

GINS 4090 F – Honours Seminar in Global and International Studies: Canada and the Middle East

Course Syllabus – Winter 2023

GINS 4090 F - Honours Seminar in Global and International Studies: Canada and the Middle East

**Room 208 Commons
Tuesdays 8:30am – 11:30pm
(8:30 – 11:30)
9th January to 12th April 2022**

Lecturer: Dr Jeremy Wildeman
E: jeremy.wildeman@carleton.ca

Office Hours

By Zoom Thursdays: 4:30 – 6:30 pm
(16:30 – 18:30), or *by appointment*.

Evaluation

1. Identify Research Topic: 2%
2. Identification of Research Question: 3%
3. Develop Research Plan: 20%
4. Presentation: 20%
5. Major Paper: 35%
6. Class Participation: 20%

Key Dates

1. *Jan 10: First Class*
2. Jan 24: Research Topic due
3. Jan 31: Research Question due
4. Feb 17: Research Plan due
5. *Feb 21: No Class – Winter break*
6. Mar 14 – Apr 4: Presentations
7. *Apr 11: Final Class*
8. Apr 11: Research Paper Due

This course offers a modern historical and contemporary political overview of Canada's relationship with the Middle East, a complex region that offers important insights into Canada's evolving foreign policy and national identities. To do this, it begins by exploring Canada's connection to the region within the British Empire, the important role the region played in helping Canada define its independent identity on the international stage (i.e., at the United Nations and in peacekeeping), and Canada's own impact on the region. It includes observations on Canada's role in the Cold War, as an interlocutor with the Global South, and Canada's shift away from the United Kingdom to a close embrace of the United States, through the lens of the geopolitically sensitive Middle East.

As we exit the Cold War, the course moves on to consider Canada's intensive Pearsonian-era foreign policy engagement as a mediator in the Middle East Peace Process, before discussing a shift in policy priorities that took place with the onset of the War on Terror and mid-2000s Government of Canada move away from the Pearsonianism that was once ubiquitous with Canada's place in the world. Finally, the course explores the complex and evolving economic, diplomatic, and societal relationships Canada has with the states and non-state peoples of the region, including deepening demographic and military industrial ties, support for refugees, the Canadian response to regional conflicts and questions being raised about Canadian liberal internationalism (and national identity).

The course attempts to be broad in its geographic and thematic scope. It includes classroom discussions, guest speakers, a major research project and group work intended to shed light on different facets of Canada-Middle East engagement, on the many lesser-known elements of that relationship. Throughout, we are asked to consider if Canada has a Middle East foreign policy, if it ever had one, if it should have one, and how Canada might engage with the region going forward.

In weeks 1 through 5, we focus on the early and transformative decades of Canadian Middle East and North Africa (MENA) foreign policy, which can broadly be described as liberal internationalist (or 'Pearsonian') by nature; and as helping Canada to define an independent, non-British, non-American identity on the world stage. The mid-term break is in week 6. From weeks 7 through 13, we focus on more contemporary issues and transformative change taking place in Canada's foreign policy and, potentially, to its national identity following the onset of the global War on Terror. Ultimately, we explore and plug some of the gap on the under-researched but important Canada-MENA relationship.

Prerequisite(s) for this course are 4th year Honours standing in the BGIInS program.

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Course Objectives

1. To develop a broad understanding of Canada's modern historical and contemporary relationship with the states and societies that make up the Middle East and North Africa (MENA) region
2. To understand how Canadian foreign policy (or 'policies') toward the MENA region have developed and changed over the past 75 years
3. To assess how Canada's relationship with MENA has affected the region, how the MENA region has influenced Canada, and to interrogate how this has affected Canadians' articulation of their own national identity
4. To learn how better to unpack our pre-existing assumptions and approach our understanding of the MENA region (or other regions) through a more comprehensive articulation of appropriate theoretical lenses
5. To better understand how to apply theory and develop methods for research in fields such as international studies, Middle East studies, Canadian studies, international relations (IR) and political science more generally (e.g., What is theory and why do we need to take it into consideration? What is a methodology and how do I use it in research? Etc...)
6. To enhance important practical skills in analysis, writing, constructing arguments, speaking, and conveying knowledge through policy papers, essays, group work and presentations
7. To have fun learning new material, to share our thoughts with our classmates and professor, and to add to the body of knowledge on Canada and the MENA region

Don't worry, you won't need to become perfect at all these and mistakes are a key part of learning! Our goal is simply to strengthen your overall capacities together.

Course Information

Classes

Classes begin at 8:30am with a break for 10 minutes every 50 minutes, 920-930am and 1020-1030am, with exceptions such as when we have guest speakers. Classes are comprised of a mixture of lecture, multimedia and discussion of the topics being covered. Students are expected to prepare in advance of each class in order to participate in the discussion and to make the most out of the learning exercise.

Outlines for each class can be found in the course readings list and online on Brightspace each week. Students attending this course are asked to think critically and engage in challenging debates over the research and scholarly writing, addressing areas of policy, governance and Canada's role in the global political economy. Laptops should be used for taking class notes only. Smartphones should be silenced and put away during class

- Note: key University Winter term dates and deadlines can be found online here:
<https://carleton.ca/registrar/registration/dates/academic-dates/>

Course Materials

There is **no textbook** for this course but there is a **selection of required readings** that are necessary to read for classroom participation and learning objectives. There are also *optional readings* which you are welcome to read to better understand the topics covered or to help you in your research. You can access these readings **for free online** in the Carleton library via [ARES](#). The reading list follows in this syllabus.

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These readings will be supplemented on occasion by other material, which the instructor will note on Brightspace and/or in-class. The instructor reserves the right to alter the class schedule and reading list. Students can expect a rich multimodal approach to learning making use of readings, robust discussions, presentations, group work, multimedia, and, when possible, guest speakers.

Note: students are encouraged to share research articles or current events with the instructor that they think could be of relevance to the in-class discussion. *All ideas are welcome!*

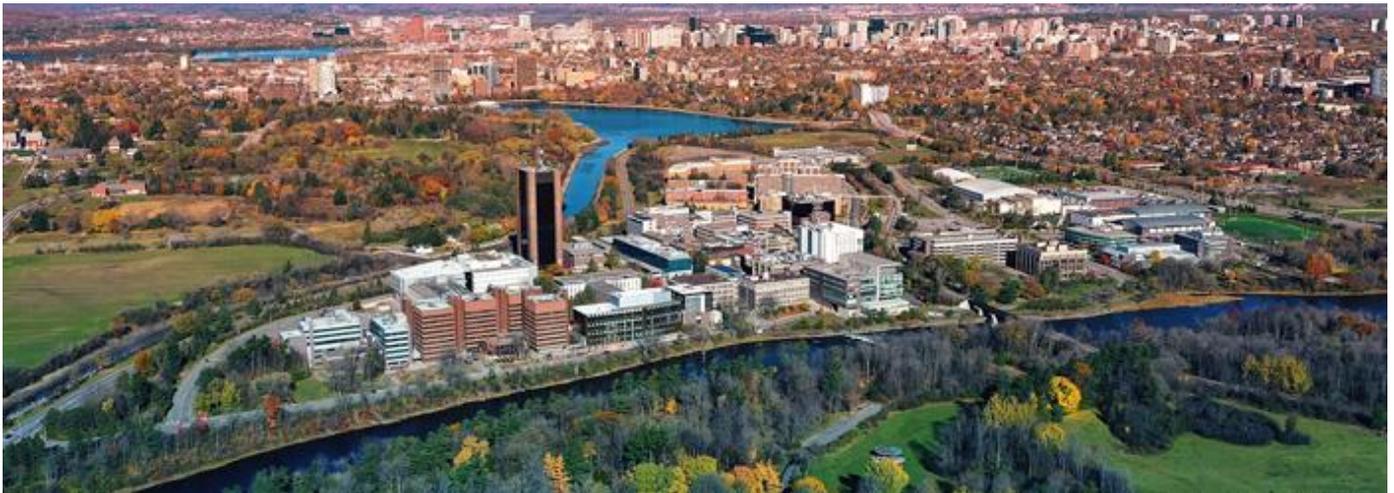
Communications and Procedure to Deliver Academic Submissions

Please send messages using your official Carleton email account. Instructors are not supposed to respond to email sent from personal email addresses.

