

University of Western Ontario
Department of Political Science
Fall/Winter 2012-2013 Course Outline:
Political Science 3401G: Special Topics in Canadian Foreign Policy

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Class: Mondays 2:30 – 4:30

This course will help you critically assess Canadian Foreign Policy and explain the changes in policy over time. We will emphasize the different actors in the creation of foreign policy, as well as specific policies, their implantation and outcomes. We will address a range of perspectives and debates about the creation of foreign policy and address issues such as human security, trade relations, war, sovereignty and immigration.

Learning Objectives:

Through this course students will have the opportunity to:

- Identify the implicit orientation of public documents relating to a Canadian Foreign Policy
- Acquire a historical context of existing Canadian Foreign Policy decisions
- Either: evaluate a popular description of a policy decision and its consequences; OR compare an alternative text on Canadian Foreign Policy to mainstream accounts
- Either: produce their own policy proposal based on existing government policy; OR critically analyze an existing policy decision for strengths and weaknesses
- Identify key issues in Canadian foreign policy and apply the appropriate framework to the issue

Recommended Texts (do not purchase until after the first class):

Duane Bratt and Christopher J. Kukucha. Readings in Canadian Foreign Policy: Classic Debates and New Ideas. Don Mills: Oxford University Press, 2011.

Kim Nossal, Stephanie Roussel and Stephane Paquin. International Policy and Politics in Canada. Toronto: Pearson Canada, 2011.

J. Marshall Beier and Lana Wylie. Canadian Foreign Policy in Critical Perspective. Don Mills; Oxford University Press, 2010.

Readings:

All other readings are available on-line, on 2-hour reserve, or at the Weldon Library.

Evaluation:

Seminar Participation - 20%
Term Assignment – 15 %
Policy Analysis/Essay - 40%
Final Exam – 25%

Attendance and Participation: 20% - Ongoing

The success of the seminar depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully and fruitfully in the discussion. Participation marks are composed of both attendance and participation grades. You cannot receive full marks in either category if you are missing one or the other. Your participation will be assessed on an ongoing basis throughout the semester, and progress can be obtained at any time from the instructor upon request. Proposals for make-up work to offset absences may be considered.

Term Assignment 15% (sign up on owl)**Option 1**

Assignment: Choose a topic or issue from <http://embassymag.ca/> or <http://www.hilltimes.com/> that relates to a Canadian Foreign Policy Issue. The presentation will be given in class, and should be no more than 8 minutes (by the presenter/video combined). The subsequent discussion is not considered part of the 8 min. You will be assigned grades based on your fulfillment of the requirements below.

Prepare a presentation for the class on the issue. The presentations should include:

1. A video clip or related website that provides information on your topic or issue. This will be linked under your name below and shown at the beginning of the presentation. The clip should provide relevant information or additional context to the issue.
2. A way to situate the event historically, or give the event context in Canadian foreign-policy. This can involve a brief description, an academic article or popular press article, made available on the website.
3. A characterization of the issue for the class based on a theoretical approach to the course. If you are presenting in the first hour of the class you should try to focus on a state-centric/realist/Canadian realist perspectives on the issue. If you're presenting during the second hour of the class you should focus on one liberal/critical/feminist/Marxist/aboriginal views of the issue.
4. Propose the foundations of a debate on your issue based on the theoretical perspective, the historical context and the video clip. This should include a written summary of the issue, context and theory followed by a central question and three possible points for each side to help stimulate debate.

Option 2

Assignment: Choose one of the texts available in the first class relating to Canadian Foreign Policy. You will choose a week that overlaps with the themes from your text and present the alternative reading in relation to the assigned course texts. The presentation will be given in class, and should be no more than 8 minutes (by the presenter/video combined). The subsequent discussion is not considered part of the 8 min. You will be assigned grades based on your fulfillment of the requirements below.

Prepare a presentation for the class on the issue. The presentations should include:

1. A video clip or related website that provides information on your topic or issue. This will be linked under your name below and shown at the beginning of the presentation. The clip should provide relevant information or additional context to the issue.
2. A way to situate the issue historically, or give the issue context in relation to your book. This can involve a brief description, an academic article or popular press article, made available on the course website.
3. An assessment of the theoretical approach to the text. If your text focuses on a state-centric/ realist/ Canadian realist perspectives on the issue you should present in the first hour. If your text focuses on a liberal/critical/feminist/Marxist/aboriginal view of the issue you should present in the second hour.
4. Propose the foundations of a debate based on the theoretical perspective, the historical context and the video clip based on your course text. This should include a written summary of the issue, context and theory followed by a central question and three possible points for each side to help stimulate debate.

