

**CANADIAN FORCES COLLEGE 2017-18**  
**NATIONAL SECURITY PROGRAMME 10**  
**DS/CF572 — CANADIAN GOVERNMENT AND DECISION-MAKING**  
**IN A STRATEGIC CONTEXT**

**Instructor:**

Dr. Adam Chapnick  
Office: DeWolf 314  
Office Phone: 416-482-6800, ext. 6853  
Office Email: [chapnick@cfc.dnd.ca](mailto:chapnick@cfc.dnd.ca)

**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 action memorandum 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 in the NSP more generally.

**Schedule:** Please consult the CFC timetable.

**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.

**Teaching/Assessment Strategy:** The majority of the 14 sessions will be three-and-one-half hours long including a thirty-minute coffee break. The format will vary (between lectures and seminars) by session. 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 practitioners whose background and practical experience will add depth and value to the course as a whole.

**Grade Allocation: DS572**

- 10% Seminar facilitation — during one of sessions 2, 3, 6, 7, or 9
- 40% Seminar participation — throughout course
- 40% Action memorandum assignment — due 16 November 2017
- 10% Action memorandum discussion facilitation — during one of sessions 12 through 14

## Grade Allocation: CF572

- 50% Seminar participation — throughout course
- 40% Action memorandum assignment — due 16 November 2017
- 10% Action memorandum discussion facilitation — during one of sessions 12 through 14

## Deliverables

**Seminar 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. As a result, each participant will have two opportunities to assume responsibility for promoting effective learning in the seminar environment. (Participants in the CF572 professional stream will facilitate a single discussion towards the end of the course.) In both cases, participants will be provided with verbal feedback reflecting the instructor's views of their strengths and weaknesses as seminar facilitators, and informed by the observations 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 seminar discussion will take place within sessions 2, 3, 6, 7, or 9. (The instructor will facilitate the first session of the course.) Each session will be assigned one facilitator from the academic stream (per syndicate). If there are not sufficient academic stream participants in the syndicate, a professional stream participant will be asked to volunteer as a replacement. 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 ex-

pected 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 seminar facilitator will debrief with the instructor and the senior mentor.

**Seminar Participation:** The CFC's approach to seminar participation is described on the College's website. 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 seminar 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 action memorandum assignment?

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 in the professional stream are exempt from the US component of the assignment. International students who are not pursuing a graduate degree but are enrolled in CF579 are expected to complete only a single memo on a country of their choice. For a summary of expectations in chart form, see page 8 below.*

Participants are to assume that Canada, the United States, and the third country have just announced (entirely separately) plans to develop and release a national [pick from among] (1) water (note for participants: not necessarily maritime) security strategy; (2) cyber-terrorism strategy; (3) pandemic preparedness strategy; or (4) anti-money laundering strategy.<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 comprehensive strategy for . . .”) 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 new, comprehensive strategy for . . .” 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 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]; and
- offers any additional reflections on the implications of the differences between 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].

That 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 moment they begin work on the assignment until the moment 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).

---

<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 sessions 12-14 has been finalized in their syndicate.

This assignment cannot be completed successfully unless its author has developed a thorough understanding of the processes through which policy is made 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 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 first session.

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, a participant feels that paraphrasing would not do justice to a particular idea, s/he must 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 attached to the end of each participant's 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](#) website.*

This assignment is to be submitted through Turnitin.com by no later than **16 November 2017**.

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

Members of the NSP who have not attempted 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 led to 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 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. (And those considerations might also explicate the criteria upon which the final decision will be based.) To be more specific, **participants are urged 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: virtually (if not absolutely) 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 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*. They might also look at the Zussman reading from Session 11.
- Finally, it is worth keeping the requirement to include a reflective paper in mind throughout the process. Participants should be conscious of their methods of research, writing, and thinking as they complete this assignment.

## Research Advice for the Action Memorandum Assignment

The instructor will create a series of [Diigo](#) groups for this course. Instructions on how to use Diigo will be provided during the first week of the course. Diigo is a file-sharing program that will allow all members of the course to share sources that they have found to be helpful to their research. Specific groups will be established for research relating to:

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

The instructor will populate all of these groups with some preliminary electronic sources.

**Action Memorandum 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 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 “third country” (or second country in the case of CF572, or only country in the case of international participants not pursuing a graduate degree) action memorandum. Participants will then be allocated an additional 30 minutes to seek feedback on their memorandum. 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 a draft of the relevant section of their action memorandum assignment. *Participants are also permitted to assign up to 25 pages of readings to help familiarize their peers with their chosen country (a country ‘primer’).* In previous years, some participants have assigned published material while others have created brief primers (of one to four pages) on their own, tailored specifically to the interests and needs of their classmates.

