

*Public District School Board Writing Partnership*

Canadian and World Studies

# Course Profile Canadian and World Politics

Grade 12  
University Preparation  
CPW4U

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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## **Acknowledgments**

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## Course Overview

### Canadian and World Politics, CPW4U, Grade 12, University Preparation

**Policy Document:** *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000.*

**Prerequisite:** Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

## Course Description

Students examine national and international political issues from a variety of perspectives. Students learn about the rights and responsibilities of individuals, groups, and states within the international community, analyse the different ways in which Canada tries to settle its conflicts with other nations, and evaluate the role of nationalist and internationalist ideologies in shaping relations among states.

## Course Notes

Students are becoming increasingly aware of their global connections. The media shows international events and issues as they happen. Our ‘fireproof house’ is no longer part of the Canadian mentality. Isolation is not a foreign policy option. Being a global citizen or having a global perspective is no longer a lofty goal but a necessity. This course gives students an opportunity to understand the complexity of unfolding world events and how the world might look in the future. Students examine the origins of current events and issues from different viewpoints, so that they can better understand the role values, beliefs, and ideologies play in international policies. By evaluating Canada’s role and influence in international events, students see the factors that determine the power and influence of nations on international decision-making. They assess the impact of Intergovernmental organizations, e.g., OPEC, and Non-governmental organization, e.g., the Red Cross, as products of globalization. No matter what the event or issue, students should have an opportunity to examine human rights and responsibilities in the international community. Multiple interpretations of these rights, responsibilities, events, and issues will help students articulate their own supportable conclusions. An issues-centred approach to global issues helps build a framework for students to research the past and predict the future. Teachers should be sensitive to the personal nature of the background and experiences of individual students as they apply to the sensitive issues of international relations. A strong skill base to lessons and activities will help students listen to and respect the views of others.

Students will have varied academic backgrounds. Canadian and World Politics builds on the foundation of earlier compulsory courses in the policy document *The Ontario Curriculum, Grades 9 and 10, Canadian and World Studies, 1999*. The teacher cannot assume that students continued their study of politics at the Grade 11 level. Unit 1 of this document serves as both a review of the related knowledge and issues from Grade 10, Canadian History in the Twentieth Century, Grade 10 Civics and Grade 11 Canadian Politics and Citizenship, and an introduction to key concepts at a higher academic level. In Unit 1 students should make a personal connection to the concept of global citizenship. Students evaluate Canada’s role in the world community by understanding and analysing the factors and goals that have and will influence foreign policy decision-making in this country. In Unit 3 students apply the Canadian decision-making process to an understanding of how decisions are made on a global level. They evaluate the role of international organizations, e.g., The United Nations and World Trade Organization, as world decision-making bodies. Students suggest a model for making global decisions that improves on past and current practices. In Unit 4 students examine in detail how conflicts are resolved internationally. Students examine past conflicts to see the lessons to be learned from how the conflict was resolved and then apply these lessons to our current world environment.

With a strong sense of historic and contemporary international relations, students attempt to resolve issues which may develop in the future. Students assume roles for an International Conference in 2020 to solve issues that they develop for the conference agenda.

This course does attempt to work from the personal level, to the national level, to the international level, and then to the future. At the core of this approach is the development of the essential skills associated with critical and creative thinking, research, and communication. This course prepares students for a university destination and offers students opportunities to practise the skills associated with political science. The requirement for students to ask questions and find answers using a wide variety of sources has been built into this program. Students improve their communication skills through class conferences, role-playing, group presentations, position papers, and formal essays. Writing for and working with Grade 10 Civics students provides an audience for student work and helps the class experience the wider commitment to others so significant in understanding global citizenship.

The teacher should be aware of the resources available for the delivery of this curriculum. Many Internet sites may be accessed by the teacher in the preparation of this course, and by students during the course. The teacher must familiarize students with the local board's policy regarding the safe use of the Internet and obtain the necessary parental permission forms. The students must be aware of what to do if they become exposed to inappropriate sites.

### Units: Titles and Time

Unit 1	The Global Citizen: What does that mean to you?	18 hours
* Unit 2	Canadian International Relations: What role should Canada play in the world?	23 hours
Unit 3	World Systems: How are world decisions made?	26 hours
Unit 4	Case Studies: How are conflicts resolved internationally?	26 hours
Unit 5	The Art of the Possible: The International Community in 2020	17 hours

\* This unit is fully developed in this Course Profile.

### Unit Overviews

#### Unit 1: The Global Citizen: What does that mean to you?

**Time:** 18 hours

#### Unit Description

Students explore the concept of global citizenship. Starting with a solid course beginning and a review of what they know and remember from Grade 10 Civics or Grade 11 Politics, students move on to study citizenship on a global scale – from personal connections to abstract understandings. Students explore the need to study citizenship at this level and gain an academic focus on global rights and responsibilities through an examination of the current multi-dimensional issues of globalization and its effects. Current events are a key component of class activities. Students should identify the uses and the abuses of the media. Assessment is varied through the unit and includes an ongoing skills-based analysis of current events and futures-oriented culminating activity.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	PIV.01, PIV.04, PI1.01, PI4.03	Knowledge/Understanding Communication	What does “politics” mean to me; remembering and recalling

Cluster	Learning Expectations	Assessment Categories	Focus
2	IC1.03, IC3.04, IC3.06, VB1.03, VB2.04, PIV.01, PIV.02, PIV.03, PIV.04, PI1.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Developing current events skills: Assessing the tools of information
3	ICV.01, PO1.02, VBV.03, VB1.01, VB1.02, VB3.03, PIV.01, PIV.03, PI1.04, PI2.01, PI2.02, PI3.02, PI4.04	Knowledge/Understanding Thinking/Inquiry Communication	Presenting political concepts and terminology
4	PIV.01, PIV.02, PIV.04, PI3.01, PI3.02, PI4.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Development of class constitution; the classroom as a political unit
5	ICV.01, PO3.03, VBV.03, VB3.04, PIV.01, PI4.05	Knowledge/Understanding Thinking/Inquiry Application	Making personal connections to the world
6	ICV.01, IC2.03, IC4.04, PO2.04, VB1.03, VB1.03, VB2.01, VB3.04, PIV.01	Knowledge/Understanding Thinking/Inquiry Communication Application	Environmental problems and the need for supra-national governments
7	ICV.01, IC1.01, IC1.02, PIV.01, PIV.02, PIV.03, PI1.03, PI2.02, VB2.01, VB2.04	Knowledge/Understanding Thinking/Inquiry Communication Application	What are the rights of a global citizen?
8	ICV.01, IC1.01, IC1.02, PIV.01, PIV.02, PIV.04, PI1.03, PI2.03	Knowledge/Understanding Thinking/Inquiry Communication Application	What are the responsibilities of global citizenship?

### Culminating Activity: Writing a Story About AD 2020

After exploring the role of the global citizen and the rights and responsibilities of citizenship on the global stage, students individually write a short account of a day in their lives in C.E. 2020. This will incorporate what they have learned in the unit and apply their thoughts on global change and ‘preferred futures’ in a demanding piece of personal writing. Students should examine an example of personal writing before starting the assignment to better understand the criteria for completing this task.

## **Unit 2: Canadian International Relations: What role should Canada play in the world?**

**Time:** 23 hours

### **Unit Description**

Students evaluate Canada’s role in the world community. Events in this community affect Canada’s foreign policy. To better understand the actions that the Canadian government takes on international issues, students analyse the factors and goals that influence foreign policy decision-making. Students investigate these factors and goals as they apply in a general sense to all countries, then in a specific sense to Canada historically and currently. Using case studies from Canadian history, e.g., Canada’s various United Nations Peacekeeping activities, students speculate on the government response to current international issues and foreign policy tools that it can use to influence the current international situation. To show an understanding of the factors, goals, and tools of foreign policy decision making, students create issue organizers that can be used with Grade 10 Civics students.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	ICV.01, ICV.03, POV.03, IC2.03, PII.01, PII.04, PO3.01, PO3.02, PO3.03, PO3.04	Knowledge/Understanding Thinking/Inquiry	What is foreign policy?
2	POV.01, PIV.02, IC2.01, IC3.05, IC3.06, PI2.02, PI3.01, PI4.03, PO3.01, PO3.02, PO3.03	Knowledge/Understanding	Factors that influence foreign policy
3	PIV.02, PO1.01, IC2.01, IC3.05, PI1.03, PI2.01, PI2.03, PI4.05, VB3.01, VB3.03, VB3.04	Knowledge/Understanding Thinking/Inquiry Application	Goals of foreign policy
4	ICV.03, IC3.01, PO2.01, PO3.04	Knowledge/Understanding Thinking/Inquiry Application	Case studies
5	POV.01, POV.03, IC3.04, IC3.02	Application Thinking/Inquiry Knowledge/Understanding	Applying the tools for achieving foreign policy goals
6	PIV.03, PIV.04, PO3.05, PI1.01, PI1.02, PI1.03, PI1.04, PI2.03, PI3.01, PI3.02, PI4.01, PI4.02, PI4.03, PI4.05	Thinking/Inquiry Application Knowledge/Understanding	Culminating activity

### Culminating Activity

Students create a “Decisions 200(2) Organizer” for Grade 10 Civics students.

The class should brainstorm periodically a list of events or issues that affect Canadian foreign policy decision making. The class designs a two-page template for analysing the options open to Canadians in participating in an international event or issue. The class should look at various types of organizers, e.g., mind maps, retrieval organizers, to see what type and form best meets the requirements of this task. In groups of three to four, students should prepare an organizer that can be used with students in the Grade 10 Civics course as part of their current events program. The organizer might include:

- a small map of the area in question,
- a short paragraph outlining the history of the event or issue,
- past Canadian involvement,
- policy options available to Canada,
- foreign policy factors and goals as they relate to this event or issue,
- a place for Grade 10 students to write down their selection of the ‘best’ option for Canada and why this option was selected.

The class creates, along with the “Decisions 200(2)” template, a rubric for evaluating the organizers they produce. The teacher distributes a partial rubric that lists the evaluation criteria headings in the left column: understanding of concepts, “inquiry/research skills,” communication of the required knowledge, and “application of concepts and skills.” Together, the teacher and students fill in the spaces under the headings with the specific criteria related to the task. Then, again together, the teacher and students write the descriptors for the four levels of achievement. Preparing the organizer is a group activity. Following it, the teacher designs a task to demonstrate individual knowledge and understanding. A one-page report on the effectiveness of the organizer in meeting the criteria could be an option.

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### Unit 3: World Systems: How are world decisions made?

**Time:** 26 hours

#### Unit Description

Students study decision making on a global scale by moving from a theoretical overview to historic and current examples, exploring in small groups different categories of global decisions. They begin with an examination of different decision-making models using a schematic exercise. They then examine the history of the emergence of world government as a foundation for three teacher-led examples. They study the political dimension by examining the formation and structure of the United Nations. They examine the economic aspect by observing World Trade Organization meetings. Students study the Three Gorges Dam in China and Canada's role in funding this project as an example of decision making in action. Small groups of students then examine different sectors of global decision making (political, economic, military, health, human rights, and environmental) and present their findings to the class. In the culminating activity, they revisit the theoretical models introduced at the beginning of the unit.

#### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	PIV.03, PI1.04, PI2.01, PI2.02, PI3.02	Knowledge/Understanding Thinking/Inquiry	An introduction to different decision making models
2	ICV.01, ICV.04, IC2.04, POV.01, POV.02, PO2.02, PO2.03, PO2.04, VBV.03, VB3.04, PIV.02	Knowledge/Understanding Thinking/Inquiry Application	The history of the emergence of world government
3	ICV.04, IC2.01, IC4.02, POV.01, VBV.01, VB1.01, VB3.04, PIV.02, PI2.01	Knowledge/Understanding Thinking/Inquiry Communication	Understanding decision making at the global level
4	ICV.04, IC2.01, IC4.02, PO3.05, VBV.02, VB1.03	Knowledge/Understanding Thinking/Inquiry Communication Application	Decision making in action; the UN, the WTO, and the Three Gorges Dam
5	ICV.05, IC3.06, IC5.01, IC5.02, IC5.03, PO1.03, VBV.02, PI1.03, PI1.04, PI2.01, PI4.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Researching decision making in different sectors (political, economic, military, health, human rights, and environmental)
6	ICV.05, IC2.01, IC2.04, IC3.06, IC4.01, IC4.03, IC5.01, IC5.02, IC5.03, PO1.03, PO2.04, PO3.04, VBV.01, VBV.02, VBV.03, VB1.01, VB3.03, VB3.04, PIV.01, PIV.02, PIV.03, PIV.04, PI1.01, PI1.02, PI1.04, PI2.01, PI2.03, PI3.01, PI4.01, PI4.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Small group sectoral presentations

#### Culminating Activity: Creating a personal vision of the 'new world order'

At the beginning of this unit, students study a series of diagrams of global decision making or world government. In the culminating activity they revisit these diagrams and think about what decision making model is needed for our global future. They can choose one of the existing models or design their own schematic. The chosen diagram is accompanied by a half page of explanatory text.

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## Unit 4: Case Studies: How are conflicts resolved internationally?

