

POLS 2531 – Foundations of International Relations

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Calls to action:

- Read the Truth and Reconciliation Commission findings and the Commission's calls to action, then find a way you can support the fulfillment of [those calls to action](#)
- Read the national inquiry into [missing and murdered indigenous women and girls and the 231 calls for justice](#)
- Take time to learn more about the history and continuing experiences of indigenous peoples
- Remove colonial monuments
- Call on institutions to decolonize. Indigenous scholarship and knowledge systems continued to be marginalized and erased.
- Encourage contribution to indigenous led organisations, in particular, the Indian Residential School Survival Society <https://irsss.ca>

Course Title:	Foundations of International Relations
Location and time:	Online

Instructor	Dan Bousfield
Office Hours	Wednesday 10am-Noon or scheduled via email
Lectures	Pre-recorded and in BRIGHTSPACE under 'course content'
Tutorials	
Email:	dbousfie@uwo.ca
Optional Facebook group	https://www.facebook.com/groups/1045339187506946
Text only phone	289-620-6665
Zoom	Available through the sidebar in BRIGHTSPACE

Prerequisite(s):

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees if you are dropped from a course for failing to have the necessary prerequisites.

Course Format: Online

This course will be blended and follow principles of [universal design](#). This means that lectures will be prerecorded, and discussion and debate of issues and themes will be online.

Introduction:

This course provides an introduction to the complexity of the international system. It considers how actors act and interact, and how the structures created at the international level mediate those relationships. The course focuses on the evolution of these interactions, with attention to the tensions between state and non-state actors.

Learning Objectives:

Through this course all students will have the opportunity to:

- Discuss different approaches to international relations
- Describe the key events, changes over time and the current debates in international relations
- Think critically and write about an issue in current issue in international relations
- Discuss a current issue in international relations

Anti-requisites: Political Science 2231E, Political Science 2131, Political Science 2231W/X.

Prerequisites: Political Science 1020E or permission of the instructor.

Course Materials

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing.

All other readings are available on-line, on the university online library reserve, or through the library search.

Methods of Evaluation

Participation 20%
Midterm Exam – 15% May 24, 2025, 10AM - Covers material from Chapters 1-7 (Lessons 1-4)
Essay 40% - Due June 9, 2025
Final Exam 25% - June 13, 2025, 10AM - non-cumulative – Covers Material from Lessons 5-12

For all written exercises in this course:

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of each paragraph should be in your own voice (no direct references, quotations or citations). A basic paragraph structure should follow this template:

- Topic/introduction, in one or two sentences and has an argumentative sentence that avoids description, and has a clear political thesis
- Major point with factual evidence, one or two sentences (one sentence with **relevant** academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)

- Major point with factual evidence, one or two sentences (one sentence with **relevant** academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)
- Major point with factual evidence, one or two sentences (one sentence with **relevant** academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)
- Summarizing sentence of overall significance to the overarching thesis of the paper and
- Concluding sentence which restates topic sentence and bridges to next paragraph.

Failure to use basic paragraph structure throughout your work will result in the inability to receive full marks.

These paragraph formatting requirements are not arbitrary. There is a specific reason that I want you to use peer-reviewed academic sources, a MINIMUM of THREE DIFFERENT ACADEMIC SOURCES per paragraph. WHY?

- First, the difference between opinion and argument is the provision of evidence.
- Second, for an academic argument to have veracity it needs to have an arm's length perspective, it needs to draw on peer-reviewed sources because individual interpretation is prone to error.
- Next, if we have more than one academic source per paragraph if one of those sources is weak or questionable the other two will supplement it.
- Moreover, multiple sources prevent summary or representation of someone else's ideas as your own, if you must interpret multiple data sources.
- Finally, academic sources have explanatory frameworks that link them to underlying theoretical concepts and ideas. ***News sources, data points, and journalism provide evidence without analysis, academic work provides analysis with evidence.*** If you don't have that consistently throughout your writing, you are going to run into problems of the veracity of your claims because they lack substantiation.

If any of your sentences, paragraphs or quotations lack specific foundation, you will not receive grades for those submissions.

Lack of data is a lack of foundation: In the era of LLMs, inaccurate citations will be treated as no citation at all. LLMs routinely summarize sources, without accessing the underlying data. A failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer a sufficient justification for including a citation, you must use specific and precise language including nouns (specific people, places and things) as generalized summaries of sources are often hallucinated, inaccurate and incomplete when suggested by LLMs.

