

Dalhousie University
Department of Political Science
POLI3569 Canadian Foreign Policy
Winter 2019

Tuesday/Thursday – 11:35-12:55 in McCain Arts and Social Sciences – 1130

*Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.
We are all Treaty people.*

Instructor: Dr. Heather Smith

Office: Hicks 357

Office Hours: Tuesday 1:30-3:00pm and Wednesday 2:00-3:30

Email: hsmith3@dal.ca

A Bit About Me

Welcome to POLI3569! I'm really looking forward to us exploring the complexities of Canadian foreign policy over the next semester. I'm a Visiting Scholar with the Department of Political Science here at Dalhousie. My home institution is the University of Northern B.C. and I'm a Professor of Global and International Studies. Canadian foreign policy is the first course I ever taught (many, many years ago), and it is one of my main areas of research. Over the years, I've done work on Canadian climate change policy, gender and Canadian foreign policy, as well as the Arctic and climate change and the Highway of Tears. Within the field, I'm considered a critical feminist scholar.

I believe our classrooms should be spaces of respectful dialogue and engagement. I aim to create courses that blend small amounts of lecturing with significant amounts of applied activities so that students are putting into practice what they read in the textbooks or hear in my mini-lectures. I also create innovative assessments because I believe there are a variety of ways that students can show us their learning and I think that learning can be fun. You'll see these basic tenets of my teaching philosophy expressed throughout the course outline.

Course Description

This course is designed to introduce students to the complexities of the creation, articulation and implementation of Canadian foreign policy. We will examine the mechanics of Canadian foreign policy and, collaboratively, students will apply insights related to the mechanics to a current issues in Canadian foreign policy.

This course will function predominately as a 'flipped' course which means class time will include very minimal lecturing from the professor and a lot of hand-on work by the students. For this to be successful, it requires that you...the students...come to class having your readings done. What's really great about this approach is that you can have really amazing learning experiences because you'll use the class time to work through the readings and you'll use the class time to apply what you've learned in the readings. There is a graphic of the course workflow on page 19 of this outline that can help you see this idea in action.

Course Learning Outcomes

Upon completion of this course, students should be able to:

- Demonstrate reading comprehension through applied in class activities
- Critically engage literature and identify dominant themes, big questions or debates in the literature
- Apply dominant themes, big questions or debates to current issues of the day
- Create blogs dedicated to current issues of the day through collaborative work with classmates
- Reflect on their learning objectives and learning experiences using personal learning journal spaces
- Deliver an effective presentation based on a set of class created criteria
- Materially express dominant themes, big questions or debates in a visual or tactile form
- Write a reflective essay that synthesizes Canadian foreign policy literature and personal reflection
- Synthesize readings and class created materials in the blogs to demonstrate the dominant themes, big questions or debates in the literature
- Reflect on how Canadian foreign policy is linked to their everyday

Learning Management System Site Information

We will be using our Brightspace course shell regularly throughout our class. You will be using it for your learning journals, blog posts, and submission of all your written work. It will also be used as a repository for instructions and rubrics for the all the assessments. You really want to become familiar with all that is housed in that space for you because we're going to use it a lot.

Computers in the Classroom

Please bring your computers to class. We're going to need them for the work we do collaboratively.

Communicating With Each Other

The best way to get a hold of me is using my Dalhousie email. I will aim for a 24-hour turnaround of your emails received during the work week but generally do not answer emails during the weekend. You are also more than welcome to come and see me during my office hours to chat about course related matters or we can make an appointment to meet. You are always welcome to come and chat with me after class as well. I will use Brightspace to communicate course related items to you and so do please check Brightspace and your email regularly.

Academic Integrity and Plagiarism

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

(read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Plagiarism

While all the assessments are designed to reduce the possibility of plagiarism, it could still be possible to submit portions of the assignments that are not your own work and you are strongly encouraged to not take that path. Please make yourself familiar with the Dalhousie policies related to plagiarism and the resources available to you to avoid engaging in plagiarism. Check out this site: https://www.dal.ca/dept/university_secretariat/academic-integrity/plagiarism-cheating.html

It's quite common for plagiarism to happen when students feel rushed and under significant pressure and sometimes they are simply not paying attention and unintentionally mispresent work or paraphrase poorly. So please give yourself the time to do your work properly, document your citations properly and if you've not sure – please ask me. I will use the plagiarism detection software if needed and you can use it too to check your work prior to submission (the latter is a vastly superior option).

