

CANADIAN FORCES COLLEGE 2019-20

NATIONAL SECURITY PROGRAMME 12

DS/CF572 — CANADIAN GOVERNMENT AND  
DECISION-MAKING IN A STRATEGIC CONTEXT

**Instructor:**

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**Reference Material (readings):** Required readings are available electronically. Glen Milne's *Making Policy: A Guide to the Federal Government's Policy* (also available [in French](#)) is also a critical resource for the written policy assignment.

This outline assumes that course participants are familiar with the ideas considered in the readings that are listed under the heading *for reference*. Participants who are not familiar with these ideas are expected to scan the *for reference* material for context. Participants are expected to complete the *required* readings in full in advance of every class. The *supplementary* readings should be read carefully by seminar facilitators as well as by those for whom the material will be relevant to their written submissions during the NSP more generally.

**Course Description:** This course examines contemporary political systems, comparing their formal institutions and decision-making processes. Beginning with a strong focus on Canada, it concentrates on Western, liberal democracies with market economies, examines the differing impacts of history, geography, religion, and ideology on how governments operate, and also considers the place of civil society in the political process. Finally, this course assesses the impact of differing domestic systems on the conduct of foreign and defence policy for Canada and nations friendly to Canada.

**Course Description (Professional):** This course is most concerned with two critical leadership traits – empathy and humility – and how they relate to strategic decision-making in Ottawa. Generating policy in a liberal democracy inevitably involves compromise. There are typically legitimate reasons why what appears to be sound, rational advice is overlooked, if not rejected, in favour of what might initially be perceived as an inferior recommendation. Understanding the relationship between policy and politics in Ottawa should better enable you to promote, support, and defend Canada's national interests effectively, and with an appropriate level of confidence.

**Teaching/Assessment Strategy:** The format of the 19 sessions will vary among lectures, seminar discussions, cases studies, and reflection periods. Particularly towards the beginning of the course, sessions will be largely instructor-led in order to provide participants with the background necessary to engage the material in sufficient depth. In the later classes, seminars will be participant-driven. Some sessions will involve invited recognized experts and senior-level practi-

tioners whose background and practical experience will add depth and value to the course as a whole.

### **Grade Allocation: DS572**

- 10% Discussion facilitation — during one of sessions 5, 6, 9, 11, or 13
- 40% Participation — throughout course
- 40% Action memorandum assignment — due 19 November 2019
- 10% Action memorandum discussion facilitation — during one of sessions 17 through 19

**Note:** *This allocation also applies to members of the professional stream committed to an overall assessment of “Outstanding.” Such individuals should read the rest of this outline as if they are a part of the academic stream.*

### **Grade Allocation: CF572**

- 50% Participation — throughout course
- 40% Alternative policy assignment — due 19 November 2019
- 10% Alternative policy assignment discussion facilitation — during one of sessions 17 through 19

### **Deliverables**

**Discussion Facilitation:** As part of the academic stream, DS572 seeks not only to expand participants’ subject matter knowledge, but also to enhance their ability to facilitate small group discussions among a group of mature adults with roots in a variety of national and service (military and public) cultures. Each participant will have two opportunities to assume responsibility for promoting effective learning in the seminar environment. (Participants in the CF 572 professional stream will typically facilitate a single discussion towards the end of the course.) In both cases, participants will be provided with verbal feedback reflecting the instructor’s observations on their strengths and weaknesses as facilitators, and informed by the thinking of their senior mentor. A grade, representing a small component of the participant’s final mark, will also be awarded.

The first opportunity to facilitate a discussion will take place within sessions 5, 6, 9, 11, or 13. (The instructor will facilitate the first discussion of the course.) These sessions will be assigned one facilitator from the academic stream (per syndicate). If there are not sufficient academic stream participants in the syndicate, the instructor will facilitate. All of the sessions’ facilitators from across the various syndicates will meet with the instructor and one senior mentor for 30–45 minutes at least three days before the session is scheduled. In anticipation of this meeting, syndicate facilitators will prepare a mini-agenda — typically a list of preliminary questions designed to stimulate dialogue on the readings that will support the expected learning outcomes. During the meeting, all of the facilitators will: have an open, candid discussion about the strengths and weaknesses of the session’s assigned readings; compare the objectives/expected learning outcomes they have devised for their session; and review the instructor’s plan for the lecture that

will precede their seminar. The mini-agendas will be distributed (by the instructor) to the relevant syndicate, pending any necessary revisions, shortly afterwards.

Unless negotiated otherwise during the meeting with the instructor and the senior mentor, facilitation responsibilities will include the following:

- preparation of the agenda;
- opening remarks of **absolutely no more than 10 minutes** which introduce the objectives of the session as well as the major themes to be considered during the discussion (participants must **not** summarize the readings);
- management of the discussion, which includes the encouragement of full syndicate participation, the fostering of an environment that is open to diverse and contrary views, and the maintenance of order; and
- closing comments of **absolutely no more than five minutes** that summarize the most significant points brought up during the discussion and tie those points back to the expected learning outcomes.

Facilitators should also typically reserve the final 15 minutes of each session for reflections from the senior mentor and the course instructor.

After the session has ended, the facilitator will debrief with the instructor and the senior mentor.

**Participation:** The CFC's approach to participation is described in the NSP syllabus. DS572 fully supports this interpretation of the role of individual participants in enhancing the learning experience for all. For participants who lack recent (or any) experience participating in graduate-level discussions based on a comprehensive reading list, there follow some suggestions for preparation:

When reading the assigned material, aim to be prepared to answer the following questions:

- What is the author's intent in writing the article, book chapter, etc.?
- Is the author making an argument? If so, can you summarize it in a single sentence?
- What are the (1–3) most convincing points in the reading?
- What are the (1–3) least convincing points in the reading?
- How does the reading contribute to your understanding of the main themes of the session?
- How does your understanding of the main themes of this session affect your thinking about the written assignment that forms part of this course?

Participants who are able to answer these questions with regards to each of the assigned readings should have little difficulty participating fully in the ensuing seminar.

**Action Memorandum:** This assignment is designed to challenge participants to develop and defend practical policy options and recommendations in an academic, yet policy-relevant, environment. It requires strong analytical and writing skills, along with an ability to construct a clear, straightforward, and persuasive argument. Participants will receive a briefing on this assignment during the early part of the course but some details are provided here.

The (academic-level) assignment is intended to be approximately 20–25 pages long (plus bibliography), and will enable participants to develop specific expertise in the strategic governance and decision-making processes in (1) Canada, (2) the United States, and (3) an additional country that is friendly to Canada. That country will be selected in consultation with the course instructor. It is anticipated that every participant in an individual syndicate will select a different third country.