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 important, (2) provide facilitators with constructive feedback on one element of their action memorandum assignment. 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</b>	<b>CF572</b>	<b>CF572 International</b>
<b>Seminar Facilitation</b>	10%	N/A	N/A
<b>Seminar Participation</b>	40%	50%	50%
<b>Action Memorandum</b>	3 memos + reflection (comparative) 40%	2 memos + reflection (comparative) 40%	1 memo + reflection (introductory) 40%
<b>Action Memorandum Discussion Facilitation</b>	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

**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. If the government releases a white paper on international development assistance, it will be added to the list for session 3.*

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

This foundational session introduces some of the key questions that help clarify how the Canadian government works today. The lecture focuses on basic definitions, concepts, and ideas, while the seminar more specifically addresses contemporary Canadian public policy from governmental and critical perspectives. Participants will finish the seminar with a preliminary understanding of the general arguments in favour of and against the current government's approach to strategic decision-making in the public policy context.

### Required Readings

#### For Reference

- Marland, Alex, and Jared J. Wesley. *Inside Canadian Politics*. Don Mills: Oxford University Press, 2016, 12; 370. [Link]



- Office of the Prime Minister. *Leader of the Government in the House of Commons Mandate Letter*. 2016. Also available [in French](#). [Link]
- Office of the Prime Minister. *Minister of Public Safety and Emergency Preparedness Mandate Letter*. 2015. Also available [in French](#). [Link]

### For Discussion

- Trudeau, Justin. *Common Ground*. Toronto: HarperCollins, 2014, 14-17; 107; 161-164; 188-195; 216-222; 234-236; 278-284. [Link]
- Liberal Party of Canada. *The Liberal Party of Canada's Vision, Mission, Values, and Principles*. 2012. Also available [in French](#). [Link]
- Liberal Party of Canada. *Constitution*. 2016. **Read Preamble** (page iv). Also available [in French](#). [Link]
- Conservative Party of Canada. *Constitution*. 2013. **Read Section 2: Principles** (pages 1-3). Also available [in French](#) (pages 2-3). [Link]
- New Democratic Party of Canada. *Constitution*. 2013. **Read Preamble** (page 1). Also available [in French](#). [Link]
- 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](#). [Link]
- Marland, Alex. "Preface: Branding, Message Control, and Sunny Ways." In *Brand Command: Canadian Politics and Democracy in the Age of Message Control*. Vancouver and Toronto: UBC Press, 2016, xiii-xxiv. [Link]

### Supplementary Readings

- Radwanski, Adam. "All Pearson, No Pierre: Inside Trudeau's Inner Circle." *Theglobeandmail.com*, January 2016. [Link]
- Taber, Jane. "PMO's Katie Telford." *Theglobeandmail.com*, 28 March 2016. [Link]
- Berthiaume, Lee. "The Man Behind the Curtain: Why Gerald Butts is Trudeau's Most Trusted Advisor." *Ottawacitizen.com*, 21 October 2014. [Link]
- Paris, Roland. "Time to Make Ourselves Useful: An Open Letter on Foreign Policy to the 2015 Federal Election Winner." *Literary Review of Canada*, March 2015. [Link]

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

This session is focused on the relationship among people, processes, and policy documents as they relate to the development and implementation of national security strategy and policy in Canada. The 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. The seminar will begin a dialogue on the idea of contemporary whole-of-government approaches to strategic policymaking in Canada by using the Canadian experience in Afghanistan to examine the evolving dynamics of power within and between the department of National Defence and Global Affairs Canada, as well as within and among selected central agencies.

### Required Readings

#### For Reference

- Office of the Prime Minister. *Minister of Foreign Affairs Mandate Letter*. 2017. Also available [in French](#). [Link]
- Office of the Prime Minister. *Minister of National Defence Mandate Letter*. 2015. Also available [in French](#). [Link]
- Saideman, Steve. *Adapting in the Dust: Lessons Learned from Canada’s War in Afghanistan*. Toronto: University of Toronto Press, 2016, 7-11; 69-75. [Link]

#### For Discussion

- 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. [Link]
- Graham, Bill. *The Call of the World: A Political Memoir*. Vancouver and Toronto: On Point Press, 2016, 388-392. [Link]
- 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. [Link]
- 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. [Link]
- Leprince, Caroline. “The Canadian-led Kandahar Provincial Reconstruction Team: A Success Story?” *International Journal* 68, no. 2 (June 2013): 359-377. [Link]
- 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](#). [Link]

- 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](#). [Link]

### Supplementary Readings

- Turnbull, Adrienne, and Patrick Ulrich. “Canadian Military-Civilian Relationships within Kandahar Province.” NATO Working Paper, STO-MP-HFM-204, n.d. [Link]
- Saideman, Steve. *Adapting in the Dust: Lessons Learned from Canada’s War in Afghanistan*. Toronto: University of Toronto Press, 2016, 76-84. [IRC 958.1047 S25 2016]
- Dorn, A. Walter, and Michael Varey. “The Rise and Demise of the ‘Three Block War’.” *Canadian Military Journal* 10, no. 1 (2009): 38-45. Also available [in French](#). [Link]
- Lagassé, Philippe, and Joel J. Sokolsky. “A Larger ‘Footprint’ in Ottawa: General Hillier and Canada’s shifting civil-military relationship.” *Canadian Foreign Policy* 15, no. 2 (Summer 2009): 16-40. [Link]
- 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. [Link]