Citation Style

For the purposes of this class, students are asked to use APA style formatting for their written work and in any instances when they are required to cite their references. More information on this style is available through the library. See: <https://libraries.dal.ca/help/style-guides.html>

Course Assessments

Participation	10%
Learning Journals	10%
Current Issue Group Blog	25%
Art Gallery – Artwork Presentation	15%
Art Gallery Reflective Paper	20%
Take Home Final Exam	20%

Note: Full chronological list of due dates can be found on page 20 of this course outline.

Participation:

As already noted above, your preparation for class is essential because with the preparation comes the ability to actively engage in the activities used in class to enhance and enjoy your learning experience. In class, participation is essential to your learning. However, participation takes many forms and it does not equate with a lot of talking because if you're talking you're not listening to what others are saying and some of our most significant learning can arise from the questions posed to us by others. As well, there will be substantial time on task in this class and so participation is also about peer interaction.

Recognizing this, the following rubric will be used to guide my evaluation of your participation.

Class Participation Rubric¹

	A	B	C/D	F
Peer Interaction	Actively supports, engages, and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers
Preparation	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared (ongoing)	Preparation is inconsistent	Rarely or never prepared
Participation	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions	Comments vague if given; frequently demonstrates lack of interest
Contribution to Class	Comments advance level and depth of dialogue	Relevant comments are based on assigned material	When prepared, Relevant comments are based on assignments	Demonstrates a noticeable lack of interest on occasion
Group Dynamics	Group dynamic and level of discussion are often better because of candidate's presence	Group dynamic and level of discussion are Occasionally better, but not worse, because of candidate's presence	Group dynamic and level of discussion are Sometimes disrupted by candidate's presence	Group dynamic and level of discussion are often disrupted by candidate's presence

Participation will be assessed as an overall grade throughout the semester and will be linked to attendance.

Learning Journals:

There will be five learning journals required throughout the semester. Each will be worth 2%. For each respective journal entry, you will be posed a question or set of questions to which you are asked to respond. Your responses can be written in first person and they are required to be between 300-400 words in length. Due dates are listed below in the course outline and listed on page 20 at the end of the course outline where all due date for all assignments are listed.

The learning journals will be done in Brightspace and for each journal you will have a week during which you can respond thus giving you flexibility in terms of the 'due date'. A small checklist of requirements for the learning journals is available on Brightspace.

The value of the learning journals for me as the instructor is that I can get some insights into your learning and that helps me ensure students are engaged. Learning journals also help me to support your learning experiences.

¹ Adapted from Adam Chapnick, "Creating a Class Participation Rubric" in *Teaching Professor: Tips for Encouraging Student Participation in Classroom Discussions*, n.d., p. 14-15. Available at: <http://www.bgsu.edu/downloads/provost/file116040.pdf>

The value of the learning journal for you is that it provides a space for reflection on your learning (and the deepest learning is always prompted by reflection) and it provides a space for you to share your ideas with me other than the classroom. This means, for example, that if you don't have a chance to speak in class, given the size of the class, that you still have a chance to speak to me and share your ideas via the learning journals.

Current Issues Group Blog:

On January 15th we will do two things: select our 'current issues' to be examined by groups throughout the semester and assign the groups for this assignment. The current issues that students will vote on are (and we will work on the top three):

- Canada-US Relations in the Trump Era
- A Feminist Foreign Policy for Canada
- Refugees, Migration, and the Global Compact
- Canadian Climate Change Policy and the Paris Agreement
- Canada, Peacekeeping, and Mali
- Canada, Human Rights, and Saudi Arabia
- Canada, Indigenous Peoples, and the United Nations Declarations on the Rights of Indigenous Peoples

Groups will be created by random assignment by the instructor. This means you may end up working on an issue area with which you are not familiar but the opportunities to learn about a new issue and to engage with perspectives other than your own are fantastic!

The current issues assigned to each group will be chosen through a random draw by the students.

