

Course: MPA 880: CANADIAN FOREIGN POLICY

Instructor: Barbara Martin

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Office Hours: Tuesdays 10:00 – 12:30 or by appointment any day by phone

Classroom: Room 334, Robert Sutherland Hall

Class Time: Tuesdays 13:00-16:00

COURSE OVERVIEW

Recent decades have seen tectonic shifts in international dynamics, from the end of the Cold War, to 9/11, to the increasing muscularity of China and Russia, the rise of populism, and serious challenges to the rules-based international order and its pillars of democracy, rule of law and respect for human rights.

How did we get here? Since World War II, the steady process of globalization accelerated dramatically through ease of travel and technology, bringing countries, businesses and individuals closer together than ever before. It has brought huge increases in global wealth, a surge in the global middle class and lifted 1 billion people out of extreme poverty.

But, as positive as the process of globalization has been, there have been downsides. As the world became more interconnected, sovereign boundaries blurred and events far away have had significant and immediate repercussions here at home - from terrorism to infectious diseases to natural disasters and environmental damage. Globalization has also spawned disaffection among those who feel left behind as industries and economies adapt to new technology, global supply chains and changing markets. Growing inequality, as wealth pools among the world's richest 1%, is often blamed on the dynamics of globalization. This has created fertile ground for populist leaders promising change through retrenchment – tariffs, border controls or abandoned environmental policies. And, the global pandemic that began in 2020 has both underscored our inter-connectedness and added new challenges to the international dynamic from preventing spread to sharing of vaccines.

This course will examine how Canada's government navigates through these turbulent times to protect Canadians from terrorism or disease, to buffer our economy from external shocks, to open new markets for businesses and to manage our at times disruptive neighbour to the south. It will look at foreign policy from a practitioner's perspective, exploring Canada's foreign policy goals and how it can achieve them in the world today. It will highlight the growing inter-connectedness of domestic and international policies, and how actors across governments need to work together, and with actors outside government, to develop and implement effective policies. Through lectures, exercises and case studies, students will explore the structure and dynamics of the foreign policy process, learn how to assess the implications for Canada of international developments and issues, and develop analytical and writing skills needed to provide succinct policy advice. The course will also develop teamwork and presentation skills needed in today's policy environment. **The course learning outcomes and outline are below. Full course details will be available on OnQ.**

LEARNING OUTCOMES

Students will be able to:

Describe:

- the key goals of Canada's foreign policy,
- the national and international instruments for realizing those goals and
- the role of provincial / territorial governments and various government departments in Canada's international engagement.

Explain and Assess:

- how international dynamics and events affect Canada's interests and
- why / how key international relationships matter.

Argue effectively and objectively:

- the advantages / disadvantages of policy options and the rationale for a recommended option.

Work collaboratively, respectfully and effectively with colleagues:

- in classroom and team interactions, showing sensitivity, self-awareness and inclusiveness.

CLASS FORMAT AND READINGS

Classes will consist of presentations by the instructor and guest speakers, class discussions, case studies, debates and exercises.

Readings will all be available through links in the course outline on OnQ. Readings will include background documents, and analysis and commentary on current issues by credible academics, journalists and foreign policy practitioners.

Students will also be expected to explore the websites of key government departments and international organizations to understand current policies and programs, and to develop awareness of the wide range of information, analysis and data sources.

COURSE GRADING

- 5% Exercises
 - 3% ID and Assess Key Trends (due January 11)
 - 2% Quiz
- 15% Debate (team)
- 15% Crisis Simulation (team)
- 30% Action Memo to Minister
- 35% Transition Brief for New Minister

YOUR INSTRUCTOR, WHO AM I?

As a former diplomat, I have more than 30 years' experience in Canadian foreign policy. I joined the Department of Foreign Affairs on graduation from Queen's with a Master's in Public Administration. During my career, I served in Manila (during the People Power Revolution) and in Canada's delegation to the OECD in Paris, as well as multiple assignments in the Privy Council Office. I have experience in a wide range of international policy areas, including international security, economic relations, development, human rights, as well as multilateral engagement (e.g. in the UN, NATO, NORAD and G7, among others). Two memorable and challenging assignments were as Director General for Afghanistan during the wind down of Canada's mission in Kandahar and as Director General for the Middle East and North Africa during the height of the Arab Spring. I have been a municipal councilor and am a Fellow with the Canadian Global Affairs Institute. I live in the Gatineau Hills and enjoy the full range of outdoor activities possible here, including sailing, biking and cross-country skiing.