Academic work will be submitted via Brightspace or email by the deadline to: jeremy.wildeman@carleton.ca.

- *If* an alternative format is required, such as a hard copy of your paper, please contact the professor to see what is possible. However, hard copy submissions are strongly discouraged.

Land Acknowledgement



Carleton University is located in Ottawa on the unceded, unsundered Territory of the Anishinabe Algonquin Nation, whose presence here reaches back to time immemorial. We recognize the Algonquins as the customary keepers and defenders of the Ottawa River Watershed and its tributaries. We honour their long history of welcoming many Nations to this beautiful territory and uphold and uplift the voice and values of our Host Nation. Further, we respect and affirm the inherent and Treaty Rights of all Indigenous Peoples across this land.

Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols. We will continue to honour the commitments to self-determination and sovereignty we have made to Indigenous Nations and Peoples. We further acknowledge the historical oppression of lands, cultures and the original Peoples in what we now know as Canada and fervently believe in the healing and decolonizing journey we share together.

Check out *Native Land* for an interactive mapping project of Indigenous territories worldwide: <https://native-land.ca>

Terminology in Indigenous Studies

Carleton University states: ‘There has been a national move to embrace the term Indigenous as the preferred way to refer to First Nations, Inuit and Métis peoples as a collective. In adopting this change, Carleton joins the many individuals, groups, organizations, universities and governments, both nationally and internationally, who have chosen to use the term Indigenous. ... The term recognizes the shared and separate histories of First Nations, Inuit and Métis peoples. Refining our language and terminology is a way of strengthening relationships and establishing greater connections with Indigenous peoples and communities’. [UBC’s Indigenous Foundations](#) programme has a useful resource that provides an overview of different terms that are used when writing or speaking about Indigenous peoples and explains why terminology is important.

Time Commitment

As a general rule at university, you should expect to spend at least 3 hours of time working out-of-class, for every one hour in-class. For this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend studying course material, practicing course objectives, and participating in course activities and assessments.

Sometimes we forget that **reading** is not only the cornerstone to learning in higher education, but is a skill in and of itself. On average, it should take about one afternoon to cover the readings assigned in this course, and understand them for conversation. Not everyone reads as effectively as they could, and this affects how well they manage their schedule. Poor reading skills can mean lost time that could be allocated from your schedule in better ways.

- Carleton University offers workshops on developing your academic skills, including for academic reading: <https://carleton.ca/csas/learning-support/learning-support-workshops/>
- For advice on effective reading see: <http://sass.queensu.ca/reading/>

You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully. Throughout the term, *we will talk in class to see how everyone is doing with the schedule and workload*, because managing your own schedule is never easy, yet a brilliant skill to develop. It also offers us an opportunity to know if we need to adjust anything. *Do not be afraid to reach out for advice, including to your peers and instructor!*

Brightspace

This course uses Brightspace, Carleton’s learning management system, where you will be able to view the required readings for this course, class outlines and all course announcements. To log in to Brightspace, and to find help and support with the system, go to <https://carleton.ca/brightspace/>. Any unresolved technology questions can be directed to Information Technology Services (ITS) at Carleton: <https://carleton.ca/its/>

Classroom Interaction

Throughout this course, there will be opportunities for you to interact with your instructor and your classmates! Students will interact with their peers and have opportunities to learn from their colleagues during learning activities, which include the group project and presentations. You are expected to behave with integrity and etiquette at all times, both in face-to-face interactions and when engaging with each other online.

Etiquette

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.

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3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognise and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Topics by Class

Often referred to as a 'cradle of civilisation', the states, societies and peoples of the MENA region have had a profound impact on world society over millennia of recorded history. Examples include with religion like the Abrahamic faiths, critical advances in science and technology like in medicine and maths, in systems of governance, and for the mythical and historical stories that continue to inspire millions of people.

These influences affect how self-identifying Western societies, like Canada, define themselves to this day. In more contemporary times Canada and the MENA region have had notable impacts on one another, despite this important relationship being mostly under-covered in the scholarly literature. In fact, as we will discover in this course, it is difficult to conceive of the Canada we know without accounting for Canadian post-World War II involvement in the MENA region.

The goal of the class is to address that knowledge gap together, by exploring Canada's relationship with the region through important events, key trends, and the theories that help explain the phenomena we are observing. Each class begins with a survey of the week's topic followed by a lecture, multimedia, discussions (including the week's readings), and occasional group work and guest speakers. Besides the goal of improving our knowledge on Canada and the MENA region, the aim of the class is to improve our overall skillsets as students, as critical thinkers, and as emerging scholars and as practitioners in the field of Global and International Studies, and related programmes. This aim is outlined in the course objectives at the start of the syllabus. This will be achieved through the seminars, readings, and graded work.

The class topics and schedule are as follows:

Topics Outline by Seminar Week		
Week	Title	Description
1 Jan-10	An Overview of Canada in the Middle East and North Africa (MENA)	<p>The opening seminar provides a broad overview of Canada's relationship with the MENA region, with a focus on foreign policy, from the end of World War II to the current day. In the process, we learn how Canada has at times been an important actor in the region and what impact that relationship has had on Canada, notably in the development of Canadian national identity. In effect, this class offers a glance at some of the important topics we will explore in-depth over the course of the semester, while offering us a sense of the importance of the MENA region to Canada, and what this relationship can say about Canada as a nation in its foreign policy, stuck between British and American hegemony, but plotting its own path on the world stage.</p> <p><i>Required Readings:</i></p> <p>The are no required or optional readings for the opening seminar.</p>

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		<p><i>Optional</i></p> <p>Asal, Houda. <i>Identifying as Arab in Canada: A Century of Immigration History</i>. Translated by Mary Foster. (Fernwood, 2020). [Any chapter(s) of your choice.]</p>
<p>2 Jan- 17</p>	<p>Decolonisation, the Cold War and Canadian Liberal Internationalis m</p>	<p>Early Canadian engagement with the Middle East was limited and centred on British Imperial interests in the region. This changed after World War II during decolonisation, when Canada and Canadians played a key role in two transformative events in the region. The first was the partition of British Mandatory Palestine in 1947/48 and establishment of the state of Israel. The second was the Suez Crisis and Canadian innovation of UN peacekeeping forces, done to defuse a global crisis that threatened the transatlantic UK-US alliance. One Canadian in particular, Lester B Pearson, played a prominent role in both events. The Suez Crisis marked a newfound importance for Canada and ushered in what is considered the “Golden Age” of Pearsonian diplomacy that came to define Canada’s national identity – as a fair-minded peacemaker – on the world stage.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Prashad, Vijay. <i>The Darker Nations: A People’s History of the Third World</i>. Reprint edition. New York: The New Press, (2008): 51-62 • Eayrs, James. ‘Canadian Policy and Opinion during the Suez Crisis’. <i>International Journal</i> 12, no. 2 (1 June 1957): 97–108. • Pearson, Lester B. ‘Force for U.N.’. <i>Foreign Affairs</i> 35, no. 3 (April 1957): 395–404. • Tauber, Eliezer. ‘Elizabeth P. MacCallum and the Arab-Israeli Conflict’. <i>Journal of Israeli History</i> 19, no. 2 (1 June 1998): 93–107. <p><i>Optional</i></p> <ul style="list-style-type: none"> • Mackenzie, Hector. "Golden Decade(s)? Reappraising Canada’s International Relations in the 1940s and 1950s," <i>British Journal of Canadian Studies</i> 23, no. 2 (2010): 179–206. • Hussein, Hassan. ‘A “Middle Power” in Action: Canada and the Partition of Palestine’. <i>Arab Studies Quarterly</i> 30, no. 3 (2008): 41–55. • Bothwell, Robert. ‘Pearson and Pearsonianism’. In <i>Mike’s World: Lester B. Pearson and Canadian External Affairs</i>, edited by Asa McKercher and Galen Roger Perras, 27–47. UBC Press, 2017. • Michael Molloy, "False Start: The 1956 Palestinian Refugee Movement to Canada," <i>Canadian Foreign Policy Journal</i> 27, no. 1 (2021): 31–48. • McKercher, Asa, and Galen Roger Perras, eds. <i>Mike’s World: Lester B. Pearson and Canadian External Affairs</i>. Reprint edition. Vancouver, British Columbia: UBC Press, 2017. • Bercuson, David J. <i>Canada and the Birth of Israel: A Study in Canadian Foreign Policy</i>. University of Toronto Press, 1985. • Newport, Richard. ‘The Outsider: Elizabeth P. MacCallum, the Canadian Department of External Affairs, and the Palestine Mandate to 1947’. Thesis, Carleton University, 2014. https://curve.carleton.ca/785df807-2bff-442e-a284-011959d005fe.