Time: 26 hours

### Unit Description

This unit will enable students to learn about global conflicts and how they may be resolved through an examination of specific case studies. Students develop an understanding of the factors involved in creating international conflicts in various parts of the world, appreciate the role that international organizations such as the United Nations have played in conflict-resolution efforts in the past, and recognize the need for more effective methods of resolving international conflicts in today's world. They learn about the various political, social, economic, and military options that are available to countries involved in a conflict, and apply these general concepts to enhance their understanding of specific global conflicts that have occurred during the Cold War and post-Cold War eras, e.g., Cuban Missile Crisis of 1962, Persian Gulf War of 1991, terrorist attacks of 2001. As a culminating activity for this unit, students research and prepare a formal research essay dealing with the lessons that may be drawn from an intensive study of a particular global conflict for the world in 2002.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	ICV.02, IC2.02, IC2.04, PO2.03, VBV.01, VBV.02, VBV.03, VP2.02	Knowledge/ Understanding Thinking/Inquiry	What is international conflict?
2	ICV.04, ICV.05, ICI.03, IC2.01, IC2.02, IC3.04, VB2.03	Knowledge/ Understanding Thinking/Inquiry	What is the process that might resolve international conflicts?
3	IC2.03, IC3.03, PO1.01, PO1.02, PO2.04	Knowledge/ Understanding Thinking/Inquiry	What are the political, social, economic, and military options open to countries where there is a conflict?
4	PIV.01, PIV.02, PIV.03, PI1.01, PI1.02, PI1.04, PI2.01, PI1.02, PI1.03, PI3.02, PI3.03, PI4.01, PI4.04	Knowledge/ Understanding Thinking/Inquiry	Culminating Activity: formal research essay

### Culminating Activity: Formal Research Essay Websites

Canadian Centre for Foreign Policy Development – <http://www.cfp-pec.gc.ca>

Canadian Department of Foreign Affairs and International Trade  
– [www.infoexport.gc.ca/section4/missions](http://www.infoexport.gc.ca/section4/missions)

Canadian Institute for International Affairs – [www.ciiia.org/ciia.htm](http://www.ciiia.org/ciia.htm)

Canadian Peace building Coordinating Committee – [www.cpcc.ottawa.on.ca](http://www.cpcc.ottawa.on.ca)

Centre for Social Justice – [www.socialjustice.org](http://www.socialjustice.org)

Greenpeace – [www.greenpeacecanada.org](http://www.greenpeacecanada.org)

International Criminal Court – <http://www.un.org/icc>

Human Rights Watch – <http://www.hrw.org>

Human Security Agenda – <http://www.dfait-maeci.gc.ca/foreignp/>

Project Ploughshares – <http://www.ploughshares.ca>

Women in International Security – <http://www.wiis.org/>

World Alliance for Citizen Participation – [www.civicus.org](http://www.civicus.org)

World Trade Organization – [www.canadians.org](http://www.canadians.org)

A formal research essay will comprise the culminating activity of this unit. Students will research, prepare and present a paper analyzing a particular international conflict that has taken place since 1945 as a case study, and explain the lessons the world in 2002 can learn from this conflict and how it was resolved.

## Unit 5: The Art of the Possible: The International Community in 2020

**Time:** 17 hours

### Unit Description

Students form groups of three or four to research and prepare for a simulated World Conference on Global Issues, to be convened in 2020. Each group represents a specific country or special interest group that presents its issues to the conference and seeks resolution. Issues that could form part of the conference's agenda are global security, human rights, privacy, technology, and state sovereignty. In their participation in the conference, groups assume the role of their particular country or interest group and debate resolutions in this role. As a culminating activity, students individually prepare oral presentations in their roles, and/or write short position papers on the conference issues with which their groups were concerned.

### Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	ICV.04, ICV.05, IC2.02, IC2.03, IC2.04, IC4.01, IC4.02, IC4.03, IC4.04, IC5.01, IC5.02, IC5.03, PO1.03	Knowledge/ Understanding Thinking/Inquiry Application	Creating an agenda for a world conference to solve global issues
2	ICV.01, ICV.02, IC2.01, IC2.02, IC3.04, PO1.01, PO1.02, PO2.01, PO2.02, PO2.03, PO2.04, VBV.03, VB1.02, VB2.02, VB2.03, VB3.01, VB3.02	Knowledge/ Understanding Thinking/Inquiry	Assuming a country or interest group role
3	PIV.01, PIV.02, PIV.03, PIV.04, PI1.01, PI1.02, PI2.01, PI2.02, PI2.03, PI3.01, PI3.02, PI3.03, PI4.02, PI4.03, PI4.05	Knowledge/ Understanding Thinking/Inquiry	Group work and culminating activity

### Culminating Activity: Position Paper

After students have prepared for and participated in the World Conference on Global Issues, they conclude by giving oral presentations in the roles of individual countries or interest groups they assumed for the conference, and/or short individual position papers dealing with the major issues that formed the conference's agenda.

### Teaching/Learning Strategies

Students have the opportunity to explore, analyse, and reflect on political decision making through diverse teaching and learning strategies. Critical thinking skills such as formulating a thesis, identifying and developing a viewpoint, debating, analysing primary sources, and problem solving are the focus of many activities. Focused inquiry, data analysis, note taking and guided Internet searches are examples of the research skills that students practise. The teacher should scaffold the required skills in the course as part of the daily lessons, and they should be practised as part of homework assignments. Students have multiple opportunities to hone their skills in communication through formal presentations, role-playing, debates, writing in role, and persuasive paragraph writing. Some of the methods of political inquiry that students should be able to demonstrate are the ability to conduct organized research and document analysis using primary and secondary sources, the ability to create a short position paper in a manner that

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respects the opinions of others, and the ability to think creatively in reaching conclusions. Cooperative group learning is another important active learning strategy. Tasks are designed to develop skills and concepts through a range of student learning styles. Many important skills are developed in the unit activities. Students demonstrate a synthesis of their learning in the course by participating in the Course Culminating Activity in Unit 5.

The subject discipline of Politics has its own particular ways of using language to express concepts. Teachers should consider a wide variety of learning strategies, in order to help all students. Teaching and learning strategies should show formative attention to the following aspects of language in written and oral forms:

- specialized vocabulary/idioms;
- wide range of tense use, active, and passive voice;
- words, phrases, and clause structures that indicate:
  - sequence/chronology;
  - cause/effect relationships;
  - contrast/comparatives/superlatives;
  - statements of opinion, interpretation, inference;
  - statements of speculation/hypothesis/prediction;
  - statements of belief, intent, necessity, persuasion, evaluation, definition;
  - explanations of reason;
- formation of questions for formal and informal circumstances, oral or written active listening skills, for example, phrases, and syntax that express encouragement, requests for repetition, clarification, and restatement;
- activities such as reading/listening tasks (case-study/video-viewing) require a specific and concrete product from students;
- completion of a graphic organizer/re-enactment or structured oral response;
- note-taking/summarising;
- non-verbal communication skills, of particular importance to presentation tasks.

Written tasks should reinforce oral tasks, and vice versa. All learners with difficulties benefit greatly if their teachers initially provide models or scaffolds for oral and written expressive communicative functions.

The study of current events forms an integral component of the study of politics. Discussion of current events creates student interest and helps students understand their world and the relationships among past events, present-day situations, and the future. The study of current events is not a separate topic removed from the program. Indeed, it helps students to achieve the expectations found in the curriculum. Current event activities for each unit can incorporate such tasks as:

- watching the TV news for meaning or bias;
- analysing Internet sites;
- looking at newspapers for bias in reporting events;
- understanding the uses and abuses of public opinion polls;
- appreciating the differences between news magazines and journals;
- measuring public opinion through interviews;
- understanding how pictures are used in reporting the news.

Students can prepare a folder/portfolio that demonstrates skills in seeking and analysing information.

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## Assessment & Evaluation of Student Achievement

The Achievement Chart, which is the basis for assessment and evaluation in this course, is found on p. 246-7 of *The Ontario Curriculum, Grades 11 and 12, Canadian and World Studies, 2000*. The chart identifies four major categories of knowledge and skills – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass the curriculum expectations in all courses in Canadian and World Studies. The descriptions at Level 3 represent the provincial standard for student achievement.

Activities in this Course Profile suggest formative assessment, including diagnostic and summative evaluation strategies and tools. The course culminating activity is designed to be appropriate to the University level course requirements. The teacher should introduce the concept and the topic of a culminating activity at the beginning of the course. Acknowledge the fact that students require practice in order to gain competency in the many discrete skills involved in researching and writing a politics essay and presenting in role a point of view on an issue in international relations. The activities and performance tasks in this profile are examples of some strategies that teachers may use with their own classes. The following are some generic suggestions for using assessment and evaluation techniques in Politics courses:

- Provide opportunities for student learning to improve by using formative assessment tools in each unit, e.g., visual organizers, practice quiz, self- and peer assessment of written work.
- Model the skill for the students to master, e.g., formulating a thesis, note-taking, report writing.
- Share with the students clearly developed criteria for their assessment and evaluation tools, e.g., checklists and rubrics. Developing these tools with students helps to clarify how and why they are being assessed or evaluated.
- Use assessment tools that are appropriate for the expectations being addressed and that relate to the categories on the achievement charts.
- Ensure that in performance tasks involving group work these tasks build in positive interdependence and individual accountability.
- Provide rubrics that make it clear to students why they scored as they did and in teacher feedback, outline what steps they need to take to improve.
- Match the assessment/evaluation strategy to the teaching/learning strategy.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation.

## Accommodations

Teachers must be aware that there will be students in the class who will require accommodations to meet their individual needs.

Every effort is made to assist all students in achieving success in their Politics course. Specific accommodations are recommended for each activity. Teachers should realize that if expectations are modified extensively, then the nature of the credit can be affected.

The teacher must become familiar with the Individual Education Plans (IEPs) for exceptional students to learn the specific learning strategies that are recommended for use with each student. As well, the proficiency levels outlined in *The Ontario Curriculum, Grades 9 to 12, English as a Second Language and English Literacy Development, 1999* provide teachers and school administrators with a guide to receiving and accommodating these learners in the regular classroom.

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There are a variety of strategies that can be used for those students with special needs. Students with specific learning impairments require specific modifications to meet their particular needs in terms of learning, communication, and expression strengths and weaknesses. Students with attention deficit and behavioural challenges need to have opportunities for active learning and interaction within a controlled environment. The variety of learning strategies and student performance tasks provide teachers with some guidance, but each exceptional student's program may require appropriate adaptations based on recommendations included in the IEP. This course places a great deal of emphasis on reading. Some students might be challenged visually, and reading copies of documents in class and on the computer could be difficult. Teachers must make accommodations for these students, such as using larger font class handouts.

Technology can also be important in modifying activities and accommodating for special needs. For example, book marking of key Internet sites will help to maximize on-line time. There are many enrichment opportunities for gifted students who may explore the issues and personalities in greater depth or from different perspectives.

When planning for ESL students, teachers should recognize and reflect on all aspects of language development. The academic needs of the student who is an English-language learner can be met with a program and activities that encourage cognitive skill development through language skills development.

Teachers should select resources that relate to the ESL/ELD Curriculum Policy Document Strand's expectations: Reading, Writing, Oral and Visual Communication and Social and Cultural Competence. Use a wide variety of print and illustrative materials. ESL/ELD students should be encouraged to use bilingual dictionaries, if necessary, and to use their first language to plan, organize, and write a first draft of either the written or performance product.

Courses should also display sensitivity to the diversity of cultural, ethnic, religious beliefs and customs, socio-economic levels, and family structures of newcomer. Subject content should be presented in ways that focus on its relevance to ESL/ELD students needs, be they communicative/language, acculturation, and day-to-day survival, social, physical, emotional, or cognitive.

Teachers cannot assume that all students have access to high-speed technology at home to search Internet sites for information. Access to the required technology may have to be arranged through the school library or computer lab, where available.

## **Resources**

Units in this Course Profile make reference to the use of specific print, films, videos, and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The person or organisation that created the work usually owns the copyright. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

### **Print**

Angus, Ian. *A Border Within: National Identity, Cultural Plurality and Wilderness*. Montreal: McGill-Queen's University Press, 1997. ISBN 0-7735-1653-0

Ballah, Judy. *Insights: Understanding War, Exploring Fiction, Poetry, and Non-fiction*. Toronto: Harcourt Brace & Company, 1995. ISBN 0-7747-0150-1

Bookbinder, Steve and Lynne Einleger. *The Dictionary of the Global Economy*. New York: Franklin Watts, 2001. ISBN 0-531-11975-0

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Bryan, Shelly and Leitenberg. *Global Issues: The Senior Issues Series*. Toronto: McGraw-Hill Ryerson, 1993. ISBN 007551446X

*Canadian Citizenship in Action*. Edmonton: Weigl Publishers, 1992.

*Canadian Reference Guide to the United Nations*. Ottawa: Minister of Public Works and Government Services Canada, 1999. ISBN 0-662-27645-0

Ciment, James, ed. *Encyclopedia of Conflicts Since World War II*. Vaughan: Sharpe Reference, 1999. ISBN 0-7656-8004-1

DeHaenens, Leen, ed. *Images of Canadianness*. Ottawa: University of Ottawa Press, 1998.

Derbyshire, Dennis and Ian Derbyshire. *Encyclopedia of World Political Systems*. Armonk Sharpe Reference, 2000. ISBN 0-7656-8025-4

English, John and Norman Hillmer, eds. *Making a Difference: Canada's Foreign Policy in a Changing World Order*. Toronto: Lester Publishing, 1992. ISBN 1-895555-30-2

Gibbins, Roger and Loleen Youngman. *Mindscapes: Political Ideologies Towards the 21st Century*. Toronto: McGraw-Hill Ryerson, 1996.