### Session 3: Canada and the Development Assistance Conundrum (N/DS572/CGS/LE-3 and N/DS572/CGS/SM-3)

This session is designed to complete the course’s preliminary examination of the comprehensive or whole-of-government concept by improving participants’ understanding of Canada’s engagement in international development assistance activities. The lecture will outline the basic tenets of development assistance from a Canadian perspective. The seminar will consider the challenges of planning and implementing an effective development assistance policy when the goals of that policy might not always align with immediate national security concerns. It will ask, implicitly, “Whole-of-government for whom?”

### Required Readings

#### For Reference

- Office of the Prime Minister. *Minister of International Development and La Francophonie Mandate Letter*. 2015. Also available [in French](#). [Link]
- Global Affairs Canada. *International Assistance Review: Discussion Paper*. 2016. Also available [in French](#). [Link]
- 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. [Link]

- Eric Palmer, “Introduction: The 2030 Agenda.” *Journal of Global Ethics* 11, no. 3 (2015): 262-264. [[Link](#)]
- Stewart, Frances. “The Sustainable Development Goals: A Comment.” *Journal of Global Ethics* 11, no. 3 (2015): 288-290. [[Link](#)]

### For Discussion

- 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. [[Link](#)]
- Canadian International Development Platform. *Canada in International Development: Data Report 2016*. 2-11, 13, 21, 29, 37. [[Link](#)]
- 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. [[Link](#)]
- Levitz, Stephanie. “Defence, Development Ministers Hold Rare Joint Sit Down with Aid Agencies.” *Winnipegfreepress.com*, 13 March 2016. [[Link](#)]
- Calleja, Rachael, David Carment, and Yiagadeesen Samy. “Aid Fragmentation and Coherence: Is a More Integrated Approach the Answer to Canadian Aid Effectiveness?” Chapter 20 in *The Fragmentation of Aid: Concepts, Measurements and Implications for Development Cooperation*, edited by Stephan Klingebiel, Timo Mahn, and Mario Negre, 295-309. London: Palgrave Macmillan, 2016. [[Link](#)]

### Supplementary Readings

- Lancaster, Carol. “Sixty Years of Foreign Aid: What Have We Learned?” *International Journal* 64, no. 3 (Summer 2009): 799-810. [[Link](#)]
- Chapnick, Adam. “The Politics of Reforming Canada’s Foreign Aid Policy.” Chapter 12 in *Struggling for Effectiveness: CIDA and Canadian Foreign Aid*, edited by Stephen Brown, 305-326. Montreal: McGill-Queen’s University Press, 2012. [[Link](#)]
- Gulrajani, Nilima. “Dilemmas in Donor Design: Organization Reform and the Future of Foreign Service Agencies.” *Public Administration and Development* 35, no.2 (2015): 152-164. [[Link](#)]
- Saunders, Doug. “Sending Billions Home: How Immigrant Workers’ Remittance Payments Reshape the World.” *Literary Review of Canada* (January-February 2015). [[Link](#)]
- Gates, Bill, and Melinda Gates. “3 Myths that Block Progress for the Poor.” *2014 Gates Annual Letter*. New York: Gates Foundation, 2014. [[Link](#)]

## **Session 4: Jurisdictional Challenges: Federalism, the Provinces, and Canadian International Policy** (N/DS572/CGS/LE-4)

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. This session examines the impact of federalism, and more specifically of the provinces, on Canada's conduct on the world stage.

### **Required Readings**

#### **For Reference**

- Office of the Prime Minister. *Minister of International Trade Mandate Letter*. 2017. Also available [in French](#). [Link]
- Office of the Prime Minister. *Minister of the Environment and Climate Change Mandate Letter*. 2015. Also available [in French](#). [Link]
- Office of the Prime Minister. *Minister of Fisheries, Oceans and the Canadian Coast Guard Mandate Letter*. 2016. Also available [in French](#). [Link]
- Schneiderman, David. *Red, White, and Kind of Blue? The Conservatives and the Americanization of Canadian Constitutional Culture*. Toronto: University of Toronto Press, 2015, 27-33. [Link]

#### **For Discussion in Session 6**

- 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. [Link]

#### **OR the much earlier French version**

- Nossal, Kim Richard, *et al.* “[Souveraineté et Fédéralisme](#).” Chapter 10 in *Politique internationale et défense au Canada et au Québec*. Montréal: Les Presses de l'Université de Montréal, 2007, 479-508. [Link]
- 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): 254-272. [Link]
- Tavares, Rodrigo. “[Forget the Nation-State: Cities will Transform the Way We Conduct Foreign Affairs](#).” *World Economic Forum*, 4 October 2016. [Link]

