Canadian Foreign Policy Performance

University of Toronto, St. George Campus
Fall 2021
Tuesday 12:00–2:00 p.m.
Location TBD

Course website: www.g7.utoronto.ca/teaching
Office: 1 Devonshire Place, Room 209N
Office Hours: Tuesday 2:00-4:00 p.m.
Email: john.kirton@utoronto.ca [include “POL312” in subject line]
Telephone: 416-946-8953, Twitter @jjkirton

Teaching Assistant
Taylor Jackson
Email: taylorj.jackson@mail.utoronto.ca [include “POL312” in subject line]

THEMES: Since 1945, the study and practice of Canadian foreign policy (CFP) have been dominated by a liberal-internationalist theory focused on Canada’s pursuit, as a middle power, of harmonious multilateral associations and shared international values. This view has been challenged by a peripheral dependence theory, which depicts a small, penetrated Canada heavily constrained at home and abroad by dominant American power. This course also presents a third, complex neo-realist theory which suggests that Canada has emerged, in a more diffuse, interconnected international system, as a principal power focused on globally advancing its own national interests, competitively pursuing external initiatives and promoting a world order directly supportive of Canada’s distinctive values. The course assesses how each theory describes and explains CFP from 1945 to the present, first by outlining the three theories, then assessing their accuracy by applying then to successive Canadian governments’ major doctrines, resource distributions, and decisions.

Format and Requirements
A two-hour lecture course, once a week, with no tutorials.

Each student will be responsible for the following:
1. Term Test on October 26, 2021, for 33% of the final grade.
2. Research Essay of 2,000 words plus bibliography and references, handed in both on paper and electronically on Turnitin.com, due on December 7, 2021, for 67% of the final grade.
Turnitin Details
Class ID for the research essay = 30305638
Enrolment key = blue2Knew

Late Penalty and Policy
The late penalty is 2% of the assignment grade per calendar day, including weekends (without eligible causes, as approved by the instructor or teaching assistant in advance). Eligible causes for extension are unforeseen: a. medical and dental; non-curricular paid work-related; or c. disruptive personal relationship interruptions. Students should keep rough and draft work and hard copies of their essays and assignments before handing them in to the instructor. These should be kept until the marked assignments have been returned and the grades posted on ACORN. Note: Plagiarism is a serious academic offense and will be dealt with accordingly. For further clarification and information on plagiarism consult Writing at the University of Toronto, at http://www.writing.utoronto.ca/advice/using-sources.

Required Texts
The required texts:
John Kirton (2007). Canadian Foreign Policy in a Changing World (Toronto: Thomson Nelson). This is the core textbook, which may be available at the University of Toronto Bookstore, but should be at second hand bookstores. An updated version in Chinese, published in 2019 by the Shanghai People’s Publishing House, is available on reserve at the Trinity College Library. The latest version for the required reading each week will be made available virtually if need be.
Duane Bratt and Chris Kukucha, eds. (2015). Readings in Canadian Foreign Policy: Classic Debates and New Ideas (Toronto: Oxford University Press, 3rd edition). This is the core reader. It is available for purchase at the University of Toronto Bookstore

Other Key Works


Also valuable are the annual volumes in the *Canada Among Nations* (CAN) series, 1984 to the present.

**Key Journals and Annuals (to scan for your essays, in order of relevance)**

- **CFP** *Canadian Foreign Policy* (1992–, 3/year, the key journal)
- **IJ** *International Journal* (1945–, 4/year, some CFP content)
- **CAN** *Canada Among Nations* (1984–, 1/year, good CFP content)
- **EI** *Études Internationales* (1970–, 4/year, some systematic CFP content)
- **ARCS** *American Review of Canadian Studies* (some CFP content)
- **CAPP** *Canadian-American Public Policy* (good Canada-U.S. content)
- **NA** *Norteamerica* (2006–, good North American content)
- **BH** *Behind the Headlines* (some CFP content)
- **CPP** *Canadian Public Policy* (some CFP content)
- **PO** *Policy Options* (some CFP content)
- **CJPS** *Canadian Journal of Political Science* (strong analysis, some CFP content)
- **CWV** *Canada World View*, Foreign Affairs Canada (useful government source)

Note: Some current and archival issues of these are available online. Most are in print, available in Trinity College’s John Graham Library and other libraries.

**Weekly Session Readings**

* Background if time and interest allow.

**1. Introduction to the Course (September 14)**

**2. Introduction to the Field: Premises and Principles (September 21)**

Kirton, Chapters 1-2.

Kirton, John (2009), “The 10 Most Important Books on Canadian Foreign Policy,” Bratt and Kukucha, 10-18 (Also in *IJ* 64 (Spring): 553-564).


PART I: THREE PERSPECTIVES ON CANADIAN FOREIGN POLICY

3. Canada as a Middle Power: Liberal-Internationalist Theory (September 28)
Kirton, Chapter 3-4.

4. Canada as a Small Power: Peripheral Dependence Theory (October 4)
Kirton, Chapter 5.

5. Canada as a Principal Power: Complex Neo-Realist Theory (October 12)
Kirton, Chapter 6.
6. Testing the Theories: Relative Capability & International Behaviour (October 19)
Kirton, Chapter 7.
Lyon, Peyton and Brian Tomlin (1979), *Canada As An International Actor*, 56-93, 163-187.

