

**Dalhousie University**  
**Foreign Policy in Theory and Practice**  
**Political Science 2530**  
**Winter 2021/22**

**Course instructor:** Adam P. MacDonald

**Class Time and Room:**

- If/when in-person resumes: Tuesday & Thursdays, 1135-1255, McCain, Auditorium-1
- On-line portion: See Annex I at the end of the syllabus

**Instructor office:** I will not have an office on-campus but will have a mailbox in the Political Science Main Office in the Henry Hicks Building.

**Instructor email:** [adam.macdonald@dal.ca](mailto:adam.macdonald@dal.ca)

**Office Hours:** Tuesday 0930-1130 (virtually). I will send the virtual meeting link weekly.

**Teaching Assistant:** TBD

**Course Description**

The goal of this course is to get students *interested in and excited to study foreign policy* by exploring key issues, controversies, and questions in the subfield in an interactive and self-reflective way. It is most likely you will come out the course with more questions than answers, but with some conceptual foundations, theoretical tools, and motivation for investigating these matters further throughout your program of study and possibly beyond. This course is designed to *stimulate critical thinking* about the factors and forces that influence foreign policy as both a *field of study* and an *area of practice*. The course is divided into parts:

- 1) Theoretical approaches of foreign policy – International Relations (IR) theory and Foreign Policy Analysis (FPA)
- 2) Ends and agents – goals of and attributes/types of actors in foreign policy
- 3) Foreign policy in practice –tools of foreign policy and specific issue areas

In accordance with Dalhousie regulations, this course will be conducted in a blended format.

**The first four weeks** of the course will be conducted online. A determination by the university will be made **before the start of the fifth week** (31 January) on whether to switch to in-person classes or continue with online teaching. This syllabus includes information for both online and in-person classes. In particular, details regarding online delivery of this class past 31 January, if the university makes such a decision, are included in Annex I at the end of the syllabus.

**Learning Objectives:**

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

1. Broadly understand the differences, similarities and linkages between the study of foreign policy and the study of international relations;
2. Develop a baseline 'tool kit' which will set you up for success in future foreign policy courses;

3. Apply, compare and assess various theories/paradigms of foreign policy in order to investigate their relevance in understanding foreign policy issues;
4. Contemplate on whether your views and perspectives of foreign policy have changed over the tenure of the course, and if so why; and
5. Develop your research, argumentative, and communication skills (public speaking, writing, listening critically) through class discussions and written assignments

### **Course Format:**

The exact course format will depend on if the class is taught primarily/solely online or in-person. For in-person class, the course will be primarily based on lectures, but there will be periods in most classes 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 regurgitation of the 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 complete reading the weekly course materials before the lecture in order to fully benefit from class.

For weeks that are online, the structure of the course is as follows. Starting in week 2, a 1-1/2 hour lecture video will be posted by Monday morning, where I review the material for the week. On Thursdays (same time as our in-person would have been) there will be either an optional question and answer session about various aspects of the courses which you are encouraged to join or a mandatory tutorial session where the class will be split in two groups to talk for an hour about that weeks' material. Students will need to have read the course material and the lecture for the week before the tutorial/Q&A sessions in order to get the most out of them. The tutorials are mandatory and constitute the bulk of your participation grade. For these sessions, you can join via link on the course Brightspace page.

### **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 which may be useful as sources for your research paper) 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 instructor 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. The lecture videos and links for the Q&A/tutorial sessions (using the Collaborate tool) will be posted on the course Brightspace page.

## Email Policy

Please feel free to contact me 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. I will reply 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. Food and beverages are allowed in class, but please be respectful to your fellow classmates when consuming these. For online classes, please be mindful of background noise and keep your audio muted unless you are speaking.

## Course Evaluation

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

Type of Assignment	Percent of Final Mark	Due Date
Foreign Policy in the News	20%	Anytime during the semester up to the last day of class on 06 April
Term Paper Outline	10%	03 March
Term Paper	30%	24 March
Final Exam	25%	As promulgated in Dal's exam schedule (if in person). If online, there will be a take home exam with the due date with will announced at a later date.
Participation	15%	All semester

## Explanatory Notes on Assignments

### 1. Foreign Policy in the News Assignment

Pick a current foreign policy issue that is in the news. Within a (no longer than) two-page written analysis, answer the following questions:

- What is the issue about?
- Who are the main actors involved?
- From the perspective of \*one\* of the actors:
  - What are their interests and goals in this issue?
  - What are the rationales underpinning these interest/goals (international and domestic factors)?
  - What foreign policy tools are they using in this issue to achieve their interests/goals?