Please note that I understand some folks don't really love working in groups but the reality of our workplaces is that we often must work in groups. The best groups work from the multiple strengths of the members and we do have different strengths so consider that when you think of the tasks to be undertaken and share the tasks accordingly. Some of the best things I've learned are because of working with people who have different strengths than I have and it makes my work better.

These groups will work together from weeks two through eight and each Thursday will be assigned in class tasks to undertake, related to their current issue, that link the readings to the current issue and expand our understanding of the current issue. There will also be opportunities to present some of your findings to the class. This portion of the groups' work will be worth 15% of the 'Current Issues Group Blog' grade and will be based on successful completion of tasks in class and posted on the blog by the end of class on Thursday.

Groups will also be responsible for producing an annotated bibliography for their current issue area that will include five background readings provided by the instructor. This bibliography will be worth 5% of the group blog grade and must be submitted via Brightspace by **4pm Tuesday January 29th**. *NOTE: the content of the bibliographies will be shared with the rest of the class as they may use them for resources for their own work.* More details about the requirement and background reading lists can be found on the Brightspace site.

The final 5% of the 'Current Issues Group Blog' grade will be assigned by the students through peer evaluation of group members. We will discuss this more in class and we will discuss how to engage in a thoughtful and robust peer evaluation.

Art Gallery Project:

The Art Gallery Project is a really out of the box and innovative way to give expression to your ideas. Here's how it works....students are required to materially express dominant themes, big questions or debates in a visual and/or tactile form. You can do your project on any theme, big question or debate you want. You are asked to create some sort of 'art' and I understand that broadly – it could be a collage, a series of photos, painting, sculpture, a board game, a comic book, or a cereal box. There are all sorts of options for students to get creative and to express their ideas in original ways. I've provided you with several example in the Brightspace shell in the area dedicated to the assignment. There is a research component to this project that will inform your artwork, presentation and reflective paper (see below).

Evaluation of the art project will take two forms. First, students will be required to give a short presentation of five-seven minutes, plus three minutes for questions during one of the designated days at the end of the term for the Art Gallery – weeks 9-11 and the Tuesday of week 12 if needed. Students who are not presenting that day will be the audience for the 'artists' and will provide feedback to their classmates on their work. The instructor will also provide feedback to the artists that they can use when writing their reflective paper. More details on requirements for the presentation will be available on Brightspace. The day for your presentation will be determined by random draw. The presentation will be worth 15% of your final grade.

The second form of evaluation will be a reflective essay that highlights the ways in which your art sought to express dominant themes, big questions or debates in Canadian foreign policy. The reflective essay will combine a research component and personal reflection. The essay is to be 2000-2500 words, double-spaced, times roman 12 or cambria 12. The word limit does not include the title page and references. More details on requirements for the reflective essay will be available on Brightspace. The papers will be due a week after your presentation and so the due dates are staggered for students. A list of the respective due dates can be found on page 20 of this course outline. The papers will be submitted via Brightspace. The reflective papers will be worth 20% of your final grade.

Take Home Final Exam:

There will be a take home final exam. Students will be given eight days to complete the exam which will emphasize the student's ability to synthesize readings and class created materials in the blogs to demonstrate the dominant themes, big questions or debates in the literature. There will be one question. This exam will be worth 20% of your final grade. More details will be available upon release of the exam on April 10.

Attendance

Given the emphasis on participation and group work in this class attendance will be taken regularly because it's hard to participate if you're not in the class.

Late or Missed Academic Requirements, Student Absences and Late Penalties

Please remember in all these cases, if you are struggling in the class, for any reason and/or if you face a family or personal crisis and may require more significant accommodation, please do come and see me.

In some cases, I may ask for documentation, but I am always willing to find ways to support your successful completion of the course.

Students are responsible for their class attendance, participation and timely submission of assignments. Many of the assignments have windows for submission dates rather than one fixed date and students are encouraged to plan accordingly.

