

### Dalhousie University

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Department of Political Science

# POLI 3569: Canadian Foreign Policy

## Fall 2022

Mondays and Wednesdays, 11:35 AM to 12:55 PM ADT via Zoom (online)

### COURSE INFORMATION

#### Instructor Information

- **Instructor:** Mohammad Ferdosi (PhD), he/him
- **Email:** MFerdosi@Dal.ca

#### Communication with Instructor

Feel free to call me “Mo”. Email me if you have any questions about the course. If your questions cannot be answered via email and you wish to meet via Zoom, that can be arranged as well. Please feel comfortable contacting me as many times as you need to. I will try my best to respond within 24 hours. The University asks that we use our Dalhousie email accounts to communicate with each other.

#### Online Course Description

This advanced seminar course is concerned with the 'structure-agent' problem as it applies to Canadian foreign policy. In other words, what are the structures (both material and normative) that shape and constrain the pursuit of Canadian foreign policy; what room for maneuver and initiative is there; and who are the key actors, or the 'agents' who shape and implement Canada's global role? The course discusses these questions through four sections: theoretical and analytical approaches to the study of Canadian foreign policy; the external context; the domestic context; and key themes and issues in Canadian foreign policy.

#### Course Overview

Together we will examine Canadian foreign policy with a particular focus on the post-Cold War period. The course content will define basic concepts of foreign policy. It will describe various theoretical approaches to the field from International Relations and Foreign Policy Analysis as well as provide illustrative applications and assessments of those approaches. We will review the key actors, institutions and processes that shape Canada's global role and various themes/topics related to Canadian foreign policy. By the end of the term, you will be able to answer key questions that motivate many studies: what underlies the process of foreign policy decision making and how does it affect the conduct of states in the international system and the relationship between structures and actors?

#### Course Learning Outcomes

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

- Understand the history of Canadian foreign policy and the key actors involved in the policy making process.
- Identify and assess the major schools of thought researchers use to understand foreign policy.

- Identify and discuss various ethical issues involved in foreign policy.
- Understand Canada's approach to foreign policy.
- Understand the relationship between Canada and other countries or regions of the world.
- Develop critical thinking, leadership and discussion skills through seminar participation and presentations.
- Learn how to conceptualize, structure and write essays related to the course content.

### **Description of Course Format and Evaluation**

This is an online seminar course. It has four complementary components: synchronous seminar meetings (20%), a seminar presentation (10%), a critical review essay (30%) and a final paper (40%).

**Ongoing seminar meetings (20%):** we will meet regularly via Zoom on Mondays and Wednesdays to summarize and discuss the required readings as a class. We will cover four readings each week (two readings every Monday and two readings every Wednesday). In collaboration with your classmates via small breakout rooms, you will sometimes answer 'pop-up' questions related to the weekly readings in order to identify and enhance your knowledge on various topics. These pop-up questions will be provided to each group during class time and not beforehand. This activity involves you being assigned to a breakout group and provided with questions from the instructor related to the week's readings to answer with the help of your group members. Your group will then present its answers to the entire class after sufficient time for deliberation. You will not be marked on the quality of answers that you prepare with your group members. The instructor and/or other groups may ask follow-up questions and your group will be expected to respond.

You are expected to participate in these seminar meetings by completing the readings in advance of class and actively listening, participating, and speaking/presenting in moderated class-wide discussions and small breakout groups. You will write about these readings in your two other assignments (critical review essay and final paper) so the knowledge that you gain from doing the readings and participating in seminars will directly aid you in writing your other course papers. Please note seminars will not be recorded or uploaded online, either by the instructor or students. Your seminar grade will reflect your attendance and participation during our meetings. If you make an effort to attend class and participate in discussions on a regular basis, you will be rewarded with a high mark to reflect your commitment to the course material.

Come to each class having read the two assigned readings for that day. While you complete the readings outside of class, you are encouraged to think about and take notes on the nature of insights that you gained from them. It is helpful to arrive to class with specific points about aspects of the readings that interested you. Your participation in class should reflect that you have read and thought about the required readings to some extent.