Weasel words—vague or evasive language that obscures meaning—undermine thesis-driven political arguments by avoiding clear claims and weakening the connection between evidence and position. As Theodore Roosevelt warned in 1916, they drain content from statements like a weasel empties an egg: the form remains, but the substance is gone. In political science, precision matters. Ambiguity dilutes argument.

Why are weasel words proliferating?

- LLMs avoid strong claims to minimize liability, leading to weasel words.
- They replicate academic tone through pattern-matching, not reasoning, producing vague phrasing.

- They favor generalizations to ensure broad applicability and avoid exclusion.
- They use soft language to evade controversy or implied stance.
- Their training data overrepresents cautious, formulaic academic prose.
- They default to description over argument due to lack of critical capacity.

General information about missed coursework

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

This policy does not apply to requests for Academic Consideration submitted for **attempted or completed work**, whether online or in person.

The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult [Accessible Education](#).

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:

https://registrar.uwo.ca/academics/academic_considerations/

All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All Academic Consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request **without supporting documentation** in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

Midterm Exam – 15%

When a student mistakenly submits their one allowed Academic Consideration request **without supporting documentation** for the assessments listed above or those in the **Coursework with Assessment Flexibility** section below, the request cannot be recalled and reapplied. This privilege is forfeited.

Coursework with Assessment Flexibility

By policy, instructors may deny Academic Consideration requests for the following assessments with built-in flexibility.

Flexible Completion assignments:

Weekly participation. This course has 6 participation assignments, and the quizzes are counted towards participation. Should extenuating circumstances arise, students do not need to request Academic Consideration for the first missed weekly participation. Academic consideration requests will be denied for the second missed participation assignments.

Weekly Participation – 20% (Weekly submissions)

Weekly Assignments – base submission is pass/fail 70% (14 of 20)

Students **must** complete a minimum of **four engagement options weekly** (Monday 12:01 am - Sunday 11:59 pm) to fulfill participation requirements. A total of 5 weeks of participation is required, allowing students to skip 1 week (e.g., weeks 1 or 6). Completing 5 weeks fulfills the full 70%.

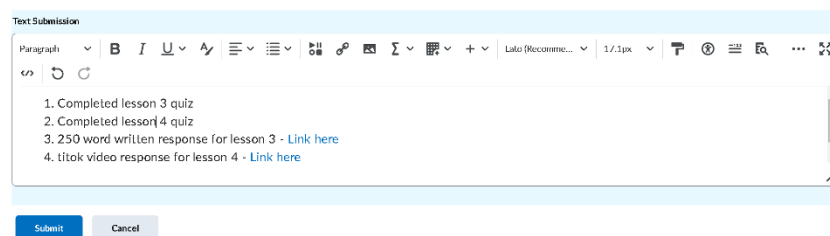
Weekly Engagement Options (a minimum of four options required per week, i.e. 2 per lesson):

1. Brightspace Lesson Quiz Completion: Complete the 2 lesson quizzes in the 'Tests & Quizzes' section. These quizzes are pass/fail; only completion is counted, not quiz score. Each quiz counts for one participation mark.
2. Written Responses (250 words per lesson): A reflective analysis engaging with lesson ideas and concepts from lecture, readings, or both. This is not a summary but a critical engagement that links material to current international issues. Proper essay paragraph structure, footnotes, and citations are required. You must reference the course readings at least three times per week to get maximum grades. Submissions not meeting these standards are ineligible for full credit. Each written response counts for one participation mark. See detailed criteria below.
3. Video Responses: A short (TikTok-style) video exploring a key academic issue from each lesson's content, suitable for a general audience. Videos must reference at least one academic, peer-reviewed source from our reading list and can be uploaded to Brightspace each week (or linked if hosted elsewhere). Public posting is not required. Each video counts for one participation mark.
4. Forum Posts: A formal response to each lesson prompts on the Brightspace Forum, incorporating three course readings from our reading list and showing clear relevance to themes from class. Posts require formal writing and respectful decorum. Each post counts for one participation mark.

Sample weekly participation submission:

Submit

Text submission



The screenshot shows a 'Text Submission' form in Brightspace. At the top, there is a 'Submit' button and a 'Text submission' label. Below this is a rich text editor with a toolbar containing various formatting options like bold, italic, underline, and list creation. The text area contains a list of four items:

- 1. Completed lesson 3 quiz
- 2. Completed lesson 4 quiz
- 3. 250 word written response for lesson 3 - [Link here](#)
- 4. tiktok video response for lesson 4 - [Link here](#)

At the bottom of the form, there are two buttons: 'Submit' and 'Cancel'.