However, sometimes we are sick and can't attend class or 'life gets in the way'. In these cases, students are encouraged to follow the Dalhousie "Missed or Late Academic Requirements due to Student Absence" policy whereby:

"Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor **by email prior** to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term. And they are to be submitted via Brightspace. (read more: [https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation\(OCT2017\)v2.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf))"

I will accommodate 'Student Declaration of Absence forms' in cases related to participation, learning journals and group blog submissions on Thursdays. Accommodations will vary according to the assessment but may include a one-on-one conversation with the instructor about missed content.

In terms of the Art Gallery Presentation – in the event of an unexpected absence on the day of your presentation, please contact me immediately to discuss your options.

In terms of the Art Gallery Reflective Paper – no extensions will be granted and late penalties of 5% a day on the grade out of 100 will be assessed.

Take Home Exam – The take home exam will be released to students on April 10 and will be due no later than 4pm April 18 via Brightspace. You can of course submit it earlier than the 18th. There will be no extensions.

Required Texts

Kim Richard Nossal, Stephane Roussel and Stephane Paquin (2015), *The Politics of Canadian Foreign Policy*, 4th. ed., (Montreal and Kingston: McGill-Queen's Press).

Norman Hillmer and Philippe Lagasse and, (2018), *Justin Trudeau and Canadian Foreign Policy*, (New York: Palgrave-Macmillan)

There are additional readings in the course outline and readings that will be required for the 'Current Issues' annotated bibliographies. All these readings are available through library databases.

Course Schedule

Week One: Tuesday, January 8

Topic: Welcome/Introductions/Review of Syllabus

Activities: Creation of our images of Canadian foreign policy

Activities preparation by students: No preparation required by students.

Readings: No readings today

Assignments: No assignments due today

Week One: Thursday, January 10

Topic: Why Study Canadian Foreign Policy?

Activities:

- Creation of class contract
- Canadian foreign policy “show and tell”.

Activities preparation by students:

- Bring an object to class that you believe is linked to Canadian foreign policy and be prepared to explain how it is linked to or represents Canadian foreign policy. Students will be chosen at random to share their object and explain its relationship to Canadian foreign policy.

Readings: No readings today

Assignments:

- Learning Journal 1 is available for your contributions.

Week Two: Tuesday, January 15

Topic: Introduction and Canada’s International Location

Activities:

- Mini-lecture/s and reading assessment
- Class discussions
- Determine groups and topics for Current Issues Blog Groups

Activities preparation by students:

- Please come prepared to identify key concepts that arise in the reading and ask yourself: “If I was going to create a glossary of concepts are there key concepts in these chapters that I would want included?” Also ask yourself: “what are my unanswered questions that arise because of these readings? What doesn’t make sense?”

Readings:

- Nossal, Roussel and Paquin - Preface, Chapter 1 and Chapter 2, pp. xiii-59.
- Norman Hillmer and Philippe Lagasse, “The Age of Trudeau and Trump”, Chapter One in Hillmer and Lagasse.
- Roland Paris, “The Promise and Perils of Justin Trudeau’s Foreign Policy”, Chapter Two in

Hillmer and Lagasse.

Assignments: No assignments due today

Week Two: Thursday, January 17

Topic: Canada's International Location

Activities:

- We will work together to assess the characteristics of our current location and the Current Issues Groups will convene to undertake tasks related to their issue area and the questions arising from the text about international location.

Activities preparation by students:

- Be prepared to reflect on the question of why does our interpretation of the characteristics of international location matter?

Readings: No readings today.

Assignments:

- Learning Journal 1 Due by 4pm January 17.

Week Three: Tuesday, January 22

Topic: Power, Status and Society

Activities:

- Mini-lecture/s and reading assessments
- Class discussions

Activities preparation by students:

- Please reflect on tensions/big questions/or debates embedded in these readings and ask yourself: why do they matter? Ask so what! And be prepared to 'meet the authors' as myself and Dr. Black will attend class and hold a conversation about our 1993 article. Come prepared with questions.

Readings:

- Nossal, Roussel and Paquin - Chapters 3 and 4, pp. 60-134
- David R. Black and Heather A. Smith, "Notable Exceptions: New and Arrested Directions in Canadian Foreign Policy Literature?" *Canadian Journal of Political Science*, (December, 1993), pp. 745-774.

Assignments: No assignments due today.

