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. In particular, US President Trump, now approaching the final year 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.

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 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 team work and presentation skills needed in today’s policy environment. The course outline is 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, and the national and international instruments for realizing those goals;
• The role and interests of the range of Canadian governments and government departments in Canada’s international engagement.

Explain:
• Why and how Canada’s key international relationships matter to protecting and advancing Canada’s interests;
• How international dynamics and events affect Canada’s interests.

Argue Effectively and Objectively:
• The pros / cons of a policy conundrum through:
  o thorough, targeted research;
  o marshalling sound arguments;
  o thinking on feet.
• Policy recommendations, identifying Canada’s interests and taking into account the full range of considerations that affect the effectiveness and viability of several options, as well as the recommended approach through:
  o thorough, targeted research;
  o writing concise, yet comprehensive and clear, documents (memo and brief) for a minister.

Assess:
• The implications for Canada of a complex international situation and develop timely / effective policy recommendations through:
  o assessment of known facts and researched information;
  o preparation of an effective deck and presentation.

Work collaboratively, effectively and respectfully with colleagues:
• In classroom interactions and in team assignments, showing sensitivity, self-awareness, leadership and followership.

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. They 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 websites of key government departments and international organizations to understand current policies and programs, and to develop awareness of data sources.

COURSE GRADING
• 5% Exercises
  • 2% ID and Assess Key Trends (due September 11)
  • 3% Quiz
• 15% Debate (team)
• 20% Crisis Simulation (team)
• 30% Action Memo to Minister
• 30% Transition Brief for New Minister

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.

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, peace-making / -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 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 X-country skiing.

COURSE OUTLINE (Updated 17 Aug but still subject to revision; full details available on OnQ)

SESSION 1 – INTRODUCTION (SEPTEMBER 11)

- 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, idealist and populist? Why does it matter?

SESSION 2 – FOUNDATIONS (SEPTEMBER 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?


- 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 turning point?
- The Border - Why is the border such a big deal?

SESSION 3 – CANADA AND THE BIG BOYS (CHINA) (OCTOBER 2)

- Trade – What does Canada do when trade is used as a weapon?
• Human Rights - 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 6 – PEACEKEEPING (OCTOBER 9)

• 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?

SESSION 5 – PROTECTING CANADA AND CANADIANS (OCTOBER 16)

• How can the Government ensure that Canadians and Canada are safe and secure?
• What bilateral and multilateral arrangements help ensure our security?
• What is Russia’s beef with NATO and how is it (and China) challenging the liberal international order?

SESSION 7 – CASE STUDY: AFGHANISTAN (OCTOBER 23)

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

SESSION 8 – DEVELOPMENT (OCTOBER 30)

• 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 – GLOBAL GOVERNANCE (NOVEMBER 6)

• Is the international liberal order in trouble? Is “the jungle growing back”?
• Is the UN a moribund talk shop and the G7 irrelevant?

SESSION 10 – CASE STUDY: CANADA AND THE MIDDLE EAST (NOVEMBER 13)

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

SESSION 11 – CRISIS SIMULATION INTRODUCTION (NOVEMBER 20)

• Introduction to Crisis Simulation Exercise (teams assigned)
• Outline of crisis scenarios
• Team work during class time

SESSION 12 – CRISIS RESPONSE PRESENTATIONS (NOVEMBER 27)

• Teams provide recommendations on how Canada should respond to their crisis scenario.