



POLI 3569: Canadian Foreign Policy

Winter 2024

Professor Leah Sarson

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

Schedule: Mondays and Wednesdays, 10:05-11:25

Location: MCCAIN ARTS & SS [REDACTED]

Office Hours: Mondays, 1:00-2:00 and Thursdays, 2:45-4:00 (or by appointment) in [REDACTED]

Email: Leah.Sarson@dal.ca

Website: Brightspace

COURSE DESCRIPTION

This course introduces students to central questions, perspectives, and critiques of Canadian foreign policy. We begin by asking what foreign policy actually is and what it means for Canada, recognizing that foreign policy resides beyond the expected in places, lives, and realities we might not think to consider. Through diverse approaches, we examine the ideas, actors, and circumstances that shape Canada's place in the world. The second half of the course explores how Canada creates, articulates, and implements its international policies in key areas such as security and development, with particular attention to the relationship between the policy and the people affected by policy. This course is designed to help us, as scholars in Canada, make sense of the world around us and better appreciate our place in it.

Learning Objectives

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

- Identify, synthesize, and critique essential arguments, concepts, and ideas in the Canadian foreign policy literature;
- Critically connect the scholarship on Canadian foreign policy to the practice of Canadian foreign policy;
- Develop and articulate reflections and perspectives on Canada's place in the world.

Course Materials

A textbook is not required for this course. Most journal articles and news media are available on the library website and most book chapters are available on our Brightspace page. Newspaper articles and other non-scholarly pieces can usually be found by searching Proquest or Factiva (search under the database tab). I will not post readings available on the Dal library website because learning to access scholarly material is an essential element of a university education. The librarians are available if you have trouble sourcing articles.

Communication with the Professor

In all email communications with me, please use proper greetings and salutations, including your full name. During the work week, I do my best to respond in 24 hours.

Please feel free to come by my office (Henry Hicks, room 343) during office hours or make an appointment to chat with me at your convenience.

Course content will be posted on Brightspace. Please check it regularly for announcements, assignments, discussions, and other resources.

Assessment

Please submit all assignments to the relevant Brightspace folder by 11:59 pm on the due date. The folder will close at 11:59 pm and you will be unable to submit unless you have made prior arrangements with me. Please be advised that I do not accept assignments via email.

- In-class activities = 30% (Ongoing)
- Defining Canadian foreign policy reflection = 15% (Due January 24)
- “Great debates” presentation or research paper = 25% (Presentations as scheduled, paper online due February 5 and paper due February 26)
- Take-home exam = 30% (TBC)

In-class activities

- 1) Attendance and participation (15%)
 - Students are expected to attend and participate in class discussion. Show up and get what came for! A rubric for class participation is available on the Brightspace page.
- 2) Collaborative notes (peer-evaluation, 10%)
 - One student per group will be responsible for drafting brief notes on the day’s discussion to be posted on Brightspace. Other group members should be prepared to comment. Notes are meant to be very brief summaries of the key take-home points. Students will be placed in small groups of four or five. Should you be away during your assigned note-taking day, it is your responsibility to find a substitute among your group members.
- 3) Discussion leaders (5%)
 - Two students per class will prepare two or three discussion questions based on the day’s readings. The schedule will be randomly assigned.

Assignments (instructions for all assignments will be available on Brightspace)

- 1) Defining Canadian foreign policy reflection
 - This assignment asks you to reflect on the first few weeks of the course to explore how you understand Canadian foreign policy, where it is in your everyday lives, and what it means to you.
- 2) “Great debates” presentation OR 3500-word research paper
 - Students may select either a group presentation or a 3500-word research paper. Topics will correspond to our weeks on security and defence, feminist foreign policy, official development assistance, or the global economy. Students who elect to present

will be assigned groups and presentation topics based on crowd-sourced “great debates” in Canadian foreign policy. Students who elect to draft a research paper, will be expected to develop and deliver a scholarly argument. These students must submit an outline following the layout provided in the instructions by February 5.

3) Take-home exam

Classroom Etiquette

The classroom must be a safe, equitable, and professional academic environment in which students are encouraged to express their views in a collegial and respectful manner. Learning to form and articulate complex arguments is difficult. I expect students to remain humble, to accept constructive criticism, and to maintain the healthy learning environment necessary to nurture new ideas. While we all make mistakes and may say the wrong thing from time to time, there will be no tolerance for hateful or discriminatory behaviour.