Participants are to assume that Canada, the United States, and the third country have just announced (entirely separately) plans to develop and release [pick from among] (1) a national water (note for participants: not necessarily maritime) security strategy; (2) a national strategy to deal with the weaponization of artificial intelligence; (3) a national pandemic preparedness strategy; or (4) a national strategy to prevent money laundering.<sup>1</sup> They are to assume that, in Canada, the announcement was included in a just-given Speech from the Throne. (“This government will develop and implement a...”) In the United States, they are to assume that in a just-given State of the Union Address (and therefore prior to the issuance of the relevant presidential policy memorandum), the President announced that “a...” would be a priority of the Administration. It is up to participants to identify the equivalent, appropriate method of announcement in their third country. With these thoughts in mind, participants are to draft three separate action memoranda — one to the appropriate member of each respective government — advising each one *how* to fulfil the public commitment. The memorandum should *not* present the actual strategy. Rather, it should map out a policy process that incorporates the relevant mechanisms of government (and is led by the appropriate authorities) to meet the government’s intentions. **The emphasis, then, is on the mechanics of government more than it is on the actual issue/strategy under consideration.** (For specific guidance on how to approach this element of the assignment, please see the Process Advice for the Action Memorandum Assignment section that follows.) Having completed the three memoranda, participants are to draft a reflective paper, written in the first person and approximately 5–10 pages long (the paper might be shorter in professional stream assignments), that does the following:

- elaborates on the reasoning behind any similarities and/or differences in the three sets of recommendations [approximately 2–4 pages];
- compares, contrasts, and justifies the participant’s decisions in terms of, in no particular order, (1) the determination of the author of each memorandum; (2) the determination of

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<sup>1</sup>Participants who have a compelling reason to focus on a different issue are free to discuss their alternative with the instructor before the presentation schedule for the final 3 sessions has been finalized in their syndicate.

the recipient of each memorandum; (3) the emphasis — be it domestic, international, political, etc. — of each of the background sections; (4) the options provided to each decision-maker; and (5) the considerations provided to shape each decision-maker's thought process [approximately 2–6 pages];

- offers any additional reflections on the implications of the differences among the memoranda for a strategic-level understanding of governance and decision-making in Canada, the United States, and the selected third country [length will vary by participant]; and
- reflects on what the process of completing this assignment taught participants about themselves and/or their understanding of the policy process.

The reflective paper challenges participants to explain how they thought through the production of the assignment. *Participants are therefore encouraged to monitor/keep track of their research and thought processes from the time they begin work on the assignment until they complete it.* The reflective paper will ultimately serve as a covering letter when the entire assignment is submitted for evaluation as well as the basis for participants' presentations of their findings (see Action Memorandum Discussion Facilitation below).

This assignment cannot be completed successfully unless its author has developed a thorough understanding of the processes through which policy is developed and implemented in each country.

Each action memorandum will be **absolutely no more than five pages long** (spaced at 1½ lines). The first (cover) page will state the issue in question and list a summary of recommendations. The remaining four pages will typically be divided into the following sections: background (1–1½ pages); options (½ page); and considerations (2–2½ pages).

Two examples of action memoranda will be provided during the early sessions of the course.

Participants with no experience writing action memoranda should use these examples as guides for appropriate formatting. **If, however, participants have drafted memoranda to cabinet** (for the Canadian government's guide to drafting memoranda to cabinet, please see [here](#) or [here for French](#)) **or other similar documents in their previous jobs, they are free to propose alternative styles to the instructor.**

Since footnotes are not appropriate in an exercise of this sort, participants should avoid direct quotations and make sure that other individuals' ideas are paraphrased appropriately. If, in an exceptional case, paraphrasing might not do justice to a particular idea, please ensure that the context of the quotation is clear enough that a lay reader might easily identify its origins. **To maintain the academic integrity of the assignment, a complete bibliography of all works consulted should be included in the final submission.**

The assessment of this assignment will be guided by the criteria outlined in the CFC marking guide for research papers.

*Participants agree that by taking this course, they render all required papers subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the Canadian Forces College's use of the Turnitin.com service are described on the [Turnitin.com](https://www.turnitin.com) website.*

This assignment is to be submitted through Turnitin.com by no later than **19 November 2019**.

### **Process Advice for the Action Memorandum Assignment**

Members of the NSP who have not completed an assignment of this sort before are often challenged in terms of how to begin. Conversations with participants from previous iterations of this course have resulted in the following advice:

- There are three layers of understanding necessary for each memorandum: the structure of the government under consideration; the stated general national and international policies of that government; and the specific relevant policies of that government (if such policies exist, or perhaps such a strategy exists).
- While all three layers of understanding are necessary for context, when it comes time to think about how to construct the assignment, the first questions participants might ask themselves are: “What would a comprehensive xxx strategy mean to the government in question? Would it, for example, be a largely military or defence-led engagement? Would it be an exclusively domestic strategy? Would it be (primarily) a political marketing ploy? Would it be an effort to increase or decrease the size and/or scope of government?”
- With these thoughts in mind, participants are advised to make a decision as to whether they plan to write a largely political (partisan) or a more policy-based memorandum (note that in some states, for example, the US, the structure of government dictates that there will almost always be a political dimension). Regardless, participants should choose the moment in time in which the memorandum is set strategically (the three memos may be set at slightly different moments in time if need be). Where, for example, is the selected country in its electoral cycle? What level of political stability (for instance, majority versus minority government) exists as a backdrop to the development of this strategy? Participants must also choose the most appropriate author and recipient for the memorandum. Should it be addressed from a cabinet minister to a cabinet committee? From a senior public servant to a minister? From a chief of staff to a head of government?
- When participants are ready to write, they are strongly advised to begin with their options (usually two or three) and considerations. (Those considerations might also explicate the criteria upon which the final decision will be based.) To be more specific, **participants are advised to draft their background section last**. Historically, one of the greatest challenges in this exercise has been to keep the background material brief and relevant. By drafting this section last, participants can more easily abide by the following guideline: typically, virtually every statement in the background section of the memorandum should clarify and/or provide direct context for elements discussed in the considerations

section. No paragraph in the background section, then, should typically fail to link to the considerations in an obvious manner.

- It is also advised to organize the background and considerations sections in a parallel manner. In other words, the opening background paragraphs will typically provide context for the first set of considerations.
- For time management purposes, participants are encouraged to begin their research immediately. Some members of previous courses have recommended starting with the third country since the research process for that country will likely be the most challenging. Others have suggested beginning with what is most familiar. If participants decide on the latter, the first source that they might consult is the course textbook, Glen Milne's *Making Policy: A Guide to the Federal Government's Policy Process*.
- Finally, it is worth keeping in mind the requirement to include a reflective paper throughout the process. Participants should be conscious of their methods of research, writing, and thinking as they complete this assignment.

### **CF572 (Professional Stream) Alternative Written Policy Assignments**

I recognize that the issues covered in DS/CF572 will be critical to some NSP participants as they advance in their careers, and somewhat less relevant to others. I also recognize that members of the NSP cohort arrive at the Canadian Forces College with a variety of personal and professional goals. As a result, this course offers CF572 participants a variety of means of achieving the expected learning outcomes based on their view of the importance of the subject matter and the consequent level of professional effort that they intend to exert.

As a member of the professional stream, you have up to four options available to you in your written work, listed here in order of intensity of effort, from greatest to least:

**Option 1:** If you aspire to develop genuine mastery of the course material and the related learning outcomes, please complete all of the **DS572** academic requirements, including **the action memorandum assignment as already described on pages 4-7**. Completing the action memorandum assignment to our mutual satisfaction will result in a professional assessment of “Outstanding” for that submission.

**Option 2:** If you see real value in the course material and the related learning outcomes, but you intend to balance your learning experience in CF572 with other personal, professional, and/or academic NSP-related goals, you can pursue a **2-country action memorandum assignment** (Canada and an additional country of your choosing). Doing so to our mutual satisfaction will result in a professional assessment of “Superior” for that submission.