Glenday, Dan and Ann Duffy. *Canadian Society: Understanding and Surviving in the 1990s*. Toronto: McClelland and Stewart, 1994. ISBN 0-7710-3359-1

Griffiths, Rudyard, ed. *Great Questions of Canada*. Toronto: Stoddart, 2000. ISBN 0-7737-6239-6

Hampson, Fen Osler and Maureen Appel Molot. *Canada Among Nations*. Don Mills: Oxford University Press, Annual, (2000 edition). ISBN 019541540X

Henderson, Ian. *World Affairs: Defining Canada's Role. 1900-2000*. Don Mills: Oxford University Press, 1997. ISBN 0195412788

Koplin, Robert. *Global Links: Connecting Canada*. Don Mills: Oxford University Press, 1998. ISBN 0195413334

Kostash, Myrna. *The Next Canada*. Toronto: McClelland and Stewart, 2000. ISBN 0-7710-4561-1

Lewis, James R. and Carl Skutsch. *Human Rights Encyclopedia*. Vaughan: Sharpe Reference, 2001. ISBN 0-7656-8023-8

Pettigrew, Pierre S. *The New Politics of Confidence*. Toronto: Stoddart Publishing, 1999. ISBN 0-7737-3180-6

Pious, Richard M. *Governments of the World*. New York: Oxford University Press, 1998. ISBN 0-19-50846-1

Saul, John Ralston. *Reflections of a Siamese Twin: Canada at the End of the 20th Century*. Toronto: Penguin Books, 1998. ISBN 0140259880

Stein, Janice. *The Cult of Efficiency*. Toronto: House of Anansi Press, 2001. ISBN 0887846688

Tucker, Michael J., R.B. Blake, and P.E. Bryden, eds. *Canada and the New World Order: Facing the Millenium*. Toronto: Irwin Publishing, 2000. ISBN 0772528276

Valaskakis, Kimon. *Canada in the Nineties: Meltdown or Renaissance*. Ottawa: World Media Institute, 1990. ISBN 0-921957-02-5

Whittington, Michael and Glen Williams, eds. *Canadian Politics in the 21st Century*. Scarborough: Nelson Thomson Learning, 2000. ISBN 0-17-616676-9

*The World in 2020*. Ottawa: Organization for Economic Cooperation and Development, 1997. ISBN 9264156275

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## Videos

*A Place to Stand*. Dist: United Nations. Prod: Marlin Motion Pictures Ltd., 1995.

*Into the 21st Century*. Dist: School Services of Canada, 1990.

*Global Citizen – Parts 1 & 2*. Dist: Face to Face Media Ltd. Prod: Harcourt Brace & Co, 1996.

*Human Rights*. Dist: Public Legal Education Society, 1983.

*Towards 2000*. Dist: CTV Network, 1991.

*Waging Peace- Parts 1 & 2*. Dist: Cable News Network (from CNN special report), 1989.

## Websites

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Canadian Centre for Foreign Policy Development – <http://www.cfp-pec.gc.ca>

Canadian Department of Foreign Affairs and International Trade  
– [www.infoexport.gc.ca/section4/missions](http://www.infoexport.gc.ca/section4/missions)

Canadian Institute for International Affairs – [www.ciia.org/ciia.htm](http://www.ciia.org/ciia.htm)

Canadian Peacebuilding Coordinating Committee – [www.cpcc.ottawa.on.ca](http://www.cpcc.ottawa.on.ca)

Centre for Social Justice – [www.socialjustice.org](http://www.socialjustice.org)

Greenpeace – <http://www.greenpeacecanada.org>

International Criminal Court – <http://www.un.org/icc>

Human Rights Watch – <http://www.hrw.org>

Human Security Agenda – <http://www.dfait-maeci.gc.ca/foreignp/>

Project Ploughshares – <http://www.ploughshares.ca>

Women in International Security – <http://www.wiis.org/>

World Alliance for Citizen Participation – [www.civicus.org](http://www.civicus.org)

World Trade Organization – [www.canadians.org](http://www.canadians.org)

**Note:** Resources and organizations working in the areas of policy alternatives and websites which offer a critical view of domestic and foreign policy and their effects are listed below. Teachers should view each resource for bias and make sure that a balanced approach is used in the classroom.

The Canadian Centre for Policy Alternatives – [www.policyalternatives.ca](http://www.policyalternatives.ca)

The Canadian Centre for Policy Alternatives is a national economic and social policy think tank.

The Canadian Council for International Co-Operation – [fly.web.net/ccic](http://fly.web.net/ccic)

Centre for Social Justice – <http://www.socialjustice.org/organization.html>

Corporate Watch – <http://www.corpwatch.org>

The Council of Canadians – [www.canadians.org](http://www.canadians.org)

Maquila Solidarity Network – <http://www.web.net/~msn/>

The Maquila Solidarity Network (MSN) is a Canadian network promoting solidarity with groups in Mexico, Central America, and Asia.

National Anti-Poverty Organization – <http://www.napo-onap.ca/>

New Internationalist Magazine - For teachers and students of global issues  
– <http://www.oneworld.org/ni/teaching/teachpage.htm>

Oxfam's Cool Planet for Teachers – <http://www.oxfam.org.uk/coolplanet/teachers/>

Ten Days for Global Justice – [www.web.net/~tendays](http://www.web.net/~tendays)

The Third World Network – [www.twinside.org.sg](http://www.twinside.org.sg).

United for a Fair Economy – <http://www.ufenet.org/>

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## Print Resources

Canadian Labour Congress. **Picture a World That Works: CLC Toolbox for Global Solidarity**

This comprehensive toolbox includes Issue Sheets, Tools for Learning, and Resource Tools which will help any educator engage students on issues of Labour, Globalization, Free Trade, Workers' Rights, and Global Solidarity. The package includes ready made lesson plans and handout.

## Videos

*Global Pillage*. 15 min. Canadian Labour Congress. Outlines the global corporate agenda. Contact the CLC at (613) 521-3400 ext. 289.

*Manufacturing Consent*. 3 hours (2 parts). National Film Board of Canada. In this classic documentary dissident critic Noam Chomsky exposes the media's distorted reporting of world events.

*Beyond McWorld*. Just in Time Productions. Based on the Global Teach-In held in Toronto in Nov. 1997.

*A Place that Works*. 21 minutes. (CBC) Highlights the success of the Netherlands in balancing both economic growth and social equality.

*NAFTA: Playing with a Volatile Substance*. (two versions: full-length, 55 minutes; Action tool version, 30 minutes). CineFocus Canada, 72 Stafford St., 4th floor, Toronto, Ontario M6J 2R9

Tel: (416) 867-9940

*The Emperor's New Clothes*. 50 minutes, 1995. National Film Board of Canada.

*Who's Counting: Sex, Lies & Global Economics*. National Film Board of Canada. 94 minutes.

*Dirty Business: Ford Exports from Mexico to the USA*. 15 min. Available for rental from Common Frontiers, 305-15 Gervais Drive, Don Mills, Ontario M3C 1Y8.

*\$4 a Day? No Way! Joining Hands Across the Borders*. 18 min. American Labour Education Centre, 2000 P St. NW, Room 300, Washington, DC 20036

*Debt Crises*. Produced by Public Services International.

*Java Jive*. 39 minutes. (NFB) Mixing the silly with the serious, Java Jive illustrates the relationship between the production and consumption of coffee.

*No Grapes*. United Farm Workers of America AFL-CIO. 14 minutes. Highlights the effects of pesticide use on workers and consumers. See also Wrath of Grapes. UFWA, AFL-CIO P.O. Box 62, Keene, California 93531.

*Union Aid: CUPE*. 9 minutes, 1998. CUPE's world tour on solidarity features trade unionists from the Phillippines, Mexico, Canada, and South Africa. (613) 237-1590.

*They Are Us*. 15 minutes, 1993. CAW Social Justice Fund. Illustrates CAW's SJF projects in El Salvador, in South Africa, and in Canada. (416) 497-4110.

*Why International Solidarity?* 26 minutes, 1988. CLC International Affairs. Covers the story of Coca-Cola in Guatemala, explains the role of the CLC, and illustrates the power of the multinationals. Contact the CLC.

*Labour Show Humanity Fund*. 26 minutes.

*Turbulence*. 52 minute. (NFB)

*"We're the Boss!"* 29 minutes. (1989, NFB)

*Defying the Law*. 47 minutes. (1997, NFB) On July 14, 1946, a group of Hamilton steelworkers sparked one of the most important strikes in Canadian history - a strike which many consider to be the birth of the modern Canadian labour movement.

*Eye of the Storm*. 44 minutes. (1997, NFB)

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## OSS Policy Applications

The Grade 12 Canadian and World Politics course provides students with the opportunity to acquire skills and knowledge that they need in order to pursue education and career goals and to carry out social responsibility. This course provides students with learning experiences that are consistent with program goals outlined in *Choices into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*. Students will relate what they learn in this course to personal aspirations and interests and to possible work and life roles. To help them reach this objective, teachers should offer a range of career exploration activities. Career opportunities in Canada's Foreign Service or working for an international organization can be discussed as part of several units in this profile. If teachers choose to add this component to the course, examples of ways of providing these opportunities for students are suggested in *Ontario Schools, Grade 9 to Grade 12, Program and Diploma Requirements, 1999*, section 7.5, Cooperative education and work experience (pp. 52-54)

This course also gives consideration to integrating technology across the curriculum (e.g., use of Internet in research), aiding students with special needs (accommodations, when necessary), using the community as a resource (visits from university faculty representatives), and using the library/resource centre. Teachers should also integrate the values of anti-discrimination, respect, and violence prevention into the course of study.

Students taking this course may earn either an optional credit or an additional compulsory credit for diploma requirements.

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## **Coded Expectations, Canadian and World Politics, Grade 12, University Preparation, CPW4U**

### **Participation in the International Community**

#### **Overall Expectations**

- ICV.01** · explain the rights and responsibilities of individual citizens, groups, and states in the international community;
- ICV.02** · describe the main ways in which sovereign states and non-state participants cooperate and deal with international conflicts;
- ICV.03** · evaluate the role of Canada and Canadians in the international community;
- ICV.04** · describe the structure and function of international intergovernmental and non-governmental organizations;
- ICV.05** · evaluate the role and operation of the international human rights protection system.

#### **Specific Expectations**

##### **Rights and Responsibilities of International Participation**

- IC1.01** – evaluate the extent to which the rights and responsibilities of states in the international community are parallel to the rights and responsibilities of citizens in democratic national communities;
- IC1.02** – describe the rights and obligations of international groups (e.g., the International Monetary Fund, transnational corporations, environmental lobby groups);
- IC1.03** – describe the actions of particular individuals who have influenced global affairs (e.g., Nelson Mandela, Lester Pearson, Eleanor Roosevelt, Dag Hammarskjold, Mikhail Gorbachev, John Humphrey).

##### **International Conflict and Cooperation**

- IC2.01** – describe the participation of several states in international relations in terms of their objectives, resources, and methods;
- IC2.02** – identify ways of preventing war and conflict between states (e.g., military preparation, international law, peace movements);
- IC2.03** – explain the effects on national sovereignty of the trend towards global decision making (e.g., the decreased power of states to make policies to control the flow of goods and services, ideas, and cultural products);
- IC2.04** – identify the causes and consequences of non-governmental international conflict and violence (e.g., terrorism, tribalism, organized crime).

##### **Canada's International Role**

- IC3.01** – identify selected key events in the history of Canada's foreign relations since Confederation;
- IC3.02** – explain the types of commitments made by Canada to other nations or to international or extranational organizations (e.g., membership in the Commonwealth of Nations, la Francophonie, or the North American Treaty Organization; participation in the United Nations and in peacekeeping missions);
- IC3.03** – evaluate the extent to which key agreements and treaties signed by Canada (e.g., NAFTA, agreements relating to the testing of nuclear weapons over Canada) contribute to the well-being of Canadians and the world in general;
- IC3.04** – explain how Canada tries to settle its external conflicts (e.g., through negotiation, arbitration, international cooperation);

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**IC3.05** – explain the role of federal and provincial government agencies (e.g., Canada’s Departments of Foreign Affairs and International Trade, the Canadian International Development Agency) in formulating and implementing Canada’s foreign policy;

**IC3.06** – evaluate the role of pressure groups in formulating and implementing Canada’s foreign policy (e.g., anti-landmine protests, the environmentalist lobby, the media, the Canadian Manufacturers’ Association, the Canadian Bankers Association).

### **International Intergovernmental and Non-governmental Organizations**

**IC4.01** – explain the origins, functions, and objectives of selected international non-governmental organizations (e.g., the International Committee of the Red Cross, Amnesty International, the International Olympic Committee);

**IC4.02** – explain the origins, functions, and objectives of international cooperation organizations (e.g., the United Nations, Asia-Pacific Economic Cooperation, the World Health Organization);

**IC4.03** – evaluate the effectiveness of selected international organizations (e.g., the Organization of Petroleum Exporting Countries, the Non-Aligned Conference, the Arab League) in meeting their stated objectives;

**IC4.04** – analyse the need for new international organizations as a result of globalization and the advent of new technologies (e.g., organizations for regulating extra-governmental firms, controlling drug trafficking, regulating activities in outer space).

### **International Human Rights**

**IC5.01** – identify the most important international human rights documents (e.g., the Universal Declaration of Human Rights; the United Nations Covenant on Social, Economic, and Cultural Rights; the Geneva Conventions) and assess their significance;

**IC5.02** – describe the role of agencies responsible for ensuring the upholding of human rights (e.g., the Human Rights Commission, the Commission on the Status of Women);

**IC5.03** – explain the role of state and non-state participants in international controversies about certain rights.

## **Power, Influence, and the Resolution of Differences**

### **Overall Expectations**

**POV.01** · describe factors that make states powerful and factors that make states weak;

**POV.02** · identify key influences in the history of international relations;

**POV.03** · evaluate Canada’s role and influence in international relations.

### **Specific Expectations**

#### **State Power**

**PO1.01** – describe the factors that help to determine the power and influence of a country (e.g., geography and demography, economic resources and markets, military strength and diplomatic traditions);

**PO1.02** – evaluate the accuracy and usefulness of classifying states (e.g., as developing countries; Western countries; non-aligned countries; major, medium, or small powers) when describing relationships among states;

**PO1.03** – analyse the rise and development of non-governmental organizations (NGOs) and corporations as world powers (e.g., Red Cross/Crescent; oil cartels; multinational corporations such as Nike, Shell, and Microsoft).