You have two options for the written requirements for this course. Assess the following before choosing one.

Option 1: Policy Analysis: 40%

Students will choose a current or past Canadian Foreign Policy, and critically assess the policy for key actors, context, assumptions and implications. This is a ten page (2500 word + bibliography) assignment that should provide a clear analysis and perspective of the foreign policy, based on government documents or publicly available information. A sample of the format requirements may be given to students to follow.

Policy analysis requirements: policy analysis is not a formal essay; it is an assessment and appraisal of an existing policy with recommendations and proposals based on evidence and a theoretical orientation (a fundamental belief in the way the world functions). A policy analysis should include the following components:

1. An executive summary: 200 words, with the purpose of the analysis on the first page. It should be clear and concise and summarize the entire policy analysis.
2. Statement of the issue/problem: summarized in a single question.
3. Background: contextualize the issue, state your interest in the issue, identify actors and discuss key elements of the issue.
4. Policy options: a policy analysis should include three policy options moving forward. These options should anticipate opposition; outline the advantages and disadvantages as well as any factors impacting the implementation of the proposal. In other words your policy options should address their feasibility and the most grounded perspective possible.
5. Policy recommendation: you must recommend one of the policy options and justify the choice without excessive equivocation. You should also propose a plan of implementation for your policy recommendation.

6. A list of references and sources used throughout the summary. Footnotes should also be used throughout the text.

Option 2 Essay: 40%

Students will prepare an essay of 2500 to 3000 words in length (excluding bibliography - anything beyond 3000 words will not be marked) that presents a clear and detailed argument about a Canadian Foreign Policy, issue, event or actor. Students will select a specific issue/event or debate that deals with Canadian Foreign Policy and develop their argument using academic sources. Students should have a clear thesis advocating their approach for its greater analytic/explanatory value. (See 'Criteria for Evaluation of Written Assignments' below). Please note that papers must be submitted in hard copy in class and cannot be accepted electronically or by fax. Late papers will be penalized 5% per weekday.

Final Exam: 25%

The final exam will be cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions throughout the whole of the course). The exam may include both a short answer/identification component and questions requiring longer, essay-style responses. Choice of answers and an exam preparation guide may be given.

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about Canadian Foreign Policy, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
- Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of relevant points and ideas. Online participation will be considered as well in participation marks.
- Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
- Raise questions when you have them. Raising useful questions counts towards your participation marks. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work. Please be sure to read them carefully:

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims..

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Important Notices:

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide an electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario "Handbook of Academic and Scholarship Policy:"

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Examinations

The final course examinations will be held during the regular examination period. No substitute examinations will be given; therefore students should not make their holiday travel plans until they know their examination schedules.

(1) Week 1 — Overview and Introduction

(2) Week 2 — Theories and Overviews of Canadian Foreign Policy: Choose at least one reading for each hour

Hour 1:
(R) David Dewitt and John Kirton, "Three Theoretical Perspectives" in <i>Readings in Canadian Foreign Policy: Classic Debates and New Ideas</i> , eds. Duane Bratt and Christopher J. Kukuca (Don Mills: Oxford University Press, 2011), pp.52-75.
Hour 2:
(C) Heather A. Smith "The Disciplining Nature of Canadian Foreign Policy" in <i>Canadian Foreign Policy in Critical Perspective</i> , eds. J. Marshall Beier and Lana Wylie (Don Mills; Oxford University Press, 2010), pp.3- 14.
(L) Kim Nossal et al, "Introduction" in <i>International Policy and Politics in Canada</i> , eds. Kim Nossal, Stephanie Roussel, Stephane Paquin (Toronto: Pearson Canada, 2011), pp.1-16.

(3) Week 3 Values and Ideals in Canadian Foreign Policy: Choose at least one reading for each hour

Hour 1:

(R) Nelson Michaud , "Soft Power and Canadian Foreign Policy-making: The Role of Values" in Readings in Canadian Foreign Policy: Classic Debates and New Ideas, eds. Duane Bratt and Christopher J. Kukucha (Don Mills: Oxford University Press, 2011), pp.433-451.