**Option 3:** If you anticipate that your personal, professional, and/or academic NSP-related commitments and/or interests will limit your ability to dedicate more than the minimum allocated hours to CF572, you may complete an alternative, **briefing note**, assignment (to be described

below). Doing so our mutual satisfaction will result in a professional assessment of “Meets Professional Expectations” for that submission.

**Option 4 (International Officers Only):** If you are an international officer in the professional stream, you may complete a **modified briefing note assignment** (to be described below). Doing so to our mutual satisfaction will result in a professional assessment of “Meets Professional Expectations” for that submission.

### **Briefing Note (Professional Stream)**

This assignment is designed to enable you to produce and defend a practical recommendation to government. It requires strong analytical and writing skills, along with the ability to construct a clear, straight-forward, and persuasive argument.

The assignment will enable you to develop specific expertise in the strategic decision-making processes of (1) Canada and (2) an additional country [to be selected in consultation with me]. **International officers are to select only a single, non-Canadian, country.**

You are to assume that the governments of Canada and an additional country have recently been invited to a major international conference focused on [select one]: (1) water security; (2) the weaponization of artificial intelligence; (3) pandemic preparedness; or (4) money laundering.

As a senior policy advisor to a relevant superior public service / political official, draft a briefing note advising your government on who (1) must be invited to attend the conference on the government’s behalf; (2) should be invited; and (3) could be invited. The briefing note should be drafted in approximately the same manner as such notes are currently drafted in your own department / institution. The list of invitees should be specific (within reason, i.e., the name of the actual individual is not critical, but their approximate position – in government, in the private sector, etc. – would likely be helpful). Having completed the briefing note(s), draft a reflective paper, written in the first person, that does the following:

- Compares, contrasts, and justifies your determination of (1) the author of each note; and (2) the recipient of each note.
- Explains the process by which the ultimate recommendations were arrived at, including how and why the list of potential invitees was divided.
- Elaborates on the reasoning behind any similarities and/or differences between the two notes (if relevant).
- Reflects on what the process of completing the assignment has revealed to you, if anything, about (1) the issue selected; (2) the strategic decision-making process in each country under consideration; and (3) your own learning process.

This assignment cannot be completed successfully unless you have developed a thorough understanding of the processes through which policy is made and implemented in each country.



The lengths of each briefing note should be consistent with your lived experience. The reflective paper should be approximately 4-8 pages long if it is comparing two countries, and shorter if it is focused on a single country.

Since footnotes are not appropriate in an exercise of this sort, please avoid direct quotations and make sure that other individuals' ideas are paraphrased appropriately. If, in an exceptional case, paraphrasing might not do justice to a particular idea, please ensure that the context of the quotation is clear enough that a lay reader might easily identify its origins. **To maintain the academic integrity of the assignment, please include a complete bibliography of all works consulted in your final submission.**

The assessment of this assignment will be guided by the criteria outlined in the CFC marking guide for research papers.

*Participants agree that by taking this course, they render all required papers subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the Canadian Forces College's use of the Turnitin.com service are described on the [Turnitin.com](https://www.turnitin.com) website.*

This assignment is to be submitted through Turnitin.com by no later than **19 November 2019**.

### **Research Support for DS/CF 572 Written Deliverables**

The instructor will create a series of preliminary research handouts for this course. These handouts are not intended to be comprehensive, but are meant to simplify the research process. They will provide a modest list of sources that consider:

- the Canadian system of government;
- the US system of government;
- water security;
- artificial intelligence;
- pandemic preparedness; and
- money laundering.

The instructor will make these handouts available towards the beginning of the course.

**Action Memorandum / Briefing Note Discussion Facilitation:** The second opportunity for participant facilitation in DS572 (and the first in CF572) will take place during the final three sessions of the course and will complement the action memorandum / briefing note assignment. Individual participants from both the academic and professional streams (including international participants) will be allotted approximately 10-15 minutes each to explain to their peers the

thinking that informed the structure and content of their non-Canadian country memorandum / note. Participants will then be allocated an additional 30 minutes to seek feedback on their draft assignment. In preparation for that discussion, at least three days before they are scheduled to facilitate, participants will distribute (via email) to all members of their syndicate (1) a draft of the relevant section of their assignment; and (2) a brief (ideally 1-4 pages; cutting and pasting from published sources is permitted) country primer that provides participants with a general understanding of the political context in their selected country that frames their memo / note.

The aim of the initial 10–15-minute presentation/commentary will be to prime the syndicate for an informed, comparative discussion of the governance and strategic decision-making processes of the selected country. The dual aim of the final 30 minutes will be to (1) have that discussion; and, more importantly, (2) provide facilitators with constructive feedback on their draft. In anticipation of the syndicate discussion, consultation with the instructor, the senior mentor, and/or participants from the other syndicates who might have selected the same country is encouraged, but is not required.

After the session has ended, each facilitator will debrief with the instructor and the senior mentor.

### **Deliverables — Summary and Comparison**

	<b>DS572 / CF572 Option 1</b>	<b>CF572 Option 2</b>	<b>CF572 Option 3</b>	<b>CF572 Option 4 (int'l)</b>
<b>Discussion Facilitation</b>	10%	N/A	N/A	N/A
<b>Participation</b>	40%	50%	50%	50%
<b>Written Assignment</b>	3 action memos + reflection (comparative) 40%	2 action memos + reflection (comparative) 40%	2 briefing notes + reflection (comparative) 40%	1 briefing note + reflection (introductory) 40%
<b>Action Memorandum Discussion Facilitation</b>	10%	10%	10%	10%

### **Related Courses and Activities**

This course is directly related to the Experiential Learning Visit to Ottawa and will make connections with DS575, DS581, DS571, DS597, and the Experiential Learning Visit to New York and Washington.

**Course Schedule:** Please consult the CFC calendar for start and end times.

**Note:** *The instructor reserves the right to update specific readings at relatively short notice in light of contemporary events. For example, if the Canadian government releases a new Speech from the Throne, participants will be asked to replace the Speech from the Throne reading in Session 1.*

## **Sessions 1-2: The Canadian Government and the Governing Party**

These two foundational sessions introduce some of the key questions that help clarify how the Canadian government works, and doesn't work, today.

**27 August 2019**

### **Session 1: Canadian Government and Strategic Decision-making (N/DS572/CGS/LE-1)**

This lecture provides an introduction to how policy is made by the Government of Canada.

#### **Required Readings**

#### **For Reference**

- Marland, Alex, and Jared J. Wesley. *Inside Canadian Politics*. Don Mills: Oxford University Press, 2016, 12; 370.
- Miljan, Lydia. *Public Policy in Canada: An Introduction*. 7<sup>th</sup> ed. Don Mills: Oxford University Press, 2018, 13.

**27 August 2019**

### **Session 2: The Liberal / Trudeau Brand (N/DS572/CGS/SM-1)**

This seminar discussion explores the current Canadian government's public policy narrative from the perspectives of both the Liberal Party of Canada and some of its critics.

#### **Required Readings**

#### **For Reference**

- Office of the Prime Minister. *Leader of the Government in the House of Commons Mandate Letter*. 2016. Also available [in French](#).

#### **For Discussion**

- Trudeau, Justin. *Common Ground*. Toronto: HarperCollins, 2014, 14-17; 107; 161-164; 188-195; 216-222; 234-236; 278-284.