## Supplementary Readings

- Kukucha, Christopher J. “[Provincial/Territorial Governments and the Negotiation of International Trade Agreements.](#)” *IRPP Insight*, no. 10 (October 2016). Montreal: Institute for Research on Public Policy. [Link]
- Simmons, Julie M. “[Federalism, Intergovernmental Relations, and the Environment.](#)” Chapter 8 in *Canadian Environmental Policy and Politics*. 4<sup>th</sup> ed., edited by Debora L. VanNijnatten, 130-145. Don Mills: Oxford University Press, 2016. [Link]

## Session 5: Jurisdictional Challenges: The Place of Canada’s Indigenous Peoples in the Strategic Decision-making Process (N/DS572/CGS/LE-5)

This session examines the strategic impact of the yet to be resolved place of Canada’s Indigenous Peoples in the national strategic decision-making process.

### Required Readings

#### For Reference

- Office of the Prime Minister. *Minister of Indigenous and Northern Affairs Mandate Letter*. 2015. Also available [in French](#). [Link]

#### For Discussion in Session 6

- Kopecky, Arno. “[Title Fight.](#)” *thewalrus.ca*, 22 July 2015. [Link]

## Supplementary Readings

- Indigenous and Northern Affairs Canada. *Ministerial Transition Book: November 2015*. Also available [in French](#). [Link]
- 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](#). [Link]
- Poelzer, Greg, and Ken S. Coates. “[Preface: Towards Equality of Opportunity.](#)” In *From Treaty Peoples to Treaty Nation: A Road Map for All Canadians*. Vancouver and Toronto: UBC Press, 2015, vii-xxi. [Link]
- Poelzer, Greg, and Ken S. Coates. *From Treaty Peoples to Treaty Nation: A Road Map for All Canadians*. Vancouver and Toronto: UBC Press, 2015, 3-28. [IRC 971.00497 P64 2015]
- Lackenbauer, P. Whitney, and Andrew F. Cooper. “[The Achilles heel of Canadian international citizenship: Indigenous diplomacies and state responses.](#)” *Canadian Foreign Policy* 13, no. 3 (2007): 99-119. [Link]

## **Session 6: Jurisdictional Challenges in Practice (N/DS572/CGS/SM-4)**

This session offers participants the opportunity to apply the ideas introduced and discussed in the two previous lectures to a specific case relevant to practitioners of national security. While seminar participants will likely begin by considering the themes found in the readings assigned for discussion in the previous two sessions, the primary focus of this seminar will be on how to manage the complex challenge of preserving Canada's critical infrastructure.

### **Required Readings**

#### **For Discussion**

- Public Safety Canada. *National Strategy for Critical Infrastructure*. 2009. Also available [in French](#). [Link]
- United States Department of Homeland Security and Public Safety Canada. *Canada-United States Action Plan for Critical Infrastructure*. 2010. Also available [in French](#). [Link]
- Public Safety Canada. *Action Plan for Critical Infrastructure. 2014-2017*. 2014. Also available [in French](#). [Link]
- Critical 5. *Forging a Common Understanding for Critical Infrastructure*. March 2014. Also available [in French](#). [Link]

#### **Supplementary Readings**

- Canadian Association for Security and Intelligence Studies. *The Cyber Challenge*. 23 September 2016. [Link]

## **Session 7: Canadian Political Culture: Immigration, Multiculturalism, and Diaspora Politics (N/DS572/CGS/LE-6 and N/DS572/CGS/SM-5)**

This session explores 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. The lecture will focus on Canadian multiculturalism and its impact at home. The seminar will expand the discussion by asking participants to think about the role (or lack thereof) of the Canadian diaspora in national governance and strategic decision-making.

### **Required Readings**

#### **For Reference**

- Office of the Prime Minister. *Minister of Immigration, Refugees, and Citizenship Mandate Letter*. 2017. Also available [in French](#). [Link]



- Canada. House of Commons. [House of Commons Debates, 28th Parliament, 3rd Session: Vol. 8](#). Ottawa: Government of Canada, 1971, 8545-8546. [Link]
- Asia Pacific Foundation of Canada. [Canadians Abroad: Canada's global asset](#). Vancouver: Asia Pacific Foundation of Canada, 2011, 3-7. Also available [in French](#). [Link]
- [Migrant Integration Policy Index — Canada](#). [Link]