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		<ul style="list-style-type: none"> Holmes, John W. <i>The Shaping of Peace: Canada and the Search for World Order, 1943-1957, vol. II</i> (Toronto: University of Toronto Press, 1982)
3 Jan-24	The Golden Age of Canadian Foreign Policy and the Jerusalem Embassy Crisis	<p>By the mid-1960s the Middle East had become an important space in the formation of an independent Canadian national identity and its flourishing ‘Pearsonian’ national identity. However, ongoing hostilities in the region between Arab states and Israel, the 1973 Arab Oil Embargo, and a regional perception of Canadian closeness to Israel wore on Canada’s image in the region. This boiled over into a region-wide backlash against Canada when in 1979 a short-lived Joe Clark Progressive Conservative (PC) Government promised to move Canada’s Embassy in Israel from Tel Aviv to Jerusalem.</p> <p>Note: We will discuss our research topics in-class.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> McKercher, Asa. ‘The Centre Cannot Hold: Canada, Colonialism and the “Afro-Asian Bloc” at the United Nations, 1960–62’. <i>The Journal of Imperial and Commonwealth History</i> 42, no. 2 (15 March 2014): 329–49. Labelle, Maurice Jr. "Not So Nobel: Arab Perceptions of Lester B. Pearson and Canada," in <i>Mike’s World: Lester B. Pearson and Canadian External Relations, 1963-68</i>, ed. Asa McKercher and Galen Roger Perras (Vancouver: UBC Press, 2018), 169–88. Charles Flicker, "Next Year in Jerusalem: Joe Clark and the Jerusalem Embassy Affair," <i>International Journal</i> 58, no. 1 (2002) <p><i>Optional</i></p> <ul style="list-style-type: none"> Ripsman, N. M., & Blanchard, J.-M. F. (2002). Lightning Rods Rather than Light Switches: Arab Economic Sanctions against Canada in 1979. <i>Canadian Journal of Political Science / Revue Canadienne de Science Politique</i>, 35(1), 151–174. Takach, George Steven. ‘Clark and the Jerusalem Embassy Affair; Initiative and Constraint in Canadian Foreign Policy, by George Takach.’ Text, Carleton University, 1980. https://curve.carleton.ca/b7321872-560c-48e0-90a3-97c130b3f094.
4 Jan-31	The Stanfield Report and Middle East Peace	<p>Fallout from the Jerusalem Embassy crisis led Clark, and successor Liberal and PC Canadian governments in the 1980s, to reconsider their MENA foreign policy. This was done with guidance from a 1980 report produced by former PC leader, Robert L Stanfield, who had been appointed by Clark in 1979 as ‘Special Representative of the Government of Canada Respecting the Middle East and North Africa’. This report suggested Canada prioritise regional peacemaking in its Middle East foreign policy and that Canada appear more fair-minded to improve its MENA regional relations. This centring of Canadian policy on peacebuilding and fairmindedness would, with other changes, create space for Canada to become a major contributor in the 1990s to the Middle East Peace Process (MEPP) between Israel, the Palestinians, and the broader Arab World.</p> <p>Note: We will discuss our research questions in-class.</p>

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		<p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Peyton Lyon, "Canada's National Interest and the Middle East," in <i>Canada and the Arab World</i>, ed. Tareq Y. Ismael (Edmonton: University of Alberta Press, 1985) • Robert L Stanfield, "Final Report of the Special Representative of the Government of Canada Respecting the Middle East and North Africa" (Ottawa: Government of Canada, 1980) <p><i>Optional</i></p> <ul style="list-style-type: none"> • Baha Abu-Laban, "Arab-Canadians and the Arab-Israeli Conflict," <i>Arab Studies Quarterly</i> 10, no. 1 (1988). • Tauber, Eliezer. 'The Jewish and Arab Lobbies in Canada and the UN Partition of Palestine'. <i>Israel Affairs</i> 5, no. 4 (1 June 1999): 229–44. • Naidu, M. V. 'From an Idea to an Institution: The Canadian Institute of International Peace and Security'. <i>Peace Research</i> 16, no. 3 (1984): 2–27. • The Standing Senate Committee on Foreign Affairs. 'Canada's Relations with the Countries of the Middle East and North Africa'. Senate of Canada, June 1985. 33-1 F6 A12. • Ismael, Tareq Y., ed. <i>Canada and the Arab World</i>. University of Alberta, 1985. • Taras, D., & Goldberg, D. (1989). <i>Domestic Battleground: Canada and the Arab-Israeli Conflict</i>. McGill-Queen's Press - MQUP. • Arab Studies Quarterly. 'Attitudes of Canadians toward the Middle East Conflict: Highlights of a National Survey, January 1983'. <i>Arab Studies Quarterly</i> 5, no. 3 (1983): 292–96. • Canada, Gallup. 'Canadian Gallup Poll, February 1988, #530_1'. Scholars Portal Dataverse, 11 October 2019.
<p>5 Feb-7</p>	<p>Canada and the Middle East Peace Process</p>	<p>Events tied to the Middle East in the 1970s, which directly affected Canada, and changing dynamics in global affairs in the 1980s, namely the decline of the Soviet Union, leader of the Communist bloc, contributed to a fundamental transformation in how Canada approached the MENA region. This included changes following guidance by specialists in the foreign service, academia, and pressure to follow United States efforts at Middle East Peace building. Eventually, this would lead Canada into a role as a leader fostering peace talks between Israel and the Palestinians, long considered the fault line of Middle East conflict.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Robinson, Andrew N. 'Talking with the PLO: Overcoming Political Challenges', <i>Canadian Foreign Policy Journal</i> 27, no. 1 (2021): 21–30. • Stein, Janice Gross. "Canadian Policy in the Middle East," in <i>From Mackenzie King to Pierre Trudeau: Forty Years of Canadian Diplomacy, 1945-1985</i>, ed. Paul Painchaud (Québec: Presses Université Laval, 1989) <p><i>Optional</i></p>

