

**THE UNIVERSITY OF BRITISH COLUMBIA**

**POLITICAL SCIENCE 363A 001**

**CANADIAN FOREIGN POLICY**

**WINTER SESSION 2024-2025 (TERM 2)**

**Instructor:**

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Office Hours:

1. In person: Tuesdays and Thursdays from 9:30 – 10:30.
2. Virtual Private Office Hour Appointments in Zoom. Book your 15- or 30-minute appointment request at least 24 hours in advance via e-mail (with at least two different time suggestions). I will confirm via reply and send you the Zoom link.

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**Teaching Assistant:**

Kim Beaulieu

**Acknowledgement**

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**Course Description:**

This course is designed to introduce students to the core issues and debates in Canadian foreign and defence policy, and provide students with an opportunity to engage with those issues and debates. The course will focus on contemporary foreign and defence policy issues, including the policy making process, the role of domestic actors, trade, the environment, development, human rights, and security and defence. An emphasis will be placed on foreign policy analysis and applied knowledge, especially through the development of policy recommendations. Particular attention will be paid to current government policy and the evaluation of that policy. Critical perspectives will be explored in class and in course assignments.

**Course Learning Objectives:**

This course has several core learning objectives. Students will be able to:

1. Demonstrate familiarity with Canadian foreign and defence policy in the past and at present;
2. Identify and evaluate the impact of internal and external influences on Canadian foreign and defence policy;
3. Practice the evaluative and analytical competencies employed at GAC, DND and PSC;
4. Develop short-length, time-sensitive policy analysis capacities;
5. Critically assess both government policy and dissenting arguments.

**Prerequisites:**

POLI 260 and POLI 101 are recommended (but not required) for this course.

**Course Format:**

The course meets in class sessions two times a week. Attendance in the scheduled lectures is required.

**Required Text and Readings:**

All required readings are accessible directly or through the UBC Library via the URLs provided. There is no course textbook.

## Course Assignments, Due Dates and Grading

Grades will be determined on the basis of the following assignments:

1. Six in-class Quizzes: 25% total
2. A Project Portfolio of three projects (each for 25% of final grade)

Or (by application only):

3. An optional, Community Based Experiential Learning (CBEL) Project. These are group projects open by application only and placements are not guaranteed. (The projects are worth 25% of final grade, replacing one of the three required Portfolio Projects above). See the CBEL Syllabus in Canvas for more information.

**Note:** some of the CBEL projects may require students to complete the TCPS-2 behavioural research ethics course and provide the instructor with a certificate of completion. If so, instruction in behavioural research ethics will be provided in dedicated student group project meetings with the instructor and the TA. This instruction will include materials from the Tri-Council Policy Statement on Ethical Conduct for Research Involving Humans (2018).

### The Quizzes

The six in-class quizzes will test for the readings, lectures and videos. Each quiz will cover the course material assigned since the last quiz and prior to the day of the quiz (i.e., the quizzes are not cumulative). The quizzes will include multiple choice, one word, and short written questions. There is no final exam. The frequency of the quizzes will vary but in general will occur every third or fourth classroom session. Each quiz will last approximately 15 minutes.

### The Project Portfolio

Officials who work in Canada's foreign-policy institutions frequently engage in background research, analysis and prescription when composing policy documents. Meanwhile, interested and motivated citizens and community actors in Canada (including the non-profit and private sectors) attempt to draw attention to various foreign policy issues to both inform and influence government and the public. This is accomplished through briefings, fact sheets, editorials, social media campaigns, advertising, lobbying, and a variety of other information and advocacy strategies. The course projects are designed to develop writing capacities for these different contexts and audiences. Each project is based on the readings and lectures for a certain section of the course.

**Students will complete three (3) Portfolio projects. Students must complete Project #1 and choose two other topics from the options below. Each project has its own specific due date and projects must be submitted by 11:59 pm on that dedicated due date.** For example, if you choose to do project 4, it must be submitted by the project 4 due date. Late projects are penalized at a rate of 3% per day and 3% per weekend.