Please familiarize yourself with the Dalhousie University rules and regulations on student rights and responsibilities, which can be found here: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities.html

Accessibility

Our course should be equally accessible to all students. If you encounter any content that is not accessible or perceptible for you, please do not hesitate to inform me or someone from the Accommodations Office. For students experiencing or anticipating barriers to their learning environments or other issues, please see the Accommodations Office. Accommodation reduces or removes barriers to your learning to ensure fair and equitable access to your classroom, testing or co-op/fieldwork environments. Accommodations can be introduced when a protected characteristic (as defined by provincial human rights legislation) may place you at a disadvantage compared to other students who are not affected by a protected characteristic. Please note that while I will do my best to support all learners and commit to fighting the barriers many students face, some accommodations may not be possible.

If you face a serious unexpected challenge during the course for which you require special accommodations, please notify me as far in advance as possible. Accommodations will not be offered post hoc.

LECTURE SCHEDULE AND ASSIGNED READINGS

1. Defining Canadian Foreign Policy – January 8 and 10

- Nossal, Kim Richard. 2023. “Canadian Foreign Policy in Historical Perspective.” *Oxford Research Encyclopedia of International Studies*.
- Sevastropulo, Demetri. “How geopolitics caught up with Canada,” *Montreal Gazette*, 2 December 2023.

2. Canadian Foreign Policy in Theory – January 15, 17, and 22

- Dolata, Petra. “Canada and/in the World.” *Canadian Journal of Political Science* 50, no. 1 (2017): 351–67.

- Smith, Heather A. “Unlearning: A Messy and Complex Journey with Canadian Foreign Policy.” *International Journal* 72, no. 2 (2017): 203–16.
- Bow, Brian, and Andrea Lane. 2021, “Rethinking Canadian Foreign Policy,” in *Canadian Foreign Policy: Reflections on a Field in Transition*, eds. B. Bow and A. Lane. UBC Press.
- Compaoré, W.N., Martel, S. and Grant, J.A., 2022. “Reflexive pluralism in IR: Canadian contributions to worlding the Global South.” *International Studies Perspectives*, 23(1), pp.71-93.

3. Power and Status – January 24

- Gillies, Jamie and Shaun Narine. 2020. “The Trudeau government and the case for multilateralism in an uncertain world,” *Canadian Foreign Policy Journal*, 26:3, 257-275
- Suggested: Ayed, Nahlah, 2019. “Canada as a middle power in an upended world: Time for a foreign policy reset,” *CBC*. <https://www.cbc.ca/radio/ideas/canada-as-a-middle-power-in-an-upended-world-time-for-a-foreign-policy-reset-1.5372192>

4. Myths and Values – January 29

- Stairs, Denis. 2003. “Myths, morals, and reality in Canadian foreign policy.” *International Journal* 58, no. 2, 239-256.
- Suggested: Grenier, Yvon. 2021. “Opportunities to Promote Human Rights and Democratic Values Abroad: The Case of Canadian Foreign Policy toward Venezuela.” *International Journal* 76, no. 3, 446–64.

5. Branding – January 31

- Sjolander, Claire Turenne. 2014. “Through the looking glass: Canadian identity and the War of 1812.” *International Journal* 69.2: 152-167.
- Copeland, Daryl. 2021. “Is Canada “Back””? Engineering a Diplomatic and International Policy Renaissance,” in *Canada’s Public Diplomacy*, eds. N.J Cull and M.K. Hawes. Palgrave Macmillan.

6. Partisan Politics – February 5

- Nossal, Kim Richard. 2021. “Domestic Politics and the Electoral Connection in Canadian Foreign Policy,” in *The Palgrave Handbook of Canada in International Affairs*, eds. Robert Murray and Paul Gecelovsky. Palgrave Macmillan.

7. Great Debates in Canadian Foreign Policy – February 7

- Discussion day in preparation for “great debates” presentations.

8. Key Actors – February 12

- Bonder, Jennifer Levin and Leah Sarson. 2023. “Stephen Harper and Justin Trudeau on the International Stage,” in *Statesmen, Strategists & Diplomats: Canada’s Prime Ministers and the Making of Foreign Policy*, ed. Patrice Dutil, UBC Press.
- Paris, Roland. 2021. “An Agenda for Canada’s New Foreign Minister,” *Open Canada*, <https://opencanada.org/an-agenda-for-canadas-new-foreign-minister/>.

- Suggested: Henders, Susan and Mary Young. 2016. “‘Other Diplomacies’ of Non-state Actors: The Case of Canadian-Asian Relations,” *The Hague Journal of Diplomacy* 11(4), 331-350.