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		<ul style="list-style-type: none"> • Croci, Osvaldo. ‘Canada and the Middle East: The Foreign Policy of a Client State Tareq Y. Ismael Calgary: Detselig Enterprises, 1994, Pp. 126’. <i>Canadian Journal of Political Science/Revue Canadienne de Science Politique</i> 29, no. 03 (1996): 625–27. • Axworthy, Lloyd. ‘Canadian Foreign Policy: A Liberal Party Perspective’. <i>Canadian Foreign Policy Journal</i> 1, no. 1 (1 January 1992): 7–15.
6 Feb-14	Canada’s Contributions to the Middle East Peace Process	<p>In this class, we look at important events during the MEPP, such as the Madrid and Moscow meetings, the Oslo Accords, and Canada’s many contributions within the MEPP. This includes Canada’s work on the Refugee Working Group and in Track II diplomacy, as well as further initiatives like the Jerusalem Old City Initiative (JOCI) that take place when the MEPP is put under pressure by the Second Intifada. In the process, we postulate as to why Canada was involved in the MEPP and what difference it made, if any, toward regional peacebuilding.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Brynen, Rex. ‘The Past as Prelude? Negotiating the Palestinian Refugee Issue’. Briefing Paper. Chatham House, (June 2008) • Heinbecker, Paul, and Bessma Momani. ‘Canada and the Middle East: Ambivalence or Engagement?’, in <i>Canada and the Middle East in Theory and Practice</i>, ed. Paul Heinbecker and Bessma Momani (Waterloo: Wilfrid Laurier University Press, 2007) <p><i>Optional</i></p> <ul style="list-style-type: none"> • Goldberg, David, and Tilly Shames. ‘The “Good-Natured Bastard”: Canada and the Middle East Refugee Question’. <i>Israel Affairs</i> 10, no. 1–2 (1 January 2004): 203–20. • Zahar, Marie-Joëlle. ‘Talking One Talk, Walking Another: Norm Entrepreneurship and Canada’s Foreign Policy in the Middle East’, in <i>Canada and the Middle East in Theory and Practice</i>, ed. Paul Heinbecker and Bessma Momani (Waterloo: Wilfrid Laurier University Press, 2007) • Brynen, Rex. ‘Canada’s Role in the Israeli-Palestinian Peace Process’, in <i>Canada and the Middle East in Theory and Practice</i>, ed. Paul Heinbecker and Bessma Momani (Waterloo: Wilfrid Laurier University Press, 2007): 73-90 • Rempel, Terry. ‘The Ottawa Process: Workshop on Compensation and Palestinian Refugees’. <i>Journal of Palestine Studies</i> 29, no. 1 (1999): 36–49. • Brynen, Rex et al., ‘The “Ottawa Process”: An Examination of Canada’s Track Two Involvement in the Palestinian Refugee Issue’ (IDRC Stocktaking Conference on Palestinian Refugee Research, Ottawa, 2003) • Jacoby, T. A. Canadian peacebuilding in the Middle East: Case study of the Canada fund in Israel/Palestine and Jordan. <i>Canadian Foreign Policy Journal</i>, 8(1), (2000): 83–91. • Gotlieb, Allan. ‘Romanticism and Realism in Canada’s Foreign Policy’. <i>Institute for Research on Public Policy</i>, (February 2005): 15–27.
7 Feb-21	Winter Break	No Classes

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<p>8 Feb-28</p>	<p>The War on Terror and New Approaches to the Middle East</p>	<p>Dramatic events centred on the Middle East would fundamentally transform global governance following the 9/11 Terror Attacks in the United States, sparking the War on Terror from 2001 onward. Changes included increased global security regimes, the invasion and occupation of Afghanistan and Iraq, reduced civil liberties, growing international authoritarianism, and perforating global Islamophobia. When combined with the violence of the Second Intifada, both processes would fundamentally change how Canada engaged with the MENA region. This became particularly pronounced after the Harper Conservative government came to power in 2006, challenging Canada’s post-World War II foreign policy norms and transforming Canada’s Middle East policy for many years to come.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Chapnick, Adam, and Christopher J. Kukucha, eds. ‘Introduction’ in <i>The Harper Era in Canadian Foreign Policy: Parliament, Politics, and Canada’s Global Posture</i>. (Vancouver: UBC Press, 2016): 3-18 • Robinson, Andrew. ‘Canada’s Credibility as an Actor in the Middle East Peace Process: The Refugee Working Group, 1992-2000’, <i>International Journal</i> 66, no. 3 (2011): 695–718. • Barry, D. Canada and the Middle East Today: Electoral Politics and Foreign Policy. <i>Arab Studies Quarterly</i>. (2012) http://probeinternational.org/library/wp-content/uploads/2012/07/sPLUASQV001P01A001911.pdf <p><i>Optional</i></p> <ul style="list-style-type: none"> • LaPorta, James. <i>Turning Point: 9/11 and the War on Terror</i>. Documentary, History. Luminant Media, 2021. (<i>This is a documentary on Netflix. Watch as much as you can on your own time!</i>) • Nossal, K. R. (2014). <i>Primat der Wahlurne: Explaining Stephen Harper’s Foreign Policy</i>. <i>International Studies Association</i>. • Sasley, B. (2011, May). Who Calls the Shots? <i>Literary Review of Canada</i>. http://reviewcanada.ca/magazine/2011/05/who-calls-the-shots/ • Stein, J. G. (2006). Canadian Policy in the Middle East. In S. K. Holloway (Ed.), <i>Canadian Foreign Policy: Defining the National Interest</i> (pp. 374–400). University of Toronto Press. • Ignatieff, Michael. ‘Peace, Order and Good Government: A Foreign Policy Agenda for Canada’. Lecture presented at the 2004 O.D. Skelton Lecture, Ottawa, Ontario, (12 March 2004). http://aix1.uottawa.ca/~rparis/Ignatieff.html • Manley, John, and Gordon Giffin. ‘Bilateral Trilateralism’. In <i>Canada Among Nations, 2009-2010 As Others See Us</i>, edited by Fen Hampson and Paul Heinbecker. (Montreal: McGill-Queen’s University Press, 2014): 39–45. • Petrsek, David. ‘Human Rights in Conservative Party Foreign Policy, 2006-2015’. In <i>Canadian Yearbook of Human Rights</i> (2015): 7-19. https://cdp-hrc.uottawa.ca/sites/cdp-hrc.uottawa.ca/files/ottawau_canadianyearbookofhumanrights_vol1_2015.pdf
<p>9 Mar-7</p>	<p>The Arab Uprisings, Counter-</p>	<p>Shifting to more contemporary issues in Middle East politics, this seminar explores the underlying factors that contributed to the 2011 Arab Uprisings and how they challenged prevailing Western mainstream analysis of the region. It considers what local populations</p>

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Revolution,
ISIS, and the
Syrian Refugee
Crisis

were struggling for, how the uprisings affected certain countries more than others, and how Canada reacted to the events across the region. The seminar further explores how initial optimism turned dour through incredible violence that unfolded, including counter-revolutionary efforts by authoritarian MENA regimes, the break-down of established states into civil war, the rapid growth of violent jihadist groups like ISIS, and responses by powers from outside the region. During this seminar, we consider how Canada's approach to the region became securitised, often centred on military intervention or the sale of weapons of war, and how far Canadian policy had become removed from the 1980 recommendations of the Stanfield Report.

Required Readings:

- Dhamoon, Rita, and Yasmeen Abu-Laban. 'Dangerous (Internal) Foreigners and Nation-Building: The Case of Canada'. *International Political Science Review* 30, no. 2 (1 March 2009): 163–83.
- Bahdi, R. (2019). "All Arabs Are Liars": Arab and Muslim Stereotypes in Canadian Human Rights Law'. *Journal of Law and Social Policy*, 31(1), 92–123.