Week Three: Thursday, January 24

Topic: Power, Status and Society

Activities:

- Current Issues Groups will be tasked with investigating power and status in the context of their issue and will engage in some work that links to the literature on societal actors.

Activities preparation by students:

- Students should be prepared to reflect on the question of why our understanding of power, status and the role of societal actors matters to our understanding of Canadian foreign policy.

Readings: No readings today.

Assignments:

- Learning Journal 2 is open for your contributions.

Week Four: Tuesday, January 29

Topic: Dominant Ideas and the Role of the Prime Minister

Activities:

- Mini-lecture/s and reading assessment
- Class discussions
- Meet the author (TBC)

Activities preparation by students:

- Consistent with previous weeks, be prepared to reflect on why dominant ideas matter to the theory and practice of Canadian foreign policy (this is our SO WHAT? question). Students should also come prepared to discuss anything that surprised them in the readings.

Readings:

- Nossal, Roussel and Paquin - Chapters 5 and 6, pp. 135-205.
- Kim Richard Nossal, "Promise Made, Promises Kept? A Mid-term Trudeau Foreign Policy Report Card", Chapter Three in Hillmer and Lagasse.

Assignments:

- Current Issues Groups Annotated Bibliographies Due

Week Four: Thursday, January 31

Topic: Dominant Ideas and the Role of the Prime Minister

Activities:

- Current Issues Groups will be tasked with assessing assigned primary sources for expressions of dominant ideas as related to their issue areas. They will also engage in an activity related to the role of the Prime Minister.

Activities preparation by students:

- Be prepared to respond to the 'so what' question should it arise. Otherwise, there is no other advance preparation.

Readings: No readings for today.

Assignments:

- Learning Journal 2 due by 4pm January 31st

Week Five: Tuesday, February 5

Topic: Summit Diplomacy, Key Ministers and the Bureaucracy

Activities:

- Mini-lecture/s and reading assessment
- Activity related to the Minister of Foreign Affairs

Activities preparation by students:

- This week (and indeed all weeks) please pay attention to the news and how media characterizes key ministers associated with Canadian foreign policy.

Readings: Nossal, Roussel and Paquin - Chapters 7, 8 and 9

Assignments: No assignments due today.

Week Five: Thursday, February 7

Topic: Summit Diplomacy, Key Ministers and the Bureaucracy

Activities:

- Students will be asked to link questions related to summit diplomacy, key ministers and the bureaucracy to their current issues background readings. And as always, we will be asking 'so what and who cares?'

Activities preparation by students:

- Students should ensure they have their current issues background readings complete if they have not already done so.

Readings: No readings today.

Assignments:

- Learning Journal 3 open for your contributions.

Week Six: Tuesday, February 12

Topic: Parliament, Provinces and Quebec

Activities:

- Mini-lecture/s and reading assessment
- Class discussions
- Meet the author (TBC)

Activities preparation by students:

- Please ask yourself “what ideas or concepts do I find compelling and why and what are my unanswered questions that arise because of these readings? What doesn’t make sense?”

Readings:

- Nossal, Roussel and Paquin - Chapters 10, 11, and 12.
- Justin Massie, Jean-Christophe Boucher and Stephane Roussel, (2010), “Hijacking a Policy? Assessing Quebec’s ‘Undue’ Influence on Canada’s Afghan Policy” in *American Review of Canadian Studies* (40:2), pp. 259-275.

Assignments: No assignments due today.

Week Six: February 14

Topic: Parliament, Provinces, and Quebec

Activities:

- Meet the Author (TBC)
- Students will be asked to engage in activities related to the provinces and their current issues.

Activities preparation by students:

- There is no advance preparation required for this class but if the current issues background readings make any references to the provinces it will be worthwhile making a note of how that is explained or addressed in the reading.

Readings: No readings today.

Assignments:

- Learning Journal 3 due no later than 4pm on February 14th.

Week Seven: Tuesday, February 26

Topic: Gender and Canadian Foreign Policy

Activities:

- Mini-lecture/s and reading assessment
- Class discussions
- Meet the author – Andrea Lane

Activities preparation by students:

- Be prepared to ‘meet the author’ as Ms. Lane will attend class and engage in a conversation about her book chapter. Come prepared with questions.

