

Dalhousie University
Foreign Policy in Theory and Practice
Political Science 2530
Winter 2020

Course instructors: Nafisa A. Abdulhamid & Adam P. MacDonald

Class Time and Room: Mondays and Wednesdays, 16h05 - 17h25, Killam Library MACME (C580)

Instructors' offices: Henry Hicks Academic Administration Building, Room 307A (Nafisa) and Room 343 (Adam)

Instructors emails: N.Abdulhamid@dal.ca ; adam.macdonald@dal.ca

Office Hours:

Adam - Mondays: 1000-1200 or by appointment (Room 343, Henry Hicks Building)

Nafisa - Wednesdays: 1000-1200 or by appointment (Room 307A, Henry Hicks Building)

Teaching Assistant: TBD

Course Description

This course is designed to stimulate critical thinking about how we understand the historical and intellectual origins, the decision-making processes, and the international and domestic factors that influence foreign policy as both a field of study and an area of practice. In particular, the course introduces students to key concepts and theories in foreign policy to help students make sense of the pressures, behaviors, interests, and actions of actors. The course is divided into four parts. The first discusses the historical origins of foreign policy, outlining the relationship (and differences) between foreign policy and International Relations Theory. The second looks into the main theories of foreign policy, which will build a conceptual foundation for understanding foreign policy in practice. The third discusses the different actors and processes within foreign policy, including within government, the media and civil society. The fourth part explores foreign policy in practice, focusing particularly on diplomacy and the use of force, human rights, the environment and climate change, gender and economics and trade.

Learning Objectives:

By the end of this course, you should be able to:

1. Understand academic debates and offer personal perspectives on the relationship between International Relations Theory and Foreign Policy Analysis, specifically with respect to accounting for the interests and actions of states and other international actors;
2. Identify and critically assess the core concepts and processes involved in foreign policy decision making;
3. Discuss the contexts, pressures and constraints within which foreign policy makers work;

4. Compare and assess various theories of foreign policy in order to investigate their relevance in understanding foreign policy in practice, both within single cases and comparative contexts;
5. Reflect on whether your views and perspectives of foreign policy have changed over the tenure of the course, and if so why; and
6. Develop your research, argumentative, and communication skills (public speaking, writing, listening critically) through class discussions and written assignments.

Course Format:

The course will be primarily based on lectures, but there will be periods every class where students are expected to participate in class discussions and group work (specifically in discussing and debating course material). The classes, furthermore, will not simply be a description of the assigned content within the weekly material but rather will include the application and debating of the material and its implications to the study of foreign policy and impact on the real world. Therefore, it is *essential* for students to read the weekly course materials before the lecture in order to fully benefit from class.

Course Material / Course Page on Brightspace

The course material will include a number of journal articles as well as short videos and news articles, all of which are accessible via the Brightspace course page. Material is divided into mandatory (you must read/watch/listen before class) and recommended (not required but additional material to supplement mandatory material) categories. It should take you *approximately 2 hours* to review the material before class each week. You can access all the material by going to the 'Content' button on the Brightspace course page and searching by week. Brightspace also functions as the main means of communication between the instructors and the class as a whole, specifically via the notice board where announcements will be posted and where students will be able to view their grades. Individual correspondence between a student and instructor(s) will be done via email. The course on Brightspace can be accessed at <https://dal.brightspace.com>

Email Policy

Please feel free to contact us by email if you have any questions related to the course. Please put the course number as the subject of the email and include your name and your question in the body of the email. We will reply to legitimate email inquiries within 2 business days. If you do not receive a reply within this period, please resubmit your question(s).

Laptop, Cell Phone and Food Policy

Students are allowed to bring and use laptops in class for the purposes of taking notes, accessing course material and for other class-related purposes. They are not to be used for any other activities during class period. If it is discovered that a student is using their laptop for non-course purposes they will be asked to cease using it for the remainder of that class. Cell phones are to be placed on

silent or vibrate mode and are not to be visible during class. Drinks are permitted in class but not food.