Project #1: A Strategic Assessment on Canada in the World (required)

Due Jan. 27

Project #2: A Policy Options Discussion Paper on Canadian Trade Policy

Due Feb. 14

Project #3: A Public Statement on Canada and Climate Change

Due Feb. 24

Project #4: A Critique of Canada's Human Rights Policy

Due Mar. 14

Project #5: An Analysis of Canadian Security Policy

Due Mar. 28

Project #6: An Analysis of Canadian Defence Policy

Due Apr. 11

**To access each project description go to the “modules” page in Canvas and scroll to the bottom.**

All projects will be submitted on Canvas for grading.

All projects will be reviewed by TurnItIn through Canvas.

**Do not submit work generated in whole or in part by ChatGPT, Bing, or any other generative AI large language model application as your own. This is academic fraud. You may use writing assistant support in the form of university writing services and writing assistant applications such as Grammarly.**

## Course Lecture Outline

To access the instructional videos, go to the Canvas course modules page.

### 1.0. CANADA AND A CHANGING WORLD

#### 1.1. Course Introduction (Jan. 7)

#### 1.2. Enduring Themes (Jan. 9)

Michael Coty Morgan, "Situating Canada in a Shifting Geopolitical Context." *Situating Canada in a Changing World: Constructing a Modern and Prosperous Future*, Centre for International Governance Innovation (April 25, 2022). <https://www.cigionline.org/articles/canada-in-a-shifting-geopolitical-context/>

Hayden King, "The erasure of indigenous thought in foreign policy." Open Canada (31 July 2017). <https://opencanada.org/erasure-indigenous-thought-foreign-policy/>

#### 1.3. Canada and Global Order: Part 1 (Jan. 14)

Yuliya Rashchupkina, "Canadian foreign politics: is there any chance of making headway in preserving the liberal international order?" *Canadian Foreign Policy Journal*, 28:2, (2022), 180-190. Accessible through UBC Library. <https://doi.org/10.1080/11926422.2022.2033286>

Jeremy Wildeman & Adam Chapnick (2023) Canada at a crossroads in twenty-first-century global affairs: or, an independent Canadian foreign policy for what? *Canadian Foreign Policy Journal*. <https://doi.org/10.1080/11926422.2023.2289895>

Walter Kemp, "Canada has lost its purpose in foreign relations. It's time for a review." *Policy Options* (12 September 2023). <https://policyoptions.irpp.org/magazines/september-2023/canada-is-lost-in-foreign-relations/>

Peter Jones and Philippe Lagassé, "Canada and the World: The Urgent Need to Invest in Canada's Foreign Policy Tools." Canadian Global Affairs Institute Policy Perspective, June 2024. [https://www.cgai.ca/canada\\_and\\_the\\_world\\_the\\_urgent\\_need\\_to\\_invest\\_in\\_canadas\\_foreign\\_policy\\_tools](https://www.cgai.ca/canada_and_the_world_the_urgent_need_to_invest_in_canadas_foreign_policy_tools)

## 1.4. Canada and Global Order: Part 2 (Jan. 16)

Canada's Indo-Pacific Strategy. Read the full document (a pdf. version is available using the link on the top right).

<https://www.international.gc.ca/transparency-transparence/indo-pacific-indo-pacifique/index.aspx?lang=eng>

Speech by Deputy Prime Minister and Minister of Finance Chrystia Freeland to the Brookings Institution, October 11 2022. Watch from 10:30 to 47:30. A transcript can be downloaded (see the lower right of the video player window). <https://www.brookings.edu/events/how-democracies-can-shape-a-changed-global-economy/>

Zachary Paikin, "The 'Freeland Doctrine' and Canada's Indo-Pacific Strategy: Between isolation and confusion." Network for Strategic Analysis Policy Brief (January 2, 2023). <https://ras-nsa.ca/the-freeland-doctrine-and-canadas-indo-pacific-strategy-between-isolation-and-confusion/>

Jeremy Paltiel, "In the Indo-Pacific, Canada has core interests but weak clout." *Policy Options* (15 September 2023).

