

University of Western Ontario
Department of History/Department of Political Science
2019-2020

International Relations 4702E – Tentative Outline
Contemporary Challenges in the Global Community
Mondays, 10:30-12:30
Lawson Hall 1227

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).

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COURSE DESCRIPTION:

IR4702E is the capstone seminar for students in the International Relations program. The purpose of the course is to integrate your studies in history and political science and to produce a final class report that contributes to public discussion and public policy. The theme of the course changes every year and is linked to current developments in world affairs and public policy in Canada or the Global Community. In previous years, we have examined Canadian peacekeeping, global climate change, devised blueprints to end the conflict in Afghanistan, laid out a map for state-building in the Democratic Republic of Congo, designed a campaign to get Canada elected to the United Nations Security Council and developed an [online series of policy responses](#) to key issues facing Canada. Last year placed an emphasis in cyber-relations and events in Canada and the world.

In 2019-2020, the class will examine recent events and situate Canada's role in the changing world of global affairs. Declining support for liberal ideas and institutions as well as issues such as election interference, cyber warfare and refugee flows will be some of the issues addressed in the course. The challenge for the class will be to situate policies, practices and priorities that reflect changing global realities. You will bring your ideas together in the first term to develop a group project for the second term. Students will complete a range of assignments to deepen their expertise in a policy area and provide a variety of formats to present their ideas. This includes an option of Community Engaged Learning (CEL) for course credit, where students have the opportunity to engage directly in issues in London that intersect with course content. For more information on CEL go to the section of the course website in OWL on CEL. Students should be able to present their policy ideas to a variety of audiences from the public, to university peers, to a panel of experts at the end of the term. Developing strong and well researched ideas is an integral part of your assignments, as is the ability to present them coherently and concisely in a range of formats.

Participation and Attendance (10% per term):

Each week of the course will be student driven. For the first term participation you will be responsible for submitting a one-page document consisting of: 1) a list of key concepts and terms from the week's readings; 2) a key line or passage from one of the readings; 3) three or four discussion questions based on the readings. The document is to be uploaded to the OWL website by Sunday at 1pm. You are encouraged to bring up your own or others' key concepts, passages, and questions in the seminar. Each week one (or more) student(s) will take the responsibility to create a two-page selection of the keywords, quotations, and questions, provide hard copies to the class, and lead the class discussion. Class leaders begin with a short introduction of the readings (not a summary!), and then can use the student questions as an agenda for discussion. They are also encouraged to experiment with a variety of pedagogical techniques, including debates, go-around questions, short video clips for discussion, exercise or games (such as 'heads up') to allow the class to engage with the material in compelling ways and shift away from topics or issues that are no longer productive. Try to frame the class discussion into 2 parts, so that we can explore a variety of topics and ideas throughout.

Students are encouraged to focus on an area of research or a topic and integrate that topic into class discussions, readings and presentations. Participate in discussions, but do not dominate discussion. Everyone must have a chance to contribute their ideas.

Given this is a capstone seminar, failure to regularly attend class, to participate in class discussion or provide required uploads and presentations can constitute a failure to complete the requirements of the course.

Assignments and Mark Breakdown: First Term (40% of final mark)

Term 1 attendance and participation (10% of final mark) see above for details.

Assignment 1- Think piece (15% of final mark) Due October 7, 2019 at midnight. Upload to OWL.

How should we think about global geostrategy/geopolitics? How should we frame pressing issues?

Students will write a short essay of 5 pages in proper essay format (with title page and bibliography, 1250 words, excluding references) arising from the material covered in readings *up to and including* the week of September 30. The assignment should use at minimum one required reading and one recommended reading *from each week*. This assignment is to be a ‘think piece’ in which students will make the case for a particular understanding of international debates about the liberal order suggested by the readings and in class discussion.

Assignment 2 - Presentation of a policy proposal (15% of final mark)– Due November 11 in class.

Working alone or in groups, students will prepare a proposal for a focus for the term 2 assignment. It can take the form of a written summary, an op-ed, or other creative way to demonstrate the significance of the topic for global geostrategic concerns and those facing Canada. The written summary should be a 2-page written impactful presentation of your ideas (such as a canva flyer). You will then need to prepare an in-class presentation which makes a persuasive case for the relevance of the topic chosen the class project. There are several ways to present your policy proposal: 1) you can focus on a policy issue, theme or strategy, or geostrategic approach to an issue. 2) You can discuss the underlying rationale or philosophy linking your topic or issue back to themes from the course. 3) You can promote a topic or issue that you feel will maximize impact and is most likely to be supported by an audience. These presentations will form the basis of the term 2 assignment and direct key themes in the course.