7. TERM TEST (October 26)

PART II: CANADA’S INTERNATIONAL BEHAVIOUR SINCE 1945

8. St. Laurent, Diefenbaker and Pearson, 1948-1968 (November 2)
Kirton, Chapter 8.

READING WEEK: No class or office hours (November 9)

Kirton, Chapter 9-10.
Stairs, Denis, “Reviewing Foreign Policy, 1968-70,” Bratt and Kukucha, 286-298.
Stairs, Denis, “Reviewing Foreign Policy, 1968-70,” Bratt and Kukucha, 286-298.
*Thordarson, Bruce, “Cutting Back on NATO, 1969,” Munton and Kirton, 174-188.
*Dewitt and Kirton, 68-84.

10. Chrétien and Martin, 1993-2006 (November 23)
Kirton, Chapters 11-12, 155-194.
*Canada (2003), A Dialogue on Foreign Policy: Report to Canadians (Ottawa: Department of Foreign Affairs and International Trade).

Kirton, Chapter 12, 194-199.

12. Justin Trudeau, 2015-/ESSAY DUE (December 7)


Freeland, Chrystia (2017), “Address by Minister Freeland on Canada’s foreign policy priorities.”


*Coulon, Jocelyn,” Canada is Not Back: How Justin Trudeau Is In Over His Head on Foreign Policy (Lorimer: Toronto).

Research Essay Guidelines

What did Canada do, why, and, in the very short conclusion, what could and should it have done differently, in one of the following critical post–Cold War cases in Canadian foreign policy?

- The G20, 1997-
- The War in Afghanistan, 2001-2021
- African Development, 2002-
- The War in Iraq, 2003-
- International Health, 2003-2019
- Arctic Sovereignty, 2006-
- Middle East Diplomacy, 2006-
- Global Financial Crisis, 2007-
- G8 Muskoka Summit, 2010
- The Trans Pacific Partnership (TPP), 2010-
- The War in Libya 2011
- Ukraine 2014-
- Climate Change, 2015-
- Indigenous Peoples, 2015-
- Feminist International Policy, 2015-
- NegotiatingCUSMA, 2017-
- Coping with China over Huawei, 2018-
- Combatting COVID 19, 2019-

Note: Select and start your essay from the topics listed above in the first few weeks to give yourself maximum time and to avoid any last-minute shortage of high-demand
works on popular topics as the deadline approaches in December. The Instructor or Teaching Assistant will provide you with a list of key sources to start with when you ask.

In your case study, address, in order, three questions: What did the Canadian government do? Why did it do it? and briefly, at the end and based on your answers to the first two questions, What could and should it have done differently to better secure the outcomes it (and perhaps) you wanted? The first two questions will each constitute about 40% of the essay, the final question (on feasible, superior policy alternatives) 10%, and the introduction (including the significance of the case, competing schools of thought, “puzzle” and your thesis) 10%. Your own normative judgments should appear very briefly and only in the final section, if at all.


Start by reading the relevant passages in the course text and reader, syllabus, and lecture notes (including those lectures or chapters you have not yet come to). Then follow the citations in those pieces, the case study bibliographies on the course/textbook website, the guidance provided by the instructor when you ask for it, and the relevant pieces yielded by your scan of the major books and journals, starting with those listed at the beginning of this syllabus.

The introduction to your essay will include in turn a treatment of the following elements: the policy and theoretical significance of the case; the debate among the competing schools of thought about the case itself, which requires you to group scholarly writings based on their common views on your topic (these are “schools” on the specific case examined in your paper NOT the three theories of CFP used for the course as a whole); the puzzles, aspects of the case that existing schools of thought do not adequately describe or explain; and your thesis or central argument.

You must clearly state in the introduction, ideally in one or two sentences, your thesis — your central argument about what happened (the central pattern of Canadian foreign policy behaviour you have identified, including identifying trends and phases in Canadian behaviour) and why (the key causes of that behaviour, identifying the most salient external, societal, governmental, and individual determinants). Remember, a scholarly research essay is not a murder mystery novel where the reader has to wait until the very end to find out “whodunit” — that is, what really happened and why. This thesis statement in the introduction should be a clear, complete statement that offers a better account (i.e., solves the puzzle) than the existing inadequate arguments offered by the competing schools of thought.
In the beginning and body of the essay, you should NOT relate your thesis or argument explicitly to the larger three theories on CFP. Your thesis, derived from the subject-specific competing schools of thought and the puzzles they leave — NOT the overall three theories — must be your guide. However, in the conclusion, you should briefly relate your argument to these three larger theories and the other major relevant theories and models in the course, in order to connect your work to the larger corpus of empirical and theoretical work. If you are ambitious, you might even suggest here how the existing perspectives might be extended, modified, or supplemented.

To organize your essay, often a chronological ordering of major decisions works well, with each successive section covering what Canada did and why on that key decision or phase in decision-making in the case. Begin and conclude each section by directly relating its main message to your overall thesis, so you cumulatively support your thesis as you proceed. In each section and the conclusion, you should directly connect effects (usually, what Canada did) and causes (why it did it). Each case covers the start date indicated above through to the present, unless an earlier end date is notified above. In some cases you can focus on the handful of major decisions (and the determinants for each), but in longer cases the many decisions should be grouped into major phases, defined by the dominant direction and/or degree of the decisions within them.

Hand in your essay in class in typed, proofread English or French. Your essay should be 2,000 words or about pages double spaced in Times New Roman, font size 12, with embedded (author-date) citations, endnotes only as necessary, and a list of at least ten scholarly references, in a style similar to those in the Kirton text. Proofread your essay before you hand it in.

Normally, students are required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purposes of detecting plagiarism. The terms that apply to the University of Toronto’s use of the Turnitin.com service are described on the Turnitin.com website.

If, as a student, you object to using turnitin.com, please see the course instructor to establish appropriate alternative arrangements for submission of your written assignments.

Version of August 10, 2021