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### **Key Influences on International Relations in the Past**

- PO2.01** – identify major influences on the development of international relations from antiquity to 1945 (e.g., the development of empires and colonization, the impact of Christianity and Islam, the growth of nation states);
- PO2.02** – describe how decolonization after World War II transformed international politics, economics, technology, communications, and law;
- PO2.03** – identify and describe challenges and conflicts caused by the end of the Cold War (e.g., political fragmentation such as in the former Soviet Union and Yugoslavia; the position of the United States as the sole “superpower” nation; neo-nationalism);
- PO2.04** – explain the relationship between changes in information, telecommunications, and military technologies and changes in international, political, and economic relations (e.g., the American military development of the Internet, military and commercial uses of satellite telecommunications, the spread of industrial espionage).

### **Canada’s International Role and Influence**

- PO3.01** – describe the factors (e.g., resources, economy, wealth) that contribute to Canada’s power;
- PO3.02** – identify the most important factors shaping Canadian foreign policy (e.g., economic objectives, commitments under international treaties);
- PO3.03** – describe the types of influence exerted by other nations and groups on Canada and Canadians;
- PO3.04** – evaluate the role and influence of Canadian individuals and groups on the world stage;
- PO3.05** – evaluate the nature and quality of Canada’s influence within selected world and regional organizations (e.g., the United Nations, the International Olympic Committee, the Organization of American States).

## **Values, Beliefs, and Ideologies**

### **Overall Expectations**

- VBV.01** · explain the role and function of ideologies in national and international politics;
- VBV.02** · explain how nationalist and internationalist ideologies shape ideas, as well as conflict or cooperation within and among nations;
- VBV.03** · demonstrate an understanding of the many similarities and differences in the aspirations, expectations, and life conditions among the peoples of the developed and the developing nations.

### **Specific Expectations**

#### **The International Influence of Ideologies**

- VB1.01** – explain the role of religion in national and international politics (e.g., Islamic and Hebrew fundamentalism, Christian evangelism, Buddhist resistance to secular governments);
- VB1.02** – describe the main characteristics of the world’s major political ideologies (e.g., fascism, conservatism, liberalism, socialism, communism);
- VB1.03** – demonstrate an understanding of various critiques of traditional world views.

#### **Nationalist and Internationalist Orientations**

- VB2.01** – identify the key components of nationalist ideology (e.g., the definition of nation, types of nationalism, the role of the individual and the group);
- VB2.02** – determine the origins and effects of nationalist armed conflicts (e.g., the Balkan wars, wars in Central Africa, apartheid in South Africa) and of rivalries rooted in ethnocentrism (e.g., between India and Pakistan, between Israel and Arab nations, between the diverse peoples of Indonesia);

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- VB2.03** – describe the peaceful legal means used to adjudicate conflicts between governments (e.g., Canadian federal-provincial conferences, the International World Court) and explain their relationship to values, beliefs, and ideologies;
- VB2.04** – explain the key arguments for and against the processes of “globalization” in economics, politics, and culture, as well as their relationship to values, beliefs, and ideologies.

### **Developed and Developing Nations**

- VB3.01** – describe the main economic, political, and social characteristics of developed and developing countries;
- VB3.02** – compare key elements of selected theories concerning the nature of effective development (e.g., global industrialization, sustainable national development);
- VB3.03** – analyse the main differences between the social beliefs and ideologies in developed and developing countries (e.g., individual and community property ownership, private and public capitalism, inter-party democracy and intra-party democracy);
- VB3.04** – demonstrate an understanding of the commonality of human aspirations for a better, more secure life.

## **Methods of Political Inquiry**

### **Overall Expectations**

- PIV.01** · correctly use social scientific methods to gather, organize, and synthesize information;
- PIV.02** · develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems;
- PIV.03** · communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;
- PIV.04** · use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.

### **Specific Expectations**

#### **Researching, Recording, and Organizing Information**

- PI1.01** – formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;
- PI1.02** – collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);
- PI1.03** – classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;
- PI1.04** – prepare summary notes in a variety of forms and for a variety of purposes (e.g., for recording research findings, making oral presentations, and studying for tests and examinations).

#### **Analysing and Evaluating Information**

- PI2.01** – distinguish among opinions, facts, and arguments in sources;
- PI2.02** – describe some of the key methods of analysis used by political scientists;
- PI2.03** – draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.

#### **Communicating Research Results**

- PI3.01** – present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images);
- PI3.02** – use political terms accurately;
- PI3.03** – write clear, coherent, and logically organized reports, papers, and essays that include correctly documented citations and bibliographies, demonstrate academic honesty, and avoid plagiarism.

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### **Responsible Citizenship**

**PI4.01** – think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;

**PI4.02** – work effectively both individually and in groups;

**PI4.03** – demonstrate the ability to seek and respect the opinions of others;

**PI4.04** – describe various career opportunities related to the study of politics (e.g., in research, the civil service, law, journalism);

**PI4.05** – communicate and exercise their own political views and convictions in a responsible, democratic manner.

## Unit 2: Canadian International Relations: What role should Canada play in the world?

**Time:** 23 hours

### Unit Description

Students need to evaluate Canada's role in the world community. World events affect Canada's foreign policy. To better understand actions that the Canadian government takes on international issues, students analyse the factors and goals that influence foreign policy decision making. Students investigate these factors and goals as they apply in a general sense to all countries, and then in a specific sense to Canada, historically and currently. Case studies from Canadian history, e.g., Canada's United Nations Peacekeeping activities, allow students to speculate on how the government responds to current international issues and what foreign policy tools that it can use to influence the current international situation. To show an understanding of the factors, goals, and tools of foreign policy decision making, students create issue organizers that can be used with Grade 10 Civics students.

### Unit Synopsis Chart

Activity	Time	Learning Expectations	Assessment Categories	Tasks
2.1 What is Foreign Policy?	2.5 hours	ICV.01, ICV.03, POV.03, IC2.03, PI1.01, PI1.04, PO3.01, PO3.02, PO3.03, PO3.04	Knowledge/ Understanding Thinking/Inquiry	Making The Connection: Domestic and Foreign Policy
2.2 Factors that influence foreign policy	3.5 hours	POV.01, PIV.02, IC2.01, IC3.05, IC3.06, PI2.02, PI3.01, PI4.03, PO3.01, PO3.02, PO3.03	Knowledge/ Understanding	Group Role Play
2.3 Goals of foreign policy	3.0 hours	PIV.02, PO1.01, IC2.01, IC3.05, PI1.03, PI2.01, PI2.03, PI4.05, VB3.01, VB3.03, VB3.04	Knowledge/ Understanding Thinking/Inquiry Application	Critical Investigation
2.4 Case Studies	4.0 hours	ICV.03, IC3.01, PO2.01, PO3.04	Knowledge/ Understanding Thinking/Inquiry Application	Case Study Analysis
2.5 Applying the tools for achieving foreign policy goals	4.0 hours	POV.01, POV.03, IC3.04, IC3.02	Knowledge/ Understanding Thinking/Inquiry Application	Researching Alternative Solutions
2.6 Culminating Activity	5.0 hours	PIV.03, PIV.04, PO3.05, PI1.01, PI1.02, PI1.03, PI1.04, PI2.03, PI3.01, PI3.02, PI4.01, PI4.02, PI4.03, PI4.05	Knowledge/ Understanding Thinking/Inquiry Application	Creating a "Decisions Organizer" for Grade 10 Civics

**Note:** One hour can be reserved for a unit quiz where the students are given a scenario that they can individually analyse using the concepts of this unit.

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## Activity 1: Making The Connection: Domestic and Foreign Policy

**Time:** 2.5 hours

### Description

Students have an opportunity to demonstrate their ability to apply a definition of foreign policy to Canada's international involvement. Students demonstrate the connection between Canada's domestic policy and foreign policy decision making. According to Statistics Canada, this country spends around 2.5% of its annual budget on direct foreign policy commitments. Canadian opinion varies on supporting these commitments. Should Canada engage in international affairs when and because it is in her own best interests? What role have foreign policy issues played in recent Canadian Federal elections? In Activity 1, the teacher raises the questions to be answered in the following activities.

### Strand(s) & Learning Expectations

**Strand(s):** Participation in the International Community, Power, Influence, Resolution of Differences, Methods of Political Inquiry

#### Overall Expectations

ICV.01 - explain the rights and responsibilities of individual citizens, groups, and states in the international community;

ICV.03 - evaluate the role of Canada and Canadians in the international community;

POV.03 - evaluate Canada's role and influence in international relations.

#### Specific Expectations

IC2.03 - explain the effects on national sovereignty of the trend towards global decision making;

PI1.01 - formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

PI1.04 - prepare summary notes in a variety of forms and for a variety of purposes;

PO3.01 - describe the factors (e.g., resources, economy, wealth) that contribute to Canada's power;

PO3.02 - identify the most important factors shaping Canadian foreign policy (e.g., economic objectives, commitments under international treaties);

PO3.03 - describe the types of influence exerted by other nations and groups on Canada and Canadians;

PO3.04 - evaluate the role and influence of Canadian individuals and groups on the world stage.

### Prior Knowledge & Skills

- Students have studied global citizenship in Unit 1 of this course and in Grade 10 Civics.

### Planning Notes

- The teacher prepares a handout or overhead with several quotes that are related to the concept of linking domestic and foreign policy. These quotes help build a class definition of the terms "domestic" and "foreign policy." See the Teaching/Learning Strategies below.
- The teacher develops several scenarios on a handout to help the students understand the concepts of the activity. Examples are given in the Teaching/Learning Strategies.
- In the culminating activity for this unit, students use the strategy of group investigation and group presentation, ensuring that students are assessed individually for those items contributing to their final mark. Increased success in the culminating activity can be linked to smaller controlled exercises as part of the unit activities. Using Think/Pair/Share as a structure for this activity helps to establish class and group norms for working with others that will be built upon later.
- The teacher creates an organizer for the students to record information about the role of foreign policy issues in Canadian federal elections and American presidential elections.
- The teacher should book the library/resource centre or computer lab for research on the various elections that make up the organizer that is part of this activity.

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## Teacher/Learning Strategies

1. The teacher can introduce the concept of the link between domestic and foreign policy decision making by distributing a handout/overhead with several quotes from various sources that can be used to define the terms domestic policy and foreign policy. The quotes can also be used to help students see the connection between the two terms. Some quotes that can be used are:

“Foreign policy is really domestic policy with its hat on.”  
Hubert H. Humphrey, American Presidential Candidate, 1966

“Our foreign policy can be viewed as social work on a global scale...”  
*Canada and the World*, September 1999

“Domestic policy can only defeat us; foreign policy can kill us.”  
John F. Kennedy, President

“In foreign policy you have to wait twenty-five years to see how it comes out.”  
James Reston, American Writer, 1991

“War is diplomacy carried on by other means.”  
Translation of Karl von Clausewitz, Prussian Theoretician, 1800s
2. The students receive the above quotes and others. With a partner discuss their meaning and think of some historical and current world examples that might help explain the quotes. The pair can write their own definition of the terms domestic and foreign policy.
3. The pair of students then shares their responses with another pair to help better understand the concepts. Followed by a class discussion.
4. The teacher shows an overhead with the following definition of foreign policy:

“Foreign policy is a plan of action developed by governments in order to deal with questions concerning international issues and relations.”  
Canadian Institute for International Peace and Security, 1988
5. The groups can comment on how their definitions were similar or different to the above.
6. The class should now start to see the connection between domestic and foreign policy. The teacher distributes a handout with various scenarios and with a new partner the students continue the ‘Think/Pair/Share’ process. The students examine each case and determine if it is a domestic policy issue, a foreign policy issue or both. Students should give a rationale for their answer. Students can then share their responses with another pair of students. Some examples that can be used in the handout adapted from *The Teachers’ Handbook on Peace and Security* (see Resources) are:
  - Canada decided that it is going to raise the price of oil and gas.
  - The Federal government decided to increase its subsidies to wheat farmers.
  - In 1982, Canada placed a ban on beef from Argentina.
  - In 1975, the Federal government established an oil company ‘owned’ by Canadians – Petro Canada.
  - In 1980, Canada did not send a team to the Moscow Olympic Games.
  - The Federal government placed ownership requirements on Canadian bookstores.
  - Canada shipped food to an African country suffering through famine. The Federal government also ‘gave’ money to the country to buy equipment to help local farmers. The Canadian government added the condition that in order to receive the money the country must buy the equipment from Canadian companies.
  - A Canadian furniture maker announced it will open a plant in Mexico.
  - Canada buys 80% of its bauxite from a country under a military dictatorship. The Federal government is under pressure to ban the import from this country, but there is a limited world supply.

- A Canadian citizen is contributing money to a relief organization that is supplying food to villages in an area or a country that is controlled by terrorists.
  - A Canadian company has begun to manufacture components for a powerful weapons system being developed by another country.
7. The class should discuss the problems of separating domestic and foreign policy decision making. Do the cases reflect the following: “foreign policy is a reflection of domestic policy”?
  8. An interesting way of connecting domestic policy and foreign policy is to examine their roles in the Federal election process. What part have foreign policy issues played in electing recent Canadian Prime Ministers? Compare and contrast the Canadian election experience with the role of foreign policy in electing American Presidents. A class handout that lists one Canadian federal election opposite one American presidential election can be distributed as a guide for research. The groups of four from the last activity receive one set of elections to research and report back on their findings to a new group (jig-saw) or the class. An example of the handout structure is:

Issues	Canada	United States
Key domestic issue(s)	1988 – Mulroney re-elected.	1980 – Reagan elected.
Key foreign policy issue(s)		
Impact on election results		

Other possible combinations for investigation might be:

- Lester Pearson – 1963 and John F. Kennedy - 1960
  - Pierre Trudeau – 1968 and Richard M. Nixon - 1968
  - Jean Chretien – 1993 and Bill Clinton - 1992
  - Jean Chretien - 2001 and George W. Bush - 2001
- The class debriefs the questions above and the students write a one-page report on the impact of domestic and foreign policy on the election process.
  - Determining the direct affect of foreign policy issues on elections may challenge the learners in the class. An alternative to the above would be to have students complete their research in the area and then write a paper using one of these thesis statements:
    - “Leaders downplay spending on foreign policy initiatives during federal elections.”
    - “Political parties tend to adapt similar positions on foreign policy issues.”
    - “Leaders present foreign policy positions to the public by emphasizing the ways in which they are linked to domestic concerns.”