### For Discussion

- Monahan, John, *et al.* [The Perception & Reality of 'Imported Conflict' in Canada](#). Toronto: Mosaic Institute, 2014, 9-15. Also available [in French](#), 9-15. [Link]
- Hiebert, Daniel. ["Ethnocultural Minority Enclaves in Montreal, Toronto, and Vancouver."](#) *IRPP Study* 52 (August 2015): 1; 38-43. [Link]
- Bitran, Maurice, and Serene Tan. [Diaspora Nation: An Inquiry into the Economic Potential of Diaspora Networks in Canada](#). Toronto: Mowat Centre, September 2013, 8-25; 40-41. [Link]
- McLeod Group. ["Diasporas and Development — A Cautionary Note."](#) February 2015. [Link]
- Environics Institute for Survey Research, *et al.* [Survey of Muslims in Canada 2016. Final Report](#). Toronto: Environics Institute, April 2016, 1-5. [Link]
- Griffith, Andrew. ["Policy Reflections and Implications."](#) Chapter 12 in *Multiculturalism in Canada: Evidence and Anecdote*. Anar Press, 2015, 255-261, 270-273, 277-280. [Link]
- Carment, David, and Joseph Landry. ["Diaspora and Canadian Foreign Policy."](#) Chapter 13 in *The Harper Era in Canadian Foreign Policy: Parliament, Politics, and Canada's Global Posture*, edited by Adam Chapnick and Christopher J. Kukucha, 210-227. Vancouver: UBC Press, 2016. [Link]

### Supplementary Readings

- Reitz, Jeffrey G. ["Multiculturalism Policies and Popular Multiculturalism in the Development of Canadian Immigration."](#) Chapter 5 in *The Multiculturalism Question: Debating Identity in 21<sup>st</sup>-Century Canada*, edited by Jack Jedwab, 108-126. Montreal and Kingston: McGill-Queen's University Press, 2014. [Link]
- Bloemraad, Irene. [Understanding 'Canadian Exceptionalism' in Immigration and Pluralism Policy](#). Washington, DC: Migration Policy Institute, July 2012. [Link]
- Saunders, Doug. ["10 Myths About Muslim Immigrants in the West."](#) 12 September 2013. [Link]



- Kim, Nora Hui-Jung. “[The Retreat of Multiculturalism? Explaining the South Korean Exception.](#)” *American Behavioral Scientist* 59, no. 6 (2015): 727-746. [Link]

## **Session 8: A Primer on American Governance (N/DS572/BCR/LE-1)**

This session 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. [On Reserve in the IRC] **NOTE: much of this material will be covered in the lecture.**

#### **For Reference**

- (United States). [Declaration of Independence](#) (1776). [Link]
- 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. [Link]

#### **For the New York and Washington ELV**

- President of the United States. [National Security Strategy](#). Washington: The White House, February 2015. [Link]
- Weissman, Stephen R. “[Congress and War: How the House and the Senate Can Reclaim their Role.](#)” *Foreign Affairs* 96, no. 1 (January/February 2017): 132-145. [Link]
- Glasser, Susan B. “[Covering Politics in a ‘Post-Truth’ America.](#)” *Brookings Institute*, 2 December 2016. [Link]
- Wiarda, Howard J. “[Think Tanks and Foreign Policy in a Globalized World: New Ideas, New ‘Tanks,’ New Directions.](#)” *International Journal* 70, no.4 (2015): 517-525. [Link]
- Drezner, Daniel W. “[American Think Tanks in the Twenty-First Century.](#)” *International Journal* 70, no.4 (2015): 637-644. [Link]

**Note: Please read the executive summaries (of the following reports) only:**

- United States Department of Defense. [Quadrennial Defense Review 2014](#). Washington: The Pentagon, March 2014. [Link]

- United States Department of State. *Enduring Leadership in a Dynamic World: Quadrennial Diplomacy and Development Review 2015*. Washington: Department of State, 2015. [Link]
- United States Department of Homeland Security. *The 2014 Quadrennial Homeland Security Review Report*. Washington: Department of Homeland Security, 2014. [Link]

### Supplementary Readings

- Fukuyama, Francis. “[America in Decay: The Sources of Political Dysfunction](#).” *Foreign Affairs* 93, no. 5 (September/October 2014): 5-26. [Link] Also available as an audio file (same link).

### Session 9: Managing Canada-US Relations (N/DS572/BCR/LE-2 and N/DS572/BCR/SM-1)

This session explores the unique elements of the Canadian-American relationship and how they affect strategic decision-making in Canada. The lecture will examine the political culture of Canada-US relations through a historical lens. The discussion will consider, among other elements, the place, or lack thereof, of Mexico in Canada’s strategic approach to managing its interests in North America.

### Required Readings

#### For Reference

- Galt, Alexander. “[Not Derived from the People](#).” Chapter 2 in *Essential Readings in Canadian Government and Politics*. 2<sup>nd</sup> ed., edited by Peter H. Russell, François Rocher, Debra Thompson, and Amanda Bittner, 8-9. Toronto: Emond Montgomery, 2016. [Link]
- Government of Canada. [Beyond the Border](#) website. Also available [in French](#). [Link]