A Final calculation activity is **required** to receive your participation mark.

At the end of the course students just need to calculate their participation based on the submissions each week throughout the course. We will take your top 5 weeks.

4 forms of participation per week = 70% (pass/fail)

More than 4 forms of participation each week = higher grade (the 80, 85 and 90 grades below are approximations, I withhold the right to assess the quality of the submission and adjust the grade accordingly)

Therefore the calculation would look like:

'This is my calculation of my participation

4 forms of participation: 4x on weeks 1, 3 (I did 2 quizzes and 2 forum posts)= $2 \times 70 = 140$

5 forms of participation: Week 2 = 1×80 (I did 2 quizzes and 2 forum posts and I did a tiktok) = 80

6 forms of participation: Week 4 = (I did 2 quizzes, 2 forum posts I did a tiktok and an additional reading response) = 85

8 forms of participation: Week 5 = (I did 2 quizzes, 2 forum posts, 2 tiktoks, and 2 reading responses) = 90

Total calculation:

$140 + 80 + 85 + 90 = 395 / 500 = 0.79 = 79\% \times 20\% = 15.8$

Therefore, my participation for the term should be 15.8 out of 20'

Online Midterm Exam: 15% of final grade.

The midterm exam will be held on May 24, 2025. It will cover the material from Chapters 1-7 (in weeks 1 through 4) and will be held in Brightspace.

Lesson 6 essay assignment (pass/fail as participation mark for Lesson 6)

This is an assignment for your participation marks. A link will be available for students to complete by the end of Lesson 6 that will help you prepare your essay.

The assignment will identify:

- The essay question you are going to answer
- The approach that you can use for your topic
- The 4 (minimum) class assigned sources you will use for your paper
- The 3 key arguments you will make in the paper
- The possible conclusion to the essay question that your research will answer

Essay 40% of final grade, due in BRIGHTSPACE June 9, 2025

Students will write a major research paper (based on the academic sources from this course outline) from the approved essay topic list (listed below). The topic selection must be on the approved list of topics, or it cannot be graded. The essay must use our course textbook the required assigned articles for the arguments; **use of outside sources is not permitted.**

A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays/policy analyses submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All

extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.

The essay will combine one of the approved case studies, an approved essay topic with an approved approach and other sources of approved list of academic texts. The list of essay questions will be available in BRIGHTSPACE. All submissions must conform to the 'Criteria for Evaluation of Written Assignments' found below.

Final paper requirements

The final draft of the paper should be 8-10 pages (2000-2500 words) in length (excluding the bibliography) and must be presented in proper scholarly format, including properly structured paragraphs. See the *Criteria for Evaluation of Written Assignments* for a detailed description of the essay requirements.

The Department's rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See 'Criteria for Evaluation of Written Assignments' below). Students must submit their papers through BRIGHTSPACE and all papers may be processed by Turnitin. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Final Exam

25% of final course grade.

The final exam will be non-cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions from lessons 5-12). It will be held in Brightspace.

Point of View

The readings, class lectures, and my comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Discussion Guidelines²

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important secondary aim of our course necessarily will be for us to increase our facility with the sometimes-difficult conversations that arise inside issues of social inequality as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Criteria for the evaluation of written assignments

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of a paragraph should be in your own voice (no direct references). A basic paragraph structure should follow this template:

- Topic sentence one or two lines

- Major point with evidence one or two lines (one with citation and one in your own words)

- Major point with evidence one or two lines (one with citation and one in your own words)

- Major point with evidence one or two lines (one with citation and one in your own words)

- Summarizing sentence of overall significance to the overarching thesis of the paper

- Concluding sentence which restates topic sentence and bridges to next paragraph.

Failure to use basic paragraph structure throughout your work will result in the inability to receive full marks.

Formatting

All work should be double spaced using 12-point font (even on policy briefs). Page numbers should always be included. Never use bullet points anywhere – they condense ideas when I need to see the logic and academic argumentation that underpin your claims.

Quotations

Quotations longer than 4 lines should be indented. Try to avoid quotations longer than 4 lines. Assume that I do not read an indented 4line quotation and make sure the sentence immediately following the quotation summarizes its significance to your argument in your own words. Never include quotations or sources in your introduction or conclusion, your introduction and conclusion should outline the paper structure in your own words.