Course Evaluation

The final grade for this course will be based on five components:

Type of Assignment	Percent of Final Mark	Due Date
Midterm Exam	20%	February 12, 2020
Term Paper Outline	10%	February 26, 2020
Term Paper	30%	March 25, 2020
Final Exam	30%	As promulgated in Dal's exam schedule
Participation	10%	All semester

Explanatory Notes on Assignments

1. Midterm Exam

The midterm exam will be held in class on February 12, 2020 and will consist of material we have covered (both in class and in the required readings) until that date. The midterm will consist of two parts: a short answer section and an essay question.

2. Term Paper Outline

Students will be required to submit a one-page paper outline stating their intended research question, thesis statement, and outline of their arguments. Additionally, students will be required to include a reference list of sources they have started to compile. The term paper outline is due on February 26, 2020. Students will receive feedback on their outlines before moving on to write their term papers.

3. Term Paper

Students are required to write a 2000-2500 words, 8-page paper (typed, double-spaced, 12 font, one-inch margins) on one of the questions assigned to them in advance. This assignment requires

time at the Killam Library or on the Dal libraries website and the proper use of citations based on credible, academic references throughout the text. *The assignment requires a minimum of four academic sources, independent from those provided in this course outline.*

For the term paper, students will choose from one of the below four topic options and explore one or more of the questions asked within it. Students are required to submit the paper outline on February 26, 2020 in order to receive feedback before submitting the term paper. In both your paper outline and final paper, please ensure that you are clear about: 1) what topic issue you have chosen; 2) how you are going to answer the question(s); and 3) how your answers are connected to the general theories explored in class. We also require you to include a literature review in your paper, which will look into what other scholars have said about the questions(s). In addition, you must ensure that you are advancing your own argument, which is clear, logical, coherent, supported by evidence and answers the question(s) you explore.

Paper Topics/Questions:

1. Respecting the sovereignty and territorial integrity of states are important norms in international relations, with the conquest of territory extremely rare and unlikely in modern times. Nevertheless, in 2014 Russia annexed Crimea from Ukraine. How would you explain *how* and *why* this decision was made by the Russian government? What factors influenced their decision to go against these international norms?
2. In the 1990s the United States, under the Clinton and George W. Bush Administrations, pursued a policy of engagement with China. China was called upon by the United States to become a ‘responsible stakeholder’ on the world stage by assuming greater responsibilities in providing public goods to support the international order. Such approaches, however, appear to have been jettisoned by the current Trump Administration, which has labelled China a “revisionist power,” antithetical to the current liberal world order. As a result, the Trump Administration has initiated a large-scale trade war with China. What are the motivations underpinning the Trump Administration’s tariff strategy towards China, their largest trading partner? How can you explain the shift of Chinese engagement from the Clinton/Bush Administrations to the Trump Administration? Are there continuities from these administrations into Trump’s approach or is this something entirely new and different?
3. During the 2015 election campaign Liberal leader Justin Trudeau’s flagship defence initiative was to recommit Canada to UN peacekeeping operations in a sizeable way. This was also part of an approach to demonstrate that Canada was ‘back on the world stage’. Subsequently, while in power the Liberal government committed troops and assistance to

the peacekeeping mission in Mali but was of a smaller scale than expected. What accounts for the Canadian government's apparent decision to scale back its peacekeeping commitments it made during the 2015 election? Why did the Liberals decide to emphasize peacekeeping versus other military/defense initiatives to showcase a more renewed presence on the international stage?

4. Following decades of persecution, in 2016 and 2017 the Myanmar Armed Forces conducted a mass crackdown against the Rohingya in Rakhine State in north-west Myanmar, leading to the displacement of hundreds of thousands into neighboring Bangladesh. Various states and international organizations have condemned the violence with some accusing the Myanmar military and government of committing genocide. However, the Association of Southeast Asian States (ASEAN) has largely remained silent on this matter. What accounts for this silence by ASEAN states towards one of its member-states whose actions, as some have characterized, threatens regional stability? Are there some ASEAN members taking a firmer stance than others over this issue or is there consensus to remain muted in their comments? Does this crisis present an existential challenge to the future of ASEAN?