Second term (60% of final mark):

Group Project (35% of final mark) – Due: March 23, 2020.

This is the culminating project of the course and will be presented to a panel of experts at the end of the term. The subject and format of the group project will be decided by students. We will begin brainstorming about a topic in the first semester. Specific requirements of this assignment will be posted in OWL. The group project should emphasize the presentation of ideas in a professional manner with an emphasis on the accessibility of the book to a wider audience and possible dissemination to a variety of real-world actors. The assignment will be assessed for the research and academic validity of ideas as well as the professionalism of the presentation.

Term 2 Participation (15% of final mark)

The group project depends on sustained, constructive and engaged participation of everyone in the class. It will be the sum of your efforts, whether you put a lot or a little into the project. As the project unfolds,

you will work on a variety of topics and participate in many ways to the end result. For example, you might be asked to research a specific topic or to identify government documents on a specific subject. You might be asked to organize and lead a meeting, write up a summary of research, or prepare a bibliography. You will work on your own some of the time but most of your work will be done in collaboration with small groups of your classmates. A lot of the work will be done outside of class.

Your participation mark in the second term will be based on your weekly contributions to the project as well as your constructive involvement in class discussions. At the end of the project, you will fill out a self-assessment which includes a weekly log of your work as well as an evaluation of your contribution. You will also submit a portfolio of the three contributions that you made to the project. You can include summaries of research, analyses of topics etc. Some of the work you do might not make it into the final product, but if it is still a contribution that you are proud of and that you believe helped the project then you can include it in your portfolio. Failure to provide evidence of your work will make it impossible to receive full grades on the assignment

Final Reflection (10% of final mark) – Due: March 30, 2020. Upload to OWL.

The final report will take shape through debate, compromise and consensus. The authorship is collective. In this paper, you will explain what you would have done if this had been an individual project. This doesn't mean you identify one or two parts of the report that you would change. It is a chance to reimagine the entire project if you had done it alone and therefore made all decisions alone.

Assignment Descriptions and Learning Outcomes:

Assignment	Description	Learning Outcome
Attendance and participation	Attending all classes and ongoing participation throughout the year.	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
Presentation Proposal	Analyze the theoretical assumptions of an argument about IR/ foreign policy; evaluate the strength of an foreign policy; compare and contrast the argument with other examples of foreign policy	Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a foreign policy issue; evaluate the strength of the justifications for the issues' inclusion in the discussion of foreign policy; develop student portfolio and skill sets
Think piece	Take a clear analytical perspective on a framing of IR and Foreign policy;	Communicate in written form in an analytical and clear fashion; situate knowledge historically and

	analyze theoretical assumptions of foreign policy; critically assess foreign policy for presentation to lay audience;	contextually; assess evidence critically; well-developed research skills
Group Project	Ability to identify different methodological approaches; apply a specific methodological approach to a specific foreign policy issue; analyze the foreign policy issue for trajectory; evaluate likely outcomes of the issue	Critically assess each other's arguments for validity in terms of foreign policy analysis and IR; gain a basic understanding of the academic editing process; work with peers to develop strong arguments about IR and foreign policy; produce a document that is both well researched and well presented
Reflective Assignment	Identify key themes and arguments in one's own 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;

Community Engaged Learning Outcomes

Values	Skills	Knowledge
<p>Compare political platforms and articulate their own political values and involvement</p> <p>Practice reflective thinking to connect CSL experience with course content and personal values</p> <p>Awareness of their own scope of practice, knowledge, and abilities</p> <p>Practice reflective thinking to connect CSL experience with course content and personal values</p>	<p>Demonstrate intercultural competence and sensitivity and distinguish contexts through these principles are enacted</p> <p>Manage group projects from vision to completion by employing planning, delegation, prioritizing, time-management, and organizational strategies</p> <p>Apply content knowledge to real-world settings and contexts</p> <p>Compare and critique programs and services designed to minimize effects of social/local issues and generate strategies to improve their functioning and intended outcomes</p> <p>Adapt oral and written communication and/or behavior to match unique audience/demographic</p>	<p>Recognize and describe specific local and social issues and explain governing structures and social policies that impact upon them</p> <p>Describe composition of diverse populations and inequalities among those populations</p> <p>Relate degree/discipline specific content to various fields of research, practice, and policy</p> <p>Identify factors that contribute to social/local issues and barriers to implementing change</p>

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.