8. Colonialism – February 14

- Lightfoot S. 2018. “A Promise Too Far? The Justin Trudeau Government and Indigenous Rights.” In: *Justin Trudeau and Canadian Foreign Policy. Canada and International Affairs*, Hillmer N., Lagassé P (eds), Palgrave Macmillan,
- King, Hayden. 2017. “The Erasure of Indigenous Thought in Foreign Policy”, *OpenCanada*. <https://www.opencanada.org/features/erasureindigenous-thought-foreign-policy/>

9. Security and Defence – February 26 and 28 (*presentations)

- Carvin, Stephanie and Thomas Juneau. 2023. “Why AUKUS and not CAUKUS? It’s a Potluck, not a Party.” *International Journal*, 78(3), 359-374.
- Rodman, Lindsay. 2019. “You’ve Got It All Backwards: Canada’s National Defence Strategy,” *Canadian Defence Policy in Theory and Practice*, eds. T. Juneau, P. Lagassé, and S. Vucetic, Palgrave Macmillan.

10. Critical Canadian Foreign Policy Panels (TBC) – March 4 and 6

11. Feminist Foreign Policy – March 11 and 13 (*presentations)

- Chapnick, Adam. 2019. “The origins of Canada’s feminist foreign policy.” *International Journal*, 74(2), 191-205
- Sarson, Leah. 2020. H-Diplo Article Review 986 on Chapnick. “The Origins of Canada’s Feminist Foreign Policy.” <https://networks.h-net.org/node/28443/discussions/6548019/h-diplo-article-review-986-chapnick-%E2%80%9Corigins-canada%E2%80%99s-feminist>
- Rosamond, Annika Bergman, Jessica Cheung, and Georgia De Leeuw. 2023. Caring feminist states? Paternalistic feminist foreign policies and the silencing of Indigenous justice claims in Sweden and Canada,” *International Feminist Journal of Politics*, 1-24.

12. Official Development Assistance – March 18 and 20 (*presentations)

- Brown, Stephen. 2018. “All About That base? Branding and the Domestic Politics of Canadian Foreign Aid,” *Canadian Foreign Policy Journal*, 24:2, 145-164.
- Parisi, Laura. 2020. “Canada’s New Feminist International Assistance Policy: Business as Usual?,” *Foreign Policy Analysis* 16. 2, 163–180.

13. Global Economy – March 25 and 27 (*presentations)

- McKercher, Asa and Leah Sarson. "Dollars and sense? The Harper government, economic diplomacy, and Canadian foreign policy." *International Journal* 71, no. 3 (2016): 351-370.

- McBride, Stephen and Noah Fry. 2022. Locked in: Canadian Trade Policy and the Declining Liberal Order. in *Canada and Great Power Competition*, eds. D. Carment, L. Macdonald, and J. Paltiel, Palgrave Macmillan

14. Canada's Primary Bilateral Relations – April 1

- Lim, Preston. 2022. "Sino-Canadian relations in the age of Justin Trudeau," in *Trade and Conflict*, eds. Samuel MacIsaac and Buck Duclos. Routledge.
- Thomas, David. 2023. "No Longer *Plus ça change*," in *Canada and the United States: Differences that Count*, 5th ed. eds. David Thomas and Christopher Sands. University of Toronto Press.

15. Canadian foreign policy: what is it good for? – April 3

Please note: while I have done my best to finalize the syllabus, changes to the course schedule may be possible.

Academic Integrity

At Dalhousie University, we are guided in 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 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.

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met. We will be using plagiarism software in this class as a tool to avoid academic integrity issues.

In your work, please be sure to:

- Make sure you understand Dalhousie's policies on academic integrity. Please visit http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html
- Do not cheat in examinations or write an exam or test for someone else.
- Clearly indicate the sources used in your written or oral work (including diagrams, videos, etc.).
- Do not use the work of another from the Internet or any other source and submit it as your own.
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source.
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from all instructors involved.

- This is not a comprehensive list. If you are ever unsure about any aspect of your academic work, please contact me or a librarian. The library also offers services to help you ensure your academic integrity.
- Academia can be incredibly stressful. Whatever you do, do not be tempted to plagiarize or otherwise cheat. It is not worth it. Instructors are required to report every suspected offence.

Assessment

Letter grades have a grade point assigned that is used to calculate your GPA (Grade Point Average). The following table explains and defines Dalhousie's grading system and shows the GPA value that corresponds with each letter grade.

Grade	Grade Point Value		Definition	Notes
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).
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	