Readings:

- Rebecca Tiessen and Emma Swan, “Canada’s Feminist Foreign Policy Promises: An Ambitious Agenda for Gender Equality, Human Rights, Peace and Security”, Chapter 10 in Hillmer and Lagasse.

- Andrea Lane, “Manning Up: Justin Trudeau and the Politics of the Canadian Defence Community”, Chapter 14 in Hillmer and Lagasse.
- Heather A. Smith, “Unlearning: A Messy and Complex Journey with Canadian Foreign Policy” *International Journal*, (2017), Vol. 72(2) 203–216.
- Rebecca Tiessen “Gender Essentialism in Canadian foreign Aid Commitments to Women, Peace, and Security” *International Journal*, (2015) Vol. 70(1) 84–100.

Assignments: No assignments due today.

Week Seven: Thursday, February 28

Topic: Gender and Canadian Foreign Policy

Activities:

- Today we’re going to spend some time reflecting on gender, Canadian foreign policy and the everyday. We will also reflect on where gender is in your current issue area and ask, does it matter?
- We’ll check in on your art gallery preparation today.

Activities preparation by students: None required.

Readings: There are no readings for today.

Assignments: There are no assignments due today.

Week Eight: Tuesday, March 5

Topic: Indigenous Peoples and Canadian Foreign Policy

Activities:

- Mini-lecture/s and reading assessment
- Class Discussion

Activities preparation by students:

- As you do your readings, please reflect on the following question: What surprises me about these readings and why?

Readings:

- Sheryl Lightfoot, “A Promise Too Far? The Justin Trudeau Government and Indigenous Rights”, Chapter 9 in Hillmer and Lagasse.
- Hayden King, “The Erasure of Indigenous Thought in Foreign Policy”, July 31, 2017, available on the Open Canada website at: <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>
- Colleen Bell and Kendra Schreiner, “The International Relations of Police Power in Settler Colonialism: The “civilizing” mission of Canada’s Mounties” *International Journal*, (2018), Vol. 73(1) 111–128.
- Jennifer Adese, “Colluding with the Enemy? Nationalism and Depictions of “Aboriginality” in Canadian Olympic Moments” *American Indian Quarterly* (Fall 2012) vol. 36, (4) 479-502.

Assignments: There are no assignments due today.

Week Eight: Thursday, March 7

Topic: Indigenous Peoples and Canadian Foreign Policy

Activities:

- We will engage in activities that prompt us to reflect on the following question: "Where are Indigenous Peoples in my current issue area? Where is colonialism? And does it matter?"
- We will check in about the Art Gallery

Activities preparation by students: None required.

Readings: There are no readings for today.

Assignments:

- Learning Journal 4 is open for your contributions

Week Nine: Tuesday, March 12

Topic: Canadian Foreign Policy Art Gallery

Activities:

- Art Gallery
- Peer Feedback on Art

Activities preparation by students: None required.

Readings: No readings this week

Assignments: Students who are part of the art gallery will have their art work due today and will give their presentations today.

Week Nine: Thursday, March 14

Topic: Canadian Foreign Policy Art Gallery

Activities:

- Art Gallery
- Peer Feedback on Art

Activities preparation by students: None required.

Readings: No readings for this class

Assignments:

- Learning Journal 4 is due by 4pm on March 14.
- Students who are part of the art gallery will have their art work due today and will give their

presentations today

Week Ten: Tuesday, March 19

Topic: Canadian Foreign Policy Art Gallery

Activities:

- Art Gallery
- Peer Feedback on Art

Activities preparation by students: None required.

Readings: No readings for this class

Assignments:

- Students who are part of the art gallery will have their art work due today and will give their presentations today
- Students who presented in the March 12 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.

Week Ten: Thursday, March 21 – no class to be held – but Learning Journal 5 is open (and some of you have papers due)!

Topic: none

Activities: none

Activities preparation by students: None required.

Readings: No readings for this class

Assignments:

- Learning Journal 5 is open for your contributions.
- Students who presented in the March 14 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.

Week Eleven: Tuesday, March 26

Topic: Canadian Foreign Policy Art Gallery

Activities:

- Art Gallery
- Peer Feedback on Art

Activities preparation by students: None required.