- Government of Canada. “Justin Trudeau, Prime Minister of Canada.” Also available in [French](#).
- Liberal Party of Canada. *The Liberal Party of Canada’s Vision, Mission, Values, and Principles*. 2012. Also available in [French](#).
- Liberal Party of Canada. *Constitution*. 2016. **Read Preamble** (page iv). Also available in [French](#).
- Governor General of Canada. *Speech from the Throne*. 4 December 2015. **Pay close attention to the section on Security and Opportunity**. Also available in [French](#). Also available [on video](#).
- Conservative Party of Canada. *Constitution*. 2018. **Read Section 2: Principles** (pages 1-3). Also available in [French](#) (pages 2-3).
- New Democratic Party of Canada. *Constitution*. 2018. **Read Preamble** (page 1). Also available in [French](#).
- Green Party of Canada. *Constitution of the Green Party of Canada*. 2016. **Read Appendix A** (The Principles of the Global Greens Charter). Also available in [French](#).
- Nanos, Nik. “The Newest Canadian Path to Victory: Kill ’Em with Kindness.” Chapter 2 in *The Age of Voter Rage*. London, UK: Eyewear Publishing, 2018, 47-64.
- Marland, Alex. “The Brand Image of Canadian Prime Minister Justin Trudeau in International Context.” *Canadian Foreign Policy Journal* 24, no. 2 (2018): 139-144.
- Marche, Stephen. “Justin Trudeau Lived by Social Media. Now He’s Dying by It.” *Foreignpolicy.com*, 4 March 2019.

### Supplementary Readings

- Taber, Jane. “PMO’s Katie Telford.” *The Globe and Mail*, 28 March 2016.
- Boesveld, Sarah. “‘Katie’s Boat Rarely Rocks’: Meet the Most Influential Woman in Canadian Politics.” *Chatelaine*, 5 October 2017.

### Sessions 3-6: “Comprehensiveness” and its Challenges in a Canadian Context

The following four sessions (two lectures, one case study seminar [3 cases], and one seminar discussion) are focused on the relationships between and among people, processes, and policy as they relate to the development and implementation of national security strategy and policy in Canada.

### 5 September 2019

### **Session 3: “Comprehensiveness” in Policy Development and Implementation (N/DS572/CGS/LE-2)**

This lecture outlines the evolution of the idea of comprehensiveness as it relates to Canadian international policy with an emphasis on conflict management and national security.

#### **Required Readings**

##### **For Reference**

- Saideman, Steve. *Adapting in the Dust: Lessons Learned from Canada’s War in Afghanistan*. Toronto: University of Toronto Press, 2016, 7-11; 69-75.

**5 September 2019**

### **Session 4: From Comprehensive to Cohesive: International Development Assistance as a Canadian Case Study (N/DS572/CGS/LE-3)**

This lecture completes the course’s theoretical examination of the comprehensive or whole-of-government approach by examining incompatibilities within and among the various arms and levers of government in Canada. It uses Ottawa’s engagement in international development assistance activities as an example of the challenges that decision-makers face in their efforts to approach national security policy from a holistic perspective. The lecture therefore asks, implicitly, “whole-of-government for whom”?

#### **Required Readings**

##### **For Reference**

- United Nations. *Transforming Our World: The 2030 Agenda for Sustainable Development*. 2015, 1-16. Also available [in the form of a UN resolution] [in French](#). 1-15.
- Palmer, Eric. “[Introduction: The 2030 Agenda](#).” *Journal of Global Ethics* 11, no. 3 (2015): 262-264.

#### **Supplementary Readings**

- Organisation for Economic Co-operation and Development. “[The DAC’s Main Findings and Recommendations](#). Extract from: OECD Development Co-operation Peer Reviews. [Canada 2018](#).” 1-8. Also available [in French](#).
- Brown, Stephen. “[Beyond Aid Budgets: What Canada Can Do to Promote International Development](#).” *Opencanada.org*, 9 October 2018.
- Courtney, Susanne. “[Canada Finally Gets into the Development Finance Game – Will it Work?](#)” *Opencanada.org*, 17 December 2018.

- Oxhorn, Philip. “[Canadian Development Policies in a Unipolar World.](#)” Chapter 5 in *Canadian Foreign Policy in a Unipolar World*, edited by Michael K. Hawes and Christopher J. Kirkey, 76-96. Don Mills, ON: Oxford University Press, 2017.

## 10 September 2019

### Session 5: Comprehensiveness, and Lack thereof, in Practice: Three Case Studies (N/DS572/CGS/SM-2 and N/DS572/CGS/DI-1)

For this session, members of each syndicate will participate in one of the following three case study discussions, each of which examines a Canadian whole-of-government challenge that has since been criticized for its failure to achieve (or fully achieve) the intended policy outcomes. In discussing each case, participants are free to use a (formal or informal) methodology of their choosing. By the end of the discussion, they should, however, be prepared to provide the rest of the NSP programme with a 5-10 minute summary of (1) the problem(s) that the case presents; (2) the proposed solution(s); (3) the challenges encountered; as well as their own thoughts on (4) potential means of improvement. That summary will be shared during a concluding, full-cohort, discussion.

#### Case Study 1: The Strategic Advisory Team – Afghanistan, 2005-2008

This case examines the establishment and dismantlement of what came to be known as the Strategic Advisory Team – Afghanistan.

#### Required Readings

#### For Discussion

- St.-Louis, Michel-Henri. “[The Strategic Advisory Team in Afghanistan – Part of the Canadian Comprehensive Approach to Stability Operations.](#)” *Canadian Military Journal* 9, no. 3 (2009): 58-67. Also available [in French](#).
- Marten, Kimberley. “[From Kabul to Kandahar: The Canadian Forces and Change.](#)” *American Review of Canadian Studies* 40, no. 2 (2010): 216-218; 222-225.
- Hillier, Rick. “First Year on the Job.” Chapter 17 in *A Soldier First: Bullets, Bureaucrats, and the Politics of War*. Toronto: HarperCollins, 2009, 341-347; 422-427.
- Graham, Bill. *The Call of the World: A Political Memoir*. Vancouver and Toronto: On Point Press, 2016, 388-392.
- Bercuson, David, and J.L. Granatstein, with Nancy Pearson Mackie. *Lessons Learned: What Canada Should Learn from Afghanistan*. Calgary: Canadian Defence & Foreign Affairs Institute, 2011, 6-9.

- Alexander, Brendan. “Explaining Collaboration Failures in Canada’s Mission in Afghanistan.” *Canadian Military Journal* 14, no. 4 (Autumn 2014): 28-39. Also available in [French](#).

### Supplementary Readings

- Manley, John. et al. *Independent Panel on Canada’s Future Role in Afghanistan*. Ottawa: Minister of Public Works and Government Services, 2008. Also available in [French](#).

### Case Study 2: The Provincial Reconstruction Team – Kandahar, 2005-2011

This case examines the origins, evolution, successes, and failures of the Canadian-led provincial reconstruction team in Kandahar.