4. Final Exam

The final exam will be held during the university exam period and will consist of material we have covered (both in class and in the required readings) throughout the entire course. The Final Exam will consist of three parts: a key concepts/definitions section; a short answer (3-5 sentences) section; and an essay section.

5. Participation

Attendance will be recorded regularly and will constitute the participation mark assigned.

6. Bonus Assignment

If students wish to gain an additional three (3) percent on their final grade, they are to submit a 2-3 paragraph write-up on the third day of class (Monday, January 13th) on their views on what foreign policy is, how it affects (or does not) their lives, and what role they play (or not) in foreign policy.

Late Assignment Policy

Late assignments will be penalized **5 per cent per day** (including weekends but excluding religious holidays). Extensions will be granted only by the instructors after discussions with the student.

Allegation of an academic offence

As your instructors, we are required to report every suspected offence. The full process is outlined in the Discipline Flow Chart (see <http://academicintegrity.dal.ca/Files/AcademicDisciplineProcess.pdf>) and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors
- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process
- If the case proceeds, you will receive a PENDING grade until the matter is resolved
- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University. Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

Accommodation policy

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see www.studentaccessibility.dal.ca for more information and to obtain Form A. Request for Accommodation. A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information. Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

Dalhousie Grading System

Grade	Grade Point Value	Percentage	Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
FM	0.00		Marginal Failure	Available only for Engineering, Health Professions and Commerce.
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES and RESOURCES for SUPPORT

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate, available at:

<https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=81&chapterid=4424&loadusercredits=False>

University Statements

Territorial Acknowledgement:

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

For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>

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. 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: https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Accessibility

The Student Accessibility Centre is Dalhousie's center of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Study Accessibility Centre: https://www.dal.ca/campus_life/academic-support/accessibility.html. Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

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—perhaps through a restorative justice process. If an informal resolution can't be reached,

or would be inappropriate, procedures exist for formal dispute resolution. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/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. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness (read more: <https://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 Grading Practices Policy https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program <https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html
- Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html
- Elders-in-Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 902-494-6803.) <https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>
- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>

- LGBTQ2SIA+ Collaborative - <https://www.dal.ca/dept/hres/education-campaigns/LGBTQ2SIA-collaborative.html>
- Library <http://libraries.dal.ca>
- Copyright Office <https://libraries.dal.ca/services/copyright-office.html>
- Dalhousie Student Advocacy Services <http://dsu.ca/dsas>
- Dalhousie Ombudsperson https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html
- Human Rights and Equity Services <https://www.dal.ca/dept/hres.html>
- Writing Centre https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html
- Study Skills/Tutoring: https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html
- Faculty or Departmental Advising Support: See <https://www.dal.ca/faculty/arts/programs.html> for links to departmental websites and information about advising

Schedule

Week One	Introduction to Foreign Policy
Class Meetings	06 Jan, 08 Jan
Topics/Themes	<ul style="list-style-type: none"> • Intro/review of syllabus/class rules • What is foreign policy? • Where did foreign policy come from? • How has its study evolved?
Required Reading/Content (For 08 Jan Class)	<p>Leira, Halvard. "The Emergence of Foreign Policy." <i>International Studies Quarterly</i> 63, no. 1 (2019): 187-98.</p> <p>Bojang, A. S. "The Study of Foreign Policy in International Relations." <i>Journal of Political Science & Public Affairs</i> 6, no. 4 (2018): 1-9.</p>
Optional Reading/Content	Smith, Steve. "Theories of Foreign Policy: An Historical Overview." <i>Review of International Studies</i> 12, no. 1 (1986): 13-29

Week Two	IR Theory/Relationship Between IR and FP
Class Meetings	13 Jan, 15 Jan
Topics/Themes	<ul style="list-style-type: none"> • What is the purpose of IR theory?

