tab on Avenue before the beginning of the class they will lead.

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. 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. 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 **Wednesday by 11:30AM** (just before class starts) two weeks from the date the topic was covered in the class. The last day a response paper can be submitted is December 1 (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 before the class (by 11:30AM) on Avenue to Learn.

Research Essay (40%), due December 8 (11:59PM EST)

The essay, approximately 20-25 pages (double spaced) in length, will be double-spaced, include a bibliography with at least 20 sources and be properly referenced using APA, MLA, or Chicago style. The paper 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.

Weekly Course Schedule and Required Readings

Week 1 (Sept 15) Introduction to the course

In our first virtual class on September 15th, we will review the course expectations and you will indicate your preferred presentation/discussion leadership date (leadership opportunities will begin on week 3, Sept 29).

Week 2 (Sept 22) Learning Online Tech (asynchronous week/no class)

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

Please prepare a short (under 5 minute) Flipgrid recording and add it to Avenue to Learn by **September 22 at 11:59PM**. In this recording please:

- 1) introduce yourself (for instance tell us where you did your undergrad; what hobbies you have; whether you have pets; or anything else you'd like to share about yourself)
- 2) share one or two topics that you are most interested in learning about in this course and why

Week 3 (Sept 29) Overview of the Study of Foreign Policy

Readings:

- Juliet Kaarbo, "A foreign policy analysis perspective on the domestic politics turn in IR theory," *International Studies Review* 17.2 (2015): 189-216.
- 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.

Optional:

- Browse: <https://canwach.ca/foreign-policy-by-canadians-findings/>
- Browse any of the podcasts listed on:
https://blog.feedspot.com/foreign_policy_podcasts/

Week 4 (Oct 6) Canadian and American Identities

Readings:

- Srdjan Vucetic, "Identity and Foreign Policy." Oxford Research Encyclopedia of Politics. 2017.
- 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.
- 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).
- Christina Rowley and J. E. Weldes, "Identities and US foreign policy." *US foreign policy*. (Oxford University Press, 2012), 178-194.
- 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:

- 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 (2005): 32-49.

- 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).
- 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).
- Luke Savage, OpenCanada.org
<https://www.opencanada.org/features/accounting-histories-150-years-canadian-maple-washing/>
- 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.
- Carl Pedersen, “Cosmopolitanism or nativism?: US national identity and foreign policy in the twenty-first century,” in Christie, Kenneth, ed. *United States Foreign Policy & National Identity in the 21st Century*. (Routledge, 2008).
[http://library.aceondo.net/ebooks/HISTORY/United States Foreign Policy and National Identity in the 21st Century Routled 20121130215630540.pdf](http://library.aceondo.net/ebooks/HISTORY/United_States_Foreign_Policy_and_National_Identity_in_the_21st_Century_Routled_20121130215630540.pdf)
- Gilmore, Jason, and Charles M. Rowling. "Lighting the beacon: Presidential discourse, American exceptionalism, and public diplomacy in global contexts." *Presidential Studies Quarterly* 48.2 (2018): 271-291.
- Peter S. Onuf, "American exceptionalism and national identity," *American Political Thought* 1.1 (2012): 77-100.
- Jason Gilmore and Charles M. Rowling. "Lighting the beacon: Presidential discourse, American exceptionalism, and public diplomacy in global contexts." *Presidential Studies Quarterly* 48.2 (2018): 271-291.

Week 5 (Oct 13) Fall mid-term recess, NO CLASS

Week 6 (Oct 20) Race in US Foreign Policy

Readings:

- Kelebogile Zvobgo and Meredith Loken, “Why Race Matters in International Relations,” *Foreign Policy*. (Summer 2020), Issue 237, 11-13.
- 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). 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.
- 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.

Optional

- Robbie Shilliam, "Race and racism in international relations: retrieving a scholarly inheritance." *International Politics Reviews* (2020): 1-44.
- 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).
- 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 7 (Oct 27) Race in Canadian Foreign Policy

Readings:

- Sherene Razack, "From the 'Clean Snows of Petawawa': The Violence of Canadian Peacekeepers in Somalia." *Cultural Anthropology*, vol. 15, no. 1, (Feb. 2000), 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 8 (Nov 3) Gender

Readings:

- Columba Achilleos-Sarll, "Reconceptualising Foreign Policy as Gendered, Sexualised and Racialised: Towards a Postcolonial Feminist Foreign Policy (Analysis)." *Journal of International Women's Studies* 19.1 (2018): 34-49.
- Cynthia Enloe, *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?"
- Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs: Journal of Women in Culture and Society*, 12:4 (1987).
- 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/
- 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 9 (Nov 10) Militarization

Readings:

- Maya Eichler, "Militarized masculinities in international relations." *Brown J. World Aff.* 21 (2014): 81.
- Nicole Wegner, "Militarization in Canada: myth-breaking and image-making through recruitment campaigns," *Critical Military Studies* (2018): 1-19.
- David Mutimer, "The road to Afghanistan: Militarization in Canadian popular culture during the war in Afghanistan," *Critical Military Studies* 2.3 (2016): 210-225.
- 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.
- 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.

Week 10 (Nov 17) 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 11 (Nov 24) 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, "Canada-US Relations: No Longer Special or Privileged," *American Review of Canadian Studies* (2020): 50:1, 128-132, DOI: 10.1080/02722011.2020.1748925
- Aaron Ettinger, "Rumors of restoration: Joe Biden's foreign policy and what it means for Canada." *Canadian Foreign Policy Journal* (2021): 1-18.

- 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.
- 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:

- A. Marland and R Nimijean, Rebranding Brand Trudeau. In: Carment D., Nimijean R. (eds) *Political Turmoil in a Tumultuous World. Canada and International Affairs.* (Palgrave Macmillan, Cham. 2021)
https://doi.org/10.1007/978-3-030-70686-9_3
- S. Blank and M. Gattinger, "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. 2018).
- Greg Anderson, "David and Goliath in Canada-U.S. Relations: Who's really Who?" *Canadian Foreign Policy Journal* 25.2 (2019): 115-36.
- Todd Hataley and Christian Leuprecht, "Canada–US Security Cooperation: Interests, Institutions, Identity and Ideas." *Canada–US Relations.* (Palgrave Macmillan, Cham, 2019), 87-104.

Week 12 (Dec 1) 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.
- Syed Sharfuddin, "The World after Covid-19." *The Round Table*, vol. 109, no. 3, May 2020, pp. 247–257, doi:10.1080/00358533.2020.1760498.
- Rebecca Tiessen, "Situating Canada's Feminist Foreign Policy Priorities in the Context of the COVID-19 Pandemic and a Rapidly Changing Global Context." *Political Turmoil in a Tumultuous World.* (Palgrave Macmillan, Cham, 2021). 233-249.

- J. Allen, et al. (2020). How the world will look after the coronavirus pandemic. *Foreign Policy*, 20, 2020.
- Lana Wylie, "Critical Conclusions," in *Canadian Foreign Policy in Critical Perspective*, edited by Lana Wylie and J. Marshall Beier (Toronto: Oxford University Press, 2010).
- Brian Bow and Andrea Lane, "Generations: The sources of our ideas about Canadian Foreign Policy," *International Journal* (June 19, 2017), 158–165.

Optional:

- 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 8) 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:

MARK	GRADE
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 5% per day. Extensions will be granted in cases of serious documented problems such as illness. In the interest of fairness 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. Late papers may be graded without comment.

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 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.