Being succinct and clear will be important to ensure you have answered all the questions within the space allowed. As you work through this assignment, reflect on what factors and information you are relying on to help you think about and make sense of this issue. Include citations for all uses of external material which is not your opinion/analysis. Consult the marking rubric for this assignment for more details. Assignment is to be uploaded on the Brightspace page under the 'Assignments' tab.

### 2. Term Paper Outline

Students will be required to submit a one-page term 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 03 March 2022. Consult the marking rubric for this assignment for more details. The outline is to be uploaded on the Brightspace page under the 'Assignments' tab. Students will receive feedback on their outlines in a timely manner to assist in writing 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 topic questions listed below. The term paper is to be uploaded on the Brightspace page under the 'Assignments' tab. 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.* Consult the marking rubric for this assignment for more details.

Students are required to submit the paper outline on 03 March 2022 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 some of the theories and concepts explored in class. Also, you are required to include a short 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.

Please arrange a time during office hours if you would like to ask questions or get feedback on possible paper topics/questions you are considering. I recommend spending the first month of the course (January) to determine which topic/question you would like to do, the following month (February) to do research and build your argument for the outline, and then the last month (March) of the course writing and completing the paper based on feedback you receive from the outline. It is never too early to start the research paper outline and the paper itself.

For the term paper, students will choose one of the below four topic options:

1. The Trump Administration ushered in a dramatically new era in US-China relations by adopting an across the board confrontational and antagonistic approach towards Beijing, from technology to trade to military developments. President Biden appears to be continuing this overall approach but with important differences, including not solely focusing on China as a grand strategic threat but as part of a larger 'autocracy versus democracy' competition confronting US foreign policy. Is Biden's approach largely a continuation of Trump's, something entirely new, or somewhere in between? What accounts for the continuities/differences in US foreign policy towards China from Trump to Biden?
2. 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 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?
3. Throughout the COVID pandemic, a few vaccine-producing countries have been described/accused of employing 'vaccine diplomacy': the selective deployment of vaccines to recipient countries with the expectation these efforts will assist in other foreign policy goals and efforts. Compare two of the following entities – the US, China, India, Russia, and the EU – in investigating the following: what are the goals and motivations underpinning their vaccine diplomacy efforts? How effective have they been in achieving their goals? What has been the overall result of the efforts for the international community in its battle against COVID?
4. A small but growing number of (mostly Western) states are adopting feminist foreign policies, or at least incorporating feminist perspectives and language into their foreign policies. Pick two of the following three states – Canada (Feminist International Assistance Policy), France (France' International Strategy for Gender Equality), and/or

Sweden (Feminist Foreign Policy) – and conduct a comparative analysis of the origins, rationales and content of their respective feminist foreign policies. Specifically, what accounts for the different approaches taken by each state in constructing these policies? Have these been successfully implemented into actual policy and action?

#### **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. Two hours will be the allotted time for completing the exam. If the course moves fully to on-line, a final exam will be a take home with a promulgated submission date provided at a latter date. The take home final exam will require no additional research other than reviewing the course lectures and materials.

#### **5. Participation**

Participation, both online and person, will be determined by a mixture of 1) attendance (which will be recorded regularly); and 2) participation in breakout group activities during class/tutorial sessions.

#### **Late Assignment Policy**

Late assignments will be penalized **5 per cent per day**. If possible, *please reach out me as soon as possible if you believe you need an extension*.

#### **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.

#### **Missed or Late Academic Requirements due to Student Absence**

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or 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 (Note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum). (read more: [https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university\\_secretariat/policyrepository/StudentAbsenceRegulation\(OCT2017\)v2.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policyrepository/StudentAbsenceRegulation(OCT2017)v2.pdf) )

### **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](http://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.