<https://policyoptions.irpp.org/magazines/september-2023/canada-indo-pacific-clout/>

## 2.0. MAKING CANADIAN FOREIGN POLICY

### 2.1. The PM and Foreign Policy 1 (Jan. 21) QUIZ 1 (1.0 material only)

Instructional Video: The Foreign Policy Making Process

Instructional Video: PM St. Laurent and the Golden Age

Instructional Video: PM Pierre Trudeau and the Third Option

### 2.2. The PM and Foreign Policy 2 (Jan. 23)

Jennifer Levin Bonder and Leah Sarson, "Stephen Harper and Justin Trudeau on the International Stage," in Dutil Patrice, *Statesmen, Strategists, and diplomats: Canada's Prime Ministers and the Making of Foreign Policy*. University of British Columbia Press, 2023, pp. 331-353.

<https://books-scholarsportal-info.eu1.proxy.openathens.net/en/read?id=/ebooks/ebooks8/upress8/2023-07-20/1/9780774868570#page=366>

“Canadian public opinion about conflict in the Middle East.” Focus Canada Final Report. Environics Institute for Survey Research (July 2024). [https://www.environicsinstitute.org/docs/default-source/default-document-library/final-report3795c0f2-48e3-4ac4-a5e9-f73036fe565e.pdf?sfvrsn=ca742aee\\_1](https://www.environicsinstitute.org/docs/default-source/default-document-library/final-report3795c0f2-48e3-4ac4-a5e9-f73036fe565e.pdf?sfvrsn=ca742aee_1)

Susan Khazaeli, “In search of a Canadian Middle East Policy: A look at past approaches.” *International Journal*, 78:1-2 (March-June 2023), 108-126.  
<https://journals.sagepub.com/doi/full/10.1177/00207020231175684>

### **Project 1 Due Date (Jan. 27)**

### **2.3. The Ministers and the Bureaucracy (Jan. 28)**

Instructional Video: Cabinet and Foreign Policy

Instructional Video: The Minister of Foreign Affairs

Minister of Foreign Affairs Mandate Letter, December 16, 2021.  
<https://pm.gc.ca/en/mandate-letters/2021/12/16/minister-foreign-affairs-mandate-letter>

Paul Meyer, “Transforming Global Affairs Canada...A First Anniversary Appraisal.” Open Canada (30 May 2024).  
<https://opencanada.org/transforming-global-affairs-canada-a-first-anniversary-appraisal/>

Louise Blais, “Canadian diplomacy needs to find its way back from the wilderness.” *Policy Options* (11 September 2023).  
<https://policyoptions.irpp.org/magazines/september-2023/canadian-diplomacy-back-from-wilderness/>

## **3.0. CANADA AND THE WORLD ECONOMY**

### **3.1. Canadian Trade Policy (Jan. 30) QUIZ 2**

Stephen McBride & Noah Fry, “Locked in: Canadian Trade Policy and the Declining Liberal Order.” In *Canada and Great Power Competition: Canada Among Nations* 2021. 25-47.  
[https://link.springer.com/chapter/10.1007/978-3-031-04368-0\\_2](https://link.springer.com/chapter/10.1007/978-3-031-04368-0_2)

Erin Hannah, Adrienne Robert & Silke Trommer, "Canada's "Feminist" Trade Policy?" In *Canada and Great Power Competition: Canada Among Nations 2021*. 71-96. [https://doi.org/10.1007/978-3-031-04368-0\\_4](https://doi.org/10.1007/978-3-031-04368-0_4)

Patricia M. Goff, "Bringing Indigenous Goals and Concerns into the Progressive Trade Agenda." *Papers in Political Economy*, 65 (2021). <https://doi.org/10.4000/interventionseconomiques.12777>