If you have to miss a class due to an extending circumstance, you can make up for your absence by writing a reflection paper on the two readings that were covered. Please notify the instructor of your absence via email ahead of time (if possible) and indicate that you intend to make up for your absence by submitting a reflection paper. It is perfectly fine if you cannot provide advance notice due to your circumstance. Your make up assignment (i.e., reflection paper) should be single-spaced, typed in a 12-point font and submitted to the instructor via email as a MS Word document. On the cover sheet (i.e., the first page of your paper), include the assignment title (e.g., Reflection paper for Week 11), the readings that you are summarizing and reflecting upon (e.g., Simon Dalby and Leah Lawrence (2021) and Preston Lim (2020)), your full name, the course code (e.g., POLI 3569), the instructor's full name and the date of submission. You do not need to include a Works Cited at the end of your paper. In your reflection paper, try to summarize some of the main arguments of the readings and offer your own opinions about them (e.g., assess their strengths and/or weaknesses in light of your own knowledge and opinion).

**Seminar presentation (10%):** each student is expected to verbally present a 10 minute summary of a single required reading of their own choosing to the entire class during a day when we will be covering that reading in our seminar. Presentations will be made at the beginning of each class and we will discuss the same readings in breakout rooms and class-wide discussions afterwards (as part of our ongoing seminar meetings described above).

You will need to sign up for a presentation date on the first day of class (Wednesday September 7). If you are unable to attend our first class, then you will need to sign up afterwards (either via email with me or during our next class). Only one student per reading, meaning each student will present a summary of a different required reading. You can pick a reading to present starting from Week 3 (September 19 and 21) all the way to Week 14 (December 6). For most weeks, we will be meeting on a Monday and Wednesday, and each day we will cover two readings, meaning there will be four readings covered each week and two readings covered each class day. That means a maximum of four students can sign up to present during a single week, or two students can sign up to present during a single day.

In your presentations, you are free to use power point (and share your screen with the rest of the class) or you can simply read your summary and/or discussion points off the screen or a piece of paper. Whichever method works best for you. Try to capture the main points or arguments of the reading in your presentation and feel free to provide some independent analysis if you are able to (e.g., assess the strengths and/or weaknesses of the reading's arguments, provide your own opinions/thoughts about the topic in question, refer to other world events or cases to draw similarities and/or differences between your reading material and other phenomena, etc.). You may turn your webcam on for the duration of your presentation if you feel comfortable doing so. For this assignment, you are expected to submit a hard copy of your presentation (whether as a power point or Word document) on Brightspace where the instructor will provide you with comments and your grade.

**Critical review essay (30%):** your 2000 word midterm paper will connect and critically assess the four required readings of a single week (from Weeks 2 to 9), which are related to a single topic/theme (e.g., individual actors in Canadian foreign policy, state institutions and processes, Canada and the US, etc.). Your paper will shed light on the ways in which those readings help us understand Canadian foreign policy within the context of a particular week's topic/theme. Your critical review essay should do more than summarize or describe the readings that you have chosen to write about. It should also contain independent analysis. This means your voice/perspective/opinion should be apparent throughout your paper so that you are both summarizing and reflecting upon the readings. In other words, after summarizing content from the readings, provide your own thoughts and opinions about the authors' arguments and the topic/theme in question. For instance, at the end of each paragraph where you have summarized/described material from the readings, you can include two or more sentences of independent analysis (e.g., state your opinion concerning the subject matter in question, assess the strengths and/or weaknesses of an argument that you have summarized from one or more readings, discuss a historical or contemporary event/case study that relates to your summary discussion, etc.).

You will submit your critical review essay (and receive feedback and your grade within two weeks) by Sunday October 23 11:59 PM on Brightspace. Your reflection paper should be single-spaced, typed in a 12-point font and submitted as a MS Word document (and not PDF). Remember to insert page numbers in your document. On the cover sheet (i.e., the first page of your paper), include the assignment title (e.g., Critical Review Essay: Week 8), your full name, the course code (i.e., POLI 3569), the instructor's full name (e.g., Mohammad Ferdosi) and the date of submission. You should include a Works Cited/References list at the end of your paper. You can simply copy and paste your references from this course outline into your paper.