(R) J.L. Granatstein, "The Harmful Idealization of Peacekeeping" Whose war is it, Harpercollins: Toronto, 2007. P.17-49.

Hour 2:

(C) Kim Nossal "The World we want? The Purposeful Confusion of Values, Goals and Interests in Canadian Foreign Policy" Canadian Defense and Foreign Affairs, 2004.

(L) Stairs, Denis. "Myths, Morals, and Reality in Canadian Foreign Policy." International Journal 58, no. 2 (2003): 240-56.

(4) Week 4 —Gender in Canadian Foreign Policy: Choose at least one reading for each hour

Hour 1:

(R) Carolyn James "Civil-Military Relations and Canadian Foreign Policy: The Case of Gender Integration and the Canadian Navy" in Handbook of Canadian Foreign Policy, eds Patrick James, et al. (London: Lexington Books, 2007).

Hour 2:

(L) Claire, Turenne Sjolander. 2005. Canadian foreign policy: Does gender matter? Canadian Foreign Policy 12, (1): 19-31.

(C) Alison Howell, "The Art of Governing Trauma: treating PTSD in the Canadian Military as Foreign Policy Practice" in Canadian Foreign Policy in Critical Perspective, eds. J. Marshall Beier and Lana Wylie (Don Mills; Oxford University Press, 2010), pp.113-125.

(5) Week 5 - Canadian Defense Policy

Hour 1:

(R)Andrew Richter "Forty Years of Neglect, Indifference and Apathy: The Relentless Decline of Canada's Armed Forces" in Patrick James, Nelson Michaud and Marc O'Reilly eds. The Handbook of Canadian Foreign Policy, 2006, Lexington Books: Oxford.

(R)Arif Lalani, "Canada and Afghanistan; Regaining the Muscle-Memory of Leadership" Canada Among Nations, 2009-2010: As Others See Us edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Hour 2: (C)Colleen Bell "Fighting the War and Winning the Peace: Three Critiques of the War in Afghanistan" in Canadian Foreign Policy in Critical Perspective, eds. J. Marshall Beier and Lana Wylie (Don Mills; Oxford University Press, 2010), pp.58-71.

Mike Capstick, "Renewing Canada's Afghan Mission," Policy Options, Vol. 29, No. 4 (April 2008), pp. 22-25.

(6) Week 6 — The Executive: Choose at least one of the following readings

Hour 1:

(R) Nelson Michaud "The Prime Minister, PMO, and PCO: Makers of Canadian Foreign Policy" in Patrick James, Nelson Michaud and Marc O'Reilly eds. *The Handbook of Canadian Foreign Policy*, 2006, Lexington Books: Oxford.

(R) Paul Gecelovsky, "Of Legacies and Lightning Bolts Revisited: Another look at the Prime Minister and Canadian Foreign Policy," in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, eds. Duane Bratt and Christopher J. Kukucha (Don Mills: Oxford University Press, 2011), pp. 217-227.

Hour 2:

(L) Kim Nossal et al, "The Prime Minister and International Policy" in *International Policy and Politics in Canada*, eds. Kim Nossal, Stephanie Roussel, Stephane Paquin (Toronto: Pearson Canada, 2011), pp.157-176.

(C) Allan Gotleib. *Romanticism and Realism in Canada's Foreign Policy*. Policy Options. February 2006. Case: <http://www.irpp.org/po/archive/mar11/troy.pdf>

(7) Week 7 — Cabinet and Parliament: Choose at least one of the following readings

Hour 1:

(R) John English, "The Member of Parliament and Foreign Policy," in " in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, eds. Duane Bratt and Christopher J. Kukucha (Don Mills: Oxford University Press, 2011), p.228-234.

(C) Roy Rempel, *The Chatter Box: An Insider's Account of the Irrelevance of Parliament in the Making of Canadian Foreign and Defence Policy* (Toronto: Breakout Educational Network, 2002), pp. 179-212.

Hour2:

(L) Kim Nossal et al, "Widening the Circle: Other Ministers" in *International Policy and Politics in Canada*, eds. Kim Nossal, Stephanie Roussel, Stephane Paquin (Toronto: Pearson Canada, 2011), pp.205-226.

(8) Week 8 - The Populace and Canadian Foreign Policy

Hour 1:

(R) Allison Van Rooy, "How Ambassadors (Should) Deal with Civil Society Organizations: A New Diplomacy," *Canadian Foreign Policy*, Vol. 7, No. 1 (Fall 1999), pp. 147-157.