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about International Relations, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
- Participate in discussions, but **do not over-participate**. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Repeated over-participation will negatively impact participation marks.
- Demonstrate respect for the academic ideas presented by others at all times. Open discussion and the free exchange of academic ideas is key to the learning experience. Anecdotal evidence is a form of evidence but should be assessed in an academic framework. Dismissing positions and approaches that you do not find relevant to your analysis is not a valid form of engagement with ideas. This does not mean that you must agree with others. Make use of the ability to have your ideas questioned and challenged, but no disrespectful behavior will be tolerated. Arguments that seek to silence the academic ideas of others without explicit foundation will impact your participation mark.
- Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

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 with evidence. Academic arguments need not be personal (though with certain methodological choices they are appropriate), 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.

Policy on Children in Class:¹

“It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to

¹Policy taken from Dr Cheyney with permission. https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples?fbclid=IwAR2Al2IuSvKMI4e-S6fKgm6nB6daxX8LzvYNBaLiLXgNVrz_5EOpdrSYoRk

choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom²

Although there is no formal policy at Western for non-service animals coming into campus buildings, there are university guidelines according to Campus Police.

Dogs are allowed in Western's campus buildings on two conditions:

- their owners must keep their dog on a leash at all times; and
- their owners must ensure their dogs are "well-behaved" at all times.

Animals are welcome in the classroom, however please be cognizant of people who are unaccustomed to animals and pet-related allergies.

Policy on communication

² Taken from <https://www.lib.uwo.ca/policies/nonservicedogs.html>

I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquiries for a 24-hour cool-down period. I appreciate your understanding in this matter.

Important Notices

General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

Late Assignments - Formal Guidelines

Late papers will be accepted but will be subject to a late penalty of 10 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. 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 will not be provided.**

Course Readings

First term:

Week 1 - September 9 - Introduction, IR and Method

Required Reading

<https://www.e-ir.info/2019/05/16/narratives-emotions-and-the-contestations-of-the-liberal-order/>

Context, background and other information

- Puchala, Donald J. Theory and history in international relations. Routledge, 2013. Chapter 2 "International Relations theory in Perspective"
- P. Schroeder, 'International History: Why Historians do it differently than Political Scientists' in D. Wetzel, R. Jervis and J.S. Levy, eds, Systems, Stability and Statecraft: essays on the international history of modern Europe (Houndmills, New York: Palgrave Macmillan, 2004), pp. 285-296.
- Miriam Fendius Elman, 'International Relations Theories and Methods' in P. Finney, ed., Palgrave Advances in International history (Houndmills: Palgrave Macmillan, 2005), pp. 136-160,
- D'aoust, Anne-Marie, and Robert Denemark. "IR as a Social Science/IR as an American Social Science." The International Studies Compendium Project, edited by Robert Denemark. Oxford: Wiley-Blackwell (2015).

Week 2 - September 16 - Anarchy and Order

Required Reading

- Nye Jr, Joseph S. "The rise and fall of American hegemony from Wilson to Trump." *International Affairs* 95.1 (2019): 63-80.
- Parmar, Inderjeet. "The US-led liberal order: imperialism by another name?." *International Affairs* 94.1 (2018): 151-172.
- Schmidt, Brian C., and Nicolas Guilhot, eds. *Historiographical Investigations in International Relations*. Springer, 2018. Ch 6.

Context, background and other information

On anarchism and IR

- Scott, James C. Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play. Princeton University Press, 2012. Preface and fragment 2.
- Prichard, Alex. "6 Anarchy, Anarchism and International Relations." *The Continuum Companion to Anarchism* (2012): 96.

Failure of liberalism

- Stokes, Doug. "Trump, American hegemony and the future of the liberal international order." *International Affairs* 94.1 (2018): 133-150.
- Pabst, Adrian. "Is Liberal Democracy Sliding into 'Democratic Despotism'?." *The Political Quarterly* 87.1 (2016): 91-95.
- Hameiri, Shahar. "Failed states or a failed paradigm? State capacity and the limits of institutionalism." *Journal of international relations and development* 10.2 (2007): 122-149.
- Marc Lynch "Failed States and Ungoverned Spaces" *The ANNALS of the American Academy of Political and Social Science* 668(1) November 2016, Volume668(Issue1) Page p.24To-35
- Neocleous, Mark and George Rigakos, "Anti-Security: A Declaration" in Neocleous, Mark and George Rigakos eds. *Anti-security*. Red Quill Books, 2011. 15-21, 86-105, 204-215.