	<ul style="list-style-type: none"> • What are the main IR theories? What are their main assumptions? • Can IR theories be used as explanations for foreign policy choices/outcomes?
Required Reading/Content	<p>Cox, Robert W. "Social Forces, States and World Orders: Beyond International Relations Theory." <i>Millennium - Journal of International Studies</i> 10, no. 2 (1981): 126-55.</p> <p>Read pg. 128 – 135.</p> <p>Walt, Stephen. "International Relations: One World, Many Theories." <i>Foreign Policy</i>, no. 110 (1998): 29-35.</p> <p>McGlinchey, Stephen, Rosie Walters and Christian Scheinplflug eds. <i>International Relations Theory</i>. E-International Relations Publishing: Bristol, England, 2017. Ch. 8-9.</p>
Optional Reading/Content	<p>For further clarification on IR theories, please read select chapters from:</p> <p>McGlinchey, Stephen, Rosie Walters and Christian Scheinplflug eds. <i>International Relations Theory</i>. E-International Relations Publishing: Bristol, England, 2017.</p>

Week Three	IR & FP/Theories of Foreign Policy
Class Meetings	20 Jan, 22 Jan
Topics/Themes	<ul style="list-style-type: none"> • What is the difference between structural/system and domestic level variables and explanations? • What is the relationship between domestic and international factors in FP theorizing?

Required Reading/Content	<p>Bueno de Mesquita, Bruce & Alastair Smith. "Domestic Explanations of International Relations," <i>Annual Review of Political Science</i>, 15 (2012): 161-181. Read pp. 164-170.</p> <p>Fearon, James D. "Domestic Politics, Foreign Policy, and Theories of International Relations," <i>Annual Review of Political Science</i>, 1 (1998): 289-313. Read pp. 298-306</p> <p>Rose, Gideon. "Neoclassical Realism and Theories of Foreign Policy." <i>World Politics</i> 51, no. 1 (1998): 144-72. Read pp. 148-155 & 165-172.</p>
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Week Four	Foreign Policy Analysis: State Actors and Agents
Class Meetings	27 Jan, 29 Jan
Topics/Themes	<ul style="list-style-type: none"> • What role do actors/agents play in foreign policy? • Does agency matter in foreign policy making? • What difference does leadership make?
Required Reading/Content	<p>Hudson, Valerie M. "Foreign Policy Analysis: Actor-Specific Theory and the Ground of International Relations." <i>Foreign Policy Analysis</i> 1, no. 1 (2005): 1-30. Read pg. 5-14</p> <p>Hermann, Margaret, and Joe Hagan. "International Decision Making: Leadership Matters." <i>Foreign Policy</i>, no. 110 (1998): 124-37.</p>

	<p>Beehner, Lionel. "Iran's Multifaceted Foreign Policy." <i>Council on Foreign Relations</i>. April 7, 2006. https://www.cfr.org/backgrounders/irans-multifaceted-foreign-policy</p>
Optional Reading/Content	<p>Anton, Michael "The Trump Doctrine," <i>Foreign Policy</i>, April 20, 2019. https://foreignpolicy.com/2019/04/20/the-trump-doctrine-big-think-america-first-nationalism/</p>

Week Five	Foreign Policy Actors II: Non-State Actors
Class Meetings	03 Feb, 05 Feb
Topics/Themes	<ul style="list-style-type: none"> • What are non-state actors? Do they play a role in foreign policy decision making? How so? How influential are they? • What role does/should non-state actors play in influencing public opinion and foreign policy?
Required Reading/Content	<p>Baum, Mathew & Philip P.K. Potter. "Media, Public Opinion, and Foreign Policy in the Age of Social Media." <i>The Journal of Politics</i> (March 2019). Read pp. 19-24</p> <p>Gilpin, Robert. "The Political Economy of the Multinational Corporation: Three Contrasting Perspectives (Book Review)." <i>The American Political Science Review</i> 70.1 (1976): 184-91.</p> <p>Nathan, K.S. "The Indian diaspora in Southeast Asia as a strategic asset of India's foreign and security policy: a Malaysian perspective," <i>Diaspora Studies</i> 8, no. 2 (2015): 120–131</p>