Citations and Bibliography

In the era of LLMs, inaccurate citations will be treated as no citation at all. LLMs routinely summarize sources, without accessing the underlying data. A failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer a sufficient justification for including a citation, you must use specific and precise including nouns (specific people places and things) as generalized summaries of sources are often hallucinated, inaccurate and incomplete when suggested by LLMs.

We will use the author date system. It keeps footnotes and endnotes to a minimum.

Text references will be short with the Surname, Date and page number (i.e. Žižek 2002: 342).

Use this formatting everywhere, including sources from our reading list and in the response papers and any written work.

Works by the same author in the same year should be cited as Žižek 2002a, Žižek2002b, etc.

Et al. can be used by sources with three or more authors. The full list must be in the bibliography.

If you have more than one source in the same sentence you just include them with a semi-colon in chronological order i.e (Žižek 2002: 345; D’Amelio 2018: 212; Swift 2020: 445)

Bibliography

A bibliography must be included in all written work, it should include the complete details of the work and included an 'Accessed' date if it is an online source.

Sample bibliography

- Bastos, Marco T., and Dan Mercea. "The Brexit botnet and user-generated hyperpartisan news." *Social Science Computer Review* 37.1 (2019): 38-54.
- Dobber, T., R. F. Fahy, and FJ Zuiderveen Borgesius. "The regulation of online political micro-targeting in Europe." *Internet Policy Review* 8.4 (2019): 4.
- Grieder, William. "How the swindlers of Silicon Valley avoid paying taxes." *The Nation*, October 17, 2017, <https://www.thenation.com/article/how-the-swindlers-of-silicon-valley-avoid-paying-taxes/>. Accessed August 1, 2020.
- Gill, Stephen. "Transnational class formations, European crisis and the silent revolution." *Critical Sociology* 43.4-5 (2017): 641.

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or

grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Meeting the Requirements of the Assignment:

All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment. All work must have sufficient academic content and sources related to our course or else it cannot receive full marks. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' or it cannot achieve full grades.

Recording synchronous content (office hours, or other meetings)

Any remote learning sessions for this course **may** be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings may be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Policy on the use of LLMs (AI, ChatGPT, Bard, etc) in the classroom ³

Unless otherwise noted during class activities, you may only use ChatGPT or any other Generative technology to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. See the table below for some examples of allowable and non-allowable uses of Generative technology in this class (NOTE: This is not an exhaustive list of examples). Generative technology may be used to assist in assessment throughout the course, if you wish to opt out of the use of generative technology, please let me know.

How generative technology may be used in assessment:

1. Pre-assessment - to provide structural or overall feedback before I begin any grading.
2. Applying rubric - using the rubric from the course outline to apply to submitted assignments to assess the degree of compliance before or during I complete any grading.
3. During assessment - to double-check the veracity of claims being made about your submission during my assessment of your material.
4. Post assessment - to find additional examples or instances in your submissions to assist in my feedback.
5. Refining assessment - suggesting forms of constructive criticism, actionable items, and overarching themes or issues to assist in your assessment.

How generative technology will NOT be used in assessment:

No grades will be assigned solely with generative technology at any point in this course. Assessment will always be done by the instructor in accordance with the course outlines, because of the unpredictability and unreliability of current generative technology. No personal or individual identifiers will ever be included in the assessment of material by any generative technology.