**Final paper (40%):** your 3500 word final paper will summarize and assess appropriate scholarly literature (assigned as required readings throughout this course and any other readings you source on your own) related to any element of Canadian foreign policy (e.g., individual actors who play a role in Canada's foreign policy, state level institutions and processes that inform Canada's foreign policy, Canada's relationship with a particular country or region, Canada's mission in Afghanistan, Canada's defence relations, etc.). This assignment has been intentionally designed to provide you with enough flexibility to write about a topic related to Canadian foreign policy that interests you. You are welcome to draw on the required readings from different weeks of this course to discuss any aspect of Canadian foreign policy you are passionate about. You will most likely need to obtain literature from outside of this course to complete this assignment. The Works Cited lists of various required readings related to a particular topic can offer you more material to draw on. Feel free to contact the instructor for

more guidance to help you complete the final paper. There is no minimum number of peer-reviewed sources required to complete this assignment. You could write in depth about a limited number of sources (e.g., five journal articles and book chapters) or use many more sources (e.g., 10 journal articles and book chapters) without engaging with each one at length.

You will submit this final assignment (and receive feedback and your grade within two weeks) by Sunday December 11 11:59 PM on Brightspace. Your final paper should be single-spaced, typed in a 12-point font and submitted as a MS Word document (and not PDF). Remember to insert page numbers in your document. On the cover sheet (i.e., the first page of your paper), include the assignment title and a title of your own choosing to reflect your topic (e.g., Final Paper: Canada's Shifting Role in Foreign Policy), your full name, the course code (i.e., POLI 3569), the instructor's full name (i.e., Mohammad Ferdosi) and the date of submission. You must include a Works Cited/References list at the end of your paper.

For the critical review essay and final paper, use your total word counts wisely by aiming for brevity in all aspects. For example, when referencing scholarly works in your papers, do not 'burn' your precious word count by writing the full or partial titles of journal articles or book chapters. Instead, use the author's/authors' last name(s) and year of publication (e.g., "According to King (2018) ..." or "Gravelle et al. (2014) argue ...") to succinctly refer to the literature. Also, you do not need to re-cite the same work (e.g., (King, 2018)) repeatedly in the same paragraph or subsequent paragraphs where you are discussing that scholarly work, so long as it is clear you are discussing the same reading. If you wish to provide specific page references to the readings that you are writing about, simply use the page number(s) or page range within parentheses (e.g., "(9)" or "(78-83)"). Use quotes sparingly, if at all. Making such reasonable judgement calls is a critical part of the writing process. The final paper should meet the requirements in length, that is, 3500 words or thereabouts, slightly under or over that requirement is fine but resist the temptation to pad your essay. Likewise, do not adjust the font size, margins, include many quotes, or long quotes, etc. to increase the length of your paper. Submit your papers on time. Read the section entitled "Late Assignments and Extensions" below for our policy on late submissions.

### **Assessment, Grade Scale and Definitions**

The instructor will provide you with ample comments and a percentage and letter grade on your critical review essay and final paper. Letter grades have a grade point assigned that is used to calculate your GPA (Grade Point Average). [Please see this table](#) which explains and defines Dalhousie's grading system and shows the GPA value that corresponds with each letter grade.

### **Late Assignments and Extensions**

Students are expected to complete all assignments by the due dates indicated above in this course outline. There will be a penalty of 3 percent per day (including weekends) for any late critical review essay or final paper (unless documentation can be provided for an extension). Because final course grades must be submitted to the University by the end of the term, instructors require enough time to evaluate any late assignments. For this reason, final papers (due Sunday December 11 11:59 PM) will not be accepted after Sunday December 18 11:59 PM.

If you become seriously ill or experience an emergency in advance of any assignment, it is important that you take steps to notify the instructor about your situation so that something could be worked out. Moreover, exemption or deferral of an assignment is only permitted for a medical or personal emergency or due to religious observance. Please read the section "Accessibility" for information about special accommodations. Our course should be equally accessible to all students.