Optional

- Costanza Musu, 'Canada and the MENA Region: The Foreign Policy of a Middle Power', *Canadian Foreign Policy Journal* 18, no. 1 (2012)
- Abu-Laban, Yasmeen, and Abigail B. Bakan. 'After 9/11: Canada, the Israel/Palestine Conflict, and the Surveillance of Public Discourse'. *Canadian Journal of Law & Society / La Revue Canadienne Droit et Société* 27, no. 3 (December 2012): 319–39.
- Azeezah Kanji, 'Islamophobia in Canada: Submission to the UN Special Rapporteur on Freedom of Religion or Belief', Submission to the UN Special Rapporteur on Freedom of Religion or Belief (International Civil Liberties Monitoring Group, Islamic Social Services Association, and Noor Cultural Centre, 30 November 2020).
- Wafaa Hasan, "How Did We Get Here?" Facing the Political Histories of Islamophobia and Anti-Arab Racism in Canada', *Politics Today*, 29 June 2021, <https://politicstoday.org/facing-the-political-histories-of-islamophobia-and-anti-arab-racism-in-canada/>
- Anver Emon and Nadia Z Hasan, 'Under Layered Suspicion: A Review of CRA Audits of Muslim-Led Charities'. University of Toronto: Institute of Islamic Studies. (2021).
- Abu-Laban, Yasmeen, and Abigail B. Bakan. 'After 9/11: Canada, the Israel/Palestine Conflict, and the Surveillance of Public Discourse'. *Canadian Journal of Law & Society / La Revue Canadienne Droit et Société* 27, no. 3 (December 2012): 319–39.
- Monaghan, Jeffrey. 'Security Development and the Palestinian Authority: An Examination of the "Canadian Factor"'. *Conflict, Security & Development* 16, no. 2 (3 March 2016): 125–43.

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<p>10 Mar- 14</p>	<p>Canada is back? Justin Trudeau and the rhetoric of Liberal internationalism</p>	<p>In this seminar, we explore how many foreign policy observers speculated that the Justin Trudeau campaign promised a new approach to foreign policy in 2015, which would effectively look like a return to a pre-Harper Pearsonian foreign policy approach and include Canadian policy toward the MENA region. This elicited great optimism and included the high profile welcoming of Syrian refugees to Canada. We question, however, to what extent change really took place between the Harper and Trudeau governments’ foreign policies.</p> <p>Note: There will be in-class student presentations.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Nimijejan, Richard. ‘Introduction: Is Canada Back? Brand Canada in a Turbulent World’. <i>Canadian Foreign Policy Journal</i> 24, no. 2 (2018): 127–38. • Wildeman, Jeremy. ‘Assessing Canada’s Foreign Policy Approach to the Palestinians and Israeli-Palestinian Peacebuilding, 1979–2019’. <i>Canadian Foreign Policy Journal</i> 27, no. 1 (2021): 62–80. • Paris, Roland. ‘The Promise and Perils of Justin Trudeau’s Foreign Policy’. In <i>Justin Trudeau and Canadian Foreign Policy</i>, edited by Norman Hillmer and Philippe Lagassé, 1st ed. (Canada and International Affairs. Cham: Springer International Publishing, 2018): 17–30. <p><i>Optional</i></p> <ul style="list-style-type: none"> • Klassen, Jerome, and Yves Engler. ‘What’s Not to Like? Justin Trudeau, the Global Disorder, and Liberal Illusions’. In <i>Justin Trudeau and Canadian Foreign Policy</i>, edited by Norman Hillmer and Philippe Lagassé, 1st ed. Canada and International Affairs. (Cham: Springer International Publishing, 2018): 55–82. • Nossal, Kim Richard. ‘Promises Made, Promises Kept? A Mid-Term Trudeau Foreign Policy Report Card’. In <i>Justin Trudeau and Canadian Foreign Policy</i>, edited by Norman Hillmer and Philippe Lagassé, 1st ed. Canada and International Affairs. (Cham: Springer International Publishing, 2018): 31–54. • Charron, Andrea. ‘Justin Trudeau’s Quest for a United Nations Security Council Seat’. In <i>Justin Trudeau and Canadian Foreign Policy</i>, edited by Norman Hillmer and Philippe Lagassé, 1st ed. Canada and International Affairs. (Cham: Springer International Publishing, 2018): 247–60. • Roland Paris, “Are Canadians Still Liberal Internationalists? Foreign Policy and Public Opinion in the Harper Era,” <i>International Journal</i> 69, no. 3 (2014): 274–307; Graeme Young, "Political Decision-Making and the • Young, Graeme. ‘Political Decision-Making and the Decline of Canadian Peacekeeping’. <i>Canadian Foreign Policy Journal</i> 25, no. 2 (4 May 2019): 152–71. • Leech-Ngo, Phil, and Emma Swan. ‘A “Determined Peace-Builder”? Analysing Canada’s Role in the Israel-Palestine Conflict’, in <i>2016/2019 Canadian Yearbook of Human Rights</i>, vol. II (Ottawa, Canada: Human Rights Research and Education Centre, University of Ottawa, 2019) • Sands, Christopher, and David Carment. ‘Conclusion’, in <i>Canada–US Relations: Sovereignty or Shared Institutions?</i>, ed. David Carment and Christopher Sands (Cham: Springer International Publishing, 2019)
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		<ul style="list-style-type: none"> • Seligman, Richard. ‘Canada’s Israel Policy under Justin Trudeau: Rejecting or Reinforcing the Legacy of Stephen Harper?’, <i>American Review of Canadian Studies</i> 48, no. 1 (2018) • Swan, Emma. “‘The Personal Is Political!’: Exploring the Limits of Canada’s Feminist International Assistance Policy under Occupation and Blockade’. <i>Canadian Foreign Policy Journal</i> 27, no. 1 (2 January 2021): 117–35. • Klassen, J. ‘Canada and the New Imperialism: The Economics of a Secondary Power’. <i>Studies in Political Economy</i>, no. 83 (Spring) (2009): 163–90.
<p align="center">11 Mar-21</p>	<p align="center">Canadian Relations with Key Regional Actors</p>	<p>In this seminar, we look specifically at Canadian bilateral relations with key regional actors such as the Kurds, with Lebanon, with Iraq, with Afghanistan, with Iran, with the United Arab Emirates, with Saudi Arabia, with Egypt and Jordan, and so forth.</p> <p>Note: There will be in-class student presentations.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Juneau, Thomas. ‘A Story of Failed Re-Engagement: Canada and Iran, 2015–2018’. <i>Canadian Foreign Policy Journal</i> 25, no. 1 (2019): 39–53. • Bookmiller, Robert J. ‘Canada, Iran and “Controlled Engagement:” A New Start with Afghanistan?’, <i>Canadian Foreign Policy Journal</i> 17, no. 1 (2011): 23–37. • Note: alternative required readings <i>may</i> be assigned in advance of this seminar. <p><i>Optional</i></p> <ul style="list-style-type: none"> • Carment, David and Teddy Samy. ‘Trudeau May Come to Bitterly Regret the Saudi Arms Deal’, in <i>IPolitics</i> (February 2016) https://ipolitics.ca/2016/02/17/trudeau-may-come-to-bitterly-regret-the-saudi-arms-deal/ • Pedersen, Jen. “‘We Will Honour Our Good Name’: The Trudeau Government, Arms Exports, and Human Rights’, in <i>Justin Trudeau and Canadian Foreign Policy</i>, ed. Norman Hillmer and Philippe Lagassé, 1st ed., Canada and International Affairs (Cham: Springer International Publishing, 2018) • Note: additional optional readings <i>may</i> be offered in advance of this seminar
<p align="center">12 Mar-28</p>	<p align="center">The People Dimension</p>	<p>In this seminar, we take into broader consideration the impact of non-state elements of the relationship between Canada and the MENA region, and how each have influenced the development of the other. This includes non-diplomatic linkages, such as trade, culture, religion, migration, tourism, and investment. We note the roles and impact of Canadians of Middle East heritage and their communities on Canadian society.</p> <p>Note: There will be in-class student presentations.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> • Labelle, M. J. (2019). Jameel’s Journal: Jim Peters, Anti-Orientalism, and Arab Decolonization in 1960s Canada. In <i>Undiplomatic History: The New Study of Canada and the World</i> (pp. 163–183). McGill-Queen’s University Press.