Readings: No readings for this class

Assignments:

- Students who are part of the art gallery will have their art work due today and will give their presentations today
- Students who presented in the March 19 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.

Week Eleven: Thursday, March 28 – no class today but....look...there is an assignment due this week!

Topic: none

Activities: none

Activities preparation by students: None required.

Readings: No readings for this class

Assignments:

- Learning Journal 5 due no later than 4pm March 26th.

Week Twelve: Tuesday, April 2

Topic: Canadian Foreign Policy Art Gallery (if required)

Activities:

- Art Gallery
- Art Gallery Debrief
- Current Issues Blog Wrap-up

Activities preparation by students: None required.

Readings:

- David R. Black and Heather A. Smith, “Still Notable: Reassessing Theoretical “Exceptions” Canadian Foreign Policy Literature” *International Journal*, 69, 2 (2014), 133-151.

Assignments:

- If required - students who are part of the art gallery will have their art work due today and will give their presentations today. If you are presenting today, your reflective paper will be due April 9th.
- Students who presented in the March 26 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.

Week Twelve: Thursday, April 4

Topic: Review

Activities:

- Current Issues Blog Wrap-up

- Re/creation of our images of Canadian foreign policy

Activities preparation by students: No preparation required by students

Readings: No readings for this class.

Assignments: No Assignments due.

Learning and Support Resources For Students

- General Academic Support – Advising
Halifax: https://www.dal.ca/campus_life/academic-support/advising.html
Truro: <https://www.dal.ca/about-dal/agricultural-campus/student-success-centre/academic-support.html>
- Fair Dealing Guidelines <https://libraries.dal.ca/services/copyright-office/guidelines/fair-dealing-guidelines.html>
- Black Students https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Students https://www.dal.ca/campus_life/international-centre.html
- Indigenous Students https://www.dal.ca/campus_life/communities/indigenous.html
 - The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Contact the elders at the Indigenous Student Centre (1321 Edward Street), by email at elders@dal.ca or by phone at 902-494-6803.
- Student Health Services http://www.dal.ca/campus_life/health-and-wellness/health-services.html
- Counselling https://www.dal.ca/campus_life/health-and-wellness/counselling.html
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- E-Learning website <http://www.dal.ca/dept/elearning.html>
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Faculty or Departmental Advising Support: Studying for Success Program http://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Student Finance page: https://www.dal.ca/admissions/money_matters.html

University Policies, Statements, Guidelines

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog>

This course also functions with the following statements in mind:

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke*

University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

(read more: http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Accessibility

The Advising and Access Centre and the Student Success Centre (Agricultural Campus) serve as Dalhousie's centres for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy to best support the needs of Dalhousie students. Our team work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation. (read more at: https://www.dal.ca/campus_life/academic-support/accessibility.html)

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

(read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported.