### Assessment & Evaluation of Student Achievement

**Note:** Numbers refer to the Teaching/Learning Strategies.

3. *Formative Assessment:* The teacher can see if students understand the connection between domestic and foreign policy by distributing a couple of additional scenarios for individual interpretation.
9. *Summative Evaluation:* The teacher can use the suggested one-page report as a formal evaluation tool. Clear criteria for evaluation should be distributed before the report is started.

### Resources

This is an introductory activity and a limited number of direct resources are required. The activity outlined in step 8 of the Teaching/Learning Strategies requires Internet access for students as well as access to the school library/resource centre to search for materials on Canadian and American elections. Various history textbooks that examine Canadian and American elections should be made available for student research.

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The Canadian Institute for International Peace and Security published a teachers' handbook in draft form in 1989. The examples in the handbook are dated but the activities are excellent in both their structure and their ability to interest students. There was a wide distribution of these materials at the time of publication and many board professional libraries have this resource available.

### **Websites**

Newspaper and Magazine Editorials – [www.facts.com/eof.htm](http://www.facts.com/eof.htm)

Canadian Centre for Policy Alternatives – [www.policyalternatives.ca/](http://www.policyalternatives.ca/)

Federal Elections – <http://www.statcan.ca/english/kits/kits/feder1.htm>

Canada at the Polls – [www.elections.ca](http://www.elections.ca)

## **Activity 2: Factors that Influence Foreign Policy**

**Time:** 3.5 hours

### **Description**

Through role-play and collaborative groupings, students understand the different factors that influence the development of a country's foreign policy. Students begin with an imaginary grouping of nation states and go through three possible 'world' scenarios. Unbeknownst to the students, collectively the 'imaginary' countries have many of the characteristics of Canada. The class then extrapolates lists of factors, shares these with classmates, and then compares these to a referenced list. Working from the simple to the complex and using group work to help all students, the class moves toward examinations of Canadian foreign policy and how it really works.

### **Strand(s) & Learning Expectations**

**Strand(s):** Power, Influence, and the Resolution of Differences, Methods of Political Inquiry

#### **Overall Expectations**

POV.01 - describe factors that make states powerful and factors that make states weak;

PIV.02 - develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems.

#### **Specific Expectations**

IC2.01 - describe the participation of several states in international relations in terms of their objectives, resources, and methods;

IC3.06 - evaluate the role of pressure groups in formulating and implementing Canada's foreign policy;

PO3.01 - describe the factors that contribute to Canada's power;

PO3.02 - identify the most important factors shaping Canadian foreign policy;

PO3.03 - describe the types of influence exerted by other nations and groups on Canada and Canadians;

PI2.02 - describe some of the key methods of analysis used by political scientists;

PI3.01 - present ideas, understandings, and arguments effectively in a variety of contexts using graphic organizers and displays;

PI4.03 - demonstrate the ability to seek and respect the opinions of others.

### **Prior Knowledge & Skills**

- Students should possess an understanding of the concepts examined early in the course, as this activity builds on a basic understanding of nation states and their relationships to others.
- The class should also have a basic familiarity and comfort with group activities and guidelines around role-play.

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## Planning Notes

- The teacher will need to duplicate the country cards (Appendix 2.2.1) for each group.
- The list of factors (Appendix 2.2.2) should be reproduced on an overhead transparency or handout.
- Attention must be paid to cultural and religious expectations with respect to physical contact and relationships between male and female students. No student should be given a role that is negative or critical of his or her own cultural origins.

## Teaching/Learning Strategies

1. Students form five small groups. Each group receives a different country card with a short description of their imaginary country. Each group starts with the following tasks:
  - Name their country
  - Discuss the general realities of their country including its strengths and vulnerabilities
  - Appoint an ambassador-at-large
  - Devise some way to present their country to the rest of the class
2. The teacher then reads ‘world’ scenarios to the class. After each scenario the country groups must caucus and come up with a foreign policy statement that will be presented to the other groups. If they are directing their statement to a particular country they should compose a communiqué. The suggested scenarios are as follows:
  - A socialist revolution takes place in a country nearby – including violence and popular uprisings
  - A proposed international law forbids mining the bottom of the sea
  - A world superpower asserts that all countries should work with a common currency
3. Groups then meet to debrief. Each receives a flipchart page and creates a list of what needs to be taken into account when countries form their foreign policies: Factors Influencing Foreign Policy. When finished, the groups share, compare, and contrast lists. The teacher then directs the groups to think about the situation they have just been through and how realistic or unrealistic it was. This can be shared as a class discussion. Students should see that although they experienced the key factors in foreign policy formulation the situation was very simplified.
4. The teacher shows the class the list of factors (see Appendix 2.2.2). Students spend a short time in pairs filling in the Canadian column. Pairs then group into fours and compare lists. Finally, the class takes up lists in a whole group discussion. Other question prompts include:
  - How do these factors relate to your ‘country?’
  - How do these factors relate to Canada today?
  - Which three of these factors are the most important?
  - Which three should be the most important?

## Assessment & Evaluation of Student Achievement

- *Formative/Summative Assessment:* Students can establish criteria for measuring individual participation for working in groups then do peer and self-assessment of their work at the end of the group activity.
- *Summative Evaluation:* The individual student work on each role play may be assessed by the teacher or by fellow students in order to determine if students comprehend the main ideas and to reinforce their participation, enthusiasm, and creativity. In order to assess whether the students have acquired adequate knowledge of the factors that influence foreign policy, the groups’ flipcharts could be collected and reviewed for completeness and depth. Students’ notes could also be collected for more detailed evaluation. In addition, a concept quiz could be used in which students explain five factors influencing foreign policy in their own words, or identify the factors associated with hypothetical examples.

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## Accommodations

- Ensure through class discussion that the students understand the steps and expectations for every task are understood prior to commencing work on them. Peer tutoring in class should be established as soon as the teacher can determine the needs of the individual learners who are experiencing difficulty.
- The nature of the activity means that accommodations must be made for students with visual and mobility disabilities.

## Resources

### Print

- Edgar, Alistair D. and David G. Haglund. *The Canadian Defence Industry In The New Global Environment*. Montreal: McGill-Queen's University Press.
- Higgins, Benjamin. *All The Difference*. Montreal: McGill-Queen's University Press.
- Macintosh, Donald and Michael Hawes. *Sport And Canadian Diplomacy*. Montreal: McGill-Queen's University Press.
- Marchak, M. Patricia. *The Integrated Circus*. Montreal: McGill-Queen's University Press.
- Muirhead, N.E. *The Development Of Postwar Canadian Trade Policy*. Montreal: McGill-Queen's University Press.
- Riddell-Dixon, Elizabeth. *Canada And The International Seabed*. Montreal: McGill-Queen's University Press.

### Websites

- Canadian Centre for Foreign Policy and Development  
– <http://www.cfp-pec.gc.ca/WhatWeDo/back-e.htm>
- Canadian Institute for International Affairs – [www.ciiia.org/ciia.htm](http://www.ciiia.org/ciia.htm)
- DFAIT (Department of Foreign Affairs and International Trade) Foreign Policy Links for Canadians  
– <http://www.dfait-maeci.gc.ca/english/foreignp/policy.htm>
- DFAIT History of Canadian Foreign Policy – <http://www.dfait-maeci.gc.ca/hist/canada-e.asp>
- Government of Canada - Fighting Terrorism page – [http://canada.gc.ca/wire/2001/09/110901-US\\_e.html](http://canada.gc.ca/wire/2001/09/110901-US_e.html)
- Human Security Agenda – [www.dfait-maeci.gc.ca/foreignp/](http://www.dfait-maeci.gc.ca/foreignp/)
- Implementing Agenda 21 – <http://iisd.ca/security/unac/hansdoc.htm>
- International Criminal Court – [www.un.org/icc](http://www.un.org/icc)
- UBC Library - Canadian Foreign Policy and Foreign Relations  
– <http://www.library.ubc.ca/poli/cpwebf.html>
- Wilfried von Bredow, “Canada’s Place in World Affairs”  
– [http://staff-www.uni-marburg.de/~vonbredo/Canada\(3\).html](http://staff-www.uni-marburg.de/~vonbredo/Canada(3).html)

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### **Activity 3: Goals of Foreign Policy**

**Time:** 3.0 hours

#### **Description**

Students examine the goals behind Canadian foreign policy through discussion and through the examination of relevant documents and opinions. Students express opinions on these goals and see whether there are any differences between what is publicly stated as official policy, and what actually happens in reality.

#### **Strand(s) & Learning Expectations**

**Strand(s):** Methods of Political Inquiry, Participation in the International Community, Values, Beliefs, and Ideologies

#### **Overall Expectations**

PIV.02 - develop supportable conclusions about political events, issues, and trends and their relationships to social, economic, and cultural systems.

#### **Specific Expectations**

IC2.01 - describe the participation of several states in international relations in terms of their objectives, resources, and methods;

PO1.01 - describe the factors that help to determine the power and influence of a country;

VB3.01 - describe the main economic, political, and social characteristics of developed and developing countries;

VB3.03 - analyse the main differences between the social beliefs and ideologies in developed and developing countries;

VB3.04 - demonstrate an understanding of the commonality of human aspirations for a better, more secure life;

PI1.03 - classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;

PI2.01 - distinguish among opinions, facts, and arguments in sources;

PI2.03 - draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations;

PI4.05 - communicate and exercise their own political views and convictions in a responsible, democratic manner.

#### **Prior Knowledge & Skills**

- Students should possess an understanding of the factors influencing the formation of foreign policy acquired in the previous activity, so that they understand how these translate into actual goals when the policy is formed.
- Students should have a basic understanding of the fact that statements in the media from politicians might not be the whole story behind the reality of, and implications of, public policy.
- The teacher should be aware of the media literacy skills of the class and some skill development may be required using specific examples related to this politics course.

#### **Planning Notes**

- The teacher prepares handouts for all class members of Appendix 2.2.2 and has copies of Appendix 2.2.1 cut up so that there is one for each small group.



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## Accommodations

- The nature of the activity means that the needs of ESL/ELD students must be kept in mind and support provided as necessary. Students who have difficulty expressing themselves verbally in a group can be given an opportunity to write down their ideas before sharing with the group.

## Resources

### Print

- Gammer, Nicholas. *From Peacekeeping To Peacemaking*. Montreal: McGill-Queen's University Press.
- Gillies David. *Between Principle And Practice*. Montreal: McGill-Queen's University Press.
- Hilliker, John. *Canada's Department Of External Affairs: Volume 1*. Montreal: McGill-Queen's University Press.
- Hilliker, John and Barry Donald. *Canada's Department Of External Affairs: Volume 2*. Montreal: McGill-Queen's University Press.
- Legault, Albert and Michel Fortmann. *A Diplomacy Of Hope*. Montreal: McGill-Queen's University Press.
- McRae, Rob and Don Hubert, eds. *Human Security And The New Diplomac*. Montreal: McGill-Queen's University Press.
- Matthews, Robert O. and Cranford Pratt, eds. *Human Rights In Canadian Foreign Policy*. Montreal: McGill-Queen's University Press.
- Melakopides, Costas. *Pragmatic Idealism*. Montreal: McGill-Queen's University Press.
- Pratt, Cranford, ed. *Canadian International Development Assistance Policies*. Montreal: McGill-Queen's University Press.
- Pratt, Cranford, ed. *Middle Power Internationalism*. Montreal: McGill-Queen's University Press.
- Rempel, Roy. *Counterweights*. Montreal: McGill-Queen's University Press.
- Stevenson, Brian J.R. *Canada, Latin America, And The New Internationalism*. Montreal: McGill-Queen's University Press.

### Websites

- Canadian Peacebuilding Coordinating Committee – [www.cpcc.ottawa.on.ca](http://www.cpcc.ottawa.on.ca)
- Canadian Centre for Foreign Policy and Development  
– <http://www.cfp-pec.gc.ca/WhatWeDo/back-e.htm>
- Canadian Institute for International Affairs – [ww.ciiia.org/ciia.htm](http://www.ciiia.org/ciia.htm)
- DFAIT (Department of Foreign Affairs and International Trade) Foreign Policy Links for Canadians  
– <http://www.dfait-maeci.gc.ca/english/foreignp/policy.htm>
- DFAIT Foreign Policy Priorities – <http://www.dfait-maeci.gc.ca/foreignp/menu-e.asp#priority>
- DFAIT History of Canadian Foreign Policy – <http://www.dfait-maeci.gc.ca/hist/canada-e.asp>
- DFAIT Human Security page – <http://www.dfait-maeci.gc.ca/foreignp/humansecurity/menu-e.asp>
- Government of Canada - Fighting Terrorism page – [http://canada.gc.ca/wire/2001/09/110901-US\\_e.html](http://canada.gc.ca/wire/2001/09/110901-US_e.html)
- Group of 78 (and links) – <http://www.hri.ca/partners/G78/English/Who/who.shtml>
- Human Rights Watch – <http://www.hrw.org/>
- Human Rights Watch - Crisis in Columbia – <http://www.hrw.org/campaigns/colombia/>
- Implementing Agenda 21 – <http://iisd.ca/security/unac/hansdoc.htm>
- International Criminal Court – [www.un.org/icc](http://www.un.org/icc)
- Project Ploughshares – [www.ploughshares.ca](http://www.ploughshares.ca)

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UBC Library –Canadian Foreign Policy and Foreign Relations –  
<http://www.library.ubc.ca/poli/cpwebf.html>

Wilfried von Bredow, “Canada’s Place in World Affairs”  
– [http://staff-www.uni-marburg.de/~vonbredo/Canada\(3\).html](http://staff-www.uni-marburg.de/~vonbredo/Canada(3).html)

## **Activity 4: What role should Canada play in the world? Case Studies in Canadian Foreign Policy**

**Time:** 4 hours

### **Description**

Students examine five recent case studies in Canadian foreign policy that focus on specific foreign policy objectives and how Canada’s involvement in each of these cases sought to achieve at least one of these objectives. The case studies have been selected because of their relevance to the development of Canadian foreign policy since World War II and Canada’s role in the global community. Through an analysis of the specific case studies outlined in this activity, students determine the factors and goals that shape Canada’s foreign policy decisions.