	Robinson, Piers. "The CNN Effect Revisited." <i>Critical Studies in Media Communication</i> 22, no. 4 (2005): 344-49.
Optional Reading/Content	Begin studying for the midterm. Quick review session at the end of 05 Feb class

Week Six	Guest Lecture/Midterm
Class Meetings	10 Feb - Guest Lecture/Panel featuring: <ul style="list-style-type: none"> • Kevin Deveaux (former NS MLA) • Glenn Davidson (former Canadian Ambassador to Afghanistan and Syria) 12 Feb - Midterm

Week Seven	Reading Break
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Week Eight	Foreign Policy Actors and Processes
Class Meetings	24 Feb, 26 Feb
Topics/Themes	<ul style="list-style-type: none"> • What/how is the national interest defined? Who defines the national interest? • What ideas underpin states' foreign policies? • Does culture play a role in foreign policy making?
Required Reading/Content	<p>Lake, Anthony. "Defining the National Interest." <i>Proceedings of the Academy of Political Science</i> 34, no. 2 (1981): 202-13.</p> <p>Schmidt, Johannes Dragsbaek. "The Internal and External Constraints on Foreign Policy in India: Exploring Culture and Ethnic Sensitivities." <i>Third World Quarterly</i> 38, no. 8 (2017): 1894-908.</p>
Optional Reading/Content	Rice, Condoleezza. "Rethinking the National Interest." <i>Foreign Affairs</i> 87, no. 4 (2008): 2-14,16-26.

Week Nine	Diplomacy and Use of Force
Class Meetings	02 Mar, 04 Mar
Topics/Themes	<ul style="list-style-type: none"> • What is diplomacy? What is its purpose? How is it conducted? • Are severing/limiting diplomatic relations with unfriendly governments beneficial or harmful? • What are the factors involved in deciding when/how to use force in foreign policy? Who is involved in authorizing the use of force? • How do states justify military action, including foreign intervention?
Required Reading/Content	<p>Ball, Moya Ann. "Revisiting the Gulf of Tonkin Crisis: An Analysis of the Private Communication of President Johnson and His Advisers." <i>Discourse & Society</i> 2.3 (1991): 281-96</p> <p>Cooper, Andrew F, and Bessma Momani. "The Harper Government's Messaging in the Build-up to the Libyan Intervention: Was Canada Different than Its NATO Allies?" <i>Canadian Foreign Policy Journal</i> 20, no. 2 (2014): 176-88.</p> <p>Maller, Tara. "Diplomacy Derailed: The Consequences of Diplomatic Sanctions." <i>Washington Quarterly</i> 33, no. 3 (2010): 61-79.</p>
Optional Reading/Content	<p>The Importance of Developing Your Foreign Policy Stéfanie von Hlatky TEDxQueensU (2017): https://www.youtube.com/watch?v=IG9adB6dne4 (to be shown in class)</p>

Week Ten	Human Rights and Democracy Promotion
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Class Meetings	09 Mar, 11 Mar
Topics/Themes	<ul style="list-style-type: none"> • What role do/should human rights play in foreign policy? • What are the benefits and consequences of democratic promotion internationally? • Is Human Security a pressing foreign policy issue or does it mask more selfish motives?
Required Reading/Content	<p>Nielsen, Richard A. "Rewarding Human Rights? Selective Aid Sanctions against Repressive States." <i>International Studies Quarterly</i> 57 (2013): 791-803 (pg. 791-795)</p> <p>Evans, Gareth and Mohamed Sahnoun. "The Responsibility to Protect." <i>Foreign Affairs</i> 81, no. 6 (2002): 99-110.</p> <p>Beetham, David. "The contradictions of democratization by force: the case of Iraq." <i>Democratization</i> 16, no. 3 (2009): 443-454</p>
Optional Reading/Content	https://www.opencanada.org/features/seven-reasons-why-r2p-relevant-today/