Debate Issue: TBA

Hour 2:

(L) Kim Nossal et al, "Society and International Policy" in *International Policy and Politics in Canada*, eds. Kim Nossal, Stephanie Roussel, Stephane Paquin (Toronto: Pearson Canada, 2011), pp.84-116.

(C) James M. McCormick, "Democratizing Canadian Foreign Policy," *Canadian Foreign Policy*, Vol. 13, No. 1 (2006), pp. 113-131.

(9) Week 9 - The Provinces

Hour 1:

(R) Christopher J. Kukucha "Dismembering Canada? Stephen Harper and the Foreign relations of Canadian Provinces)" in Readings in Canadian Foreign Policy: Classic Debates and New Ideas, eds. Duane Bratt and Christopher J. Kukucha (Don Mills: Oxford University Press, 2011), p.259-276.

Hour 2:

(L) Kim Nossal et al, "The Provinces and International Policy" in International Policy and Politics in Canada, eds. Kim Nossal, Stephanie Roussel, Stephane Paquin (Toronto: Pearson Canada, 2011), pp.281-303.

Week 10 – To be decided from the topics below during the first two weeks of class.

Week 11 – To be decided from the topics below during the first two weeks of class.

Week 12 – To be decided from the topics below during the first two weeks of class.

Week 13 – To be decided from the topics below during the first two weeks of class.

Canadian Mining Operations

Gordon, Todd. "Imperialism and Resistance: Canadian Mining Companies in Latin America" *Third World Quarterly*, Vol. 29. Issue 1.

Campbell, Bonnie. "Canadian Mining in Africa" *Do as You Please* Approach Comes at High Cost." *Canadian Dimension*. Accessed 24 (2011).

Amir Attaran, David R. Boyd, Matthew B. Stanbrook "Asbestos mortality: a Canadian export" *CMAJ* October 21, 2008 vol. 179 no. 9 doi: 10.1503/cmaj.081500

Laura Eggertson "Asbestos panelists accuse government of misusing science" *CMAJ* October 21, 2008 179:886-887; doi:10.1503/cmaj.081532

Arctic Sovereignty

Barret Weber and Rob Shields "The Virtual North: On The Boundaries of Sovereignty" *Ethnic and Racial Studies* Vol. 34. No. 1. January 2011.

Arnold, S. (2012), *Constructing an Indigenous Nordicity: The "New Partnership" and Canada's Northern Agenda*. *International Studies Perspectives*, 13: 105–120.

Donald McRae "Rethinking the Arctic; A New Agenda for Canada and the United States" *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Canada and Trade Relations

Hour 1:

(L) Michael Lustig "The Evolution of Liberalization in Canada's Trade Policy" in Patrick James, Nelson Michaud and Marc O'Reilly eds. *The Handbook of Canadian Foreign Policy*, 2006, Lexington Books: Oxford.

Hour 2:

(R) Stephen McBride, "Canada and the Global Economic Crisis" in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, eds. Duane Bratt and Christopher J. Kukucha (Don Mills: Oxford University Press, 2011), pp.377

(L) Elizabeth Smythe, "Frustrated Multilateralism: Canada and the Negotiation of International Investment Rules" in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, eds. Duane Bratt and Christopher J. Kukucha (Don Mills: Oxford University Press, 2011), pp.52-75.

The Human Security Agenda

The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty (Ottawa: International Development Research Centre, 2000).

Gareth Evans. "The Responsibility to Protect: An Idea Whose Time Has Come ... and Gone?" *International Relations* 22(3)(2008): 283–298.

Kyle Grayson, "Clandestine Convergence: Human Security, Power and Canadian Foreign Policy" in *Canadian Foreign Policy in Critical Perspective*, eds. J. Marshall Beier and Lana Wylie (Don Mills; Oxford University Press, 2010), pp.85-98.

Bookmiller, R., & Bookmiller, K.. (2010). *Canada and the Human Security Network (1998-2010): RIP?* *British Journal of Canadian Studies*, 23(2), 247-271,317.

The Ottawa Process

Kitchen, Veronica. "From Rhetoric to Reality: Canada, the United States and the Ottawa Process to Ban Landmines." *International Journal* 57, no. 1 (2001-2002): 37-55.