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		<ul style="list-style-type: none"> Asal, Houda. <i>Identifying as Arab in Canada: A Century of Immigration History</i>. Translated by Mary Foster. (Fernwood, 2020). [Read the <u>chapter</u>, ‘The Arab World as Seen from Canada’] <p><i>Optional</i></p> <ul style="list-style-type: none"> Abu-Laban, Baha. <i>An Olive Branch on the Family Tree: The Arabs in Canada</i>. Generations, a History of Canada’s Peoples. McClelland and Stewart, 1980.
<p>13 Apr-4</p>	<p>Canada and MENA Thematic Relations</p>	<p>In this seminar, we take into consideration additional thematic issues in Canada’s broader relationship with the MENA region, such as trade, human rights, arms sales, technology transfers, peacebuilding, and military interventions.</p> <p>Note: There will be in-class student presentations.</p> <p><i>Required Readings:</i></p> <ul style="list-style-type: none"> Wildeman, Jeremy. ‘The Middle East in Canadian Foreign Policy and National Identity Formation’. <i>International Journal</i>, (2021). https://doi.org/10.1177/002070202111049326. Gutterman, Ellen, and Andrea Lane. ‘Beyond LAVs: Corruption, Commercialization and the Canadian Defence Industry’, <i>Canadian Foreign Policy Journal</i> 23, no. 1 (2017): 77–92. Juneau, Thomas, and Bessma Momani. ‘University of Toronto Press - Middle Power in the Middle East’. University of Toronto Press (blog), 2022. [Read Chapter 10 ‘Promoting Human Rights: Canada’s Confused Policies in the Middle East’ by David Petrusek.] <p><i>Optional</i></p> <ul style="list-style-type: none"> Srdjan Vucetic, "A Nation of Feminist Arms Dealers? Canada and Military Exports," <i>International Journal</i> 72, no. 4 (2017): 503–19. Webster, David. ‘Canada’s Checkered History of Arms Sales to Human Rights Violators’, in <i>The Conversation</i>. (13 February 2018). http://theconversation.com/canadas-checkered-history-of-arms-sales-to-human-rights-violators-91559 Juneau, Thomas. ‘Canada and Saudi Arabia: A Deeply Flawed but Necessary Partnership’, in <i>Canadian Global Affairs Institute</i>, July 2016, https://www.cgai.ca/canada_and_saudi_arabia Horak, Dennis. ‘Should Canada Cancel Its Arms Deal with Saudi Arabia? No’, in <i>The Star</i> (30 October 2018), https://www.thestar.com/opinion/contributors/thebigdebate/2018/10/30/should-canada-cancel-its-arms-deal-with-saudi-arabia-no.html Stavrianakis, Anna. ‘Legitimising Liberal Militarism: Politics, Law and War in the Arms Trade Treaty’, in <i>Third World Quarterly</i> 37, no. 5 (2016): 840–65 Juneau, Thomas, and Bessma Momani. ‘University of Toronto Press - Middle Power in the Middle East’. University of Toronto Press (blog), 2022. [Read Chapter 3 ‘Being a Reliable Ally in a Politicized War: Canada’s Fight Against the Islamic State’ by Justin Massie and Marco Munier.]

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<p align="center">14 Apr- 11</p>	<p align="center">MENA in Motion and Canadian Policy Going Forward</p>	<p>This seminar considers broader regional relations and conflict in the Middle East. We do this by exploring recent tension and hostilities between Turkey, Qatar, and the Muslim Brotherhood; with Saudi Arabia, the United Arab Emirates and Egypt. We explore the dangerous ongoing conflict between Iran and its non-state allies, like Lebanese Hizballah, Iraqi Kata'ib Hizballah and Yemeni Huthis; with the United States, Israel, Saudi Arabia, and the United Arab Emirates. This seminar further visits the Abraham Accords, what they are, what they mean for regional alliances, and what they imply for the MEPP. We take into consideration what these and other ongoing processes mean for Canada, Canadian MENA foreign policy, and what future role Canada has in the region. Overall, we conclude the course with an overview of what we learned together, including asking questions such if Canada has a MENA foreign policy, if it should, and how we think it should look going forward.</p> <p><i>Required</i></p> <ul style="list-style-type: none"> • Wildeman, Jeremy, and Emma Swan. 'What Lies Ahead? Canada's Engagement with the Middle East Peace Process and the Palestinians: An Introduction'. <i>Canadian Foreign Policy Journal</i> 27, no. 1 (2 January 2021): 1–20. • Juneau, Thomas. 'A Realist Foreign Policy for Canada in the Middle East'. <i>International Journal</i> 72, no. 3 (1 September 2017): 401–12. <p><i>Optional</i></p> <ul style="list-style-type: none"> • Spitka, Timea. 'Normative Canadian Foreign Policy towards Consensus on the Israeli-Palestinian Conflict'. <i>Canadian Foreign Policy Journal</i> 27, no. 1 (2 January 2021): 151–56. • Carment, David, and Christopher Sands. 'Introduction'. In <i>Canada–US Relations: Sovereignty or Shared Institutions?</i>, edited by David Carment and Christopher Sands, 1–13. Canada and International Affairs. Cham, Switzerland: Springer International Publishing, 2019. • Juneau, Thomas, and Bessma Momani. 'University of Toronto Press - Middle Power in the Middle East'. University of Toronto Press (blog), 2022. [Read Chapter 2 'Sleeping Beside the Elephant: The U.S. and Canada's Middle East policy' by Farzan Sabet.]
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Course Work

Grading Scheme

Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion, is listed below.

Grade	Point Equivalence	Percentage Conversion
A+	12	90-100
A	11	85-89
A-	10	80-84
B+	9	77-79
B	8	73-76
B-	7	70-72
C+	6	67-69
C	5	63-66
C-	4	60-62
D+	3	57-59
D	2	53-56
D-	1	50-52
F	0	less than 50

Graded Work

The course is structured around two primary learning exercises. The first is specialised work on a research topic about Canada and the MENA region, which you will select in-course. Through it, we will hone your research skills by fostering your ability to select, conduct research on, write-up, and present your findings on a research topic. This will comprise 70% of your grade, but broken up into different parts, including small exercises, to make sure you have different opportunities to do well and to learn from your mistakes.

There is also a general knowledge element with 30% of your grade awarded for your broader understanding of Canada and MENA relations, through an in-class reflection essay and classroom participation.

The graded course work consists of the following:

1. Identify Research Topic: 2%
2. Identification of Research Question: 3%
3. Develop Research Plan: 20%
4. Presentation: 20%
5. Major Paper: 35%
6. Class Participation: 20%

Course Assessment

Identification of Research Topic: 2%

In this course, you will have the opportunity to develop a better understanding of Canada while learning about Canada's relationship with the Middle East, and significantly develop your research and writing skills while so doing. This begins with identifying a topic for research inquiry.

In this opening exercise, we will decide what topics we will explore in our presentations and research papers in this course. You will identify a topic that you wish to research in-depth and write a 250–300-word rationale for exploring it. We will discuss together in-class the different topics we are considering exploring. The instructor will then provide feedback and, outside class, either approve your topic or work with you to refine it. This exercise is worth *2% of the course grade* and will be graded on level of effort and thought put into completing the exercise.

The due date is **Tuesday January 24th** and you must be prepared to discuss your rationale in-class that day. (Contact the instructor if you joined the course late.)

Note, the Library offers advice on how to choose a research topic: <https://library.carleton.ca/guides/help/choosing-essay-topic>

Identification of Research Question: 3%

For this exercise, you will identify three different potential research questions which you could use to explore the topic you have selected. The instructor will decide with you what question is best to use, then approve and, if necessary, refine it. This exercise is worth *3% of the course grade* and will be graded on level of effort and thought put into completing the exercise.

The due date is **Tuesday January 31st**. (Contact the instructor if you joined the course late.)

The library offers advice on how to choose a research question: <https://library.carleton.ca/guides/help/choosing-essay-topic>

Research Plan: 20%

Your research paper is a scholarly work where you are meant to offer an insightful survey or critical analysis about current developments on a topic, issue, or event relating to Canada's and the Middle East.