### **3.2. Canada and Continental Trade (Feb. 4)**

Scott Sinclair and Stuart Trew, "Canada-US Trade relations in a Decarbonizing World: Competing and Complementary Visions for an Inclusive, Worker- and Climate-Centered North American Economy." In *Canada and Great Power Competition: Canada Among Nations 2021*. 49-69. Accessible through UBC Library. [https://doi.org/10.1007/978-3-031-04368-0\\_3](https://doi.org/10.1007/978-3-031-04368-0_3)

Bruce Heyman, "It's Time for a Bigger, Bolder, partnership between Canada and the United States." Centre for International Governance Innovation, June 8, 2022. Accessed on June 14, 2022. [https://www.cigionline.org/articles/its-time-for-a-bigger-bolder-partnership-between-canada-and-the-united-states/?utm\\_source=cigi\\_newsletter&utm\\_medium=email&utm\\_campaign=the-four-domains-of-global-platform-governance](https://www.cigionline.org/articles/its-time-for-a-bigger-bolder-partnership-between-canada-and-the-united-states/?utm_source=cigi_newsletter&utm_medium=email&utm_campaign=the-four-domains-of-global-platform-governance)

### **3.3. Canada and Global Trade (Feb. 6)**

Juan Navarro, "Is Canadian Trade Policy under threat?" Open Canada (7 November 2023). <https://opencanada.org/is-canadian-trade-policy-under-threat/>

Amina Gerba, "Bill C-282 will protect Canada's supply management policy: Senator Gerba," *SenCA+ Magazine* (October 17 2023). <https://sencanada.ca/en/sencaplus/opinion/bill-c-282-will-protect-canadas-supply-management-policy-senator-gerba/>

Susan Ariel Aaronson and Adam Zable, "Facing Reality: Canada Needs to Think about Extended Reality and AI." CIGI Papers no. 289. Centre for Governance Innovation (March 2024). <https://www.cigionline.org/publications/facing-reality-canada-needs-to-think-about-extended-reality-and-ai/>



## 4.0. CANADA AND THE ENVIRONMENT

### 4.1. Canada and Climate Change (Feb. 11) QUIZ 3

Patricia Fuller, "Climate Change and Canada's International Engagement." Graduate School of Public and International Affairs Policy Memo (November 2022). <https://www.uottawa.ca/faculte-sciences-sociales/sites/g/files/bhrsksd371/files/2022-11/Climate%20Change%20and%20Foreign%20Policy%20GSPIA%20Nov%202022%20%28EN%29.pdf>

Caroline Brouillette, "Addressing the climate crisis requires a diplomatic and global finance overhaul." *Policy Options* (September 18, 2023). <https://policyoptions.irpp.org/magazines/september-2023/climate-finance-overhaul/>

Jeff Kucharski & Heather Exner-Pirot, "Canada's role in global energy security: practical considerations for a low carbon transition." *Canadian Foreign Policy Journal*, 28:3, (2022), 201-215. Accessible through UBC Library. <https://doi.org/10.1080/11926422.2022.2122524>

**Class Cancelled (Feb. 13)**

**Project 2 Due Date (Feb. 14)**

**Midterm Break (Feb. 18 to 21)**

## 5.0. DEMOCRACY AND HUMAN RIGHTS

**Project 3 Due Date (Feb. 24)**

### 5.1. Democracy and Canadian Foreign Policy (Feb. 25)

Peter Boehm, "Canada's Support for Democracy: Some Wins and Losses but Much Potential." In A. Cameron, M., Gillies, D., Carment, D. (eds) *Democracy and Foreign Policy in an Era of Uncertainty*. Canada and International Affairs. Palgrave Macmillan, (2023). [https://doi.org/10.1007/978-3-031-35490-8\\_2](https://doi.org/10.1007/978-3-031-35490-8_2)

Susan Colbourn, "Authoritarian Challengers and the Conduct of Canadian Foreign Policy." *Situating Canada in a Changing World: Constructing a Modern and Prosperous Future*, Centre for International Governance Innovation (April 25, 2022). <https://www.cigionline.org/articles/authoritarian-challengers-and-the-conduct-of-canadian-foreign-policy/>

## 5.2. Canada and a Feminist Foreign Policy (Feb. 27)

*Canada Helping Women and Girls Around the World*. Read the 8 sections under “Services and Information.”