Geostrategy and policy

- Browning, Christopher S. "Geostrategies, geopolitics and ontological security in the Eastern neighbourhood: The European Union and the 'new Cold War'." *Political Geography* 62 (2018): 106-115.
- Avey, Paul C., and Michael C. Desch. "What do policymakers want from us? Results of a survey of current and former senior national security decision makers." *International Studies Quarterly* 58.2 (2014): 227-246.

Classic IR theory debates

- Bull, Hedley. *Anarchical Society: A Study of Order in World Politics*. New York: Columbia University Press, 1977. Part 1
- Wendt, Alexander. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46.2 (1992): 391-425.
- Tickner, J. "You just don't understand: troubled engagements between feminists and IR theorists." *International Studies Quarterly* 41.4 (1997): 611-632.

Week 3 - September 23- What is a Liberal Order?

Required Reading

- Chimni, B. S. "International Organizations, 1945–Present." *The Oxford Handbook of International Organizations*. 1-20
- Mark Mazower, *Governing the World: the history of an idea* (New York: The Penguin Press, 2012), Chap. 7, *The League is Dead, long Live the United Nations*, pp. 191-213.
- Weiss, Thomas G. "The United Nations and sovereignty in the age of Trump." *Current History* 117.795 (2018): 10-15.
- Goldsmith, Jack Landman, and Shannon Mercer. "International Law and Institutions in the Trump Era." *German Yearbook of International Law* (2019).

Context, background and other information

On the global liberal economy

- Matthew Eagleton-Pierce, "Neoliberalism" (2018) and Brenner, Neil, Jamie Peck, and Nik Theodore. "Variegated neoliberalization: geographies, modalities, pathways." *Global networks* 10.2 (2010): 182-222.
- Ruggie, John Gerard. "At home abroad, abroad at home: international liberalisation and domestic stability in the new world economy." *Millennium* 24.3 (1995): 507-526.
- Cox, Robert. (1993) "Gramsci, Hegemony and International Relations: An Essay in Method" in S. Gill (ed.), *Gramsci, historical materialism and international relations*, pp. 49-66.

Liberal critiques of Realism

- Keohane, Robert O. (ed.). *Neo-Realism and Its Critics*. New York: Columbia University Press, 1986. Chapter 1
- Mavelli, Luca. "Security and secularization in International Relations." *European Journal of International Relations* (2011): 1354066110396592.

Liberal blind spots

- Samson, Colin. "The dispossession of the Innu and the colonial magic of Canadian Liberalism." *Citizenship Studies* 3.1 (1999): 5-25.
- Mingilo, Walter. "Yes, we can" in Dabashi, Hamid, and Walter Mignolo. eds. *Can non-Europeans think?* London: Zed Books, 2015.
- Ayubi, Nazih. *Political Islam: religion and politics in the Arab world*. Routledge, 2003. p14-26
- Mills, Charles W. "Racial liberalism." *PMLA* 123.5 (2008): 1380-1397.

How to study under liberalism

- Singer, J.D. "The Level-of-Analysis Problem in International Relations." In G.J. Ikenberry (ed.) *American Foreign Policy: Theoretical Essays*. New York: Harper-Collins, 1989. pp.67-80

- Jackson, Patrick Thaddeus. The conduct of inquiry in international relations: philosophy of science and its implications for the study of world politics. Routledge, 2010. Chapter 2.

Week 4 - September 30 - Different visions of Dis/Order

Required Reading

- Burke, Anthony, et al. "Planet politics: A manifesto from the end of IR." *Millennium* 44.3 (2016): 499-523.
- Chandler, David, Erika Cudworth, and Stephen Hobden. "Anthropocene, capitalocene and liberal Cosmopolitan IR: A response to Burke et al.'s 'planet politics'." *Millennium* 46.2 (2018): 190-208.
- Vucetic, Srdjan, and Randolph B. Persaud. "Race in International Relations." *Race, Gender, and Culture in International Relations: Postcolonial Perspectives* (2018): Chapter 3
- Weber, Cynthia. "Why is there no queer international theory?." *European Journal of International Relations* 21.1 (2015): 27-51.

