

## **MPA 880: CANADIAN FOREIGN POLICY**

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**Office Hours:** Wednesdays 9:30-2:30; other days by phone (appointments appreciated)

**Class Room:** Room TBC, Robert Sutherland Hall

**Class Times:** Wednesdays 14:30-17:20

### **COURSE DESCRIPTION AND OBJECTIVES**

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, to the rise of populism, and now to 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 are downsides. As the world became more interconnected, sovereign boundaries have blurred and events far away have increasingly 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 wealthiest 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. In particular, US President Trump, now reaching the mid-point of his first term in office, is having a sweeping and disruptive impact on the international order as he applies a CEO's win-lose philosophy to governance both at home and abroad.

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 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 policies. Through lectures, exercises and case studies, students will explore the 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 team work and presentation skills needed in today's policy environment. **The course outline is subject to revision and will be available on OnQ.**

### **CLASS FORMAT AND TEXTBOOK**

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

The following textbook is useful for the course. Links to specific chapters that are required reading will be provided in the course outline. The full text is available on line from the library.

**The Politics of Canadian Foreign Policy, 4th Edition**

Kim Nossal, Stéphane Roussel & Stéphane Paquin (2015) Montreal & Kingston, Queen's Policy Studies Series, McGill-Queen's University Press

Students will also be expected to download articles from the Internet and explore key websites. Links are provided in the course outline.

## **COURSE GRADING**

- Debate (team) - 15%
- Crisis Simulation (team) - 15%
- Action Memo to Minister - 35%
- Transition Brief for New Minister - 35%

## **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/sgrs/Academic\\_Integrity\\_Policy.html](http://www.queensu.ca/calendars/sgrs/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.

## **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 in the Privy Council Office. I have experience in a wide range of international policy areas, including international security, peacemaking/keeping/building, 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 councillor 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*)**

### **SESSION 1 – INTRODUCTION (SEPTEMBER 12)**

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

## **SESSION 2 – FOUNDATIONS (SEPTEMBER 19)**

- What is foreign policy?
- How is foreign policy 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) (SEPTEMBER 26)**

### **Canada - US Relations:**

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

### **Canada - China Relations:**

- Trade - If the dragon sneezes, does Canada catch a cold?
- Human Rights – How does Canada balance human rights with its trade interests?
- Security - How is China changing the security landscape of Asia and why does it matter to Canada?

## **SESSION 4 – PROTECTING CANADA AND CANADIANS (OCTOBER 3)**

- 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 (OCTOBER 10)**

- 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 (OCTOBER 17)**

- Why did we go and what did we do?
- What have we learned?
- Was it worth it?

## **SESSION 7 – DEVELOPMENT (OCTOBER 24)**

- 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 and utility of international development assistance?
- What are current Canadian development priorities and how do they fit with other foreign policy objectives?

## **SESSION 8 – GLOBAL GOVERNANCE (OCTOBER 31)**

- Is the international liberal order in trouble?
- Is the UN a moribund talk shop and the G7 irrelevant?
- What is Canada's stake? Do we have influence?

## **SESSION 9 – TWO CASE STUDIES: NON-PROLIFERATION & HUMAN RIGHTS (NOVEMBER 7)**

- **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 – shhhh!)?
- **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 (NOVEMBER 14)**

- Introduction to Crisis Simulation Exercise (team exercise)
- Outline of crisis scenarios
- Team work during class time

## **SESSION 11 – CRISIS SIMULATION PRESENTATIONS (NOVEMBER 21)**

- Teams provide recommendations on how Canada should respond to a crisis scenario.

## **SESSION 12 – CASE STUDY: THE MIDDLE EAST (NOVEMBER 28)**

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