Example of an Allowable Use	Why is this Allowed?	Things to Keep in Mind
Prompting Generative technology to generate ideas for a class project.	This might enhance your thinking by exposing you to other ideas than you might come up with on your own.	It is important to start with brainstorming your own ideas first (to aid your creative thinking), rather than letting Generative technology do that initial work for you. Also, beware that Generative technology might introduce biases (tends towards liberal consensus) into the topic when prompted to generate ideas.
Using Generative technology for writing support (e.g., to improve writing quality, clarity, and expression).	Generative technology writing technologies, like ChatGPT, can provide ideas for how to revise a sentence or word, begin a paragraph, or express your thinking more clearly. Used in this way, Generative technology might support the development of your communication skills.	Make sure to get your thoughts written down first rather than asking Generative technology to write the first draft. Writing and thinking are interconnected processes, if you prompt Generative technology to write the first draft for you, you are not actively engaging in thinking about the material. NOTE: We also have a wonderful Writing Center on campus that provides writing support!
Using Generative technology as a study or assignment aid .	Generative technology can offer study tips, provide example text/quiz practice questions, design a personalized study guide, design flashcards, give directions for how to complete an assignment, create learning simulations and interactive scenarios to help you think more deeply about the class content, and provide a rubric so you can self-assess your own work.	Generative technology tools are known for making up information and presenting biased output. Make sure to double-check the accuracy, credibility, and reliability of any AI-generated information that you use to support your studying or assignment completion.
Prompting Generative technology to help make information easier to understand (e.g., explaining technical or academic jargon, providing concrete examples of an abstract idea).	Generative technology could potentially be used in ways that reduce cognitive load (see Cognitive Load Theory), such as breaking material into smaller chunks, summarizing and simplifying material, providing an outline of an article to support pre-reading, translating text into your native	If Generative technology are used in ways that reduce germane load (the cognitive effort required to make connections between new information and prior knowledge) it can negatively impact learning. For example, if you ask a Generative technology technology to automatically summarize a complex academic article instead of reading and summarizing it yourself, you will miss out on the opportunity

	language, making content more accessible, scaffolding learning, and providing concrete examples.	to fully engage with, and critically examine, the author's ideas (read: No One is Talking About AI's Impact on Reading). This is a critical skill for college, the workplace, and engaged citizenship!
Using AI and Generative technology is recommended due to different abilities .	Generative technology can be used to make learning more accessible and digitally accessible for differently abled individuals (e.g., transcripts of recorded audio, closed captions for videos, alt text to describe images for blind/visually impaired individuals, interpretations of complex visual data).	If you have a self-identified or registered disability, consider how Generative technology tools might aid your thinking, communication, and learning.

Example of a Non-Allowable Use	Why is this NOT Allowed?
Prompting a Generative technology to respond to a discussion forum prompt for you.	Discussion prompts are meant to incorporate your voice and your thoughts. Participating in discussions is about building community and relationships as well as actively engaging in your own thinking and learning to communicate with others. Using Generative technology for this activity subverts both the social and learning goals of the activity.
Using a Generative technology (e.g., Slidesgo) to design a class presentation for you.	Designing a presentation requires you to actively engage in thinking and learning about the material and consider how best to communicate that information to an audience. Prompting Generative technology to do this work for you subverts your learning and the opportunity to develop your creative communication skills.
Modifying AI-generated work slightly to make it appear as if you created it .	Making minor adjustments to AI-generated work only supports surface-level learning, rather than deep learning (learn more), because the focus is on minor adjustments rather than truly understanding the material.
Prompting Generative technology to analyze data for you and submitting the data analysis as your own.	Research has shown that using Generative technology to provide solutions for you (or in this case, provide data analysis output for you) prevents you from actively engaging with, and learning, the material (read: Generative AI Can Harm Learning). Using Generative technology in this way subverts your learning. Additionally, Generative technology tools are not calculators or math machines, they are predictability machines (they guess which words go together to make the most plausible human-sounding response).
Copying AI-generated text word for word into your written work, but citing it as written by AI .	Please read " The Case For Not Citing Chatbots As Information Sources " and " Generative AI Has an Intellectual Property Problem " and, instead, find an original source to cite. When you put in the effort to find an original source to cite, you are deepening your thinking and learning about that topic and you are giving credit to human authors/artists.

	However, if you prompt a Generative technology technology to create an original source of text or media – something that cannot be traced back to an original source (e.g., a Taylor Swift rendition of the Declaration of Independence) – you can write “This text was generated by ChatGPT [or insert another Generative technology technology] in a footnote.”
--	---

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Any assignment that is found to have used generative AI tools in unauthorized ways can result in: a failure to receive full grades, the need to resubmit the assignment, need to orally present the assignment in office hours, or a failure to complete the requirements of the course. When in doubt about permitted usage, please ask for clarification.

Approved Sources for Essay (1)	
Possible Essay Approaches (18)	Required approved academic foundation
Realist	Rosato, Sebastian, and John Schuessler. "A realist foreign policy for the United States." Perspectives on Politics 9.4 (2011): 803-819.