- Leprince, Caroline. “The Canadian-led Kandahar Provincial Reconstruction Team: A Success Story?” *International Journal* 68, no. 2 (June 2013): 359-377.
- Gammer, Nicholas. “The Afghanistan Task Force and Prime Ministerial Leadership: Tactical Retreat or a New Direction in Managing Canadian Foreign Policy?” *American Review of Canadian Studies* 43, no. 4 (December 2013): 462-476.
- Privy Council Office. “Lessons Learned.” Access to Information Request. 2011. Available through the instructor.
- Brown, Stephen. “From Ottawa to Kandahar and Back: The Securitization of Canadian Foreign Aid.” Selection from Chapter 6 in *The Securitization of Foreign Aid*, edited by Stephen Brown and Jörn Grävingholt, 120-127. Houndmills, Basingstoke, Hampshire, UK: Palgrave Macmillan, 2016.
- Buchan, Gavin. “Breaking Down the Silos: Managing the Whole of Government Effort in Afghanistan.” *Canadian Military Journal* 10, no. 4 (Autumn 2010): 75-79. Also available in [French](#).
- Alexander, Brendan. “Explaining Collaboration Failures in Canada’s Mission in Afghanistan.” *Canadian Military Journal* 14, no. 4 (Autumn 2014): 28-39. Also available in [French](#).

### Supplementary Readings

- Manley, John. et al. *Independent Panel on Canada’s Future Role in Afghanistan*. Ottawa: Minister of Public Works and Government Services, 2008. Also available in [French](#).
- Gammer, Nicholas. “Integrating Civilian-Military Operations: The comprehensive approach and the ATF experience, 2008-2009.” *Canadian Foreign Policy Journal* 19, no. 2 (June 2013): 211-222.

### Case Study 3: Air India Flight 182, 1985

This case examines the Canadian government's response to the terrorist downing of Air India Flight 182.

#### Required Readings

#### For Reference

- Public Safety Canada. “[Remembering Air India Flight 182.](#)” Last Modified 2018-02-09. Also available [in French](#).
- Commission of Inquiry into the Investigation of the Bombing of Air India Flight 182. *Reader's Guide: Acronyms and Key Names*. Ottawa: Privy Council Office, 2010. Also available [in French](#).

#### For Discussion

- Commission of Inquiry into the Investigation of the Bombing of Air India Flight 182. *Air India Flight 182, a Canadian Tragedy. Volume One: The Overview*. Ottawa: Privy Council Office, 2010, chs. 1 and 4: 21-40; 147-164. Also available [in French](#), 21-42; 159-178.
- Commission of Inquiry into the Investigation of the Bombing of Air India Flight 182. *Air India Flight 182, a Canadian Tragedy. Volume Three: The Relationship Between Intelligence and Evidence and the Challenges of Terrorism Prosecutions*. Ottawa, Privy Council Office, 2010, chs. 1 and 2: 11-47. Also available [in French](#), 11-51.

#### Supplementary Readings

- Public Safety Canada. *The Government of Canada Response to the Commission of Inquiry into the Investigation of the Bombing of Air India Flight 182 : Action Plan*. Ottawa: Public Safety Canada, 2010, 1-3; 7-9. Also available [in French](#).

### 13 September 2019

#### Session 6: Comprehensiveness and Contemporary Canadian International and Security Policy (N/DS572/CGS/SM-3)

This seminar discussion examines whether current Canadian international policy is, in fact, comprehensive. In their preparation for this session, participants should look for internal consistencies and contradictions in the assigned policy speeches and documents. **Note: discussion period is one hour only.**

#### For Reference



- Office of the Prime Minister. *Minister of Foreign Affairs Mandate Letter*. 2017. Also available [in French](#).
- Office of the Prime Minister. *Minister of National Defence Mandate Letter*. 2015. Also available [in French](#).
- Office of the Prime Minister. *Minister of International Development and La Francophonie Mandate Letter*. 2015. Also available [in French](#).
- Office of the Prime Minister. *Minister of International Trade Diversification Mandate Letter*. 2018. Also available [in French](#).
- Office of the Prime Minister. *Minister of Public Safety and Emergency Preparedness Mandate Letter*. 2015. Also available [in French](#).
- Office of the Prime Minister. *Minister of Border Security and Organized Crime Reduction Mandate Letter*. Also available [in French](#).
- Goodale, Ralph. [RCMP] *Commissioner's Mandate Letter*. 2018. Also available [in French](#).

## For Discussion

- Freeland, Chrystia. “[Address by Minister Freeland on Canada’s Foreign Policy Priorities](#).” Ottawa (House of Commons), 6 June 2017. Also available [in French](#). To see which parts of the speech were originally delivered in English/French, click [here](#) at 1025.
- Department of National Defence and Canadian Armed Forces. *Strong, Secure, Engaged. Canada’s Defence Policy: Highlights*. Ottawa: Minister of National Defence, 2017. Also available [in French](#).
- Global Affairs Canada. *Canada’s Feminist International Assistance Policy*. Ottawa: Global Affairs Canada, 2017, 1-14; 64-75. Also available [in French](#).
- Public Safety and Emergency Preparedness Canada. “[National Security](#).” Last modified 1 December 2015. Also available [in French](#).
- Goodale, Ralph. *Remarks by Minister Goodale to the Empire Club of Canada on National Security Tools and Architecture for a Changing and Difficult World*. Toronto: 14 December 2018. Also available [in French](#). Also available as [audio/video/podcast](#).
- CSIS-RCMP. *One Vision 2.0 (CSIS-RCMP Framework for Cooperation)*. 2015. Access to Information Request.

## Supplementary Readings

- Department of National Defence and Canadian Armed Forces. *Strong, Secure, Engaged. Canada's Defence Policy*. Ottawa: Minister of National Defence, 2017. Also available [in French](#).
- Global Affairs Canada. *Canada's Feminist International Assistance Policy*. Ottawa: Global Affairs Canada, 2017. Also available [in French](#)
- Public Safety and Emergency Preparedness Canada. *National Cyber Security Strategy: Canada's Vision for Security and Prosperity in a Digital Age*. Ottawa: Public Safety and Emergency Preparedness Canada, 2018). Also available [in French](#).

### **Sessions 7-9: Jurisdictional Challenges: Multilevel Governance and Strategic Decision-making in Canada**

Jurisdiction refers broadly to the authority of elements of the state to pursue the state's interests. It follows that jurisdictional challenges can have a significant impact on a state's strategic decision-making process. The following three sessions (two lectures and one case study seminar) examine the impact of federalism, the provinces, and Indigenous peoples in Canada on the development and implementation of national policy with security implications.

**18 September 2019**

#### **Session 7: Federalism and the Provinces (N/DS572/CGS/LE-4)**

This lecture reviews the history of provincial involvement in Canada's international affairs.

#### **Required Readings**

##### **For Reference**

- Morin, David, and Myriam Poliquin. "[Governing from the Border? Quebec's Role in North American Security](#)." *American Review of Canadian Studies* 46, no. 2 (2016): 262 (Table 1).

#### **Supplementary Readings**

- Nossal, Kim Richard, Stéphane Roussel, and Stéphane Paquin. "[The Provinces and Foreign Policy](#)." Chapter 11 in *The Politics of Canadian Foreign Policy*. 4<sup>th</sup> ed. Montreal and Kingston: McGill-Queen's University Press, 2015, 323-351.
- Tavares, Rodrigo. "[Forget the Nation-State: Cities will Transform the Way We Conduct Foreign Affairs](#)." *World Economic Forum*, 4 October 2016.