### **Required Materials and Texts**

A textbook is not required for this course. Instead, all your required readings will be scholarly articles and book chapters. You are expected to access the journal articles on your own using your online library account while the book chapters will be provided on our Brightspace page. This literature is all you need to complete three of your

course assignments (i.e., weekly seminar participation, seminar presentation and critical review essay). Your final paper can draw on some of the required readings of this course, so long as they are related to your paper topic. But you will also need to gather and cite scholarly literature from elsewhere.

### **Minimal Technical Requirements**

The instructor's web camera and microphone will be turned on. Students are welcome to turn their web cameras on or off as they see fit. However, students need to use their microphones to actively participate in class-wide and breakout room discussions. Please ensure to test your sound equipment (e.g., webcam, microphone, speakers, etc.) before our meetings so that your technology, sound quality and volume are working properly.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes.

### **Weekly Course Schedule and Required Readings**

The first two required readings listed under each week will form the basis of our seminars on Mondays and the last two required readings listed will form the basis of our seminars on Wednesdays.

#### **Week 1 (Wednesday September 7): Introduction to the course**

No readings assigned  
Sign up for presentations

#### **Week 2 (September 12 and 14): Introduction to the discipline and its theories**

Smith, Heather. 2010. "Disciplining Nature of Canadian Foreign Policy." In *Canadian Foreign Policy in Critical Perspective*, edited by J. Marshall Beier and Lana Wylie. Oxford University Press. Hereafter CFP in CP.

Black, David R., and Heather A. Smith. "Still notable: Reassessing theoretical "exceptions" in Canadian foreign policy literature." *International Journal* 69.2 (2014): 133-151.

M. Beier and L. Wylie: Introduction: 'What's So Critical about Canadian Foreign Policy?' CFP in CP.

David G. Haglund (2017), "The paradigm that dare not speak its name: Canadian Foreign Policy's uneasy relationship with realist IR theory", *International Journal* June 19, 2017.

Helpful Very Short Videos (optional)

- [Theory in Action: Realism](#)
- [Theory in Action: Liberalism](#)
- [Feminism and International Relations - International Relations \(#4\)](#)
- [Theory in Action: Constructivism](#)

#### **Week 3 (September 19 and 21): Individual actors in Canadian foreign policy**

Kim Richard Nossal, Stéphane Roussel and Stéphane Paquin, *The Politics of Canadian Foreign Policy*. (Montreal & Kingston: McGill-Queen's University Press, 2015), 183-205.

Paul Gecelevsky, "Of Legacies and Lightning Bolts: An Updated Look at the Prime Minister and Canadian Foreign Policy," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, 3rd ed., Duane Bratt and Christopher J. Kukucha eds. (Don Mills: Oxford University Press, 2011).

Asa McKercher (2018), "Reason over passion: Pierre Trudeau, human rights, and Canadian foreign policy" *International Journal* April 23, 2018; pp. 129–145.

Ibbitson, J., 2017. "Trudeau's foreign policy vs. Harper's: There is little difference" [online]. *Globe and Mail*, 8 March. Available from: <https://www.theglobeandmail.com/news/politics/trudeau-taking-foreign-policy-cue-from-tory-playbook/article34241539/>

#### **Week 4 (September 26 and 28): State institutions and processes**

John English, "The Member of Parliament and Foreign Policy," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, Duane Bratt and Christopher J. Kukucha eds., (Don Mills: Oxford University Press, 2011), p.228-234.

Stephen Brown (2018) "All about that base? Branding and the domestic politics of Canadian foreign aid", *Canadian Foreign Policy Journal*, 24:2, 145-164.

Kai Ostwald & Julian Dierkes (2018) "Canada's foreign policy and bureaucratic (un)responsiveness: public diplomacy in the digital domain", *Canadian Foreign Policy Journal*, 24:2, 202-222.

Timothy B. Gravelle, Thomas J. Scotto, Jason Reifler & Harold D. Clarke (2014) "Foreign policy beliefs and support for Stephen Harper and the Conservative Party", *Canadian Foreign Policy Journal*, 20:2, 111-130.