Week Eleven	Climate Change
Class Meetings	16 Mar, 18 Mar
Topics/Themes	<ul style="list-style-type: none"> • What are the domestic and international influences on climate change foreign policy decisions? • Is there growing international momentum to tackle climate change within a global context?
Required Reading/Content	<p>Deese, Brian. "Paris Isn't Burning: Why the Climate Agreement will Survive Trump," <i>Foreign Affairs</i> 96:4 (2017): 83-92.</p> <p>Godbole, Avanish. "Paris Accord and China's Climate Change Strategy: Drivers and Outcomes." <i>India Quarterly</i> 72, no. 4(2016):</p>

	<p>361-374.</p> <p>Keohane, Robert O. & David G. Victor. "The Regime Complex for Climate Change," <i>Perspectives on Politics</i> 9:1 (2011): 7-23.</p> <p>Walt, Stephen. "Who Will Save the Amazon (and How)?" <i>Foreign Policy</i>, 05 August 2019. https://foreignpolicy.com/2019/08/05/who-will-invade-brazil-to-save-the-amazon/ (3 minute read)</p>
Optional Reading/Content	<p>UN Framework Convention on Climate Change (UNFCCC) timeline - https://unfccc.int/timeline/</p>

Week Twelve	Gender
Class Meetings	23 Mar, 25 Mar
Topics/Themes	<ul style="list-style-type: none"> • What role(s) does/should gender play in foreign policy making? • Are there differences in policymaking between men and women holding office in foreign policy positions?
Required Reading/Content	<p>McPhedran, Marilou. "What a Feminist Foreign Policy Looks Like." <i>Herizons</i> 29, no. 3 (2016): 18-22</p> <p>Tiessen, Rebecca and Emma Swan. "Canada's Feminist Foreign Policy Promises: An Ambitious Agenda for Gender Equality, Human Rights, Peace, and Security." In <i>Justin Trudeau and Canadian Foreign Policy</i> edited by Norman Hillmer and Philippe Lagasse. Palgrave Macmillan, 2018.</p> <p>Koch, Michael T., and Sarah A. Fulton. "In the Defense of Women: Gender, Office Holding, and National Security Policy in</p>

	Established Democracies." <i>The Journal of Politics</i> 73, no. 1 (2011): 1-16.
Optional Reading/Content	Aggestam, Karin and Annika Bergman Rosamond. "Feminist Foreign Policy 3.0: Advancing Ethics and Gender Equality in Global Politics." <i>SAIS Review of International Affairs</i> 39, no. 1 (2019): 37-48

Week Thirteen	Economic Statecraft: Use of Sanctions Review
Class Meetings	30 Mar, 01 Apr* *01 Apr class will be a review for the final exam
Topics/Themes	<ul style="list-style-type: none"> • What is economic statecraft? How do economic interests, actors and priorities feed into and affect foreign policy? • What are sanctions? What purposes do they serve? Are they 'successful'? • (Time Permitting) - What is the relationship between economics/trade and geopolitical/strategic considerations?
Required Reading/Content	<p>Elliot, Kimberly Ann & Gary Clyde Hufbauer. "Same Song, Same Refrain? Economic Sanctions in the 1990's," <i>The American Economic Review</i> 89, No. 2 (May, 1999): pp.403-408</p> <p>McKercher, Asa & Leah Sarson. "Dollars and Sense? The Harper Government, Economic Diplomacy, and Canadian Foreign Policy," <i>International Journal</i> 71, no. 3(2016): 351-370 Read pp. 355-363.</p> <p>Gal, Luft. "China's Infrastructure Play: Why Washington Should Accept the New Silk</p>

	Road.” <i>Foreign Affairs</i> 95, no. 5(2016): 68-75.
Optional Reading/Content	Review Notes/lectures from course for review period on 01 Apr class