### **Strand(s) & Learning Expectations**

**Strand(s):** Participation in the International Community, Power, Influence, Resolution of Differences

#### **Overall Expectations**

ICV.03 - evaluate the role of Canada and Canadians in the international community.

#### **Specific Expectations**

IC3.01 - identify selected key events in the history of Canada’s foreign relations since Confederation;  
PO2.01 - identify major influences on the development of international relations from antiquity to 1945;  
PO3.04 - evaluate the role and influence of Canadian individuals and groups on the world stage.

### **Prior Knowledge & Skills**

- Previous courses students have taken, such as Grade 10 Canadian and World History and Civics, and, in some cases, Grade 11 Politics, may have touched on some of these cases and their relationship to the formulation of Canadian foreign policy.

### **Planning Notes**

- The teacher prepares photocopies of the individual case studies and the list of foreign policy goals (Appendix 2.4.1), and distributes them to the students.
- The teacher might also provide students with sources for background information on each of the case studies to be examined in the activity (see Resources).
- The teacher should be sensitive to the specific concerns and feelings of any student in the class who is assigned to a group analysing a case study with which s/he may be personally familiar.

**Note:** The nature of the topics under consideration here require caution and sensitivity on the part of the teacher to ensure a balanced approach, respectful of the variety of cultural communities in the classroom.

### **Teaching/Learning Strategies**

1. The teacher divides the class into groups of not more than four students, giving each group a copy of one of the case studies and a list of foreign policy goals. If the class is large, more than one group can work on the same task.
2. Each group reads and discusses its case study, and decides which of the foreign policy goals it thinks best applies to it.

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3. Each group prepares a summary of its case study analysis, indicating which of the foreign policy goals applies to it, and to what extent Canada achieves this goal.
  4. Each group reports back to the class as a whole with a summary of its analysis of the case study and the degree to which the foreign policy goal was achieved.
  5. The teacher leads a class discussion of the goals of foreign policy, and how they apply to the case studies under analysis in this activity. The teacher asks the class if it can give any other recent examples of specific cases of international events or conflicts that involved one or more of the goals of Canadian foreign policy. The class discusses them, applying the same kind of foreign policy analysis to them that was used in the case studies in this activity.
  6. The students finish the activity by preparing a written analysis of an individual case study of a foreign policy issue, relating it to one of the goals of Canadian foreign policy given in the activity. The teacher provides assistance to students having difficulty choosing a case study.

### **Assessment & Evaluation of Student Achievement**

- The teacher observes group work process based on a criteria checklist that can be either distributed to students in their groups or used at the end of the group discussion phase of the activity.
- The teacher can assess student group reports and individual participation in the full-class discussion period.
- The written assignment submitted at the conclusion of the activity can form the basis for a summative evaluation.

### **Accommodations**

- The teacher will need to be aware of the specific needs of ESL and ELD students in reading and analysing the case studies in the activity.

### **Resources**

The teacher should consult the Resources for this activity, and make students aware of its contents (books, articles, Internet Websites), which provide considerable background information on each of the specific case studies examined in the activity.

#### **Websites**

##### **Case Studies**

##### **Cuba (Sovereignty)**

Cuba Project (Canada's Cuba Policy Framework and Cuba's Process of Reform)

– [www.soc.qc.edu/procuba/sagebien.html](http://www.soc.qc.edu/procuba/sagebien.html)

“Canada: Foreign Extraterritoriality Measures Act Incorporating the Amendments Contrary to the U.S. Helms-Burton Act” – [www.asil.org/ilm/canada.htm](http://www.asil.org/ilm/canada.htm)

##### **Sudan (Economics)**

“Canada Sends Fact-Finder to the Sudan” from Washington Report on Middle Eastern Affairs

– [www.washington-report.org/backissues/0300/0003064.html](http://www.washington-report.org/backissues/0300/0003064.html)

##### **Kyoto (Environment)**

David Suzuki Foundation - Evaluating Canada's Position

– [www.davidsuzuki.org/Climate-Change/Politics](http://www.davidsuzuki.org/Climate-Change/Politics)

Government of Canada Climate Change Website - Links to Canadian government's position on Climate Change – [www.climatechange.gc.ca/english/index-shtml](http://www.climatechange.gc.ca/english/index-shtml)

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### **Middle East (Security)**

Department of Foreign Affairs and International Trade (DFAIT)

Position on the Peace Process – [www.dfait-maeci.gc.ca/peaceprocess/menu-e.asp](http://www.dfait-maeci.gc.ca/peaceprocess/menu-e.asp)

Links to Canadian Foreign Policy – [www.dfait-maeci.gc.ca/english/foreignp/terror/keyqu-en.htm](http://www.dfait-maeci.gc.ca/english/foreignp/terror/keyqu-en.htm)

### **South Africa (Human Rights)**

International Centre for Human Rights and Democratic Development

– [www.ichrdd.ca/frame00e.html](http://www.ichrdd.ca/frame00e.html)

Department of Foreign Affairs and International Trade (DFAIT)

– [www.dfait-maeci.gc.ca/humanrights/forpol-e.asp](http://www.dfait-maeci.gc.ca/humanrights/forpol-e.asp)

## **Activity 5: Applying the Tools for Achieving Foreign Policy Goals**

**Time:** 4 hours

### **Description**

Students build on the knowledge and information they gained from the previous activity, in order to apply the tools for achieving foreign policy goals to three specific situations of global conflict in which Canada has recently been involved. Students examine the nature of the conflict, the various foreign policy options available for resolving it, and the specific tool that was eventually employed. They also consider possible alternative solutions to the conflict, evaluating the possible efficacy of other foreign policy tools than those actually used.

### **Strand(s) & Learning Expectations**

**Strand(s):** Power, Influence, and the Resolution of Differences,  
Participation in the International Community

### **Overall Expectations**

POV.01 - describe factors that make states powerful and that make states weak;

POV.03 - evaluate Canada's role and influence in international relations.

### **Specific Expectations**

IC3.02 - explain the types of commitments made by Canada and other nations or to international and extranational organizations;

IC3.04 - explain how Canada tries to settle its external conflicts.

### **Prior Knowledge & Skills**

- Students use the knowledge and skills they derived from participating in the previous activity. Previous knowledge of the three specific conflict situations analysed in the activity will also be useful.

### **Planning Notes**

- The teacher prepares photocopies of the three examples of recent global conflicts in which Canada was involved, and the list of foreign policy tools (see Appendix 2.5) and distributes them to the students.
- The teacher might also want to provide students with sources for background information on the global conflicts to be examined in the activity (see Resources).
- The teacher should be aware of and sensitive to any concerns of students to whom one of these recent global conflicts has personal meaning.

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## Teaching/Learning Strategies

1. The teacher divides the students into three groups, giving each group a copy of one of the examples of a recent global conflict and the list of foreign policy tools (Appendix 2.5.1).
2. Each group discusses the specific example of a global conflict, the various foreign policy tools that were available at the time and that could have been applied in order to resolve it, the specific option that was employed, and the reasons for this.
3. Groups should assess the degree to which the foreign policy goal involved in the specific example was achieved through the application of a specific foreign policy tool.
4. Groups brainstorm alternative solutions to the global conflict that might or might not have required the use of military force.
5. Groups report back to the class with their analysis of the ways in which foreign policy tools are applied to specific conflict situations in order to achieve foreign policy goals.
6. The teacher leads a discussion with the class in which students suggest other recent examples of global conflicts, the nature and scope of Canada's involvement in them, the various foreign policy tools available to resolve them, the specific option that was chosen, and the degree of its success.
7. The teacher assigns the students an oral and/or written research report on a specific global conflict occurring during the last two decades, the nature and scope of Canada's role in resolving it, the foreign policy goal involved in it, the specific foreign policy goals available at the time, and the extent to which it was satisfactorily resolved.

## Assessment & Evaluation of Student Achievement

- *Formative Assessment:* The teacher assesses the groups' ability to research and propose alternative solutions to the specific conflict it is investigating, and its understanding of how one or more foreign policy goals were or were not achieved through the application of a specific foreign policy tool. The teacher also assesses the students' participation in the full-class discussion of other recent global conflicts and how foreign policy tools were applied to them. Only individual assessment can contribute to the final mark in the course.
- *Summative Evaluation:* The teacher could evaluate the oral and/or written research reports the students prepare and present on a specific recent global conflict.

## Resources

The teacher should make students aware of the resources available as background information for the examples referred to in this activity and encourage them to access them in the preparation and presentation of their research reports. Some samples of Websites are:

International Trade

Department of Foreign Affairs and International Trade (DFAIT)

Canada's Trade Policy – [www.dfait-maeci.gc.ca/trade/menu-e.asp](http://www.dfait-maeci.gc.ca/trade/menu-e.asp)

Summit of the America's (FTAA) – [www.americascanada.org/menu-e.asp](http://www.americascanada.org/menu-e.asp)

International Trade and Business – [www.dfait-maeci.gc.ca/tna-nac/menu-e.asp](http://www.dfait-maeci.gc.ca/tna-nac/menu-e.asp)

Canadian Centre for Policy Alternatives (CCPA) Links to Free Trade Issues:

– [www.policyalternatives.ca](http://www.policyalternatives.ca)

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## **Activity 6: Culminating Activity – Creating a Decision Organizer for Grade 10 Civics**

**Time:** 5.0 hours

### **Description**

The class designs a two-page template for analysing the options open for the Canadian government and its citizens participating in a current international event or issue. Groups of three to four students should prepare an organizer that can be used with students in a Grade 10 Civics class in their school.

### **Strand(s) & Learning Expectations**

**Strand(s):** Methods of Political Inquiry

#### **Overall Expectations**

PIV.03 - communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats;

PIV.04 - use political knowledge, skills, and values to act as responsible citizens in a variety of contexts.

#### **Specific Expectations**

PI1.01 - formulate meaningful questions that lead to a deeper understanding of a political issue and of the different ways to approach an issue;

PI1.02 - collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);

PI1.03 - classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;

PI1.04 - prepare summary notes in a variety of forms and for a variety of purposes (e.g., for recording research findings, making oral presentations);

PI2.03 - draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations;

PI3.01 - present ideas, understandings, and arguments effectively in a variety of contexts (e.g., in role plays, interviews, simulations, debates, group presentations, seminars), using graphic organizers and displays (e.g., graphs, charts, images);

PI3.02 - use political terms accurately;

PI4.01 - think creatively and analytically to develop potential resolutions to a series of given issues and issues that they select;

PI4.02 - work effectively both individually and in groups;

PI4.03 - demonstrate the ability to seek and respect the opinions of others;

PI4.04 - describe various career opportunities related to the study of politics (e.g., in research, the civil service, law, journalism);

PI4.05 - communicate and exercise their own political views and convictions in a responsible, democratic manner;

PO3.05 - evaluate the nature and quality of Canada's influence within selected world and regional organizations (e.g., the United Nations, the International Olympic Committee, the Organization of American States).

### **Prior Knowledge & Skills**

- Students have completed their study of this unit as a basis for preparing their research. Students have examined and used organizers in earlier units of this course.

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## Planning Notes

- Students require time to research and plan their organizer in school library/resource centre or public libraries.
- The teacher should book a school computer lab or library/resource centre for research on topics.
- The teacher should distribute in writing the requirements of the culminating activity and rubrics for evaluation. This might include descriptions of roles and responsibilities for a group activity.
- The teacher (and students) decide(s) on the evaluation value and breakdown for this culminating activity.
- The teacher may find samples of foreign policy decision-making templates for student viewing.
- The teacher will have to pre-arrange for students to visit civics classes.

## Teaching/Learning Strategies

1. The teacher can introduce the culminating activity by asking students to brainstorm a list of international events and issues that have concerned the Canadian government and people in the last four months or might concern Canadians in the next four months. Students working in pairs take the list and attach a priority rating (high to low) to each item on the list. The pair should be able to defend their top two and bottom two events and issues to the class. A final class list of their six to eight events and issues should be posted after a class discussion.
2. The class should be placed in groups of four or five students. The grouping can be formed based on student interest in a particular issue and/or on the required roles within a group, e.g., facilitator manager, research manager, presentation manager, and evaluation manager. Each student assumes a role and a responsibility for working in each part of the process with the manager, who has overall responsibility for leading and guiding the group in that phase of the activity. That is, all group members are researchers, but the research manager coordinates the team research needs. A role description for the facilitator/manager might include:
  - leading team meetings;
  - organizing team timeline;
  - relaying information to team members about process expectations;
  - keeping the group on task.
3. The teacher distributes the requirements for this collaborative assignment. Students require a clear understanding of the process of the activity, the criteria the group must meet, the assessment and evaluation expectations, and a planning checklist. Each group should present its organizer to a Grade 10 Civics class and lead a 15- to 20-minute discussion of the issue/event and options for Canada.
4. The class can design a two-page template for analysing the options open for the Canadian government and its citizens participating in an international event or issue. The template is designed for students in the Civics course to use as part of their current events program. The organizer might include:
  - a small map of the area in question,
  - a short paragraph outlining the history of the event or issue,
  - past Canadian involvement,
  - policy options available to Canada,
  - foreign policy factors and goals as they relate to this event or issue,
  - a place for Grade 10 students to write down their selection of the ‘best’ option for Canada and why this option is selected.