### **COVID Policy**

For the latest Dalhousie University COVID rules and regulations visit: <https://www.dal.ca/covid-19-information-and-updates.html>

## 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

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

### *Accessibility*

The Student Accessibility Centre is Dalhousie's centre 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](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](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](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](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](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](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](https://www.dal.ca/campus_life/academic-support/advising.html)

- Student Health & Wellness Centre [https://www.dal.ca/campus\\_life/health-and-wellness.html](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](https://www.dal.ca/campus_life/academic-support/On-track.html)

- Indigenous Student Centre [https://www.dal.ca/campus\\_life/communities/indigenous.html](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](mailto: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](https://www.dal.ca/campus_life/communities/black-student-advising.html)

- International Centre [https://www.dal.ca/campus\\_life/international-centre.html](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](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](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](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 Snapshot

Week	Week (M-Su)	Topic	Notes
1	03-09 January <i>Online</i>	Intro	Term begins 05 Jan
2	10-16 January <i>Online</i>	Studying Foreign Policy: IR Theory & FPA	14 Jan: last day to add Winter course drop courses with no financial penalty
3	17-23 January <i>Online</i>	Critical Approaches in IR Theory and FPA	
4	24-30 January <i>Online</i>	The National Interest	28 Jan: last day to drop Winter course without a 'W' or switch from audit to credit (or vice-versa)
5	31 January-06 February	Leadership, Regime, Culture	
6	07-13 February	Beyond the State: Non-State Actors	
7	14-20 February	Glyn Berry Lecture	Exact date of Glyn Berry Lecture to be confirmed
8	21-27 February	Reading Week	
9	28 February-06 March	Diplomacy and the Use of Force	03 Mar - Paper Outline Due
10	07-13 March	Human Rights and Democracy Promotion	07 Mar-last day to drop winter courses with a 'W'
11	14-20 March	Emerging Global Challenges: Pandemics and Climate Change	
12	21-27 March	Gender	24 Mar- Final Paper Due
13	28 March -03 April	Economic Statecraft	
14	04-08 April	Review	Term ends/Foreign Policy in the News Assignment due 06 April
	08-26 April	Exam period	

**Schedule – Detailed (class meeting dates are if/when in-person classes resume)**

Week One	Introduction to Foreign Policy (FP)
Class Meetings	<b>Online</b> class 06 Jan, Option Q&A session 07 Jan
Topics/Themes	<ul style="list-style-type: none"> <li>• Intro/review of syllabus/class rules</li> <li>• What is foreign policy?</li> <li>• Where did foreign policy come from?</li> </ul>
Required Reading/Content	None
Optional Reading/Content	<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 &amp; Public Affairs</i> 6, no. 4 (2018): 1-9.</p>

Week Two	Studying Foreign Policy: International Relations (IR) Theory and Foreign Policy Analysis (FPA)
Class Meetings	<b>Online</b> Lecture posted 10 Jan, Optional Q&A session 13 Jan
Topics/Themes	<ul style="list-style-type: none"> <li>• What is IR theory; how did it emerge?</li> <li>• What is FPA; how did it emerge?</li> <li>• Why the disconnect between them?</li> <li>• Areas of complementarity for both?</li> </ul>
Required Reading/Content	<p>Smith, Steve. "Theories of Foreign Policy: An Historical Overview." <i>Review of International Studies</i> 12:1 (1986): 13-29</p> <p>Rose, Gideon. "Neoclassical Realism and Theories of Foreign Policy." <i>World Politics</i> 51:1 (1998): 144-72. <b>Read pp. 148-155 &amp; 165-172.</b></p> <p>Karrbo, Juliet. "A Foreign Policy Analysis Perspective on the Domestic Turn in IR Theory." <i>International Studies Review</i> 17:2(June 2015): 189-216. <b>Read pp. 206-209.</b></p>
Optional Reading/Content	For further clarification on IR theories, please read select chapters from: McGlinchey, Stephen, Rosie Walters and Christian Scheinplflug eds. <i>International Relations Theory</i> . E-International Relations Publishing:

	<p>Bristol, England, 2017. <a href="https://www.e-ir.info/publication/international-relations-theory/">https://www.e-ir.info/publication/international-relations-theory/</a> (free copy)</p> <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.</p>
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Week Three	Critical Approaches to IR Theory and FPA
Class Meetings	<b>Online</b> Lecture posted 17 Jan, Optional Q&A session 20 Jan
Topics/Themes	<ul style="list-style-type: none"> <li>• What is Critical Theory?</li> <li>• How has Critical Theory influenced IR and FPA?</li> <li>• How has gender and race, including the neglect of their study, influenced the study and practice of foreign policy?</li> </ul>
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.  <b>Read pg. 128 – 135.</b></p> <p>Achilleos-Sarll, Columba. "Reconceptualizing Foreign Policy as Gendered, Sexualized and Racialized: Towards a Postcolonial Feminist Foreign Policy (Analysis)." <i>Journal of International Women's Studies</i> 19:1(2018): 34-49.  <b>Read pg. 34-41</b></p> <p>Horne, Gerald. "Race From Power: US Foreign Policy and the General Crisis of 'White Supremacy'" <i>Diplomatic History</i> 23:3(1999): 437-461.  <b>Read pg. 437-444; 454-461.</b></p> <p>Acharya, Amitav. "How the Two Big Ideas of the Post-Cold War Era Failed." <i>Monkey Cage</i>, 24 June, 2015,  <a href="https://www.washingtonpost.com/news/monkey-cage/wp/2015/06/24/how-the-two-big-ideas-of-the-post-cold-war-era-failed/">https://www.washingtonpost.com/news/monkey-cage/wp/2015/06/24/how-the-two-big-ideas-of-the-post-cold-war-era-failed/</a> <b>(3 minute read)</b></p>
Optional Reading/Content	<p>Zvobgo, Kelebogile and Meredith Loken. "Why Race Matters in International Relations." <i>Foreign Policy</i>, 19 June 2020,  <a href="https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/">https://foreignpolicy.com/2020/06/19/why-race-matters-international-relations-ir/</a></p>

	Smith, Heather A. "Unlearning: A Messy and Complex Journey with Canadian Foreign Policy." <i>International Journal</i> 72:2(2017): 203-216.
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Week Four	The National Interest
Class Meetings	<b>Online</b> Lecture posted 24 Jan, mandatory tutorial 27 Jan
Topics/Themes	<ul style="list-style-type: none"> <li>• What is the national interest?</li> <li>• How is the national interest developed and pursued?</li> <li>• What is the relationship between interests and morals?</li> </ul>
Required Reading/Content	<p>Uri Friedman, "Why One President Gave Up His Nukes," <i>The Atlantic</i>, 09 September 2017,  <a href="https://www.theatlantic.com/international/archive/2017/09/north-korea-south-africa/539265">https://www.theatlantic.com/international/archive/2017/09/north-korea-south-africa/539265</a> (5 min read)</p> <p>Brostrom, Jannika. "Morality and the National Interest: Towards a 'Moral Realist' Research Agenda," <i>Cambridge Review of International Affairs</i> 29:4(2016): 1624-1639.  <b>Read pg. 1630-1636</b></p> <p>Pilkington, Richard. "In the National Interest? Canada and the East Pakistan Crisis of 1971," <i>Journal of Genocide Research</i> 13:4(2011): 451-474.</p>
Optional 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>Williams, Michael C. "What is the National Interest? The Neoconservative Challenge in IR Theory," <i>European Journal of International Relations</i> 11:3(2005): 307-337.</p> <p>Rice, Condoleezza. "Rethinking the National Interest." <i>Foreign Affairs</i> 87, no. 4 (2008): 2-14,16-26</p>

Week Five	Leadership, Regime, Culture
Class Meetings	01 Feb, 03 Feb
Topics/Themes	<ul style="list-style-type: none"> <li>• Does leadership matter in foreign policy making?</li> <li>• Are there fundamental differences between democracies and autocracies in their foreign policy pursuits and behavior?</li> <li>• How does domestic factors/history/culture influence foreign</li> </ul>

	policy?
Required Reading/Content	<p>Hermann, Margaret, and Joe Hagan. "International Decision Making: Leadership Matters." <i>Foreign Policy</i>, no. 110 (1998): 124-37. <b>(For 01 Feb class)</b></p> <p>Placek, Kevin. "The Democratic Peace Theory." <i>E-International Relations</i>, 18 February 2012: 1-12. <b>(For 01 Feb class)</b></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): 1894-1908. <b>(For 03 Feb class)</b></p>
Optional Reading/Content	