#### **Week 5 (October 3 and 5): Other diplomacies**

Mary M. Young & Susan J. Henders (2012) "Other diplomacies" and the making of Canada–Asia relations", *Canadian Foreign Policy Journal*, 18:3, 375-388.

Rebecca Tiessen: "Youth Ambassadors Abroad? Canadian Foreign Policy and Public Diplomacy in the Developing World" CFP in CP.

J. Marshall Beier: "At Home on Native Land: Canada and the United Nations Declaration on the Rights of Indigenous Peoples" CFP in CP.

Tabío, Luis René Fernández, Cynthia Wright, and Lana Wylie, "Introduction- Diplomacies: Constructing Canada and Cuba" in Tabío, Luis René Fernández, Cynthia Wright, and Lana Wylie, eds. *Other diplomacies, other ties: Cuba and Canada in the shadow of the US*. University of Toronto Press, 2018.

#### **Week 6 (October 12): Canada's identity and values**

**No class on Monday October 10 (Thanksgiving holiday)**

Rankin, L.P., (2012) "Gender and nation branding in 'The true north strong and free'", *Place Branding and Public Diplomacy*, 8 (4), 257–267.

Wegner, Nicole. (2018). "Militarization in Canada: myth-breaking and image-making through recruitment campaigns." *Critical Military Studies*: 1-19.

## **Week 7 (October 17 and 19): Canada and the US**

### CRITICAL REVIEW ESSAY DUE BY SUNDAY OCTOBER 23 11:59 PM ON BRIGHTSPACE

Ann Denholm Crosby: 'Canada-US Defence Relations: Weapons of Mass Control and a Praxis of Mass Resistance' CFP in CP.

Sean W. Burges (2006) "Canada's postcolonial problem: The United States and Canada's international policy review", *Canadian Foreign Policy Journal*, 13:1, 97-111.

Hillmer N., Lagassé P. (2018) "The Age of Trudeau and Trump". In: Hillmer N., Lagassé P. (eds) *Justin Trudeau and Canadian Foreign Policy*. Canada and International Affairs. Palgrave Macmillan, Cham.

Blank S., Gattinger M. (2018) "Canada-US Relations Under President Trump: Stop Reading the Tweets and Look to the Future". In: Hillmer N., Lagassé P. (eds) *Justin Trudeau and Canadian Foreign Policy*. Canada and International Affairs. Palgrave Macmillan, Cham.

## **Week 8 (October 24 and 26): Canada as peacekeeper or aggressor?**

Claire T. Sjolander and Kathryn Trevenen: "Constructing Canadian Foreign Policy: Myths of Good International Citizens, Protectors, and the War in Afghanistan" CFP in CP.

Lane A. (2018) "Manning Up: Justin Trudeau and the Politics of the Canadian Defence Community". In: Hillmer N., Lagassé P. (eds) *Justin Trudeau and Canadian Foreign Policy*. Canada and International Affairs. Palgrave Macmillan, Cham.

Colleen Bell: "Fighting the War and Winning the Peace: Three Critiques of Canada's Role in Afghanistan" CFP in CP.

Janzen, Randall, (2015) "Incorporating Unarmed Civilian Peacekeeping into Canadian Foreign Policy: What do Canadians Think?" *Canadian Foreign Policy Journal* 21.1 (2015): 15-27.

## **Week 9 (October 31 and November 2): Grading the government**

Daryl Copeland (2018) "Innovation, adaptation and foreign policy in the age of globalization: is Global Affairs Canada fit for purpose?", *Canadian Foreign Policy Journal*, 1-6.

Nossal K.R. (2018) "Promises Made, Promises Kept? A Mid-term Trudeau Foreign Policy Report Card". In: Hillmer N., Lagassé P. (eds) *Justin Trudeau and Canadian Foreign Policy*. Canada and International Affairs. Palgrave Macmillan, Cham.