[https://www.international.gc.ca/world-monde/issues\\_development-enjeux\\_developpement/gender\\_equality-egalite\\_des\\_genres/index.aspx?lang=eng](https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/gender_equality-egalite_des_genres/index.aspx?lang=eng)

Gloria Novović, “Fit for feminism? Examining policy capacity for Canada’s feminist foreign policy.” *Canadian Foreign Policy Journal*, (2024).

<https://doi.org/10.1080/11926422.2024.2369532>

Stephen Brown, “Gender Equality, LGBTQ2I People and Feminist Foreign Policy,” Centre for International Policy Studies (February 11, 2021).

<https://www.cips-cepi.ca/2021/02/11/gender-equality-lgbtq2i-people-and-feminist-foreign-policy/>

## 5.3. Canada, Refugees and Migration (Mar. 4)

Pierre Van Wolleghem, “Canada: A Global Leader for International Protection?” CIPS Working Paper #43. Centre for International Policy Studies, December 2023. <https://www.cips-cepi.ca/policy-reports-briefs/>

## 5.4. Canada and the Rights of Indigenous Peoples (Mar. 6)

Lily Schricker, “Indigenizing Canada’s Foreign Policy – Time to put an end to Tokenism,” *iAffairs* (December 8 2022).

<https://iaffairscanada.com/indigenizing-canadas-foreign-policy-time-to-put-an-end-to-tokenism/>

“UN Declaration on the Rights of Indigenous peoples,” Assembly of First Nations. Accessed May 19, 2022. <https://www.afn.ca/implementing-the-united-nations-declaration-on-the-rights-of-indigenous-peoples/>

Dale Smith, “UNDRIP’s place in Canadian Law,” *National Magazine*. The Canadian Bar Association, 16 December 2021.

<https://www.nationalmagazine.ca/en-ca/articles/law/in-depth/2021/undrip-s-place-in-canadian-law>

## 6.0. CANADA AND FOREIGN AID

### 6.1. Canada and Development Assistance (Mar. 11) QUIZ 4

Report to Parliament on the Government of Canada's International Assistance, 2022-2023. Global Affairs Canada. Read the Executive Summary and highlights only.

[https://www.international.gc.ca/transparency-transparence/international-assistance-report-rapport-aide-internationale/2022-2023.aspx?lang=eng#a1\\_3](https://www.international.gc.ca/transparency-transparence/international-assistance-report-rapport-aide-internationale/2022-2023.aspx?lang=eng#a1_3)

Canada's Feminist International Assistance Policy. Read "Executive Summary" and "Building an inclusive world."

[https://www.international.gc.ca/world-monde/issues\\_developpement-enjeux\\_developpement/priorities-priorites/policy-politique.aspx?lang=eng#3](https://www.international.gc.ca/world-monde/issues_developpement-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng#3)

Caroline Wilson, "Assessing the Impact of Canada's Feminist Foreign Assistance," Policy Magazine: Canadian Politics and Public Policy (February 14, 2023). <https://www.policymagazine.ca/assessing-the-impact-of-canadas-feminist-foreign-assistance/>

## 7.0. CANADIAN SECURITY POLICY

### 7.1. Canada and the Security Environment (Mar. 13)

CSIS Public Report 2023. Read Part 1: "Mission Focussed: Confronting the Threat Environment" (pages 22-53).