Week Six	Beyond the State: Non-State Actors
Class Meetings	08 Feb, 10 Feb
Topics/Themes	<ul style="list-style-type: none"> <li>• What are Non-State Actors?</li> <li>• How do they influence foreign policies of states?</li> <li>• Do they have their own foreign policies?</li> <li>• Are they displacing the power/influence of the state in international affairs?</li> </ul>
Required Reading/Content	<p>Baumann, Rainer. "Foreign Policy Analysis, Globalisation, and Non-State Actors: State Centric After All?" <i>Journal of International Relations and Development</i> 17:4(2014): 498-521. <b>(For 08 Feb class)</b> <b>Read pg: 489-503.</b></p> <p>Cambou, Dorothee and Timo Koivurova. "The Participation of Arctic Indigenous Peoples' Organizations in the Arctic Council and Beyond," in <i>The Arctic Council and Beyond</i> (2021): 320-334. <b>(For 10 Feb class)</b> <b>Read pg: 320-329.</b></p> <p>Hung, Ho-Fung. "The Periphery in the Making of Globalization: The China Lobby and the Reversal of Clinton's Trade Policy, 1993-1994," <i>Review of International Political Economy</i>, 2020: 1-25. <b>(For 10 Feb class)</b> <b>Read pg: 9-19.</b></p>
Optional Reading/Content	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)

Week Seven	Guest Lecture
Class Meetings	Glyn Berry lecture – Date/time to be confirmed

Week Eight	Reading Break
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Week Nine	Diplomacy and Use of Force
Class Meetings	01 Mar, 03 Mar
Topics/Themes	<ul style="list-style-type: none"> <li>• What is diplomacy? What is its purpose? How is it conducted?</li> <li>• How do states justify military action, including foreign intervention?</li> <li>• When should force be (not) used in foreign policy?</li> </ul>
Required Reading/Content	<p>“Diplomacy,” <i>Encyclopedia Britannica</i>, <a href="https://www.britannica.com/topic/diplomacy/Conference-diplomacy">https://www.britannica.com/topic/diplomacy/Conference-diplomacy</a> <b>(For 01 Mar class) (read ‘Modern Diplomatic Practice’)</b></p> <p>The Importance of Developing Your Foreign Policy   Stéfanie von Hlatky   TEDxQueensU (2017): <a href="https://www.youtube.com/watch?v=IG9adB6dne4">https://www.youtube.com/watch?v=IG9adB6dne4</a> <b>(to be shown in class on 01 Mar)</b></p> <p>Ball, Moya Ann. "Revisiting the Gulf of Tonkin Crisis: An Analysis of the Private Communication of President Johnson and His Advisers." <i>Discourse &amp; Society</i> 2.3 (1991): 281-96. <b>(For 03 Mar class)</b></p>
Optional Reading/Content	Maller, Tara. “Diplomacy Derailed: The Consequences of Diplomatic Sanctions.” <i>Washington Quarterly</i> 33, no. 3 (2010): 61-79.

Week Ten	Human Rights and Democracy Promotion
Class Meetings	08 Mar, 10 Mar
Topics/Themes	<ul style="list-style-type: none"> <li>• What role do/should human rights play in foreign policy?</li> <li>• What are the benefits and consequences of democratic promotion internationally?</li> <li>• What is R2P? Is it a Western concept?</li> </ul>
Required Reading/Content	Fowler, Michael W. “A Brief Survey of Democracy Promotion in US Foreign Policy,” <i>Democracy and Security</i> , 11:3(2015): 227-247. <b>(For 08 Mar class)</b>