#### For Discussion

- Robertson, Colin. *Managing Trump: The Canadian Response*. Ottawa: CGAI, April 2017, 1-17. [Link]
- Hale, Geoffrey. *So Near Yet So Far: The Public and Hidden Worlds of Canada-US Relations*. Vancouver and Toronto: UBC Press, 2012, 173-174. [Link]
- Trudgeon, Matthew. “[The Key to the Canada-United States Relationship: Homeland and Continental Defence in American Strategic Culture](#).” *Canadian Foreign Policy Journal* 22, no. 2 (June 2016): 184-198. [Link]
- Harvey, Frank P. “[The Homeland Security Dilemma: Assessing the Implications for Canada-US Border Security Negotiations](#).” Chapter 2 in *Game Changer: The Impact of 9/11 on North American Security*, edited by Jonathan Paquin and Patrick James, 31-48. Vancouver and Toronto: UBC Press, 2014. [Link]

- Wayne, Earl Anthony, and Arturo Sarukhan. *Towards a North American Foreign Policy Footprint*. Washington: Wilson Center, January 2017, 2-13. [Link]

### Supplementary Readings

- Trudeau, Justin. “[Real Change in Canada-US Relations](#).” 23 June 2015. Also available in [French](#). [Link] Also available as audio file (same link).
- Centre for International Governance Innovation. *The Road to a Reinvigorated North American Partnership*. Waterloo: CIGI, 2016. [Link]
- Hale, Geoffrey. “[Canada-US Relations: Proximity and Distance in Perspective](#).” Chapter 10 in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*. 3<sup>rd</sup> ed., edited by Duane Bratt and Christopher J. Kukucha, 155-170. Don Mills: Oxford University Press, 2015. [Link]
- Bothwell, Robert. *Your Country, My Country: A Unified History of the United States and Canada*. Don Mills: Oxford University Press, 2015, 337-346. [970 B68 2015]

### Session 10: Policy, Politics, and the Media (N/DS572/CGS/PD-1 and N/DS572/CGS/DI-1)

This panel discussion will focus on how the media works 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

- Office of the Prime Minister. *Minister of Canadian Heritage Mandate Letter*. 2015. Also available in [French](#). [Link]
- Canadian Broadcasting Corporation. *A Space for Us All*. 2014. Also available in [French](#). [Link]

#### For Discussion

- Public Policy Forum. *The Shattered Mirror: News, Democracy and Trust in the Digital Age*. Ottawa: Public Policy Forum, January 2017, 13-35, 37-69. Also available in [French](#). [Link]
- Gregg, Allan R. “[What Canadians think of the news media](#).” *Policy Options*, 10 February 2017. [Link]
- McGuire, Jennifer, and Michel Cormier. “[The public broadcaster’s role in the fake news era](#).” *Policy Options*, 9 February 2017. [Link]

- CBC News. “[Document Compares CBC, BBC as Liberals Review Public Broadcaster.](#)” *cbc.ca*, 14 August 2016. [Link]
- Beck, Catherine. “[Fact Sheet: A Brief Comparison — CBC/Radio-Canada with the BBC.](#)” 27 April 2016. Accessed through link from previous CBC News article. [Link]
- 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. [Link]
- Ambrosino, Brandon. “[The new fake news: BuzzFeed decision favours clicks over truth.](#)” *Theglobeandmail.com*, 11 January 2017. [Link]

### Supplementary Readings

- Drohan, Madelaine. *Does Serious Journalism Have a Future in Canada?* Ottawa: Public Policy Forum, 2016. Also available [in French](#). [Link]
- Thompson, Derek. “[Why Audiences Hate Hard News — And Love Pretending Otherwise.](#)” *The Atlantic*, 17 June 2014. [Link]

### Session 11: 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 the Action Memo Assignment

- Zussman, David. “[The Transition Plan.](#)” Excerpt from Chapter 4 in *Off and Running: The Prospects and Pitfalls of Government Transitions in Canada*. Toronto: University of Toronto Press, 2013, 74-101. [Link]

#### For Reference

- Privy Council Office. *Open and Accountable Government*. 27 November 2015. Also available [in French](#). [Link]
- Marland, Alex, and Jared J. Wesley. *Inside Canadian Politics*. Don Mills: Oxford University Press, 2016, 234; 238-239. [Link]
- Office of the Prime Minister. *Minister of Finance Mandate Letter*. 2015. Also available [in French](#). [Link]

- Office of the Prime Minister. *President of the Treasury Board of Canada Mandate Letter*. 2015. Also available [in French](#). [Link]
- Office of the Prime Minister. *Minister of Democratic Institutions Mandate Letter*. 2017. Also available [in French](#). [Link]
- Any other mandate letters that are relevant to individual participants' current and/or future positions. Available [in English](#) and [in French](#). [Link]