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5. The group has time to discuss and agree on the specific role that each individual will take in the group process and culminating activity. (See number 2 above.) The group should also discuss the audience for their finished product.
  6. The students should have time for research in the library/resource centre and Internet access. The teacher should give instructions on how to track sources in a bibliography.
  7. The facilitator manager for the group should arrange for the group to present their decision organizer to a Grade 10 Civics class.
  8. The class should debrief their experiences working with Grade 10 students. Did these students have an understanding of the event/issues? How would the group change their template to help these students?
  9. Individual students might complete a one-page report on the effectiveness of the organizer and/or the option selections of Grade 10 students.

### **Assessment & Evaluation of Student Achievement**

This is a unit summative activity. Students can participate in their own assessment and evaluation if the teacher includes peer and self-assessment as part of this activity. The product of this culminating activity is the creation of the organizer and the presentation and discussion of the organizer to a Grade 10 Civics class. Students understand assessment and evaluation practices better if they are part of the process in designing the tools used in the activity. However, evaluation by the teacher of individual student performance must be the basis for calculation of the final grade.

### **Accommodations**

- Language students are encouraged to use personal dictionaries and glossaries.
- The teacher provides computer access for students who do not have Internet access at home.
- Teachers can provide models of organizers to help build the class template.
- Teachers should instruct students on using and making notes from Internet sites.

### **Resources**

#### **Print**

This is a current events project. The use of print media should be encouraged including newsmagazines. School libraries/resource centres can provide such materials.

#### **Internet**

The following sites can provide information on past and current Canadian Government policy:

The Canadian Centre for Foreign Policy Development – [www.cfp-pec.gc.ca](http://www.cfp-pec.gc.ca)

Canadian Institute for International Affairs – [www.ciia.org/ciia.htm](http://www.ciia.org/ciia.htm)

Department of Foreign Affairs and International Trade – [www.infoexport.gc.ca/section4/missions](http://www.infoexport.gc.ca/section4/missions)

*The Foreign Policy Association* (U.S.A.) provides a yearly *Great Decision Guide* for students from an American perspective. The organization's Website provides information for students and educators. Students can post comments on issues and events. Background information to current international issues, e.g., Eastern Europe, NATO, Terrorism, United Nations, is available. Teachers can view this site at [www.fpa.org/newsletter](http://www.fpa.org/newsletter).

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## Appendix 2.2.1

### Country Cards

<p>Country 701</p> <p>You are the leadership council within your country. Your country is a wonderful place. It is a polar land, frozen much of the year with large oil and natural gas reserves. The population is relatively homogeneous and ruled by traditional structures that go back hundreds of years.</p>	<p>Country 712</p> <p>You are the leadership council within your country. Your country is a wonderful place. It is small and rocky with hundreds of kilometers of beautiful coastline, which provides revenues from foreign tourism and a thriving fisheries industry. The government is a village council which elects a regional leader</p>
<p>Country 723</p> <p>You are the leadership council within your country. Your country is a wonderful place. It is landlocked and relatively flat and supports a strong agricultural export economy. The strong farming history has produced a populist tradition with a strong nationalist strain.</p>	<p>Country 734</p> <p>You are the leadership council within your country. Your country is a wonderful place. It is a small highly industrialized nation bordering a key river. The population is very diverse with high immigration rates. The political system is democratic, but one ethnic group tends to dominate the Council.</p>
<p>Country 745</p> <p>You are the leadership council within your country. Your country is a wonderful place. A mountainous coast of fjords attracts adventure and Eco-tourists. The strong participatory democracy has a long tradition of left-wing policies.</p>	

## Appendix 2.2.2

### Factors Influencing Foreign Policy

The following list of factors is generally believed to be important in influencing the development of a nation's foreign policy. Different theorists stress different factors.

<b>Factors</b>	<b>Canadian examples</b>
<p>Actions of other countries</p> <p>The foreign policy of nations is, in part, a product of the attitudes and realities of surrounding nations.</p>	
<p>Civil society</p> <p>Governments create foreign policy, but they are influenced by different groups within society. Grassroots movements can sometimes affect the direction or intent of policy.</p>	

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## Appendix 2.2.2 (Continued)

Factors	Canadian examples
<p><b>Geography</b> The geographic realities of a country (size, climate, resources, etc.) can play a large part in determining aspects of foreign policy.</p>	
<p><b>History</b> Despite the changes in the world, countries often cling to traditions within foreign policy including relationships with neighbours and reputation on the ‘world stage.’</p>	
<p><b>Ideology</b> The political ideology of the party in power can have a direct influence on how they shape and present foreign policy. This is most notable in their attitudes to war as an extension of policy and the extent to which they see policy formation as collaborative.</p>	
<p><b>Leadership</b> The style and personality of a nation’s leader can greatly affect what kind of image and actions the country projects. It is also interesting to study whether government officials in the foreign policy area obtain key leadership roles.</p>	
<p><b>Media</b> Public attitude towards foreign policy issues such as refugees, amounts of foreign aid or declaring war are partly shaped by media coverage and point of view.</p>	
<p><b>National economy</b> The economic interests of a nation are key in shaping policy – most countries use foreign policy to protect trade and access to resources.</p>	
<p><b>Power and influence</b> The economic and military power of a country can be used to influence other nations and powerful nations can create a foreign policy that maintains or extends these interests.</p>	

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## Appendix 2.3.1

### Analysis of Canadian Foreign Policy

There are many different perspectives on Canadian policy developed by academics and foreign policy experts. This is one

#### **Official Policy**

Canadian government policy from the Department of Foreign Affairs and International Trade is that Canadian policy is built on twin priorities of “Human Rights and Human Security” and “International Security and Disarmament.”

For Canada, human security means freedom from pervasive threats to people’s rights, safety or lives. Canada has identified five foreign policy priorities for advancing human security:

1. Protection of civilians, concerned with building international will and strengthening norms and capacity to reduce the human costs of armed conflict.
2. Peace support operations, concerned with building UN capacities and addressing the demanding and increasingly complex requirements for deployment of skilled personnel, including Canadians, to these missions.
3. Conflict prevention, with strengthening the capacity of the international community to prevent or resolve conflict, and building local indigenous capacity to manage conflict without violence.
4. Governance and accountability, concerned with fostering improved accountability of public and private sector institutions in terms of established norms of democracy and human rights.
5. Public safety, concerned with building international expertise, capacities and instruments to counter the growing threats posed by the rise of transnational organized crime. (For more details see the DFAIT Websites: <http://www.dfait-maeci.gc.ca/foreignp/humansecurity/menu-e.asp>).

There are many different perspectives on Canadian policy developed by academics and foreign policy experts. This is one.

#### **Pragmatic Idealism**

This analysis has been developed into articles and books. It states that Canada’s foreign policy is a mixture of the idealism that leads it to risk lives and money in operations such as peacekeeping, but that it also operates with a pragmatism that balances out some of these ideals with actions that are more self-interested.

Pragmatism – A practical, matter-of-fact way of approaching or assessing situations or of solving problems.

Idealism – The act or practice of envisioning things in an ideal form.

There are many different perspectives on Canadian policy developed by academics and foreign policy experts. This is one.

#### **Trade is the Key**

This theory asserts that the key to understanding foreign policy (especially in recent years) is to look at the economic interests that encourage certain directions in trade. The idea is that government policy must ensure the protection of Canadian trade routes, the resources we need, and the companies that operate overseas.

## Appendix 2.3.1 (Continued)

There are many different perspectives on Canadian policy developed by academics and foreign policy experts. This is one.

### **Puppet or Counterweight**

This theory questions whether we even have an independent foreign policy or whether, in fact, the USA influences us too much. Some feel we can act as a counterweight to the United States in the United Nations and around the world, but others feel that we are like a puppet of the United States. It looks as if we are acting independently, but Ottawa is making policies that we know will not conflict with American interests.

## Appendix 2.3.2

### Situation Worksheet

#### Goals of Canadian Foreign Policy

For each example of a foreign policy action listed below, explain how the goal fits Canadian policy and also how the goal serves other interests.

Action	Canadian policy goal?	National and other interests?
Canada restricts arms sales to China		
Canada publicly criticizes sweatshop labour practices, but is slow to implement a federal labelling plan proposed by the Maquila Solidarity Network		
Canada pushes hard for a ban on landmines		
Canada urges countries to sign the nuclear Non-Proliferation Treaty		
Canada changes the name from Department of External Affairs to Department of Foreign Affairs and International Trade		
Canada refuses to distance itself from US support for the right-wing government in Columbia despite accusations of human rights abuses		
Through the 1980s and 1990s peacekeeping becomes peacemaking		
Canada condemns child labour throughout the world, but is accused by critics of ignoring high levels of child poverty within Canada		

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## Appendix 2.4.1

### Case Studies in Canadian Foreign Policy

#### 1. Canada and Cuba

After the Cuban Revolution of 1959, and the rise to power of Fidel Castro, relations between Cuba and the United States began to deteriorate. Castro's government moved against American economic interests in Cuba, in particular the sugar mills that provided the country's main source of export earnings. Castro and his supporters believed that the United States had been exploiting Cuba economically, and that it had supported the corrupt dictatorship the revolution had overthrown. When the Castro government nationalized (put under government control) important American assets in Cuba, the United States responded by imposing an economic blockade and trade sanctions. The situation became even further aggravated when a group of anti-Castro Cuban exiles, aided by the United States, attempted an invasion of Cuba in April 1961 with the goal of overthrowing the revolutionary government. After his forces repelled this invasion, Castro announced that he was allying his country with the Soviet Union and adopting a communist political and economic system. Since this occurred during the height of the Cold War, a period of extreme tension between the United States and the Soviet Union, the American government from that time on considered the Castro regime in Cuba to be its enemy.

One of the first diplomatic steps the United States took to isolate Cuba was to demand its expulsion from the Organization of American States, a body whose membership included most of the countries in North and South America except Canada at that time. It also used considerable pressure to persuade all the nations of the Western Hemisphere to withdraw their ambassadors from Cuba, and stop trading with it. Most of the South and Central American states complied with the U.S. request, but two countries did not. They were Mexico and Canada. Mexico had long pursued a foreign policy independent of the United States, and its government had close relations with Cuba that it was unwilling to break. For its part, the Canadian government, then led by Conservative Prime Minister John G. Diefenbaker, was sympathetic to the American position on Cuba and did not support the communist ideology of the Castro regime. However, it did not want to suspend its economic and trade ties with Cuba, nor was it willing to sever diplomatic relations. Consequently, Canada refused to endorse the American policy towards Cuba, and has continued to maintain economic and diplomatic ties to that country ever since.

In the decades since the Cuban Revolution, the United States government has made various attempts to destabilize or overthrow the Castro regime, none of them successful. Despite the fall of the communist states to which Cuba was once allied, and which provided it with much-needed trade and economic assistance, Fidel Castro remains in power. In the 1990s, the American government tightened its economic blockade against Cuba, and even threatened to impose sanctions on any country that continued to trade with it. Despite this, a number of Canadian companies have made substantial investments in the Cuban economy, and thousands of Canadians visit the country every year as tourists. The Canadian government has frequently criticized the Castro regime for its pattern of human-rights violations, unwillingness to democratize its political system, and other issues. Nonetheless, it has consistently held the view that a constructive engagement with Cuba is a policy better designed to promote positive change in that country and foster greater peace and understanding in the Caribbean and Latin American regions of the hemisphere.

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## Appendix 2.4.1 (Continued)

### 2. Canada and Sudan

The vast African country of Sudan has been the scene of a violent civil war for the last four decades. Its government, based in the northern capital of Khartoum, is under the control of the Muslim majority, which is seeking to impose its rule over the Christian and animist minorities who live in the southern regions. During this brutal conflict, thousands of people have lost their lives, either as a result of military actions or starvation, resulting from disastrous droughts and the government's deliberate withholding of humanitarian aid to them. Slavery flourishes in this country, and international efforts to end this abominable practice have so far achieved little. It has been alleged that forces close to the government use slavery as a means of enriching themselves and terrorizing the people of the south.

Many countries, including Canada, have voiced their concerns to the Sudanese government about its conduct of the war, its refusal to grant political rights to the southern people, and its toleration of slavery in its territory. At the same time, two Canadian-based oil companies, Talisman Energy Inc. and Fosters Resources Ltd., have made substantial investments in Sudan in order to explore and eventually exploit the country's vast potential petroleum reserves. In 1998, Talisman acquired a 25-per-cent stake in Sudan's Greater Nile oil project, which it inherited from the giant American petroleum company Chevron Corp. In 2000, Fosters secured a concession from the Sudanese government granting it the right to explore oil reserves south of Khartoum. In order to obtain such rights to proceed with their economic activities, companies like Talisman and Fosters have been required to pay large amounts of money to the government. Critics of these companies charge that such financial support only helps the government to prosecute its war against the people of the south.

In Canada, a number of non-governmental organizations (NGOs) have criticized companies like Talisman and Fosters for continuing to do business in Sudan. Church and human rights organizations point to the terrible record of the Sudanese government in respecting basic human rights and its toleration of slavery as examples of the need to use economic pressure to help end the civil war and improve the living conditions of the people of Sudan. The Canadian government has indicated that while it does not approve of the companies' financial support for the Sudanese government, it is reluctant to order them to halt their economic activities there. Instead, it asks Talisman and Fosters to use their leverage with the Sudanese government to persuade it to change its policies. The companies themselves deny that their involvement in Sudan's resource-industry development has any connection to the civil war, slavery, or any other political or military problem the country faces. Instead, company officials strongly claim that their activities in Sudan will not only profit them, but also help the Sudanese people develop their economy, providing much-needed employment, income, development, and the chance to build schools, health-care facilities, and other social institutions.