	Verhoeven, Harry et al. "Our Identity is Our Currency": South Africa, the Responsibility to Protect and the Logic of African Intervention," <i>Conflict, Security and Development</i> 14:4(2014): 509-534. <b>(For 08 Mar class)</b>
Optional Reading/Content	<p>Evans, Gareth and Mohamed Sahnoun. "The Responsibility to Protect." <i>Foreign Affairs</i> 81, no. 6 (2002): 99-110.</p> <p>Rock, Allan et al. "Seven Reasons Why R2P is Relevant Today," <i>Open Canada</i>, 03 August 2017, <a href="https://www.opencanada.org/features/seven-reasons-why-r2p-relevant-today/">https://www.opencanada.org/features/seven-reasons-why-r2p-relevant-today/</a></p> <p>Brands, Hal. "The Emerging Biden Doctrine: Democracy, Autocracy, and the Defining Clash of Our Time," <i>Foreign Affairs</i>, 29 June 2021 <a href="https://www.foreignaffairs.com/articles/united-states/2021-06-29/emerging-biden-doctrine">https://www.foreignaffairs.com/articles/united-states/2021-06-29/emerging-biden-doctrine</a></p>

Week Eleven	Emerging Global Challenges: Pandemics & Climate Change
Class Meetings	15 Mar, 17 Mar
Topics/Themes	<ul style="list-style-type: none"> <li>• What are global challenges? What pressures do they place on states to work together, or not, to address?</li> <li>• Cooperation and Competition - one better than the other to deal with these? A role for both?</li> <li>• How do states balance domestic pressures with international obligations and duties in addressing global challenges?</li> </ul>
Required Reading/Content	<p>Hotez, Peter J. "Vaccine Diplomacy": Historical Perspectives and Future Directions," <i>PLOS Neglected Tropical Diseases</i> 8:6(2014): 1-8. <b>(For 15 Mar class)</b></p> <p>Huang, Yanzhong. "Vaccine Diplomacy is Paying Off for China," <i>Foreign Affairs</i>, 11 March 2021, <a href="https://www.foreignaffairs.com/articles/china/2021-03-11/vaccine-diplomacy-paying-china">https://www.foreignaffairs.com/articles/china/2021-03-11/vaccine-diplomacy-paying-china</a> <b>(For 15 Mar class)</b></p> <p>Pathak, Swapna and Christie Parris. "India's Diplomatic Discourse and Development Dilemma in the International Climate Change Regime," <i>India Review</i> 20:1(2021): 1-28. <b>(For 17 Mar class)</b></p>
Optional Reading/Content	<p>Hansel, Mischa. "The Decline of Arms Control: Media Coverage and Elite Opinion in the United States," <i>Contemporary Security Policy</i>, 34:1(2013):64-93.</p> <p>Godbole, Avanish. "Paris Accord and China's Climate Change Strategy: Drivers and Outcomes." <i>India Quarterly</i> 72, no. 4(2016): 361-374.</p> <p>Walt, Stephen. "Who Will Save the Amazon (and How)?" <i>Foreign Policy</i>,</p>

	05 August 2019. <a href="https://foreignpolicy.com/2019/08/05/who-will-invade-brazil-to-save-the-amazon/">https://foreignpolicy.com/2019/08/05/who-will-invade-brazil-to-save-the-amazon/</a>
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Week Twelve	Gender
Class Meetings	22 Mar, 24 Mar
Topics/Themes	<ul style="list-style-type: none"> <li>• What role(s) does/should gender play in foreign policy making?</li> <li>• Are there differences in policymaking between men and women holding office in foreign policy positions?</li> <li>• What is a Feminist Foreign Policy?</li> </ul>
Required Reading/Content	<p>Koch, Michael T., and Sarah A. Fulton. "In the Defense of Women: Gender, Office Holding, and National Security Policy in Established Democracies." <i>The Journal of Politics</i> 73, no. 1 (2011): 1-16. <b>(For 22 Mar class)</b> <b>(Read pg. 5-14).</b></p> <p>Thomson, Jennifer. "What's Feminist About Feminist Foreign Policy? Sweden's and Canada's Foreign Policy Agendas," <i>International Studies Perspectives</i> 21(2020): 424-437. <b>(For 22 Mar class)</b></p> <p>Ruiz, Felipe Jamaillo and Maria Catalina Monroy. "Gendering Foreign Policy in Colombia's Peace with the FARC," <i>Internationalist Journal of Politics</i> 23:3(2021): 418-439. <b>(For 24 Mar class)</b> <b>(Read pg. 422-433).</b></p>
Optional Reading/Content	<p>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</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>