Any significant research paper should be planned out. A research plan **outlining** a paper before writing it helps you to maintain a cohesive argument in the paper, by referring consistently back to the plan while researching and writing the paper. For this important exercise, we will practice developing a research plan. We will discuss the structure of research plans in-class, too. An outline of that plan should include the following:

1. an appropriate and descriptive title
2. identification of the paper's argument (i.e., hypothesis) and main objectives
3. justification for the topic being explored
4. the methodology by which the argument is made, with a section describing your positionality
5. a brief literature review of [primary and secondary sources](#)
6. subsections exploring the argument

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7. consideration of your conclusion
8. an initial brief bibliography

You can expect the research plan to be between 1,500 and 2,000 words long. The aim of this exercise includes attention to course readings, quality of research, planning of quality academic writing, critical analysis, the ability to build an argument (i.e., choose a theory and hypothesis), the inclusion of methodology and literature review sections, development of scholarly writing skills, and an understanding of the chosen material. It will be worth *15% of the course grade* and will be graded on level of effort and thought put into completing the exercise, and the quality of the work. There are 2.5 points available to be awarded per each of the eight points in the outline.

The research plan is due on **Friday Feb 17th**.

In the research plan and paper, you will be asked to write in the methodology section how your own *positionality* may affect how you carry out this research. This will count towards your grade. The term [positionality](#), ‘both describes an individual’s world view and the position they adopt about a research task and its social and political context’. It reflects the position that a researcher has chosen to adopt within a given research study, and influences how their research is conducted, its outcomes, and its results.

As [Holmes](#) writes, ‘Student researchers working towards a PhD or Masters’s qualification in the social sciences are usually required to identify and articulate their positionality. Frequently assessors and supervisors will expect work to include information about the student’s positionality and its influence on their research. Yet for those commencing a research journey, this may often be difficult and challenging, as students are unlikely to have been required to do so in previous (undergraduate) studies’.

Presentation: 20%

This will be a chance to develop an important professional skill. This activity is meant to strengthen your ability to present research-driven analysis for your peers. For this activity, you will be asked to present your written work in 10 minutes, followed by 5 minutes of question and answer by your peers. You may choose to use PowerPoint or other multimedia tools, in consultation with and approval by the instructor. This exercise will constitute *20% of the course grade*.

The presentations will take place in class **March 14th to April 4th**. Dates for presentations will be assigned in advance.

Speaking comes with varying degrees of ease and difficulty for all of us. Regardless of our comfort level, effectively conveying research analysis by speaking is a challenging yet important skillset. It is a transferrable skill to communicate all kinds of ideas and can be a difference-maker for you to be taken seriously, including for future employment. Some advice on giving presentations can be found here: <http://sass.queensu.ca/presentation-skills/>

Presentation Grading Rubric			
Category	Possible Considerations	Maximum Points	Awarded Points
1. Opening / Introduction	-The start of your presentation clearly lays out what topic and overarching research question you are addressing. - It pitches your ideas in such a way as to effectively elicit interest from your audience.	2	
2. Hypothesis, Research Question(s), and Focus	-The working hypothesis is logical and clear. It consists of a series of questions, or a combination of both statements and a question(s).	5	

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	<ul style="list-style-type: none"> -The focus and research question(s) are well formulated, relevant, thought-provoking, and original. -The hypothesis argument is well-structured and different sources of information are well-integrated. Sub-questions are referenced, discussed and accurate. 		
2. Context and Depth of Analysis	<ul style="list-style-type: none"> - Important themes and background information are provided so that your audience understands the research question(s) and ideas presented. - The focus of the hypothesis, research questions, and follow-up questions in your presentation are appropriately discussed. - Individual reflections raised on the research topic are included, are logical, and are coherent. 	5	
4. Conclusion	<ul style="list-style-type: none"> - The conclusion highlights the main results of the research. - The main research questions are summarised. - The conclusion's points are research-based and recommendations well-argued. 	3	
6. Technical Aspects	<ul style="list-style-type: none"> -The presentation is organised and well prepared. -The speaking style is accurate, fluid, and in compliance with academic expectations. -The talk is well-formulated, intelligible, innovative, and professional in appearance. 	5	
Final Score		20	

Above all else, your instructor recognises how difficult speaking is and that you may not have much experience. They will take this into consideration while supporting you in completing this useful exercise. Please, reach out if you have any questions or concerns.

Research Paper: 35%

The research paper is intended to demonstrate analytical skill, the development of coherent arguments, and an effective writing style sustaining those arguments. It will comprise *35% of the course grade*. You will use your research plan as guidance when completing it.

The paper must be at least 4,000 words long, including citations and bibliography. It can only exceed 5,000 words with prior permission of the instructor. For this work, you will be asked to also provide a 200-word abstract, which does not count against the word limit. You may choose to cite in any widely adopted citation style of your choice (e.g., Chicago, APA, etc....), but it must be consistent throughout the paper. Guidance on research scope, writing style, citations, the preparation of a bibliography and format will be offered routinely during the course.

The research paper will be assessed on the following criteria, with an emphasis on the quality of argument, based on how it is researched and presented (i.e., writing, research and citations).

The major paper is due on **Tuesday, April 11th**.

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Research Paper Grading Rubric			
Category	Possible Considerations	Maximum Points	Awarded Points
1. Title, Cover Page including Name of Author and Date, Abstract, Table of Contents, and List of Abbreviations	<ul style="list-style-type: none"> -The title is succinct, interesting, and engaging and clearly explains the project. -The paper is attributed clearly to the author -The abstract clearly summarizes the project. -A list of 3-5 keywords demonstrates the core focus of the project. -The table of content with page numbers illustrates the structure of the project. -All acronyms used in the project are referenced in a separate list of abbreviations. 	3	
2. Hypothesis, Research Question(s), and Focus	<ul style="list-style-type: none"> -The working hypothesis is logical and clear. It consists of a series of questions, or a combination of both statements and a question(s). This is the foundation of any research assignment. -The focus and research question(s) are well formulated, relevant, thought-provoking, and original. -The hypothesis argument is well-structured and different sources of information are well-integrated. Sub-questions are referenced, discussed and accurate. 	4	
3. Methodology	<ul style="list-style-type: none"> -The most appropriate methods to deal with the questions raised in relation to the topics (qualitative and quantitative) are well-noted and explained (interview, observation, content analysis, etc). -The student researcher reflects on their positionality to the topic, explaining what the research topic and question(s) raised mean to them. -The researcher reflects on what possible cognitive bias they may have on the research topic and raises questions about their positionality to the research topic. 	5	
4. Literature Review	<ul style="list-style-type: none"> -The paper includes appropriate and relevant information, background secondary (academic) sources, indicating familiarity with some key publications on the topic. 	4	
5. Context and Depth of Analysis	<ul style="list-style-type: none"> -Important themes and background information are provided so that the reader understands the research question(s) and its/their place within the field of research. -The focus of the hypothesis, research questions, and follow-up questions are appropriately discussed. -The findings are linked to research in the field (i.e., citations). 	6	

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	-Individual reflections raised on the research topic are included; they are logical and coherent and make sense to the reader.		
6. Conclusion	-The conclusion highlights the main results of the research. -The main research questions are summarised. -The conclusion's points are research-based and recommendations well-argued.	3	
7. In-text Citations and Bibliography	-In-text citations and bibliography are done correctly and consistently with the appropriate style (in this case a style of the student's choice) -The bibliography consists of references including primary sources, secondary sources, and media sources.	5	
8. Technical Aspects	-The paper is organised into major sections. -There are no mistakes in writing, grammar, and spelling. -The writing style is accurate, fluid and in compliance with academic expectations. -The paper is clean, legible, well-formatted, and professional and aesthetically pleasing in appearance.	5	
Final Score		35	

In Consideration of the Paper's Grade

Grades in the B range are earned by fulfilling the requirements of the assignment, with the differences among the B ratings based on how complete the argument is, the inclusion of concepts learned in class, grammar, and writing style.