**18 September 2019**

## **Session 8: The Place of Indigenous Peoples in the Canadian Strategic Decision-making Process (N/DS572/CGS/LE-5)**

This lecture examines the impact of the yet-to-be-resolved place of Indigenous peoples in the Canadian strategic decision-making process.

### **Required Readings**

#### **For Reference**

- Department of Justice (Canada). *Principles Respecting the Government of Canada's Relationship with Indigenous Peoples*. 2017. Also available [in French](#).
- Indigenous and Northern Affairs Canada. *Government of Canada and the Duty to Consult*. 2016. Also available [in French](#).
- Nîtotemik, Tansi. "Whose Jurisdiction is it Anyway? Indigenous Peoples and the Constitution." *University of Alberta Faculty of Law Blog*. 17 January 2018.

#### **Supplementary Readings**

- Courchene, Thomas J. *Indigenous Nationals, Canadian Citizens: From First Contact to Canada 150 and Beyond*. Kingston: Queen's University Institute of Intergovernmental Relations, 2018, 43-70; 89-114. [IRC 971.00497 C68 2018]
- Office of the Prime Minister. [Prime Minister Trudeau's Address to the 72<sup>nd</sup> Session of the United Nations General Assembly](#). 21 September 2017. Also available [in French](#) and on [UN Web TV](#).
- Indigenous and Northern Affairs Canada. *Highlights from the Report of the Royal Commission on Aboriginal Peoples*. Ottawa: Minister of Supply and Services Canada, 1996. Also available [in French](#).

**19 September 2019**

## **Session 8: Jurisdictional Challenges in Practice (N/DS572/CGS/SM-4)**

This case study seminar discussion applies the ideas introduced and discussed in the two previous lectures to a hypothetical scenario relevant to practitioners of national security. Syndicates (or the syndicate lead for the session) will pre-select one of two cases to serve as a basis for the discussion. In considering the case, participants are free to use a (formal or informal) methodology of their choosing. By the end of the session, they should, however, have discussed (1) the problem(s) that the case presents; (2) the actors (state and non-state at the federal and sub-federal levels) that are implicated; and (3) potential means of responding to the problem(s).

### **Required Readings**

#### **For Reference**

- Bronskill, Jim. “Canada Sees Info ‘Gaps’ about Dangerous Goods Moving through North.” *Globe and Mail*, 10 September 2018.
- Galloway, Gloria. “North Caribou Lake First Nation asks Ottawa for Help as Sewage Spill Threatens Water Supply.” *Globe and Mail*, 1 April 2019.
- Office of the Prime Minister. *Minister of Intergovernmental and Northern Affairs and Internal Trade Mandate Letter*. 2018. Also available in French.
- Office of the Prime Minister. *Minister of the Environment and Climate Change Mandate Letter*. 2015. Also available in French.
- Office of the Prime Minister. *Minister of Fisheries, Oceans and the Canadian Coast Guard Mandate Letter*. 2018. Also available in French.
- Office of the Prime Minister. *Minister of Crown-Indigenous Relations and Northern Affairs Mandate Letter*. 2017. Also available in French.
- Office of the Prime Minister. *Minister of Indigenous Services Mandate Letter*. 2017. Also available in French.
- Office of the Prime Minister. *Minister of Health Mandate Letter*. 2017. Also available in French.
- Office of the Prime Minister. *Minister of Transport Mandate Letter*. 2015. Also available in French.
- Quigley, Kevin, Ben Bisset, and Bryan Mills. *Too Critical to Fail: How Canada Manages Threats to Critical Infrastructure*. Montreal: McGill-Queen’s University Press, 2017, 8-12; 56-61.
- Public Safety Canada. *National Strategy for Critical Infrastructure*. Ottawa: Public Safety Canada, 2009. Also available in French.
- Public Safety and Emergency Preparedness Canada. *National Cross Sector Forum: 2018-2020 Action Plan for Critical Infrastructure*. Ottawa: Public Safety Canada, 2018. Also available in French.
- United States Department of Homeland Security and Public Safety Canada. *Canada-United States Action Plan for Critical Infrastructure*. 2010. Also available in French.
- United States Department of Homeland Security and Public Safety Canada. *Compendium of U.S. – Canada Emergency Management Assistance Mechanisms*. 2016. Also available in French. [Read introduction and table of contents]

- Critical 5. *Forging a Common Understanding for Critical Infrastructure*. March 2014, 1-7. Also available [in French](#).

### **For Discussion**

- Case scenario: to be distributed shortly before the session.

### **Sessions 10-11: Canadian Political Culture: Immigration, Multiculturalism, Diversity, and Diaspora Politics**

These two sessions (one lecture and one seminar discussion) explore some of the social and cultural factors that influence public policy and strategic decision-making in Canada that are often underappreciated in discussions of national security.

**24 September 2019**

#### **Session 10: Canadian Multiculturalism in the 21<sup>st</sup> Century: Challenges and Opportunities (N/DS572/CGS/LE-6)**

This lecture examines the origins and implications of Canadian multiculturalism.

### **Required Readings**

#### **For Reference**

- Canada. House of Commons. *House of Commons Debates, 28<sup>th</sup> Parliament, 3<sup>rd</sup> Session: Vol. 8*. Ottawa: Government of Canada, 1971, 8545-8546.
- Statistics Canada. *Immigration and Ethnocultural Diversity: Key Results from the 2016 Census*. 2017. Also available [in French](#).
- Statistics Canada. *Study: A Look at Immigration, Ethnocultural Diversity and Languages in Canada up to 2036, 2011 to 2036*. 2017. Also available [in French](#).

**24 September 2019**

#### **Session 11: Diversity and Strategic Decision-making in Canada (N/DS572/CGS/SM-5)**

This seminar discussion asks participants to think about how cultural, religious, ethnic, and gender diversity can, should, do, and do not affect policy development and strategic governance decisions in Canada.

### **Required Readings**

#### **For Reference**

- Office of the Prime Minister. *Minister of Immigration, Refugees, and Citizenship Man-*

*date Letter*. 2017. Also available [in French](#).

- Office of the Prime Minister. *Minister of Canadian Heritage and Multiculturalism Mandate Letter*. 2018. Also available [in French](#).
- Office of the Prime Minister. *Minister of Status of Women Mandate Letter*. 2017. Also available [in French](#).
- Hopper, Tristin. “[What is GBA+? The Federal Intersectional Doctrine that Governs Everything Now.](#)” *National Post*, 2 March 2018.

### **For Discussion**

- Duffy, Bobby. “Inside and Out: Immigration and Religion.” Chapter 4 in *The Perils of Perception: Why We’re Wrong about Nearly Everything*. London: Atlantic Books, 2018, 95-120.
- Environics Institute. *Canada’s World Survey 2018: Executive Summary*. April 2018, 5-8. (Note: The complete report can be found [here](#).)
- Smith, Janel, Mark Sedra, Amarnath Amarasingam, and Geoff Burt. “[Exploring the Impacts of Conflicts Abroad on Diaspora Communities in Canada.](#)” *SCG Working Paper*, no. 1 (April 2017): 8-12; 52-61.
- McLeod Group. “[Diasporas and Development — A Cautionary Note.](#)” February 2015.
- Harrison, Scott, and Yushu Zhu. “[A Difference of Opinion: Canadian Provincial Views on Asia.](#)” Asia Pacific Foundation blog post, 22 November 2018.
- Rhodes, Francesca. “[Gender Inequality and Trade.](#)” *Policy Options*, 22 November 2017.
- Levin, Dan. “[Chinese-Canadians Fear China’s Rising Clout Is Muzzling Them.](#)” *New York Times*, 27 August 2016.
- Conservative Party of Canada. *Breaking Through: Building the Conservative Brand – Conservative Ethnic Paid Media Strategy*. 2011.