## For Discussion

- Curren, Rachel. "[Parliament returns, policy work ramps up.](#)" *Policy Options*, 19 September 2016. [Link]
- Saunders, Doug. "[Crafting a Blueprint for Transforming Liberal Promises into Real Life Policy: How the Liberal Dream Machine Will Work.](#)" *Theglobeandmail.com*, 23 October 2015. [Link]
- Clark, Campbell. "[Trudeau Recruits Tony Blair's Guru to Help Liberals Deliver on Pledges.](#)" *Theglobeandmail.com*, 22 February 2016. [Link]
- Loat, Alison, and Michael MacMillan. *Tragedy in the Commons*. Toronto: Random House Canada, 2014, 102-104. [Link]
- Tworek, Heidi. "[Political Communication in the 'Fake News' Era: Six Lessons for Europe.](#)" *Policy Brief*, February 2017, 1-9.
- Abelson, Donald E. "In What Ways are Canadian and American Think Tanks Similar? How are they Different?" Chapter 6 in *Northern Lights: Exploring Canada's Think Tank Landscape*. Montreal & Kingston: McGill-Queen's University Press, 2016, 121-139. [Link]

## Supplementary Readings

- Behn, Robert D. "[How Scientific is 'The Science of Delivery?'](#)" *Canadian Public Administration* 60, no. 1 (March 2017): 89-110. [Link]
- Todd, Robin, John Martin, and Andy Brock. "[Delivery Units: can they catalyse sustained improvements in education service delivery?](#)" *Australasian Aid and International Development Policy Workshop*, February 2014, 1-11. [Link]
- Tyler, Chris. "[Top 20 Things Scientists Need to Know about Policy-making.](#)" *The Guardian*, 2 December 2013. [Link]
- Wilson, R. Paul. "[Trust but Verify: Ministerial Policy Advisors and Public Servants in the Government of Canada.](#)" *Canadian Public Administration* 59, no. 3 (September 2016): 337-356. [Link]

- Wilson, R. Paul. “[Research Note: A Profile of Ministerial Policy Staff in the Government of Canada.](#)” *Canadian Journal of Political Science* 48, no. 2 (2015): 455-471. [Link]

## Ottawa ELV

### Sessions 12–14: Discussions of Action Memoranda (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 “third” country as well as their related action memorandum. 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:

- [Macdonald-Laurier Institute \(MLI\)](#) — Podcasts
- [Canadian Global Affairs Institute \(CGAI\)](#)
- [Centre for International Governance Innovation \(CIGI\)](#) — Podcasts
- [Asia-Pacific Foundation of Canada \(APFC\)](#)
- [Canadian International Council \(CIC\)/Open Canada](#)
- [Institute for Research and Public Policy \(IRPP\)](#) — Podcasts
- [Centre for International Policy Studies \(CIPS\), University of Ottawa](#) — Podcasts
- [The Hill Times](#)
- [iPolitics](#)
- [Rideau Institute](#)
- [McLeod Group](#)

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

- [Everything is Political with Evan Solomon](#)
- [CTV Question Period Podcast](#)
- [Maclean’s On the Hill Politics Podcast](#)
- [Canadian Trade Commissioner Podcast \(CanadExport\)](#)
- [CBC Radio Ideas Podcast](#)



**Module Title: Canadian Government and Society (CGS)**

**Module Hours: 25.5**

**Learning Objective: N301a — Enable participants to analyze and critique the methodology by which Canadian national security policy is conceived, developed, implemented and communicated; and develop policy options to advance Canada’s national security interests.**

Code	Title	Aim	Prog Time	Prep Time	Ancillary Learning Objectives	Confirmatory Activity
N/DS572/CGS/LE-1	Canadian Government and Strategic Decision-making	To understand basic definitions, concepts and ideas, and to examine the political context of contemporary Canadian strategic decision-making.	3.0	6.0	N103a	N/DS572/CGS/SM-1
N/DS572/CGS/SM-1	Canadian Government and Strategic Decision-making Seminar					Student seminar facilitation, participation and written deliverable.
N/DS572/CGS/LE-2	“Comprehensiveness” in Policy Development and Implementation	To assess the policy review process and to analyze the impact of people, processes and policy documents on Canadian defence and security policy, with a view to understanding the purpose and effectiveness of the “comprehensive approach” to policy development and implementation.	3.0	6.0	N102b N103a N401c	N/DS572/CGS/SM-2
N/DS572/CGS/SM-2	“Comprehensiveness” in Policy Development and Implementation Seminar					Student seminar facilitation, participation and written deliverable.
N/DS572/CGS/LE-3	Canada and the Development Assistance Conundrum	To understand Canada’s engagement in international development activities and how it fits and does not fit within a comprehensive approach to international policy.	3.0	6.0	N103a	N/DS572/CGS/SM-3
N/DS572/CGS/SM-3	Canada and the Development Assistance Conundrum Seminar					Student seminar facilitation, participation and written deliverable.