Context, background and other information

Canada and transnationalism

- Dubinsky, Perry and Yu, eds, *Within and Without the Nation: Canadian History as Transnational History* (UTP, 2015), 'Introduction: Canadian History, Transnational History', pp. 3-17.
- Patricia Clavin, 'Defining Transnationalism', *Contemporary European History*, Nov 2005, vol. 14, Iss 4: 421-439

Race

- Grovogui, Siba N. 2007 "Postcolonialism" in Dunne, T., Kurki, M. And S. Smith (eds.), *International Relations Theories: Discipline and Diversity*. pp. 229-246.
- Mills, Charles W. *Global white ignorance*. London: Routledge, 2015.
- Kapoor, Ilan. "Capitalism, culture, agency: dependency versus postcolonial theory." *Third World Quarterly* 23.4 (2002): 647-664.

Gender, Sexuality, Queering

- Peterson, V. Spike, ed. *Gendered States: Feminist (Re)Visions of International Relations*. Boulder, Colo.: Lynn-Rienner Publishers, 1992. Introduction and Chapter 8.
- Weber, Cynthia. "Why is there no queer international theory?." *European Journal of International Relations* (2014): 1354066114524236.

Anthropocene

- Burke, Anthony, et al. "Planet politics: A manifesto from the end of IR." *Millennium* 44.3 (2016): 499-523.
- Harrington, Cameron. "The Ends of the World: International Relations and the Anthropocene." *Millennium-Journal of International Studies* (2016): 0305829816638745.

Critiques of key concepts

- Strange, Susan. "Cave! hic dragones: a critique of regime analysis." *International organization* 36.02 (1982): 479-496.
- Mearsheimer, John. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994): 5-49.
- Crawford, Neta C. "A security regime among democracies: cooperation among Iroquois nations." *International Organization* 48.3 (1994): 345-385.
- De Carvalho, Benjamin, Halvard Leira, and John M. Hobson. "The big bangs of IR: The myths that your teachers still tell you about 1648 and 1919." *Millennium* 39.3 (2011): 735-758.

Readings for weeks 5-11 TBD on Week 5

October 7 – Brainstorming for Major project – selection of readings going forward - Assignment 1 Due at Midnight

October 14 – Thanksgiving -no class

October 21 – TBD on Week 5

October 28 - TBD on Week 5

November 4 – Fall reading week

November 11 – Assignment 2 due in class

November 18 – Topic research begins

November 25 – Topic related readings

December 9 – Topic related readings and plan for January

Canada's Feminist Foreign Policy

- https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng
- Aggestam, Karin, Annika Bergman Rosamond, and Annica Kronsell. "Theorising feminist foreign policy." *International Relations* (2018): 0047117818811892.
- Brown, Stephen. "All about that base? Branding and the domestic politics of Canadian foreign aid." *Canadian Foreign Policy Journal* 24.2 (2018): 145-164.
- Jones, Peter. "Middle power liberal internationalism and mediation in messy places: The Canadian dilemma." *International Journal* 74.1 (2019): 119-134.
- Seyle, D. C. (2019). Operationalizing Positive Peace: Canadian Approaches to International Security Policy and Practice. In *The Palgrave Handbook of Global Approaches to Peace* (pp. 193-213). Palgrave Macmillan, Cham.
- Mason, Corinne L. "Buzzwords and fuzzwords: flattening intersectionality in Canadian aid." *Canadian Foreign Policy Journal* 25.2 (2019): 203-219.
- <https://www.e-ir.info/2017/09/18/revisiting-responsibility-in-international-relations-canadian-foreign-policy/>
- <https://www.balsillieschool.ca/wp-content/uploads/2019/02/Graduate-Fellows-Anthology-2019.pdf#page=31>
- <https://www.icrw.org/wp-content/uploads/2019/03/Defining-Feminist-Foreign-Policy-Brief-revised.pdf>