<https://www.canada.ca/en/security-intelligence-service/corporate/publications/csis-public-report-2023.html>

Wesley Wark, "Has Canada reached an Inflection Point on National Security?" Centre for International Governance Innovation, October 2023. [https://www.cigionline.org/articles/has-canada-reached-an-inflection-point-on-national-security/?utm\\_source=cigi\\_newsletter&utm\\_medium=email&utm\\_campaign=how-to-make-sovereign-debt-restructuring-work-now](https://www.cigionline.org/articles/has-canada-reached-an-inflection-point-on-national-security/?utm_source=cigi_newsletter&utm_medium=email&utm_campaign=how-to-make-sovereign-debt-restructuring-work-now)

Rob Haswell, "Development, Adoption, and integration of Artificial Intelligence: National Security Implications." Canadian Global Affairs Institute Policy Perspective, January 2024. [https://www.cgai.ca/development\\_adoption\\_and\\_integration\\_of\\_artificial\\_intelligence\\_national\\_security\\_implications](https://www.cgai.ca/development_adoption_and_integration_of_artificial_intelligence_national_security_implications)

**Project 4 Due (Mar. 14)**

## 7.2. Canada and Terrorism (Mar. 18)

"Country reports on Terrorism, 2022. US Department of State Bureau of Counterterrorism. <https://www.state.gov/reports/country-reports-on-terrorism-2022/canada/>

Shannon Nash, "The Implications of Who is Considered a Terrorist in the Post-9/11 Era." *On Track*, 26 (Fall 2021). 21-26.  
<https://cdainstitute.ca/wp-content/uploads/2022/11/ontrack26fall.pdf>

## 7.3. Intelligence, Cyber Security and Disinformation (Mar. 20)

Ryan Westman, "Improving Canadian Digital Defences: A National Security Priority." Digital Policy Hub Working Paper. Centre for Governance Innovation (11 July 2024).  
<https://www.cigionline.org/publications/improving-canadian-digital-defences-a-national-security-priority/>

Stephanie Carvin and Thomas Juneau, "Why AUKUS and not CAUKUS? It's a Potluck, not a Party." *International Journal*, 78:3 (September 2023), 359-374.  
<https://journals.sagepub.com/doi/full/10.1177/00207020231195109>

Dave McMahon, "Maligned Influence and Interference in Canada," Canadian Global Affairs Institute Policy Perspective, July 2023.  
<https://www.cgai.ca/maligned-influence-and-interference-in-canada>

Marie Lamensch, "Foreign Interference Is Targeting Diaspora Communities in Canada." Centre for International Governance Innovation, July 2024. [https://www.cigionline.org/articles/foreign-interference-is-targeting-diaspora-communities-in-canada/?utm\\_source=cigi\\_newsletter&utm\\_medium=email&utm\\_campaign=how-authoritarian-value-systems-undermine-global-ai-governance](https://www.cigionline.org/articles/foreign-interference-is-targeting-diaspora-communities-in-canada/?utm_source=cigi_newsletter&utm_medium=email&utm_campaign=how-authoritarian-value-systems-undermine-global-ai-governance)

Stephen Maher, "How to Curb Foreign interference in Canadian Elections? Here are Five Fixes," Centre for International Governance Innovation, 11 May 2023.  
<https://www.cigionline.org/articles/how-to-curb-foreign-interference-in-canadian-elections-here-are-five-fixes/>

## 8.0. CANADIAN DEFENCE POLICY

### 8.1. Issues in Canadian Defence Policy (Mar. 25) QUIZ 5

Justin Massie and Srdjan Vucetic, "Canadian Strategic Cultures: From Confederation to Trump," in Thomas Juneau, Philippe Legasse and Srdjan Vucetic, eds., *Canadian Defence Policy in Theory and Practice*. Springer International Publishing, 2020.

[https://link.springer.com/chapter/10.1007/978-3-030-26403-1\\_3](https://link.springer.com/chapter/10.1007/978-3-030-26403-1_3)

*Our North, Strong and Free: A Renewed Vision for Canada's Defence*. Read the Executive Summary. <https://www.canada.ca/en/departement-national-defence/corporate/reports-publications/north-strong-free-2024.html>

Philippe Lagasse and Justin Massie, "Don't count on us: Canada's military unreadiness." *War on the Rocks* (11 April 2024).