Code	Title	Aim	Prog Time	Prep Time	Ancillary Learning Objectives	Confirmatory Activity
N/DS572/CGS/LE-4	Jurisdictional Challenges: Federalism, the Provinces, and Canadian International Policy	To examine the role and impact of the provinces on Canada's conduct on the world stage.	1.5	3.0	N103a	N/DS572/CGS/SM-4
N/DS572/CGS/LE-5	Jurisdictional Challenges: The Place of Canada's Indigenous Peoples in the Strategic Decision-making Process	To examine the role and impact of Canada's Indigenous Peoples on public policy development and implementation and strategic decision-making in Canada.	1.5	3.0	N103a	N/DS572/CGS/SM-4
N/DS572/CGS/SM-4	Jurisdictional Challenges in Practice	To understand the implications of Canada's overlapping jurisdictions on strategic decision-making at the federal level.	1.5	3.0	N103a	Student seminar facilitation, participation and written deliverable.
N/DS572/CGS/LE-6	Canadian Political Culture: Immigration, Multiculturalism, and Diaspora Politics	To examine the social and cultural factors that influence public policy and decision-making in Canada.	3.0	6.0	N102c N103a	N/DS572/CGS/SM-5
N/DS572/CGS/SM-5	Canadian Political Culture: Immigration, Multiculturalism, and Diaspora Politics Seminar					Student seminar facilitation, participation and written deliverable.

Code	Title	Aim	Prog Time	Prep Time	Ancillary Learning Objectives	Confirmatory Activity
N/DS572/CGS/PD-1	Policy, Politics, and the Media	To examine the role of the media in the policy process, with an emphasis on their impact on strategic decision-making.	3.0	6.0	N103a	Participation and written deliverable.
N/DS572/CGS/DI-1	Policy, Politics, and the Media — Round Table	To reflect on lessons learned from the panel discussion.	1.5	0.0	N103a	Participation and written deliverable.
N/DS572/CGS/LE-7	How the Canadian Government Works	To examine how the government works using insights gained from senior government leaders.	1.5	3.0	N101c N103a	Participation and written deliverable.
N/DS572/CGS/LE-8	How the Canadian Government Works		1.5	3.0	N101c N103a	Participation and written deliverable.
N/DS572/CGS/DI-2	How the Canadian Government Works — Round Table	To reflect on lessons learned from the panel discussion.	1.5	0.0	N101c N103a	Participation and written deliverable.
<b>Module Totals</b>			<b>25.5</b>	<b>45.0</b>		

**Module Title: Bilateralism and Continental Relationships (BCR)**

**Module Hours: 4.5**

**Learning Objective: N301b — Enable participants to examine and apply the methodology by which United States national security policy is conceived, developed, implemented and communicated; and to compare this methodology to the Canadian experience.**

Code	Title	Aim	Prog Time	Prep Time	Ancillary Learning Objectives	Confirmatory Activity
N/DS572/BCR/LE-1	A Primer on American Governance	To examine the basic structures and forms of US government and governance.	1.5	6.0	N401c	Student seminar facilitation, participation and written deliverable.
N/DS572/BCR/LE-2	Managing Canada-US Relations	To examine the Canada-US relationship.	3.0	6.0	N103a N401c	N/DS572/BCR/SM-2
N/DS572/BCR/SM-1	Managing Canada-US Relations Seminar					Student seminar facilitation, participation and written deliverable.
<b>Module Totals</b>			<b>4.5</b>	<b>12.0</b>		

**Module Title: International Affairs (IAF)**

**Module Hours: 9.0**

**Learning Objective: N301c — Enable participants to interpret and apply the methodology by which friendly countries’ security policies are conceived, developed, implemented and communicated; and to illustrate the relevance of this methodology to the Canadian experience.**

Code	Title	Aim	Prog Time	Prep Time	Ancillary Learning Objectives	Confirmatory Activity
N/DS572/IAF/SM-1	Discussion of Action Memoranda	To facilitate a seminar discussion on the strategic decision-making process in a country other than Canada or the US.	3.0	12.0	N103a N401b	Seminar facilitation, participation and written deliverable.
N/DS572/IAF/SM-2			3.0			
N/DS572/IAF/SM-3			3.0			
N/DS572/IAF/RP-1	Action Memorandum	To develop and defend practical policy options and recommendations in a policy-relevant environment.	0.0	70.0	N103a N401b	One each on Canada, the US, and another country.
<b>Module Totals</b>			<b>9.0</b>	<b>82.0</b>		

**Programme sequencing:**

- N/DS572/CGS/LE-1 and N/DS572/CGS/SM-1
- N/DS572/CGS/LE-2 and N/DS572/CGS/SM-2
- N/DS572/CGS/LE-3 and N/DS572/CGS/SM-3
- N/DS572/CGS/LE-4, N/DS572/CGS/LE-5 and N/DS572/CGS/SM-4
- N/DS572/CGS/LE-6 and N/DS572/CGS/SM-5
- N/DS572/BCR/LE-1
- N/DS572/BCR/LE-2 and N/DS572/BCR/SM-1
- N/DS572/CGS/PD-1 and N/DS572/CGS/DI-1
- N/DS572/CGS/LE-7, N/DS572/CGS/LE-8, and N/DS572/CGS/DI-2
- N/DS572/IAF/SM-1
- N/DS572/IAF/SM-2
- N/DS572/IAF/SM-3

**Not required in programme sequencing:**

- N/DS572/IAF/RP-1