Global ethics and global health

- Ottersen, Ole Petter, et al. "The political origins of health inequity: prospects for change." *The Lancet* 383.9917 (2014): 630-667.
- Whitmee, Sarah, et al. "Safeguarding human health in the Anthropocene epoch: report of The Rockefeller Foundation–Lancet Commission on planetary health." *The Lancet* 386.10007 (2015): 1973-2028.
- Benatar, Solomon R., Stephen Gill, and Isabella Bakker. "Making progress in global health: the need for new paradigms." *International Affairs* 85.2 (2009): 347-371.
- Stephen R. Gill and Solomon R. Benatarb "Reflections on the political economy of planetary health" *Review of International Political Economy* 2019
- Kirmayer, Laurence J., and Duncan Pedersen. "Toward a new architecture for global mental health." (2014): 759-776.
- Schrecker, Ted, and Clare Bambra. *How politics makes us sick: Neoliberal epidemics*. Springer, 2015. Ch 1 and 2

Leadership and Canada-US relations

Required Reading

- Brian Bow, *The Politics of Linkage: Power, Interdependence and Ideas in Canada-US Relations* (UBC 2009), chap. 1: The Social Foundations of the Special Relationship, pp. 1-24.
- Patrick Lennox, *At Home and Abroad: The Canada-US Relationship and Canada's Place in the World*, Ch 7.
- Thobani, Sunera. "Neoliberal Multiculturalism and Western Exceptionalism: The Cultural Politics of the West." *Fudan Journal of the Humanities and Social Sciences* 11.2 (2018): 161-174.
- Marland, Alex. "The brand image of Canadian Prime Minister Justin Trudeau in international context." *Canadian Foreign Policy Journal* (2018): 1-6.
- Roland Paris, "The Promise and Perils of Justin Trudeau's Foreign Policy" in Hillmer, Norman, and Philippe Lagassé, eds. *Justin Trudeau and Canadian Foreign Policy*. Springer, 2018. Chapter 2, 17-29.

Borders, Geopolitics and Non refoulment

Required Reading

- Hyndman, Jennifer. "The geopolitics of migration and mobility." *Geopolitics* 17.2 (2012): 243-255.
- Nyers, Peter. "Emergency or emerging identities? Refugees and transformations in world order." *Millennium* 28.1 (1999): 1-26.
- Jones, R., Johnson, C., Brown, W., Popescu, G., Pallister-Wilkins, P., Mountz, A., & Gilbert, E. (2017). Interventions on the state of sovereignty at the border. *Political Geography*, 59(July), 1-10.
- Collier, Paul, and Alexander Betts. "Global Disorder" and "Time Warp" *Refuge: Rethinking refugee policy in a changing world*. Oxford University Press, 2017. Ch 1 and 2.

- Laura Madokoro, 'Belated Signing: Race-Thinking and Canada's Approach to the 1951 Convention Relating to the Status of Refugees, in Madokoro, McKenzie and Meren, eds, *Dominion of Race*, 2017.

New Moments in Humanitarianism

Required Readings:

- Finnemore, Martha. "Constructing norms of humanitarian intervention." *The culture of national security: Norms and identity in world politics* 153 (1996).
- Kapoor, Ilan. *Celebrity humanitarianism: The ideology of global charity*. Routledge, 2012. Chapter 1
- Scott-Smith, Tom. "Humanitarian neophilia: the 'innovation turn' and its implications." *Third World Quarterly* (2016): 1-23.
- Mostafanezhad, Mary. *Volunteer tourism: Popular humanitarianism in neoliberal times*. Ashgate Publishing, Ltd., 2014. Chapter 1

Cyber Security and Network Governance

Required Readings:

- Lacy, Mark, and Daniel Prince. "Securitization and the global politics of cybersecurity." *Global Discourse* 8.1 (2018): 100-115.
- Brito, J., & Watkins, T. (2011). *Loving the Cyber Bomb? The Dangers of Threat Inflation in Cybersecurity Policy*.
- Mueller, Milton L. *Networks and states: The global politics of Internet governance*. Mit Press, 2010. Chapter 1, 2.
- Bousfield, Dan. "Revisiting Cyber-Diplomacy: Canada-China Relations Online." *Globalizations* 14.6 (2017): 1045-1059.

China, a post-liberal hegemon?

