Course Description
This course introduces students to a range of historical and contemporary issues in Canadian foreign policy (CanFP), and provides conceptual tools to critically assess those issues against recent developments in global and Canadian politics. In this course, students will: learn different theories of Canada’s foreign policy and place in the world; examine the institutions, administration, and politics of foreign policymaking in Canada; assess how much power and influence Canada has internationally; and examine the influence of external factors on Canada’s foreign policy choices. The course will offer students an understanding of continuity and change in Canadian foreign policy practice, and of the emergence of new issues as a result of broader processes in domestic and global politics. Policy areas to be addressed include: security and defence policy; economic relations and trade; the Canada-U.S. relationship; foreign aid; Indigenous peoples; and climate change.

Course Objectives
The objectives of this course are threefold. The first is to provide students with an introduction to the major theoretical and practical understandings of how Canadian foreign policy is formulated and implemented. The second is to examine important historical and contemporary issues in Canadian foreign policy. The third is to promote the development of students’ core academic skills, such as evidence-based research, critical thought, advanced reading, academic writing, and rigorous analysis.

Learning Objectives
By the conclusion of this course, students should have developed:
- an understanding of the different theories for understanding CanFP;
- an appreciation for the relationship between Canadian history, political institutions, and contemporary CanFP priorities and their formulation;
- knowledge of the main actors affecting the content and application of CanFP;
- an understanding of how questions of identity, interests, and values affect Canada’s foreign policies;
- a critical awareness of recent and current trends in Canada’s global engagement;
- the ability to analyze critically accounts of Canada’s involvement in global politics, including those emerging from news sources, academia, think-tanks, popular culture and government;
- core undergraduate skills such as effective writing, analysis, and argumentation.
Course Format
The course consists of two 80 minute lectures per week. Students are expected to attend all classes, complete all assignments, and demonstrate active engagement with the course material. Lectures and readings are complementary, but distinct, and students are advised to complete assigned readings before the start of the week’s lectures. Students are responsible for learning all material covered in lectures and course readings.

Course Requirements and Marking Scheme
Attendance and Engagement – 10%
Critical Reading Review – 15%
Research Essay – 40%
Final Exam – 35%

Attendance and Engagement (10%): Attendance at lectures is expected and is a required component of this course.

In addition, students are required to demonstrate engagement with the course material outside of class. This engagement can take many forms, including but not limited to: discussing course material with the professor during office hours; emailing the professor with a news article or other type of media that is relevant to the course material, including a description specifying how the student sees the two as connected; attending or participating in an event relevant to Canadian foreign policy; or writing a letter/email to your Member of Parliament, the Minister of Foreign Affairs, or the Prime Minister expressing your views on a foreign policy issue. Other forms of engagement are also welcome; if in doubt whether something is appropriate or applicable, speak to the professor. The engagement grade will be calculated on a curve relative to the overall level of engagement by all students in the course.

Critical Reading Review (15%): The critical reading review (no longer than 5 double-spaced pages) will analyze all of the readings assigned for a single week. Students are expected to summarize the main point or argument of each reading, and evaluate their strengths, weaknesses, similarities, and differences in relation to each other, as well as identifying whether the readings reflect particular theoretical orientations or visions of Canadian foreign policy and Canada’s role in the world. Critical reading reviews are due the first class after the week for which the readings were assigned. Students will sign up in Week 2, and detailed instructions will be provided in class and on CourseSpaces.

Essay (40%): Each student is required to write a research essay of approximately 4000 words (plus references) that applies theories of Canadian foreign policy to a major issue in contemporary Canadian foreign policy practice. Students will write on one of three designated topics related to the course material, to be provided in class in Week 3. Two versions of the essay, first and final drafts, are required. The assignment, including appropriate topics, will be discussed in detail in Week 3, and the first draft is due in Week 10. First drafts will then be peer reviewed, whereby students will read and provide critical and constructive feedback on their classmates’ assignments. Participating in peer review is a requirement for this course. Final drafts of the essay which incorporate suggestions and critiques from the peer reviews are due in Week 12. Essays should be double-spaced using 12pt Times New Roman font and one-inch
margins, using the Chicago Manual of Style author-date system. Detailed instructions will be provided in class and on CourseSpaces.

Final Exam (35%): A final exam will be held during the final exam period at the end of the semester. The exam will be cumulative and cover all materials from the course.

Required Text and Course Materials
All readings for this course will be available through CourseSpaces or the UVic Library system.

The primary texts for the course are:


Course Rules and Policies

Communication: The best ways to communicate with the professor are through email or during office hours. Students are invited to contact the professor with any questions or concerns they have about the course, or to visit during regularly scheduled office hours or by appointment. Before asking basic or logistical questions about the course, students should consult the syllabus. Communication by email should be professional (i.e. don’t start emails with ‘hey’ or ‘yo’, do use full sentences, do use my name and spell it correctly, sign your name, etc. Pro Tip: Before you press send, ask yourself “How does this email make me look in the eyes of the person receiving it?”). Except in extenuating circumstances, the professor will respond to all emails within 48 hours (not including weekends).

Extensions and make-ups: Extensions will only be granted for valid and documented medical or personal reasons. If possible, students should discuss extensions with the professor in advance of assignment deadlines. Requests for deferral or make-ups of exams must be made via a request for academic concession to the Registrar’s Office.

NB: Valid reasons for extensions or make-ups do not include: scheduling conflicts with assignments for other courses, work commitments, oversleeping, technical/printing difficulties, hungry pets, commuting/transit problems, hangovers, or bad weather, so plan accordingly.