Grades in the A range are earned by the inclusion of insights from additional research, from compelling arguments, out of novel insights or perspectives, and with highly effective writing.

A grade of A+ is earned on a paper that presents an original contribution to the scholarly literature, which could be considered for some form of academic publication, such as in a student journal.

Grades in the C range lack a cohesive argument guiding their paper, do not include key concepts, and may have poor grammar and writing style.

Grades in D and F range do not have an argument guiding their paper, lack key concepts, exhibit a poor grasp of the research topic, and have poor grammar and writing style.

Class Participation: 20%

Attendance and participation will constitute *20% of the course grade*. Factors include:

1. contribution to the weekly topics
2. contribution to class discussions from the readings, and additional insights
3. questions posed in class, together with suggested responses
4. leadership roles taken in group activities and group sessions outside class

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5. assistance to other students (e.g., peer review, contribution to any group sessions)
6. attendance

Attendance and participation will be measured and weighted heavily in a unique way. In addition to the professor observing your attendance during class, each student will be asked to present a question or idea for each of the readings, for discussion in class that week. (So, if there are 2 readings, that would mean 2 ideas or questions; 1 for each reading.)

Student Support and Administrative Matters

In the Event of Changes ...

Any changes made to the course calendar, weekly topics, or assigned work will be communicated to students in class, by email and/or over Brightspace, and where applicable appropriate accommodations will be made.

Attendance, Grace Period and Late Submission Penalties

All students should attend the majority of class to ensure that they have gained sufficient practice to deeply learn the concepts in this course. Remember, attendance affects your participation grade, too.

There may be a time when you are unable to attend class for personal reasons. Family, personal and medical emergencies can be accepted as grounds for absence . A declaration for accommodations can be accessed here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Students with appointments relating to employment or other reasons should speak with the instructor before an absence. Unless agreed or documented, absences from class will result in *zero participation* being noted for that class.

Assignments in this course have been designed with flexibility for academic consideration for all students. Each assignment will have a *three-day grace* period that each student may choose, if necessary, to invoke. That is, your assignments are expected to have been submitted to the professor on the due date posted, but will be accepted, without penalty, up to 72 hours afterwards. Assignments submitted more than 72 hours after the assignment deadline will lose a value of one letter grade each day they are late. So, for example, a paper submitted 96 hours late (which is 1 day past the grace period) that would have received a B+ if submitted on time, becomes a B.

- late submission of written work at 96 hours = drop by one grade (*i.e.*, B+ to a B).
- late submission of written work within 120 hours = drop by two grades (*i.e.*, B+ to a B-).
- late submission of written work after 144 hours = drop by three grades (*i.e.*, B+ to a C+).

Short term academic consideration is therefore built into all assignment due dates and will not be extended past this 3-day grace period. Note that students may not miss more than one of the graded paper assignments, or they will have failed to demonstrate sufficient mastery of the learning outcomes and therefore automatically fail the course, regardless of final grade.

Academic Integrity and Academic Offences

Students must be familiar with undergraduate [study regulations](#) in the 2022-23 Calendar for degree students.

Please take time to review the *Carleton University Academic Integrity Policy*, too, which is available at: <https://carleton.ca/registrar/academic-integrity/>

Everyone in an academic setting must be familiar with penalties for plagiarism and submission of the same written work in more than one course. Cheating, plagiarism and other breaches of academic integrity identified in the Calendar will be penalised. Penalties can include a failing grade, expulsion or suspension from studies at Carleton University.

Plagiarism – The [University Senate](#) defines plagiarism as ‘presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one’s own’. It is a serious offence which cannot be resolved directly with the course instructor.

Plagiarism includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited, to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

The university regulations on academic offences (plagiarism, cheating, disruptive behaviour, etc.), as described in the Carleton Undergraduate Calendar, apply to all students. Plagiarism is a major academic offence and taken seriously at Carleton, especially since incidents of plagiarism have increased in recent years. Be very careful when using the Internet in your research, for Internet plagiarism, while on the rise, is easier to detect than other forms of plagiarism. Plagiarism penalties include receiving a zero for the assignment, being granted a failure (F) in the course, or even being expelled from the university. A record of the incident remains in your university student file while you are studying at Carleton.

If the instructor suspects that a student has submitted a plagiarized assignment, it will be forwarded to the Director of the College of Public Affairs. If the Director agrees that an instructional offence may have been committed, the case will be forwarded to the Office of the Dean of the Faculty of Arts and Social Sciences. University procedures do not allow the instructor or TA to discuss the allegations with you. You will receive a request from the Dean’s Office to discuss this matter in person. The Associate Dean will decide if an instructional offence has occurred, following an interview with the student, and decide what, if any, any penalties are warranted. Thus, you must keep all research notes and printouts (copies) from web sites, even after you submit your paper. The key to avoiding plagiarism is to learn how to research and cite properly. The Carleton Library provides useful guidelines for [avoiding plagiarism](#).

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Complementarity – Students are encouraged to build up expertise in areas that may cross multiple courses. It is acceptable to write assignments on related topics. However, you may not simply cut and paste your work from one assignment to another, or essentially submit the same work for two or more assignments in the same or different courses. If you plan on writing on related topics in different courses, you must inform the instructors and discuss what will be acceptable in terms of overlap, and what is not. Failure to notify the faculty members will be viewed unfavourably should there be a suspicion of misconduct.

And, if ever you are in doubt, reach out to your instructor or TA for guidance!

Accommodation

Carleton offers excellent counselling, health and support services to students: <https://students.carleton.ca/>.

Specific services include [Health and Counselling Services](#), the [Writing Services](#), the [International Student Services Office](#), and the [Paul Menton Centre](#) for Students with Disabilities.

You may need special arrangements to meet your academic obligations during the term. Please identify any such arrangements to the instructor in advance during the first weeks of the course – including after class or during office hours. All such matters will be held in strictest confidence.

For an accommodation request, the processes are as follows:

Pregnancy obligation – please let the instructor know of any request for academic accommodation after a need for accommodation becomes known. For more details visit the Equity Services website:

<https://carleton.ca/tls/teachingresources/administrative-pedagogy/academic-accommodations/>

Religious obligation – please let the instructor know of any requests for academic accommodation. For details see the Equity Services website: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Students with Disabilities – [Paul Menton Centre](#) for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your instructor a **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first graded written assignment or exam (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with your instructor to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence – As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

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Accommodation for Student Activities – Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

* Please visit the Equity Services website to view policies and to obtain more detailed information on academic accommodation at: <https://carleton.ca/tls/teachingresources/administrative-pedagogy/academic-accommodations/>

Counselling Services – In order to alleviate stress and promote healthy functioning, Carleton University provides confidential personal counselling services to current students. For more information, visit: <https://carleton.ca/health/counselling-services/>

Other Exceptions & Accommodation – There are always exceptions, beyond what is mandated in law and official Carleton University policy. Your instructor is always open to finding ways to accommodate. However, there must be valid justification. Please contact your instructor at your earliest convenience to discuss the merits as to whether an exception and accommodation should and can be granted.

Communication with the Course Instructor

Throughout this course, you may come upon general questions about the course and its components. You are invited to contact me at jeremy.wildeman@carleton.ca with any questions about the course, the course readings, the assignments, or any other material. I will try to answer your inquiry within *24 hours on weekdays*. You are also encouraged to come and speak to me in-class or during my office hours (posted above). Office hours will be conducted online or by telephone. Critical comments and feedback about the course, evaluation requirements, readings, the relevance of lecture topics and assignments are encouraged. Comments and feedback will always be held in confidence.

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell, or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Prepared by Jeremy Wildeman on 2022 December 7th

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