Richard Nimijean, (2018) "Introduction: Is Canada back? Brand Canada in a turbulent world", *Canadian Foreign Policy Journal*, 24:2, 127-138.

iAffairs, 2018. 2018 Trudeau Report Card [online]. Available from: <https://iaffairscanada.com/wp-content/uploads/2018/07/TrudeauReportCard2018.pdf>

## **Week 10 - No classes – Fall break (Monday November 7 to Friday November 11)**

## **Week 11 (November 14 and 16):**

### Climate change (November 14)

Simon Dalby and Leah Lawrence (2021), "Reimagining a Canadian National Security Strategy Climate Change Impacts on Canadian National Security," *Reimagining a Canadian National Security Strategy*, Centre for International Governance Innovation, [https://www.cigionline.org/static/documents/NSS\\_Report2\\_xM1Iy4Y.pdf](https://www.cigionline.org/static/documents/NSS_Report2_xM1Iy4Y.pdf)

### Canada-China relations (November 14)

Preston Lim (2020) "Sino-Canadian relations in the age of Justin Trudeau," *Canadian Foreign Policy Journal*, 26:1, 25-40.

### Diaspora politics (November 16)

Carment, David and Joseph Landry, (2016), "Diaspora and Canadian Foreign Policy," in *The Harper Era in Canadian Foreign Policy*, eds. A. Chapnick and C. Kukucha, UBC Press.

### Trade (November 16)

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.

## **Week 12 (November 21 and 23):**

### Gender (November 21)

Chapnick, Adam. "The origins of Canada's feminist foreign policy." *International Journal* 74, no. 2 (2019): 191-205.

Tiessen, R., & Smith, H. A. (2021). "Canada's 'Feminist' Foreign Policy Under the Harper Conservatives (2006–2015) and Trudeau Liberals (2015–2019) in Global Perspective," In *The Palgrave Handbook of Canada in International Affairs* (pp. 117-139). Palgrave Macmillan.

### Indigenous peoples (November 23)

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* eds. Hillmer N., Lagassé P, Palgrave Macmillan.

Hayden King, (2017) "The Erasure of Indigenous Thought in Foreign Policy", July 31, available on the Open Canada website at:  
<https://opencanada.org/erasure-indigenous-thought-foreign-policy/>

## **Week 13 (November 28 and 30)**

### Aid (November 28)

Stephen Brown, (2018) "All About That base? Branding and the Domestic Politics of Canadian Foreign Aid", *Canadian Foreign Policy Journal*, 24:2, 145-164.

Swan, E. (2021). "The personal is political!": exploring the limits of Canada's feminist international assistance policy under occupation and blockade. *Canadian Foreign Policy Journal*, 27(1), 117-135.



## The Arctic (November 30)

Roberts K. (2021) Geopolitics and Diplomacy in Canadian Arctic Relations. In *Political Turmoil in a Tumultuous World. Canada and International Affairs*, eds. Carment D., Nimijean R., Palgrave Macmillan.

Exner-Pirot H. (2021) Canada's Arctic Foreign Policy. In: Murray R.W., Gecelovsky P. (eds) *The Palgrave Handbook of Canada in International Affairs. Canada and International Affairs*. Palgrave Macmillan.

## **Week 14 (\*TUESDAY DECEMBER 6\*): Security and defence**

FINAL PAPER DUE BY SUNDAY DECEMBER 11 11:59 PM ON BRIGHTSPACE

Tuesday December 6 (makeup day for a missed Fall Monday due to holiday, see [December 2022 calendar](#))

Thomas Juneau, Philippe Lagassé, and Srdjan Vucetic (2019), "Introduction: Canadian Defence Policy in Theory and Practice," In *Canadian Defence Policy in Theory and Practice*, eds. T. Juneau, P. Lagassé, and S. Vucetic, Palgrave Macmillan.

Lindsay Rodman (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.

## **UNIVERSITY STATEMENTS**

### **Internationalization**

At Dalhousie, "[thinking and acting globally](#)" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

### **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.

### **Accessibility**

If you encounter any content that is not accessible or perceptible for you, please do not hesitate to inform me. Our course should be equally accessible to all students.