Chapnick, Adam. "The Ottawa Process Revisited: Aggressive Unilateralism in the Post-Cold War World." *International Journal* 58, no. 3 (2003): 281-94.

Canada's Role in International Financial Governance

Eric Helliner and Bessma Momani "Canada and Global Financial Governance" *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston:McGill-Queen's University Press, 2010.

Cyrus Rustomjee, "Canada's Contribution to Global Economic and Financial Governance" *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Adam Harmes, "Neoliberalism and Multilevel Governance". *Review of International Political Economy*, 13 (5). (2006).

Nuclear Proliferation and Disarmament

David Mutimer "No CANDU: The Multiply-Nuclear Canadian Self" in *Canadian Foreign Policy in Critical Perspective*, eds. J. Marshall Beier and Lana Wylie (Don Mills; Oxford University Press, 2010), pp.58-71.

Ernie Regehr "Nuclear Disarmament: Building a Conducive Environment" in *Canada Among Nations, 2009- 2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Jayantha Dhanapala "Canada's Role in Arms Control and Disarmament" in *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Canada-Asia Relations

Paul Evans, "Asian Power Shift: Ready or Not?" *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Gordon Houlden. "Canada-China Relations; Growing Connectivity and Friction" *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Mei Ping. "Return to Realism and Restart the Relationship" *Canada Among Nations, 2009-2010: As Others See Us* edited by Fen Osler Hampson and Paul Heinbecker, Montreal and Kingston: McGill-Queen's University Press, 2010.

Canada and Haiti

Podur, Justin. *Haiti's New Dictatorship, Pluto 2012*. Chapters 1-5.

Kevin Walby and Jeffrey Monaghan "'Haitian Paradox' or the Dark Side of the Security-Development Nexus? Canada's role in the Securitization of Haiti, 2004-2009. *Alternatives*, 2011, 36:273.

Canada and NATO

(C+R) Granatstein "Does Canada need NATO"

(C+R) David G. Haglund "In Considerable Doubt" *Canada and the Future of NATO*"

(C+L) Yves Engler "enamored with NATO"

(C+L) Lawrence Wittner "should NATO be handling world security?"

Douglas Ross "NATO in Canadian foreign-policy: from 'Atlanticist' fear and hope to a future of environmental crisis and 'civilizational rallying'?"

Kenneth M Holland "how unipolarity impacts Canada's engagement with the North Atlantic Treaty Organization" *Canadian foreign-policy journal*, 18:1, 51 – 64.

Canada and Cyber-security Policy

Deibert, Ronald. "The Growing Dark Side of Cyberspace (...and What To Do About It)." Penn State Journal of Law & International Affairs 1, Iss. 2 (2012).

Potter, Evan H. Cyber-diplomacy: Managing foreign policy in the twenty-first century. McGill-Queen's University Press, 2002. Ch1.

Brito, J., & Watkins, T. (2011). Loving the Cyber Bomb? The Dangers of Threat Inflation in Cybersecurity Policy.

Citizen Lab. (2011). Behind Blue Coat: Investigations of commercial filtering in Syria and Burma. Gharbia, Sami Ben. "The Internet Freedom Fallacy and Arab Digital Activism."

Canada and Guantanamo

Whitaker, Reg. "Post-9/11 National Security Regime in Canada: Strengthening Security, Diminishing Accountability, The." Rev. Const. Stud. 16 (2011): 139.

Grover, Sonja. "Canada's Refusal to Repatriate a Canadian Citizen from Guantanamo Bay as a Violation of the Humanitarian Values Underlying the Principle of Non-Refoulement: A Reanalysis of Omar Ahmed Khadr v the Prime Minister of Canada." High Ct. Q. Rev. 5 (2009): 42.

Ahmad, Muneer I. "Resisting Guantanamo: Rights at the brink of dehumanization." Northwestern University Law Review 103.4 (2009): 1683.

Canada and Oil

Pick either the PRO or CON

PRO Levant Ethical Oil Chapters 2, 5, 7

CON Watts, Michael J. "Righteous oil? Human rights, the oil complex, and corporate social responsibility." Annu. Rev. Environ. Resour. 30 (2005): 373-407.

The OPEC Oil Crisis, Canada and the Federal Adjustment Strategy and The Establishment of Petro Canada in Fossum, Oil, the State and Federalism. UofT Press 1997.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.