### **Supplementary Readings**

- Burt, Geoff, and Matt Cohen. “[‘Diaspora as Partners’: The Canadian Model of Countering Violent Extremism.](#)” *Global Observatory*, 5 July 2017.
- Besco, Randy, and Erin Tolley. “Does Everyone Cheer? The Politics of Immigration and Multiculturalism in Canada.” Chapter 12 in Elizabeth Goodyear-Grant et al. Eds. *Federalism and the Welfare State in a Multicultural World*. Montreal and Kingston: Queen’s

School of Policy Studies and McGill-Queen's University Press, 2018, 291-318. [IRC 361.610971 F43 2018]

- Monahan, John, *et al.* *The Perception & Reality of 'Imported Conflict' in Canada*. Toronto: Mosaic Institute, 2014. Also available [in French](#).
- Besseling, Dave. "The Problem with Wokeness as a Political Strategy." *The Walrus*, 1 March 2018.
- Dyer, Evan. "What Really Happened on Trudeau's India Trip: Trade Concerns Overshadowed by Wardrobe Choices, Extremism Talk." *cbc.ca*, 25 February 2018.

### **Sessions 12-14: Strategic Decision-making in a North American Context**

Geography has a significant impact on how states define their national interests. Canadian geography (and history) make the bilateral relationship with the United States particularly critical. In this era of globalization, trilateral relations including Mexico have also increased in importance. The following three sessions (two lectures followed by a case study seminar) examine how relations with the United States shape, and don't shape, strategic decision-making in Canada.

**26 September 2019**

#### **Session 12: A Primer on American Governance (N/DS572/BCR/LE-1)**

This lecture will provide participants with the basic background information necessary to understand how the US government works.

#### **Required Readings**

#### **For the Action Memo Assignment**

- Lowi, Theodore J., *et al.* *American Government: Power and Purpose*. 14<sup>th</sup> ed. New York and London: WW. Norton and Company, 2017, 184-187; 202-210; 212-216; 218-222; 228-235; 242-257; 264-270; 277-283; 292; 299-304. **NOTE: Much of this material will be covered in the lecture. [IRC RESERVE 320.473 A44 2017]**

#### **For Reference**

- (United States). *Declaration of Independence* (1776).
- Trump, Donald J. "Foreign Policy: Fighting for Peace." Chapter 4 in *Crippled America: How to Make America Great Again*. New York: Threshold Editions, 2015, 31-48.

**3 October 2019**

## **Session 13: Managing Canada-US Relations (N/DS572/BCR/LE-2)**

This lecture explores the unique elements of the Canadian-American relationship and how they affect strategic decision-making in Canada through a historical lens.

### **Required Readings**

*Note: Given ongoing negotiations between Canada and the United States on a variety of issues relevant to national security, the instructor reserves the right to add and/or replace readings closer to the date of this session.*

### **For Reference**

- Government of Canada. *Canada-US Relations*. Last updated 21 February 2019. Also available [in French](#).
- Government of Canada. *Canada-United States Fact Sheet*. Last updated 2 November 2018. Also available [in French](#).
- Department of State. *Canada*.
- Department of State. Bureau of Western Hemisphere Affairs. *U.S. Relations with Canada*. 1 February 2018.
- Desjardins, Jeff. *The Numbers Behind the World's Closest Trade Relationship*. 3 May 2017.

### **Supplementary Readings**

- Taylor-Vaisey, Nick. “Canada’s Next NAFTA ‘Charm Offensive’ Won’t Look Like the Last One.” *Macleans.ca*, 7 February 2019.
- “Justin Trudeau’s Retaliatory Trade Measures Speech.” *Yahoo.com*, 31 May 2018.
- Freeland, Chrystia. “Address by Minister Freeland When Receiving Foreign Policy’s Diplomat of the Year Award.” 13 June 2018. Also available [in French](#).
- Selee, Andrew. “North America Has Become a Shared Production Platform.” Chapter 2 in *Vanishing Frontiers: The Forces Driving Mexico and the United States Together*. New York: PublicAffairs, 2018, 49-72. [IRC 303.48272 S45 2018]

## **Session 14: Managing Canada-US Relations Case Study: The Northwest Passage (N/DS572/BCR/SM-1)**

This case study seminar investigates the ongoing Canadian-American disagreement over the status of the Northwest Passage in international law. In discussing the case, participants are free



to use a (formal or informal) methodology of their choosing. By the end of the session, they should, however, have discussed (1) the problem(s) that the case presents; (2) the actors (state and non-state at the federal and sub-federal levels) that are implicated; and (3) potential means of responding to the problem(s).

## Required Readings

### For Discussion

- Lajeunesse, Adam. “[Is the Next Big Fight Over the Northwest Passage Coming?](#)” *Policy Options*, 14 February 2019.
- Burke, Danita Catherine. “[The Northwest Passage Dispute.](#)” Oxford Research Group, 26 February 2018.
- [Agreement Between the Government of Canada and the Government of the United States of America on Arctic Cooperation.](#) 11 January 1988. Also available [in French](#).
- Beller, Carolyn. “[Who Controls the Northwest Passage? It’s Up for Debate.](#)” *PRI’s The World*, 4 September 2017. Audio version available [here](#).
- Lajeunesse, Adam. “[Canada’s Sovereignty in the Arctic.](#)” Brief to the Standing Committee on Foreign Affairs and International Development. June 2018. Also available [in French](#).
- Geopolitical Monitor. “[Reluctant Allies: Canada, the US, and the Northwest Passage.](#)” 10 September 2012.
- Byers, Michael, and Emma Lodge. “[China and the Northwest Passage.](#)” *Chinese Journal of International Law* 18 (2019).
- Charron, Andrea, and James Fergusson. “[Arctic Sovereignty: Preoccupation vs. Homeland Governance and Defence.](#)” Canadian Global Affairs Institute *Policy Perspective*. September 2018.
- Arctic Council. [The Arctic Council: A Backgrounder](#). Last updated 13 September 2018.

### Supplementary Readings

- Charron, Andrea. “[Canada, the United States, and the Northwest Passage: Sovereignty to the Side.](#)” *Polar Geography* 29, no. 2 (2005): 139-155.
- Government of Canada. [Statement on Canada’s Arctic Foreign Policy: Exercising Sovereignty and Promoting Canada’s NORTHERN STRATEGY Abroad.](#) 2010. Also available [in French](#).

- President of the United States. *National Strategy for the Arctic Region*. May 2013.
- State Council Information Office of the People’s Republic of China. *China’s Arctic Policy*. January 2018.
- Isachenov, Vladimir. “Russia Revamps Arctic Military Base to Stake Claim on Region.” *cbc.ca*, 4 April 2019.

## Sessions 15-16: Practitioners’ Views

The following two sessions ask practitioners (typically, members of the media and retired politicians and/or senior public servants and political advisors) to provide personal, insiders’ views on how news is reported and policy is created in Canada. Each session will be followed by an NSP-only reflection period.