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## Appendix 2.4.1 (Continued)

### 3. Canada and the Kyoto Protocol on Global Warming

Climate change, in particular global warming, is a global problem that is becoming a matter of great international concern. Greenhouse gases, or GHGs, can form as a result of natural biological process on the earth, but human activities greatly increase their production. Most of the things people do now, such as driving cars, heating and cooling homes and buildings, powering industrial facilities, and using electricity, consume large amounts of energy. When the sun's radiation enters the earth's atmosphere, the GHGs these activities produce act like the glass surrounding a greenhouse to prevent the heat from the earth from dissipating into space. Most scientists are now convinced that there is a direct link between rising concentrations of GHGs in the earth's atmosphere, in particular carbon dioxide (CO<sub>2</sub>), global warming, and the rise of extreme weather like floods, droughts, and hurricanes. As the process of global warming continues, Canadians can expect their climate to become warmer and drier. This will have a profound impact on such industries as farming, fishing, and forestry. For other countries, the results could be even more dramatic. Some low-lying regions of the world could see their coasts disappear as sea levels rise as a result of the melting of polar ice.

Responding to this environmental crisis, a number of countries realized that immediate action was required to slow down if not halt global warming. In 1997, representatives of more than 160 nations met at Kyoto, Japan, and signed an agreement committing them to a phased reduction of GHG emissions. This agreement, including the target dates and options available for countries to reach them, is known as the Kyoto Protocol. For Canada, the target is to reduce its total GHG emissions to 6 per cent below their 1990 levels between 2008 and 2012. This target is similar to the Canada's main trading partners have accepted. For it to become legally binding, the Kyoto Protocol must be ratified (endorsed) by at least 55 countries responsible for 55 per cent of global GHG emissions.

Since 1997, the countries that endorsed the Kyoto Protocol have met annually in an effort to reach further agreement on how its terms are to be implemented and its targets reached. The protocol suffered a major setback when the newly elected United States President, George W. Bush, announced that his country would no longer adhere to it. Meetings in 2000 and 2001 resulted in no breakthroughs, as the United States maintained its position that implementing its emissions reductions by the target dates would pose a serious threat to its industries and economy. In Canada, the provincial government of Alberta also voiced concerns that the emissions reductions this country was expected to make might impact negatively on the important oil and gas industry there. Despite the opposition, the Kyoto Protocol has met from various countries and economic interests, Canada is working with both industrialized and developing countries to find a way to secure widespread compliance with its terms while at the same time not causing undue disruptions to the economy and global trade.

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## Appendix 2.4.1 (Continued)

### 4. Canada and the Conflict in the Middle East

The Middle East has been a serious global conflict zone for the past five decades. In 1948, the British government ceded its mandate over Palestine and the United Nations introduced a plan for the partition (division) of the territory into two states – one for the area’s Arab population, and the other to be the homeland of the Jewish people, many of whom had fled persecution in Europe during the Nazi Holocaust of World War II. The plan was not accepted, and the region was plunged into the first of a series of wars that have led to considerable bloodshed ever since. In 1956, following the Suez Crisis, the Canadian Ambassador to the United Nations, Lester B. Pearson, proposed the creation of a United Nations Emergency Force (UNEF), a peacekeeping military unit composed of troops from a number of U.N. member states. This force was to be dispatched to the Middle East in order to supervise a cease-fire between Israel and its main Arab opponent in the region, Egypt.

Despite the presence of U.N. peacekeepers, there were major wars between Israel and its Arab neighbours in 1967 and 1973. During this period, the Palestinians living inside Israel and the territories it had taken as a result of its victories in the 1956 and 1967 wars, along with others who had fled to refugee camps in neighbouring Arab states, began to organize a movement for their independence and the restoration of the lands they had lost to Israel. Along with most Western countries, Canada tended to favour Israel in its ongoing conflict with its Arab neighbours and the Palestinians. It was especially critical of some Palestinian groups that resorted to terrorist violence in order to press their claims for a homeland for their people. But during the late 1980s a massive uprising of Palestinians in Israeli-occupied territory, known as the “intifada,” led to a rethinking of the conflict in many countries, including Israel’s major ally, the United States. Negotiations took place between Israel and the Palestinians, leading to an agreement signed at Oslo, Norway, in 1993. Israel agreed to return some of the lands it had occupied so that the Palestinians could have their own state, in return for receiving recognition from the Palestinians and other Arab nations, and a commitment that its security and borders would be guaranteed.

Since the signing of the Oslo Accords, the situation in the Middle East has deteriorated seriously. Canada has continued to pursue an even-handed approach to the conflict, showing sympathy with the points of view of both parties, and urging each to scale down the level of violence and resume serious negotiations. It has recognized the right of the Palestinians to have their own independent state, while at the same time acknowledging the security concerns of Israel, and insisting that they be seriously addressed.

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## Appendix 2.4.1 (Continued)

### 5. Canada and the New South Africa

For many years, South Africa was an international outcast. This was because its white minority controlled the government and imposed a strict policy of racial discrimination known as “apartheid.” The country’s non-white majority had no political rights, could only live in certain areas, and was not permitted the same educational or employment opportunities that the white minority enjoyed. The South African government did not hesitate to use considerable military force in order to keep the non-white majority in a state of subservience. However, a movement known as the African National Congress, (ANC) which had struggled against white domination for many years, became more influential during the 1950s and 60s. This was so even though one of its major leaders, Nelson Mandela, was sentenced to life imprisonment in 1963 for treason against the white-minority government. In prison, Mandela became a symbol of the freedom struggle of his people, and inspired people around the world to take a stand against the racial injustices of apartheid in South Africa.

From the 1960s on, successive Canadian governments were strongly opposed to apartheid. In 1961, following a massacre of peaceful black protestors in that country, Prime Minister John G. Diefenbaker headed an initiative within the Commonwealth, the group of countries that had once been colonies of Britain, to expel South Africa from the organization. Many non-governmental organizations (NGOs) inside Canada organized consumer boycotts of South African products, and worked to make the Canadian public more aware of the evils of apartheid. After a mass uprising of young South African high school and university students in 1976 was brutally crushed, a number of countries imposed trade and other economic sanctions against the country. The government of Prime Minister Brian Mulroney strongly supported this step, even though some Canadian companies and financial institutions continued to invest in South Africa’s booming economy.

During the 1980s, as the situation inside South Africa appeared to be leading to a major confrontation, Canada continued to urge the white-minority government to abandon apartheid and begin serious negotiations with Mandela and the ANC. Mulroney urged U.S. President Ronald Reagan and British Prime Minister Margaret Thatcher to change their hostile positions on the ANC and call on the South African government to change its policies. Following the defeat of South African forces occupying part of Angola at the hands of Cuban troops in the 1980s, the end of white-minority rule in neighbouring Zimbabwe and Namibia, the continuing campaign of economic sanctions and other exclusionary measures against it, and, most significantly, the ANC’s struggle for liberation, the South African government finally accepted that apartheid was no longer tenable. Mandela was released from prison, the ANC was legalized, and negotiations towards the introduction of a multi-racial, democratic state began. In 1994, Mandela and the ANC won a landslide victory in the country’s first free election. Mandela served one term as South Africa’s first non-white president, and worked to promote peace and reconciliation among all the races in his country. After his retirement in 2000, he was invited to visit Canada, where he received an honorary citizenship in 2001, the first living non-Canadian to be bestowed this honour. In his acceptance speech for this award, he paid tribute to Canada’s long and unwavering support for the international campaign to end apartheid, and bring peace and justice to his country.

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## Appendix 2.4.1 (Continued)

### List of Foreign Policy Goals and Objectives

1. Promotion of trade and economic growth.  
Canada's foreign policy is motivated by a commitment to fostering economic growth in the developing nations of the world, and also promoting expanded global trade and investment.
2. Environment.  
Canada's foreign policy is concerned with promoting a greater awareness of global environmental issues, and works to reduce environmental hazards like global warming.
3. Peace and Security.  
Canada's foreign policy seeks to use what influence it may have in different conflict-zones in the world to prevent further bloodshed, promote negotiations between the warring parties, and restore stability to the region in which the conflict is raging.
4. Canadian Sovereignty.  
Canada's foreign policy is interested in promoting a distinctively Canadian approach to global issues and problems, one that while generally supportive of its ally the United States, does not automatically assume the same position as its neighbour.
5. Human Rights and Social Justice.  
Canada's foreign policy is committed to promoting greater human rights and social justice in the world, and seeks to use its influence to encourage greater respect these principles in places where they are under threat.

## Appendix 2.5.1

### Foreign Policy Tools

#### a) Non-military

1. Diplomacy.  
Canada uses its diplomatic contacts with other nation-states and/or international organizations (e.g., United Nations, NATO, Commonwealth, etc.) in order to seek the resolution of a global conflict.
2. International Opinion.  
Canada works to mobilize international opinion in order to increase public awareness of a particular global conflict, and encourage its peaceful resolution.
3. International Law.  
Canada uses its membership in international organizations such as the United Nations to recommend that those responsible for provoking and/or perpetuating a global conflict be brought to justice (e.g., International Court of Justice, International War Crimes Tribunal).
4. Sanctions.  
Canada advocates or participates in an international campaign of economic, trade, or other forms of sanctions against a country responsible for provoking or perpetuating a global conflict.
5. Foreign Aid.  
Canada uses the extension or withholding of foreign aid as a tactic to encourage a country or countries involved in a global conflict to resolve it.

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## **Appendix 2.5.1 (Continued)**

### **b) Military**

#### **1. Alliances.**

Canada participates in a military campaign designed to prevent or deter conflict as part of its membership in an alliance such as NATO.

#### **2. Military Pressure.**

Canada is involved in a multi-national effort to pressure a country or countries involved in a conflict to resolve it before military force are used.

#### **3. War.**

Canada dispatches military forces as part of a multi-national campaign to halt aggression or end a global conflict.

### **Examples of Recent Global Conflicts involving Canada.**

#### **1. Persian Gulf War (1991)**

In August 1990, Iraqi leader Saddam Hussein ordered his armed forces to invade the neighbouring state of Kuwait. One month later the United Nations authorized the imposition of economic and trade sanctions designed to pressure Iraq to withdraw its troops. It also set a deadline for the Iraqi withdrawal. In January 1991, following the expiration of this deadline, the United Nations subsequently authorized the dispatching of a multi-national military force led by the United States to force Iraqi troops out of Kuwait. This was known as Operation Desert Storm. In the resulting conflict, the allied coalition forces of which Canada was a part sustained very light casualties, while Iraq suffered huge military and civilian deaths. Iraqi troops were driven out of Kuwait, but Saddam Hussein remained in power as the leader of Iraq.

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## Appendix 2.5.1 (Continued)

### 2. Kosovo (1999)

In April 1999, the United States and Britain, operating through NATO (North Atlantic Treaty Organization), initiated a military campaign designed to force Yugoslav leader Slobodan Milosevic to halt his persecution of ethnic Albanians in the province of Kosovo. This was called Operation Just Cause, and Canada participated in it by sending fighter jets to support the coalition efforts. Previous diplomatic efforts to resolve the conflict between the Albanian majority and the ruling Serb minority in this region, under the auspices of the UN and the EU (European Union) had been unsuccessful, as had sanctions imposed against Milosevic's regime. The bombing of Serb military positions in Kosovo, along with targets in other parts of Yugoslavia, including the capital, Belgrade, eventually forced Milosevic to withdraw his forces and agree to a NATO occupation of the province. NATO troops faced a difficult task in disarming rival Albanian and Serb militia groups, and promoting peace and reconciliation between the two factions. In the autumn of 2000, Milosevic was overthrown in a popular uprising against his regime, and in 2001 he was sent to the Hague to stand trial for war crimes, the first sitting head of state anywhere in the world to do so.

### 3. The War on Terrorism (2001)

On September 11, 2001, terrorists hijacked airplanes in the United States and crashed them into the twin towers of the World Trade Center in New York and the Pentagon just outside Washington DC. Another plane crashed before it could be directed to its target. Over four thousand people lost their lives in this tragic event, the worst incident of terrorism in recent history. An extremist group known as al-Qaeda, led by Osama bin Laden, was believed to be responsible for this attack. Bin Laden's group was known to have carried out previous terrorist bombings of American embassies and military targets. U.S. President George W. Bush declared a "war on terrorism," which he called Operation Enduring Freedom, and received substantial diplomatic and military support from a number of countries, including Canada. The first country to be singled out for attention was Afghanistan, whose ruling Taliban government had provided bin Laden and his group with sanctuary and a base of operations for their activities. When the Taliban refused Bush's ultimatum to hand bin Laden and his associates over to the United States unconditionally, a bombing campaign involving American and British forces began in October 2001. At the same time, anti-Taliban military units operating inside Afghanistan received considerable military assistance from the United States in their efforts to topple the regime. By early December 2001 it appeared that this phase of the "war on terrorism" had been partly successful. The Taliban had been ousted from power, but the whereabouts of bin Laden and his group remained unknown. It was also unclear whether other countries alleged to have harboured or supported terrorist groups, such as Iraq, were to become future targets of the American-led global "war on terrorism." In January 2002 the Canadian government announced that a small contingent of troops would be dispatched to Afghanistan, as part of the international force stationed there under British and American command. Its mission was to assist in the delivery of humanitarian aid to the people of Afghanistan and help the country's new government establish its authority and rebuild its war-ravaged infrastructure. Canadian troops also find themselves in a combat role in the event that remaining Taliban or al-Qaeda units were to present a military threat to the international force or the new government.