Neorealist	Ruggie, John Gerard. "Continuity and transformation in the world polity: Toward a neorealist synthesis." <i>World Politics</i> 35.2 (1983): 261-285.
Liberal internationalism	Jackson, Van. "Left of liberal internationalism: Grand strategies within progressive foreign policy thought." <i>Security Studies</i> 31.4 (2022): 553-592.
English School	Buzan, Barry. "The English School: an underexploited resource in IR." <i>Review of international studies</i> 27.3 (2001): 471-488.
Constructivist (Realist)	Wendt, Alexander. "Anarchy is what states make of it: the social construction of power politics." <i>International organization</i> 46.2 (1992): 391-425.
Constructivist (Liberal)	Abdelal, Rawi, and John G. Ruggie. "The principles of embedded liberalism: social legitimacy and global capitalism." <i>New perspectives on regulation</i> (2009): 151-162.
Constructivist (norms)	Finnemore, Martha, and Kathryn Sikkink. "International norm dynamics and political change." <i>International organization</i> 52.4 (1998): 887-917.
Constructivist (Identity)	Hopf, Ted. "The promise of constructivism in international relations theory." <i>International security</i> 23.1 (1998): 171-200.
Western Feminist	Runyan, Anne Sisson, and V. Spike Peterson. "The radical future of realism: feminist subversions of IR theory." <i>Alternatives</i> 16.1 (1991): 67-106.
Intersectional feminist	Sabaratnam, Meera. "Is IR theory white? Racialised subject-positioning in three canonical texts." <i>Millennium</i> 49.1 (2020): 3-31.
LGBTQ Rights	Weber, Cynthia. "Global LGBT studies: are gay rights human rights and are human rights gay rights?" in <i>International relations theory: a critical introduction</i> . Routledge, 2021. Fifth Edition.
Queer	Richter-Montpetit, Melanie, and Cynthia Weber. "Queer international relations." <i>Oxford research encyclopedia of politics</i> . 2017.
Postcolonial	Sajed, Alina. <i>Postcolonial encounters in international relations: The politics of transgression in the Maghreb</i> . Routledge, 2013. Chapter 1.
Decolonial	Viramontes, Erick. "Questioning the quest for Pluralism: How Decolonial is Non-Western IR?." <i>Alternatives</i> 47.1 (2022): 45-63.
Settler colonial	Bell, Colleen, and Kendra Schreiner. "The international relations of police power in settler colonialism: The "civilizing" mission of Canada's Mounties." <i>International Journal</i> 73.1 (2018): 111-128.
Gramscian	Bieler, Andreas, and Adam David Morton. "A critical theory route to hegemony, world order and historical change: neo-Gramscian perspectives in International Relations." <i>Capital & class</i> 28.1 (2004): 85-113.
World Systems Theory (Marxism)	Nölke, Andreas. "World-system theory." <i>Theories of international relations</i> . Routledge, 2014. 198-213.
Securitization	Hansen, Lene. "The Little Mermaid's silent security dilemma and the absence of gender in the Copenhagen School." <i>Millennium</i> 29.2 (2000): 285-306.

Approved Sources for Essay (2)		
Textbook Chapter	Essay Topic (31)	Additional Approved Academic source
2	Regulating nuclear weapons	Fuhrmann, Matthew, and Yonatan Lupu. "Do arms control treaties work? Assessing the effectiveness of the nuclear nonproliferation treaty." <i>International Studies Quarterly</i> 60.3 (2016): 530-539.
2	Human rights and sovereignty	Miles, William FS. "Third World views of the Holocaust." <i>Journal of Genocide Research</i> 6.3 (2004): 371-393.