### 4 October 2019

#### Session 15: Policy, Politics, and the Media (N/DS572/CGS/PD-1 and N/DS572/CGS/DI-2)

This panel discussion will focus on how the media work at both the operational and strategic levels with specific reference to political coverage. Depending on the speakers available, the session might also consider the role of public broadcasters in public policy development and implementation.

**Note:** *The focus of this session will **not** be national security. NSP participants should meet media representatives with national security experience during the Ottawa ELV.*

## Required Readings

### For Reference

- CBC News. *About CBC News*. Last Updated 11 January 2019.

### For Discussion

- Public Policy Forum. *Mind the Gaps: Quantifying the Decline of News Coverage in Canada*. Ottawa: Public Policy Forum, September 2018.
- Loewen, Peter, et al. “What Do Canadians Want from their News?” *Policy Options*, 30 October 2018.
- Niven, David. “An Interesting Bias: Lessons from an Academic’s Year as a Reporter.” *PS: Political Science and Politics* 45, no. 2 (April 2012): 259-264.
- Steele, Graham. *The Effective Citizen: How to Make Politicians Work for You*. Halifax:

Nimbus Publishing, 2017, 84-95.

- Lewis, Robert. “[Enemies of the State: How the Media and Politicians Became Adversaries.](#)” *thewalrus.ca*, 29 October 2018.
- English, Kathy. “[What Readers Should Know about Journalism.](#)” *Toronto Star*, 31 December 2018.
- Jardine, Eric. “[Beware Fake News: How Influence Operations Challenge Liberal Democratic Governments.](#)” *Cigionline.org*, n.d. (2019).

### Supplementary Readings

- Loewen, Peter, et al. “[Not All News Consumers Worry about Journalistic Values.](#)” *Policy Options*, 12 December 2018.
- Meyer, Robinson. “[The Grim Conclusions of the Largest-Ever Study of Fake News.](#)” *The Atlantic*, 8 March 2018.

**10 October 2019**

### **Session 16: How the Canadian Government Works (N/DS572/CGS/LE-7, LE-8, and N/DS572/CGS/DI-2)**

These guest lectures will allow participants to combine a theoretical understanding of how the government works with insights gained from the personal experiences of individuals who have worked in government in Canada. The readings have been chosen not only to stimulate discussion but also to prepare participants for their action memorandum assignment and the Ottawa experiential learning visit.

### Required Readings

#### For Reference

- Privy Council Office. [Open and Accountable Government](#). 27 November 2015. Also available [in French](#).
- Office of the Prime Minister. [Minister of Finance Mandate Letter](#). 2015. Also available [in French](#).
- Office of the Prime Minister. [President of the Treasury Board and Minister of Digital Government Mandate Letter](#). 2015. Also available [in French](#).
- Office of the Prime Minister. [Minister of Democratic Institutions Mandate Letter](#). 2017. Also available [in French](#).
- Any other mandate letters that are relevant to individual participants’ current and/or future positions. Available [in English](#) and [in French](#).

## For Discussion

- Steele, Graham. “[How Politicians Think](#).” Chapter 2 in *The Effective Citizen: How to Make Politicians Work for You*. Halifax: Nimbus Publishing, 2017, 9-55.
- Osbaldeston, Gordon. “[Dear Minister: A Letter to an Old Friend on Being a Successful Minister](#).” Remarks to the Association of Professional Executives of the Public Service of Canada. Ottawa, 22 January 1988.

## Supplementary Readings

- Proudfoot, Shannon. “[This is What’s Wrong with Canada’s Right](#).” *Macleans.ca*, 11 January 2019.
- Geddes, John. “[This is What’s Wrong with Canada’s Left](#).” *Macleans.ca*, 11 January 2019,
- Wilson-Raybould, Jody. “[Opening Statement on SNC-Lavalin Affair](#).” *cbc.ca*, 27 February 2019.
- Wernick, Michael. “[Statement to the Standing Committee on Justice and Human Rights](#).” 6 March 2019. Also available [in French](#).
- Butts, Gerald. “[Statement to the House of Commons Justice Committee](#).” *Macleans.ca*, 6 March 2019.
- Barber, Michael, Paul Kihn, and Andy Moffit. *Deliverology: From Idea to Implementation*. London, UK: McKinsey & Company, 2011.

## For the Ottawa ELV

- Saunders, Doug. “[How the Liberal Dream Machine Will Work](#).” *The Globe and Mail*, 23 October 2015.
- Clark, Campbell. “[Trudeau Recruits Tony Blair’s Guru to Help Liberals Deliver on Pledges](#).” *The Globe and Mail*, 22 February 2016.
- Privy Council Office. *Mandate Letter Tracker*. Also available [in French](#).
- Dorn, Bernard, *et al.* *Trudeaumeter*. Also available [in French](#).
- Marland, Alex, and Jared J. Wesley. *Inside Canadian Politics*. Don Mills: Oxford University Press, 2016, 234; 238-239.
- Curren, Rachel. “[Parliament returns, policy work ramps up](#).” *Policy Options*, 19 September 2016.

- Walsh, Rob. *On the House: An Inside Look at the House of Commons*. Montreal: McGill-Queen's University Press, 2017, 134-139. *Note: pp.134-139 deals specifically with Question Period. Those who wish to understand how the House of Commons works more generally should read Chapter 1: "Take your Seat: Read the Program," pp. 3-38, [Link] IRC 328.71072 W35 2017]*
- Dean, Tony, Amanda McLaren, and Lauren Thomas. "Cannabis Bill a Valuable Test for How New Senate Could Work." *Policy Options*, 21 February 2019.

**21-25 October 2019**  
**Ottawa ELV**

**4-14 November 2019**  
**Sessions 17–19: Discussions of Policy Assignments**  
**(N/DS572/IAF/SM-1, SM-2, SM-3)**

The final three sessions will provide participants with an opportunity to discuss with the rest of the syndicate their non-Canadian country as well as their related written policy assignment. Each discussion will last approximately 45 minutes, meaning that there will be no more than four in a single session.

**Appendix: Guide to contemporary international policy articles and podcasts**

The following organizations (listed by virtue of — according to the best approximation of the course instructor — their approximate place on the political spectrum, from the furthest right to the furthest left) regularly publish material related to Canadian international policy/national security:

- [Macdonald-Laurier Institute \(MLI\)](#)
- [Canadian Global Affairs Institute \(CGAI\) — Podcasts](#)
- [Centre for International Governance Innovation \(CIGI\) — Multimedia](#)
- [Asia-Pacific Foundation of Canada \(APFC\)](#)
- [Institute for Research and Public Policy \(IRPP\) — Multimedia](#)
- [Canadian International Council \(CIC\) – Blog at The Signal Board](#)
- [OpenCanada.org](#)
- [Centre for International Policy Studies \(CIPS\), University of Ottawa — Multimedia](#)
- [The Conversation Canada / La Conversation Canada](#)
- [The Hill Times](#)
- [iPolitics](#)

- [Rideau Institute](#)
- [McLeod Group](#)

The following additional podcasts/multimedia sources (listed in no particular order) might also be of interest:

- [CTV \*Question Period\* Podcast](#)
- [Maclean's \*On the Hill\* Politics Podcast](#)
- [CBC \*At Issue\* Podcast](#)
- [CBC \*Power and Politics\*](#)
- [Global News Politics](#)