COURSE OUTLINE *(subject to revision; full details will be available on OnQ)*

SESSION 1 – INTRODUCTION (JANUARY 11)

- Introductions and course overview
- What is the state of the world today? Why does it matter to Canada?
- What is the worldview of a realist, liberal and idealist? Why does it matter?

SESSION 2 – FOUNDATIONS (JANUARY 18)

- What is foreign policy and how is it made?
- What is Canada's foreign policy framework?
- What are the Government's foreign policy priorities today?

SESSION 3 – CANADA AND THE BIG BOYS (THE US & CHINA) (JANUARY 25)

Canada - US Relations:

- The Asymmetrical Relationship - How to sleep beside an elephant?
- Trade - Why does it matter so much for Canada?
- Security and Defence - Why was 9/11 a turning point?
- The Border - Why is the border such a big deal?

Canada - China Relations:

- Trade – What does Canada do when trade is used as a weapon?
- What have we learned about hostage diplomacy?
- How does Canada balance human rights with its trade interests?
- Security – How is China changing the security landscape of Asia? Does it matter to Canada?

SESSION 4 – PROTECTING CANADA AND CANADIANS (FEBRUARY 1)

- How can the Government ensure that Canadians and Canada are secure?
- What bilateral and multilateral arrangements help ensure our security?
- What is Russia's beef with NATO and how is Russia challenging the liberal international order?

SESSION 5 – PEACEKEEPING (FEBRUARY 8)

- What role does peacekeeping play in Canadian foreign policy?
- How has peacekeeping changed (or not) over the decades?
- What is peacekeeping when there is no peace to keep?
- Why did Canada choose to join the UN mission in Mali?

SESSION 6 – CASE STUDY: AFGHANISTAN (FEBRUARY 15)

- Why did we go and what did we do?
- What have we learned? Was it worth it?
- What now that the Taliban are back?

SESSION 7 – GLOBAL SHIFTS AND GLOBAL GOVERNANCE (FEBRUARY 22)

- Is the international liberal order in trouble?
- Is the UN a moribund talk shop and the G7 irrelevant?
- How did the world respond to the COVID 19 pandemic? Was the WHO effective?

SESSION 8 – DEVELOPMENT (MARCH 1)

- What role does international development play in Canadian foreign policy?
- What are the major issues in international development today?
- What have we learned about the effectiveness of international development assistance?

SESSION 9 – TWO CASE STUDIES: NON-PROLIFERATION & HUMAN RIGHTS (MARCH 8)

- **What about the bomb?**
 - What is the NPT?
 - What's the deal with the deal with Iran?
 - Is North Korea a defacto nuclear state?
 - What about India and Pakistan (and Israel)?
- **What about human rights?**
 - What are human rights?
 - What is the role of the UN? NGOs?
 - Why does the situation of the Rohingya matter to Canada?
 - What can / should Canada do?

SESSION 10 – CRISIS SIMULATION INTRODUCTION (MARCH 15)

- Introduction to Crisis Simulation Exercise (team exercise)
- Distribution of crisis scenarios
- Teamwork during class time (Instructor available to assist)

READING WEEK (MARCH 22 – 25)

SESSION 11 – CRISIS SIMULATION PRESENTATIONS (MARCH 29)

- Teams provide recommendations on how Canada should respond to their crisis

SESSION 12 – CASE STUDY: CANADA AND THE MIDDLE EAST (APRIL 5)

- What has led to the ongoing tensions in the region?
- Why does the Middle East matter to Canada and Canadians?
- Is there a solution?

ACADEMIC INTEGRITY - MUST READ

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <http://www.academicintegrity.org>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities:

<http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>).

Students are responsible for familiarizing themselves with the Academic Integrity Policy of the School of Graduate Studies, available at: http://www.queensu.ca/calendars/sgsr/Academic_Integrity_Policy.html

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning and the loss of grades on an assignment to the rescinding of a degree.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations / modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at:

<https://www.queensu.ca/studentwellness/accessibility-services>.

COPYRIGHT:

The link below provides copyright guidelines for students to familiarize themselves with the Copyright Act of Canada:

<https://library.queensu.ca/help-services/copyright-fair-dealing/copyright-guidelines-students- and-users-library>