3	Valladolid debate	Jones, Branwen Gruffydd. "'Good Governance' and 'State Failure': The pseudo-science of statesmen in our times." <i>Race and Racism in International Relations</i> . Routledge, 2014. 62-80.
3	500 years of indigenous resistance	Nayak, Doctor Meghana, and Eric Selbin. <i>Decentering international relations</i> . Bloomsbury Publishing, 2010. Chapter 2 indigeneity
4	UNEP in Kenya	Acharya, Amitav. "'Idea-shift': how ideas from the rest are reshaping global order." <i>The UN and the Global South, 1945 and 2015</i> . Routledge, 2018. 10-24.
4	Xi Jinping at Davos	Qin, Yaqing. "Why is there no Chinese international relations theory?." <i>International Relations of the Asia-Pacific</i> 7.3 (2007): 313-340
5	Social media in the Arab Spring	Kreps, Sarah. <i>Social media and international relations</i> . Cambridge University Press, 2020.
5	Greta thunberg and climate action	Budabin, Alexandra Cosima, and Lisa Ann Richey. <i>Batman saves the Congo: How celebrities disrupt the politics of development</i> . U of Minnesota Press, 2021.
6	Warfare, bug or feature?	Baron, Ilan Zvi, et al. "Liberal pacification and the phenomenology of violence." <i>International Studies Quarterly</i> 63.1 (2019): 199-212.
6	Theorizing the United Nations	Griffiths, Ryan D. "Dynamics of secession and state birth." <i>Routledge Handbook of State Recognition</i> (2019): 138-147.
7	Post colonialism, feminism and the United Nations	Hurd, Ian. "Legitimacy and authority in international politics." <i>International organization</i> 53.2 (1999): 379-408.
7	Marxism, post-structuralism and warfare	Oren, Ido, and Ty Solomon. "WMD, WMD, WMD: Securitisation through ritualised incantation of ambiguous phrases." <i>Review of International Studies</i> 41.2 (2015): 313-336.
8	The Ebola pandemic	Bousfield, Dan. "Neoliberalism, race, and ignorance in an era of covid-19." <i>Covid-19 and the Global Political Economy</i> (2022): 53-67.
8	Kosovo sovereignty	Tudor, Margot. <i>Blue Helmet Bureaucrats: United Nations Peacekeeping and the Reinvention of Colonialism, 1945–1971</i> . Cambridge University Press, 2023.
11	Trump withdrawal from the JCPOA	Beck, Martin. "An International Relations Perspective on the Iran Nuclear Deal." <i>International Relations</i> . https://www.e-ir.info/2018/08/08/an-international-relations-perspective-on-the-iran-nuclear-deal/ [accessed 30 November 2019] (2018).
13	Sexual violence and wartime	True, Jacqui. "The political economy of violence against women: A feminist international relations perspective." <i>Australian Feminist Law Journal</i> 32.1 (2010): 39-59.
13	Sexuality and borders	Weber, Cynthia. <i>International relations theory: a critical introduction</i> . Routledge, 2021. 5 ed. Chapter 11
14	The Gulf War	Olsen, Gorm Rye. "'Great power' intervention in African armed conflicts." <i>Cambridge Review of International Affairs</i> 28.2 (2015): 229-245.
14	Gun violence in the United States	Stavrianakis, Anna. "Small arms control and the reproduction of imperial relations." <i>Reconceptualising Arms Control</i> . Routledge, 2014. 191-212.
15	Incels as terrorists	Pearson, Elizabeth. "Extremism and toxic masculinity: the man question re-posed." <i>International Affairs</i> 95.6 (2019): 1251-1270.

15	Women and children returning home from the Islamic State	Babar, Zahra. "The "Enemy Within" Citizenship-Stripping in the Post-Arab Spring GCC." Middle East Journal 71.4 (2017): 525-543.
16	The Venezuelan Exodus	Shachar, Ayelet. "Beyond open and closed borders: the grand transformation of citizenship." Jurisprudence 11.1 (2020): 1-27.
16	Morocco	Sajed, Alina. Postcolonial encounters in international relations: The politics of transgression in the Maghreb. Routledge, 2013. Chapter 1.
17	South African poverty	Noxolo, Pat. "Postcolonial approaches to development." The Palgrave handbook of international development (2016): 41-53.
18	The Belt and Road initiative	Qin, Yaqing. "Why is there no Chinese international relations theory?." International Relations of the Asia-Pacific 7.3 (2007): 313-340
19	Covid	Kojo, Yoshiko. "Global issues and business in international relations: intellectual property rights and access to medicines." International Relations of the Asia-Pacific 18.1 (2018): 5-23.
19	Healthcare is a bridge for peace	Hanrieder, Tine. "Orders of worth and the moral conceptions of health in global politics." International Theory 8.3 (2016): 390-421.
20	Donald Trump and climate denial	Bousfield, Dan. "Neoliberalism, race, and ignorance in an era of covid-19." Covid-19 and the Global Political Economy (2022): 53-67.
20	Governing extractivism	Preston, Jen. "Racial extractivism and white settler colonialism: An examination of the Canadian Tar Sands mega-projects." Cultural Studies 31.2-3 (2017): 353-375.
20	Harnessing information	Ølgaard, D. "Reflections on Naomi Klein's pandemic shock doctrine." E-International Relations (2020): 74-75.
20	Cyber warfare or cyber conflict?	Rid, Thomas, and Ben Buchanan. "Attributing cyber attacks." Journal of Strategic Studies 38.1-2 (2015): 4-37.