<https://warontherocks.com/2024/04/dont-count-on-us-canadas-military-unreadiness/>

### 8.2. Continental Defence: Sovereignty, NORAD, Arctic (Mar. 27)

Canada's Arctic Foreign Policy (2024).

<https://www.international.gc.ca/gac-amc/publications/transparence-transparence/arctic-arctique/arctic-policy-politique-arctique.aspx?lang=eng#a2>

Thomas Hughes, James Fergusson and Andrea Charron, "Nuanced futures: Canadian and US defence in the North American Arctic." *Canadian Foreign Policy Journal*, 30:2, (2024), 176-191. Accessible through UBC Library. <https://doi.org/10.1080/11926422.2024.2346902>

Satcha de Henning Michaëlis, "What Multilateral Strategy for Canada in the Arctic?" Network for Strategic Analysis (March 25, 2023).

<https://ras-nsa.ca/what-multilateral-strategy-for-canada-in-the-arctic/>

David Korgak, "Inuit sovereignty and the Arctic," Open Canada, 4 November 2021. Accessed 7 May 2022. <https://opencanada.org/inuit-sovereignty-and-the-arctic/>

Lee Carson and Brian Mersereau, "Canada Needs to make NORAD Modernization a Priority." Centre for International Governance Innovation, March 28, 2022.

<https://www.cigionline.org/articles/canada-needs-to-make-norad-modernization-a-priority/>

## **Project 5 Due (Mar. 28)**

### **8.3. Canada and Military Operations Part 1 (Apr. 1)**

“An Interim Report on the Defence of Canada in a Rapidly Changing Threat Environment.” Report of the Standing Committee on National Defence 44<sup>th</sup> Parliament, 1<sup>st</sup> Session. (June 2022). Read pages 5-58, with special attention to the recommendations.

<https://www.ourcommons.ca/Content/Committee/441/NDDN/Reports/RP11857914/nddnrp01/nddnrp01-e.pdf>

George S. Takach, “An urgent agenda for Canada in a ‘Cold War 2.0’”. Open Canada (1 April 2024). <https://opencanada.org/an-urgent-agenda-for-canada-in-a-cold-war-2-0/>

Christopher Sands, “Why We Fight over Canadian Defense Spending.” The Wilson Center (July 8, 2024). <https://www.wilsoncenter.org/article/why-we-fight-over-canadian-defense-spending>

Murray Brewster, “The Liberal defence policy hits a fiscal wall.” CBC News (Nov. 21, 2023). <https://www.cbc.ca/news/politics/defence-policy-canada-bill-blair-fall-economic-update-1.7034308>

### **8.4. Canada and Military Operations Part 2 (Apr. 3)**

“Operation REASSURANCE.” Department of National Defence, Canada. <https://www.canada.ca/en/department-national-defence/services/operations/military-operations/current-operations/operation-reassurance.html>

### **8.5. Conclusions (Apr. 8) QUIZ 6**

## **Project 6 Due (Apr. 11)**

### **General Academic Policies:**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas

generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

### **Academic accommodations and concessions:**

#### Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

#### Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

#### Academic Concessions

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

For more information on concessions, please see: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

Course specific policy: if you miss marked coursework (assignment, exam, presentation, participation in class) and are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

## **Academic Integrity and Responsibility**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.



Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.

## **Illness and Absence**

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

## **Reach out and ask for help if you need it**

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information go to the Early Alert website at: <http://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

## **Respectful University Environment**

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC

community. Students should also review the Student Code of Conduct, at:  
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

## **Equity and Harassment**

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Sexual Assault Support Centre, (SASC)  
<http://amssasc.ca>

Equity and Inclusion Office  
<http://equity.ubc.ca>

## **Copyright**

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