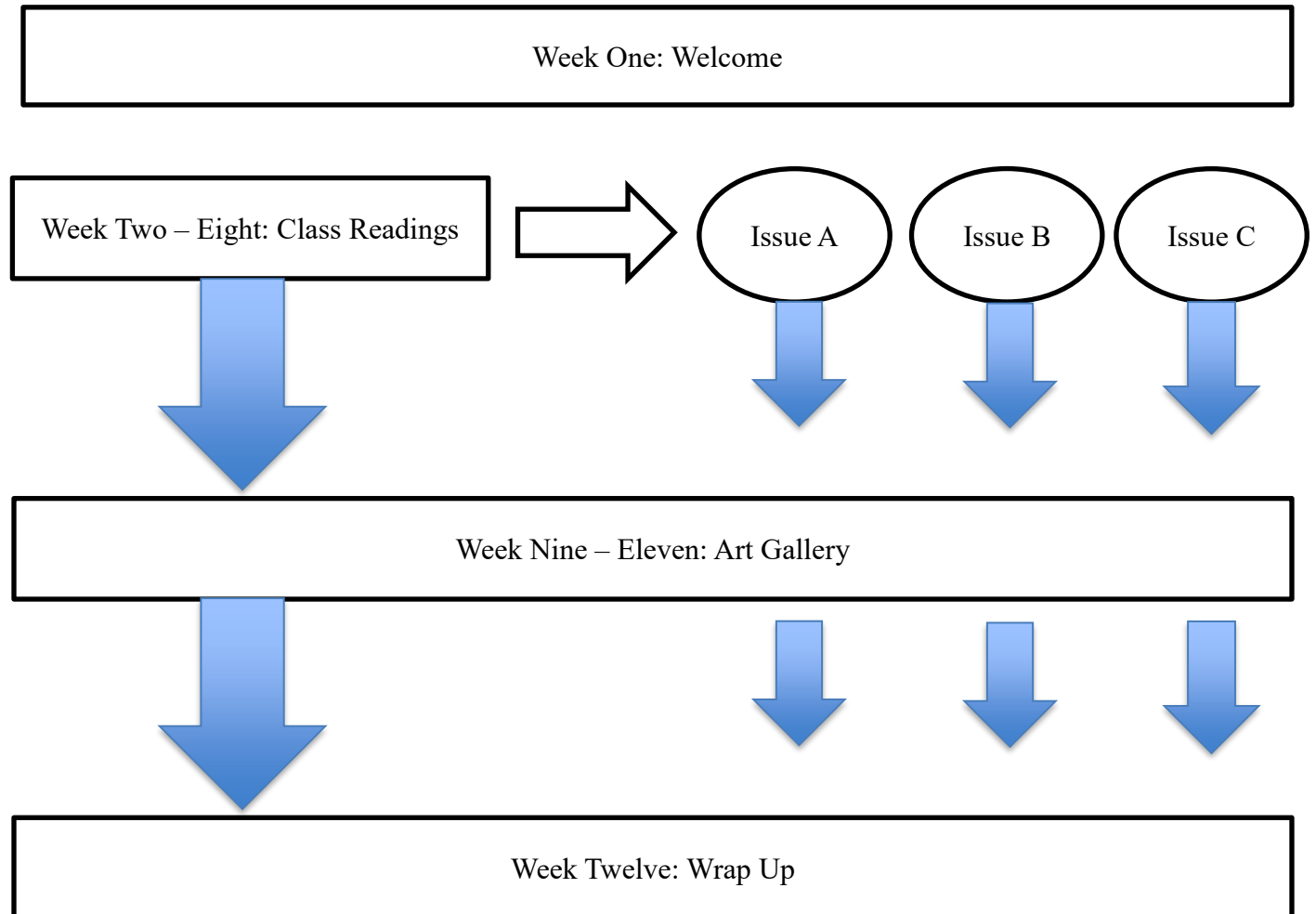
(read more: <http://www.dal.ca/cultureofrespect.html>)

University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) http://www.dal.ca/academics/important_dates.html
- Dalhousie University's Grading Practices Policy https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Scent-Free Program <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Class Workflow

The readings and preparation you do in advance of class allows us to unpack the readings on Tuesday and apply the readings to your assigned issue areas on Thursday. The content and activities of the respective weeks build on each other, can inform your art gallery project and can inform the final exam. Here's a visual of ideally how it should work!



Assignment Due Dates

January 10-17: Learning Journal 1: Due between January 10 and January 17. Due no later than 4pm January 17.

Weekly – Current Issues Group Blog work will be completed in class

January 29th - Annotated Bibliography for Current Issues Groups

January 24-31: Learning Journal 2: Due between January 24 and January 31. Due no later than 4pm January 31

February 7-14: Learning Journal 3: Due between February 7 and February 14. Due no later than 4pm on February 14th.

March 7-14: Learning Journal 4: Due between March 7 and March 14. Due no later than 4pm on March 14.

March 12 – Art Gallery

March 14 – Art Gallery

March 19 – Art Gallery

March 19-26: Learning Journal 5: Due between March 19 and March 26. Due no later than 4pm March 26th.

March 19 - Students who presented in the March 12 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.

March 21 - Students who presented in the March 14 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.

March 26 – Art Gallery

March 26 - Students who presented in the March 19 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.

April 2 - Students who presented in the March 26 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.

March 26th - Students who presented in the March 19 Art Gallery – Your reflective papers are due today by 4pm and to be submitted via Brightspace.