Criteria for 250-word response papers

A Grade Criteria:

1. Topic sentence explicitly states a political stance or argument that goes beyond mere description.
2. Paragraph has three clearly defined arguments, each tied to a distinct academic source (with page numbers) and followed by the student's own critical reflection explaining why the point matters.
3. Writing shows clear political voice—meaning it does not equivocate but positions itself concretely.
4. Logical progression ties each argument to the overarching thesis.
5. Concluding sentence restates the political stance and signals how it leads to the next paragraph.
6. Includes minimal phrasing or concepts from the weasel word list below.
7. All items must be present to award A.

B Grade Criteria:

8. Topic sentence identifies a general political perspective but is less forceful (some equivocation or broadness).

9. Lists major arguments but may be missing either the “why it matters” piece or a fully distinct stance.
10. Three sources are cited, though they may lack complete specifics (e.g., missing page numbers).
11. Concluding sentence is broad or vaguely restates the topic without a strong so what?.
12. Language is mostly formal but occasionally lapses into description or summary.
13. Includes some phrasing or concepts from the weasel word list below.
14. Assign B if at least one A-level requirement is missing but the paragraph remains on-topic and academically focused.

C Grade Criteria:

15. Paragraph is generally relevant, but the political stance is unclear, weak, or lost in description.
16. Arguments lack sufficient evidence or reflection on why those arguments matter; few or no proper citations with page numbers.
17. Sentences are disconnected from a unifying political thesis or remain purely descriptive.
18. No clear signposts or concluding statement that reiterates a stance.
19. Includes many of the phrases or concepts from the weasel word list below.
20. Assign C if the paragraph is missing multiple B-level elements or fails to make a definite claim.

D Grade Criteria:

21. No discernible political stance or significance—fully neutral or purely descriptive.
22. No coherent structure or progression: it jumps between unrelated points.
23. No academic citations or extremely vague references (no page numbers or named authors).
24. Language is informal, relies on clichés, or provides no sense of why the topic matters.
25. Contains many of the phrases or concepts from the weasel word list below.
26. Assign D if the paragraph fails to demonstrate any of the A/B/C requirements.

Weasel Word List (Avoid in Academic Writing):

Complexities, Explores themes, Challenging dominant, Aligns with, Mirrors, Various groups, Risks exacerbating issues, Widen systemic gaps, Corruption, Oppressed societies, Problematic, Varying perspectives, Valuable cultural artifact, In search of consensus, Effects of marginalization, Reinforce forms of hierarchy, Tended to be, marginalized communities, Oppression and its many forms, Overlooking historical and systemic inequalities, Structural inequalities caused by colonial rule, Cultural values, Imperial exploitation, Economic disparities that exist today, Which suggests, Drawing parallels, Lack of diversity, Echoes, Transformative achievement, Demonstrates their analogous role, Oppressive structures, Critically interact, Contributes to, Plays a role in.

Learning Outcomes

Assignment	Description	Learning Outcome
Participation		Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one’s own knowledge, informed by exposure to information, concepts, theories and experience
Response Papers	Identify key themes and arguments in written work, synthesize arguments analytically into written form	Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one’s own knowledge; assess evidence critically;
Essay	Ability to identify different methodological approaches; apply a specific methodological approach to a specific global issue issue; analyze the	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually;

	global issue for trajectory; evaluate likely outcomes of the issue	assess evidence critically; well-developed research skills
Exam		Communicate in a written format in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; how power culture and history condition knowledge formation; understand the ambiguity, uncertainty, ubiquitous and controversial nature of politics

Reading Schedule

Lessons:

1. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 1: Introduction to International Relations AND Chapter 2: International Relations and the Global System
2. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 3: Discovery, Conquest and Colonialism AND Chapter 4: Towards Global International Relations
3. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 5: Levels of Analysis AND Chapter 6: Traditional and Middle Ground Theories
4. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 7: Critical Theories (On Midterm)
AND Chapter 13: Gender and Sexuality (Not on Midterm) + Course Reading available in Brightspace
5. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 8: International Organizations AND Chapter 11: International Law

Midterm Exam

Lesson 6 - Essay prep assignment

Lessons:

7. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 14: International Security AND Chapter 15: transnational terrorism
8. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 16 Migration.
9. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 17: Poverty and Wealth. + Course Reading available in Brightspace
10. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 18: Global Health.
11. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 19: Environment and Climate.
12. McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 20: Connectivity and Exploitation in The Digital Age. + Course Reading available in OWL