Week Thirteen	Economic Statecraft
Class Meetings	29 Mar, 31 Mar
Topics/Themes	<ul style="list-style-type: none"> <li>• What is economic statecraft? What is its means and goals?</li> <li>• What is the relationship between states and business?</li> <li>• What are economic sanctions? What purposes do they serve? Are they 'successful'?</li> </ul>

<p>Required Reading/Content</p>	<p>Elliot, Kimberly Ann &amp; 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. <b>(For 29 Mar class)</b></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. <b>(For 29 Mar class)</b></p> <p>Macikenaite, Vida. "China's Economic Statecraft: The Use of Economic Power in an Interdependent World," <i>Journal of Contemporary East Asia Studies</i> 9:2(2020): 108-126. <b>(For 31 Mar class)</b></p>
<p>Optional Reading/Content</p>	<p>McKercher, Asa &amp; Leah Sarson. "Dollars and Sense? The Harper Government, Economic Diplomacy, and Canadian Foreign Policy," <i>International Journal</i> 71, no. 3(2016): 351-370.</p>
<p>Week 14</p>	<p>Course Review on 05 April class in preparation for final exam</p>

**Annex I: Course Schedule Online (Weeks 1-4 online; week 5 onwards to be decided)**

Week	Dates (M-Su)	Topic	Weekly Outline ( <b>all times are in Atlantic Time Zone</b> )
1	03-09 January	Intro	Lecture: Thursday, 06 January, 1135-1255 (mandatory synchronous)
2	10-16 January	Studying Foreign Policy: IR Theory & FPA	Lecture: to be posted Monday afternoon, 10 January (asynchronous) Q&A: Thursday 13 January, 1130-1230 (optional synchronous session)
3	17-23 January	Critical Approaches in IR Theory and FPA	Lecture: to be posted Monday afternoon, 17 January (asynchronous) Q&A: Thursday 20 January, 1130-1230 (optional synchronous session)
4	24-30 January	The National Interest	Lecture: to be posted Monday afternoon, 24 January (asynchronous) Tutorial: Thursday 27 January, 1130-1230 (mandatory synchronous)
5	31 January- 06 February	Leadership, Regime, Culture	Lecture: to be posted Monday afternoon, 31 (asynchronous) Tutorial: Thursday 03 February, 1130-1230 (mandatory synchronous)
6	07-13 February	Beyond the State: Non- State Actors	Lecture: to be posted Monday afternoon, 07 February (asynchronous) Tutorial: Thursday, 10 February, 1100-1230 (mandatory synchronous)
7	14-20 February	Glyn Berry Lecture	Lecture: Date/time to be confirmed (mandatory synchronous) Assignments Q&A: Thursday 17 February, 1130- 1230 (optional synchronous session)
8	21-27 February	Reading Week	--
9	28 February- 06 March	Diplomacy and the Use of Force	Lecture: to be posted Monday afternoon, 28 February (asynchronous) Tutorial: Thursday 03 February, 1130-1230 (mandatory synchronous) *03 March-Paper Outline dude

10	07-13 March	Human Rights and Democracy Promotion	Lecture: to be posted Monday afternoon, 07 March (asynchronous) Tutorial: Thursday 10 March, 1130-1230(mandatory synchronous)
11	14-20 March	Emerging Global Challenges: Pandemics and Climate Change	Lecture: to be posted Monday afternoon, 14 March (asynchronous) Tutorial: Thursday 17 March, 1130-1230 (mandatory synchronous)
12	21-27 March	Gender	Lecture: to be posted Monday afternoon, 21 March (asynchronous) Tutorial: Thursday 24 March, 1130-1230 (mandatory synchronous) *24 March – Term Paper due
13	28 March -03 April	Economic Statecraft	Lecture: to be posted Monday afternoon, 28 March (asynchronous) Tutorial: Thursday 31 March, 1130-1230 (mandatory synchronous)
14	04-08 April	Review	Course Review Lecture: Tuesday 05 April, 1130-1230 (optional synchronous) *06 April – last day to submit the Foreign Policy in the News assignment
	08-26 April	Exam period	Take home exam – Submission date to be promulgated at a later date