Late penalties: Assignments are due at the start of class on the date for which they are assigned. In fairness to students who hand in work on time, a 1% penalty will be applied to assignments received after class has started but before 4 pm on the day they are due. After that, the penalty is 2% per day late, weekends included, up to a maximum of seven days. Assignments submitted after 4 pm will be considered submitted the next workday. Assignments submitted more than one week after they were due will not be accepted without an extension from the professor.
Submitting late assignments: Late assignments should be submitted to the mailbox designated ‘Greaves’ in the Department of Political Science, 3rd floor David Turpin Building. All late work will be time and date stamped and assigned any appropriate late penalties. Remember to submit your work before 4 pm or no one will be there to receive it, and it will be considered submitted the next workday. Assignments will only be accepted by email if prior arrangements have been made with the instructor. Students are required to keep copies of their work until marked assignments have been returned and grades posted on CourseSpaces.

Writing Resources: Support for student writing is available through the Centre for Academic Communication: http://www.uvic.ca/learningandteaching/home/home/centre/. They can provide assistance to you in preparing and writing your essays and other assignments for this course.

Students for whom English is not their native language can also access support and resources through the English Language Centre: https://continuingstudies.uvic.ca/elc.

CourseSpaces and E-mail: Students should ensure that they have access to CourseSpaces, as reading materials and course announcements concerning dates and requirements will be posted online. Students should also ensure they have access to a UVic email and should check it regularly for communication regarding the course. Emails to the professor should have ‘POLI 346’ in the subject line. A 1% bonus mark will be granted to all students who email the professor from a UVic account within the first week of the semester with a brief (3-5 sentences) description of why you are interested in learning about Canadian foreign policy.

Accessibility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to contact me and/or Centre for Accessible Learning as soon as possible. We will work with you to ensure you can achieve your learning goals in this course. Enquiries are confidential. The Centre for Accessible Learning (http://www.uvic.ca/services/cal/) is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

Course Experience Survey (CES)
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Plagiarism and Academic Integrity
Academic integrity is intellectual honesty and responsibility for academic work that you submit individually or as a member of a group. It involves commitment to the values of honesty, trust and responsibility. It is expected that students will respect these ethical values in all activities related to learning, teaching, research and service. Therefore, plagiarism and other acts against academic integrity are serious academic offences.
The responsibility of the institution - Instructors and academic units have the responsibility to ensure that standards of academic honesty are met. By doing so, the institution recognizes students for their hard work and assures them that other students do not have an unfair advantage through cheating on essays, exams, and projects.

The responsibility of the student - Plagiarism sometimes occurs due to a misunderstanding regarding the rules of academic integrity, but it is the responsibility of the student to know them. If you are unsure about the standards for citations or for referencing your sources, ask your instructor. Depending on the severity of the case, penalties include a warning, a failing grade, a record on the student’s transcript, or a suspension. It is your responsibility to understand the University’s policy on academic integrity, which can be found on pages 32-34 of the undergraduate calendar.

Plagiarism is not the only form of academic integrity issue that students should be aware of. Other potential offences include, but are not limited to: submitting your own work in more than one course without the permission of the instructor; making up sources or facts; obtaining or providing unauthorized assistance on any assignment; using or possessing unauthorized aids on tests and quizzes; looking at someone else’s answers during an exam or test; falsifying institutional documents or grades; falsifying or altering any documentation required by the University, including doctor’s notes. For further details, please see the (revised) academic integrity policy: [http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html).

PERCENTAGE GRADING SCALE

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90 – 100</td>
<td>Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85 – 89</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80 – 84</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77 – 79</td>
<td>Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73 – 76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70 – 72</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65 – 69</td>
<td>Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60 – 64</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50 – 59</td>
<td>Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.</td>
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</tbody>
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<tr>
<th>Failing Grades</th>
<th>Grade Point Value</th>
<th>Percentage</th>
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5
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>Did not write examination or complete course requirements by the end of term or session; no supplemental.</td>
</tr>
</tbody>
</table>

1. The percentage grading scale applies to all Faculties at the University of Victoria.
2. The percentage grades should be associated with a letter grading schema.
3. A percentage grade for an N grade should be assigned in the following manner:

**N GRADE**: If a student has not completed the exam, or has not completed the course requirements, but has submitted course requirements that total more than 49% of the total grade for a course, an instructor will assign a percentage grade of 49%.
LECTURES and READING SCHEDULE

Week 1 (January 6 and 8, 2020) – Introduction: What is Canadian Foreign Policy?

Week 2 (January 13 and 15, 2020) – Making Foreign Policy I: Parliament, PM, and the Public Service

Week 3 (January 20 and 22, 2020) – Making Foreign Policy II: Provinces, Paradiplomacy, and the Public

Week 4 (January 27 and 29, 2020) – Indigenous Sovereignties and Diplomacies

Week 5 (February 3 and 5, 2020) – Theories of Canadian Foreign Policy


Week 6 (February 10 and 12, 2020) – Applying Theories of CanFP


Week 7 (February 24 and 26, 2020) – Canada and the United States


**Week 9 (March 9 and 11, 2020) – Canadian Security and Defence Policy**

**Week 10 (March 16 and 18, 2020) – Climate Change and Environmental Policy**

- First Draft of Essay Due

**Week 11 (March 23 and 25, 2020) – Peer Review**

**Week 12 (March 30 and April 1, 2020) – Future Challenges for CanFP**
- TBD

- Final Draft of Essay Due

Final Exam (TBD)