This course explores the process of making Canadian foreign policy, and the policy behaviour that results, in regard to the world’s major geographic regions, global governance institutions and the defining issues of our time.

The first part explores the individual, governmental, societal, and external determinants of Canada’s international behaviour. The second part examines trends in Canada’s policy toward the United States, North America, Europe, the Pacific, the Americas, Asia, Africa, and the Middle East and the major institutions, issues and instruments (such as military force, free trade and environmental agreements, economic sanctions, peacekeeping, and development assistance) used in each. The third part considers Canada’s approach to world order and global governance, largely through the multilateral United Nations and the plurilateral Group of Seven (G7) and Group of Twenty (G20). Throughout the focus is on the central contemporary issues, which are topics for the major research essay in the course.

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 of two hours in class on February 15, 2022, 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 April 5, 2022, for 67% of the final grade.
**Turnitin Details**
Class ID = 30305746  
Enrolment key = Lamp1eye

**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 TA in advance). Eligible causes for extension are unforeseen medical and dental, non-curricular paid work-related or 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 are:
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**
internationale et défense au Canada et au Québec (Montreal: les Presses de l’Université de Montréal). A classic textbook focused on the policymaking process.


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.

**PART I: THE CANADIAN FOREIGN POLICY PROCESS**

1. **Introduction and the Governmental Process (January 11)**

Kirton, Chapter 13.


2. **The Societal Process (January 18)**

Kirton, Chapter 14.

3. The External Process (January 25)
Kirton, Chapter 15.

PART II: CANADA’S REGIONAL RELATIONSHIPS

4. Canada–U.S. Relations: Partnership, Absorption and Adjusting America (February 1)
Kirton, Chapters 16-17.

5. The New North American Community (February 8)
Kirton, Chapter 18.
Hale and Gattinger, eds. (2010), Borders and Bridges: Canada’s Policy Relations in North America, 1-18, 59-76, 139-157, 158-176
6. TERM TEST (February 15)

READING WEEK: No class or office hours: February 22

7. Europe, Russia and the Arctic (March 1)
Kirton, Chapter 19.
* Hale and Gattinger, eds., Borders and Bridges, 120-137, 177-193

8. Asia (March 8)
Kirton, Chapter 20.

9. The Americas (March 15)
Kirton, Chapter 21.

*Cooper, 261-280.

10. Africa and the Middle East (March 22)
Kirton, Chapter 22.


PART III: INTERNATIONAL INSTITUTIONS AND ORDER

11. The Multilateral United Nations System (March 29)
Kirton, Chapter 23.


12. The Plurilateral G7-G20 Summit System/ESSAY DUE (April 5)
Kirton, Chapter 24.


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? If you took POL 312F you must choose a different topic.

• The G20, 2008-
• International Health from SARS through COVID-19, 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-
• Negotiating CUSMA, 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 term to give yourself maximum time and to avoid any last-minute shortage of high-demand works on popular topics as the deadline approaches. 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
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, your thesis is derived from the subject-specific competing schools of thought and the puzzles they leave. However, in the conclusion, you should briefly relate your argument to the larger theories and the other major relevant 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 they 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 10 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 12
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