Required readings:

- Stubbs, Richard. "Order and Contestation in the Asia-Pacific Region: Liberal vs Developmental/Non-interventionist Approaches." *The International Spectator* 53.1 (2018): 138-151.
- Campbell, Horace. "China in Africa: challenging US global hegemony." *Third World Quarterly* 29.1 (2008): 89-105.
- Rudolph and Szonyi, eds., *The China Questions: critical insights into a rising power* (Cambridge: Harvard University Press, 2018), CH 8-13.
- Karatasli, Sahan Savas, and Sefika Kumral. "Territorial contradictions of the rise of China: Geopolitics, nationalism and hegemony in comparative-historical perspective." *Journal of World-Systems Research* 23.1 (2017): 5-35.

Although the class does not have a set program in the second semester, we will meet every week. We will discuss progress on the group project, decide on next steps, and make decisions. Some weeks, you will divide into small groups for part of the class and then reconvene to discuss ideas and assess your progress. We will **always** use the full class time. In addition, you should expect to meet outside of class in your small groups. In general, you should dedicate 4-5 hours to the group project every week, on top of our weekly class meeting.

6 Jan: TBD

13 Jan: TBD

20 Jan: TBD

27 Jan: TBD

3 Feb - TBD

10 Feb – TBD

17 Feb: Spring Reading Week

24 Feb – Discussion of group project pieces and assembling parts

2 March – Group Project Draft Due

9 March – Revisions, presentation ideas, discussion of last-minute changes

16 March – Revisions, presentation ideas, discussion of last-minute changes

23 March - Presentation to and meeting with Panel of Experts

30 March – Debrief and final discussion

APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

"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 in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar*

<http://www.westerncalendar.uwo.ca/>

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

https://counselling.ssc.uwo.ca/procedures/medical_accommodation.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. https://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

- The Registrar's office can be accessed for Student Support Services at www.registrar.uwo.ca
- Student Support Services (including the services provided by the USC listed here) can be reached at: <https://westernusc.ca/your-services/>
- Student Development Services can be reached at: <http://sdc.uwo.ca/>
- Students who are in emotional/mental distress should refer to Mental Health@Western <https://www.uwo.ca/health/> for a complete list of options about how to obtain help.

Procedures for Requesting Academic Consideration

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

Submitting a Self-Reported Absence form provided that the conditions for submission are met;

- For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner in order to be eligible for Academic Consideration; or
- For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration in order to be eligible for academic consideration. Students are encouraged to contact their Academic Counselling unit to clarify what documentation is appropriate.

Students seeking academic consideration:

- are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- are encouraged to make appropriate decisions based on their specific circumstances, recognizing that minor ailments (upset stomach) or upsets (argument with a friend) are **not** an appropriate basis for a self-reported absence;
- must communicate with their instructors **no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence.

Academic consideration **is not** normally intended for students who require academic accommodation based on an ongoing physical or mental illness (recurring or chronic) or an existing disability. These students are expected to seek and arrange reasonable accommodations with Student Accessibility Services (SAS) as soon as possible in accordance with the Policy on Academic

Accommodation for Students with Disability.

Students who experience high levels of stress related to academic performance (including completing assignments, taking part in presentations, or writing tests or examinations). These students should access support through Student Health and Wellness and Learning Skills Services in order to deal with this stress in a proactive and constructive manner.

Requests for Academic Consideration Using the Self-Reported Absence Form

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the **online Self-Reported Absence portal**. This option should be used in situations where the student expects to resume academic responsibilities **within 48 hours or less**.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

Students will be allowed:

- a maximum of two self-reported absences between September and April;
- a maximum of one self-reported absence between May and August.

Any absences in excess of the number designated above, regardless of duration, will require students to present a Student Medical Certificate (SMC) no later than two business days after the date specified for resuming responsibilities.

- The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
- The duration of the excused absence will terminate prior to the end of the 48 hour period should the student undertake significant academic responsibilities (write a test, submit a paper) during that time;
- The duration of an excused absence will terminate at 8:30 am on the day following the last day of classes each semester regardless of how many days of absence have elapsed;
- Self-reported absences **will not be** allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period;
- Self-reporting **may not be** used for assessments (e.g. midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course.
- students must be in touch with their instructors **no later than 24 hours** after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

Students seeking academic consideration for a medical absence not covered by existing Student Accessibility Services (SAS) accommodation, will be required to provide documentation in person to Academic Counselling in their Faculty of registration in the form of a completed, signed Student Medical Certificate (SMC) where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.

Request for Academic Consideration for a Non-Medical Absence

Students seeking academic consideration for a non-medical absence will be required to provide appropriate documentation to Academic Counselling in their Faculty of registration where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported Absences.