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact:

- the [Student Accessibility Centre](#) (for all courses offered by Dalhousie with the exception of Truro)
- the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

### **Conduct in the Classroom – Culture of Respect**

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and

exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

### **Diversity and Inclusion – [Culture of Respect](#)**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

### **Code of Student 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.

### **Fair Dealing policy**

The Dalhousie University [Fair Dealing Policy](#) provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

### **Originality Checking Software**

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the [Student Submission of Assignments and Use of Originality Checking Software Policy](#). Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work, and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

### **Student Use of Course Materials**

These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g. uploading to a commercial third-party website) may lead to a violation of Copyright law.

## **UNIVERSITY POLICIES, GUIDELINES, AND RESOURCES FOR SUPPORT**

Dalhousie courses are governed by the academic rules and regulations set forth in the [Academic Calendar](#) and the [Senate](#).

### **Important student information, services and resources are available as follows:**

#### **University Policies and Programs**

- [Important Dates in the Academic Year](#) (including add/drop dates)
- [Classroom Recording Protocol](#)
- [Dalhousie Grading Practices Policy](#)
- [Grade Appeal Process](#)
- [Sexualized Violence Policy](#)

- [Scent-Free Program](#)

### Learning and Support Resources

- Academic Support - Advising [Halifax](#), [Truro](#)
- [Student Health & Wellness Centre](#)
- [On Track](#) (helps you transition into university, and supports you through your first year at Dalhousie and beyond)
- [Indigenous Student Centre](#). See also: [Indigenous Connection](#).
- 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.
- [Black Student Advising Centre](#)
- [International Centre](#)
- [South House Sexual and Gender Resource Centre](#)
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)

### Instructor's Educational Background, Research Profile and Personal Learning Philosophy

In 2022, I received a Doctor of Philosophy in Political Science, Comparative Public Policy from McMaster University, which is the only institution in Canada (and one of very few universities worldwide) to offer such a specialized advanced degree. I also have an academic background in Sociology and Economics, which together with Political Science, formed the foundation of the once existent discipline of Political Economy (among the oldest in the social sciences). In fact, these three arenas of study began as Political Economy (à la William Petty in the 17<sup>th</sup> century), as the combined study of state (or politics), economy (market) and society. This was before the separation of Political Economy (in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries) when Political Science, Economics and Sociology each carved out their own domains and separated into distinct departments in most universities. Although intimately related, these three spheres began to be analyzed and discussed as separate from each other as if they existed in the real world independently. In reality, it is impossible to consider politics without economics and economics without politics and either without society. Hence my background in all three disciplines and our consideration of their combined importance for understanding foreign policy issues throughout this course.

As far as my own research interests and contributions are concerned, I primarily write about labour laws, welfare policies and socio-economic outcomes in developed countries from a political economy perspective using both qualitative and quantitative methods. My research topics constitute three different yet complementary indicators of societal well-being and may be seen as three measurements of the overall distribution of the social product amongst various social groups and classes in society. I have authored more than 30 research publications and been the co-recipient of nearly 10 research grants for my work. I also serve the Inclusive Policy Lab of the United Nations Educational, Scientific and Cultural Organization ([UNESCO](#)) as a specialist on basic income pilots and policy responses in and beyond the COVID crisis. Additionally, I am a co-investigator of McMaster University's COVID Economic and Social Effects Study ([CESES](#)), which is a federally funded longitudinal study on the pandemic's impact on Ontario workers, workplaces and social assistance recipients. Lastly, I am a member of an

international panel of social policy academics and experts for the International Labour Organization.

As you can see, a certain amount of consideration, coherency and topical importance characterizes my educational background and research profile. An undergraduate or postgraduate degree will take up a few years of one's life and so 1) the choice of a degree program, major or research interest will determine the extent to which one learns or advances oneself intellectually; 2) it will affect one's employment possibilities and trajectories; 3) it will mark one's intellectual life for a long time, for some it will for a life-time; and 4) as a human being one can see a certain responsibility to select a program, courses and/or paper topics that serve a grander purpose than merely obtaining a degree or advancing a career.