IR 4704– Contemporary Challenges in the Global Community II[1]

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	Contemporary Challenges in the Global Community II
Location	SSC-2024/Blended (synchronous Zoom will be available for each meeting)
Instructor	Dan Bousfield
Office hours via zoom	Monday 12:30-2:20, Tuesday 1:30-2:20 through the 'office hours link' on the left hand nav bar in OWL
Email	dbousfie@uwo.ca
Telephone:	289-620-6665 text only
Facebook group	Optional: https://www.facebook.com/groups/1055061931944489
Course Week	Monday-Sunday The course week will be Monday at 12:01am to 11:55PM on Sundays. All weekly content will be due SUNDAY at 11:55PM.

Anti-requisite(s): The previous IR 4702

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[1] Portions of this course outline have drawn on the publicly available course outlines of Marshall Beier, Alina Sajed, Jennifer Clapp, Sandy Irvine and S. Soderberg. All courtesy and thanks are given to these authors.

Course format: Blended

Given the complexity around COVID-19 protocols this course will be blended. This means that some lectures will be prerecorded, and the class time will be for discussion and debate of issues and themes. This also means that we have built in flexibility for missed classes due to illness or local health mandates.

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

Introduction:

This course expands on current affairs in world politics, global trends, and policy challenges that shape international relations. Topics will include global pandemics, global gender relations, competition between major powers, the spread of populism and racism in media and information politics, climate change, and the global efforts to address inequality.

Course Materials

All readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon or Law Libraries. The course will be ordered thematically so the specific reading schedule will be established on the first week of class.

Course outline options:

On week 1 we will as a group decide which of the following formats will be adopted for term 2. After we have agreed upon a format it will become the formal course outline. The methods of evaluation will vary based on the type of course selected by the class. Please review these options carefully for our meeting on week 1. The options are to:

Option 1: do a traditional capstone group assignment
Option 2: continue with the same format of evaluation from term 1
Option 3: focus on individual skill development for future goals
Option 4: develop your own course where students select the readings and present on them each week.

Please review the methods of evaluation below to decide on week one which you will prefer.

Methods of Evaluation Option 1 (traditional group project)

Weekly Participation - 20%	Think Piece - 20%
Group report 45% - Due Week 10	Post report assessment -15% Due week 12

Methods of Evaluation Option 2 (same as term 1)

Assignment	Team Component	Individual Component	Peer & participation	Total	Handed Out	Due Date	Zero date
Shared bibliography	0%	18%	2%	20%	Week 2	Week 3	Week 4
Questions and Themes	4%	12%	4%	20%	Week 4	Week 5	Week 6
Detailed outline	8%	8%	4%	20%	Week 6	Week 7	Week 8
Draft Report	16%	0%	4%	20%	Week 8	Week 9	Week 10
Final Report	16%	0%	4%	20%	Week 10	Week 11	Week 12

Methods of Evaluation Option 3 (skills and portfolio development)

Weekly Participation - 20% ongoing	Proposal – 15% Due Week 3
Peer review assignment 20% - Begins week 7	Portfolio project – 30% Due week 10
Post report assessment 15% - Due week 12	

Methods of Evaluation Option 4 (develop your own course)

Weekly Participation - 20% ongoing	Implementation of weekly topics - 20% - Ongoing
Literature review assignment 20% - ongoing	Development of course outline with rationale – 20% Week 8
Post-implementation review – 20% ongoing	

Please note these will only apply to the format chosen on week 1 – please review the format above for clarification
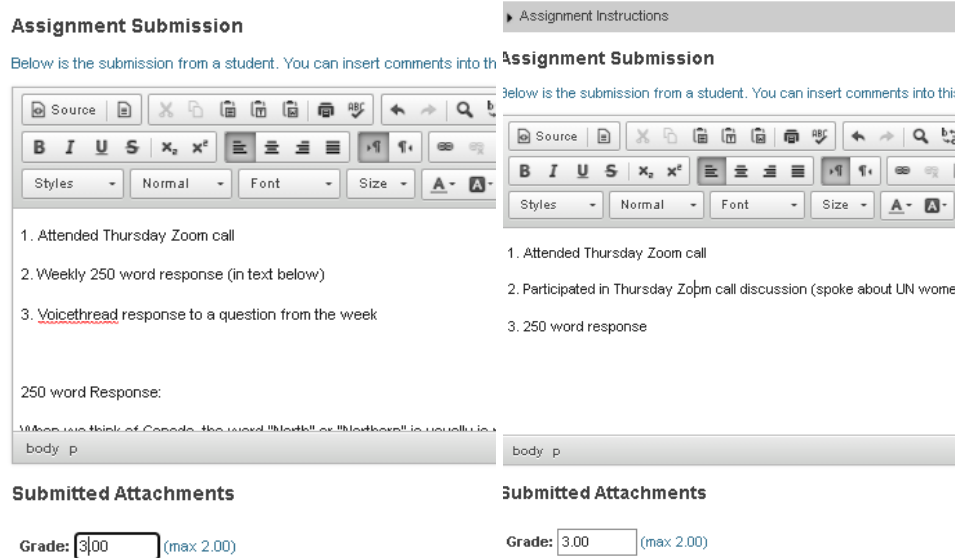
Weekly Participation – 20%

Participation is based on a level system (70/80/90) and overall analysis of the submitted work at the end of the course. Each week (**Monday 12:01am-Sunday at 11:59pm**) students will submit their responses for participation. A total of 10 weeks will be required, with students to choose the 10 weeks to answer (easiest may be to omit weeks 1 and 12). Each submission results in a simple tier grade (1 submission=minimum 70%; 2 submissions=minimum 80%, 3 submission=minimum 90%). They must be submitted each week, but will not be graded individually, just checked for appropriate content and length. At the end of the course, students will submit a summary in OWL of their total submissions for each week and justify any grade higher than the base grade (i.e. I attended all zoom meetings submitted 2 forms of participation assignments each week, they dealt with themes X, Y and Z, therefore I believe they are worth 86%). You cannot do more than 2 (Facebook posts, tiktoks or online forms of participation) per week and failure to consistently attend classes means that you cannot achieve full participation marks despite submissions.

Students have different ways to participate each week.

1. Attendance in the Zoom meeting/in person. This is a synchronous course and participation is required. Any missed classes will need to be made up using the forms of participation below. Missing more than 3 classes will result in your inability to achieve full marks in the overall participation grade.
2. Participation in the Zoom meetings/in person. This is a synchronous 4th year course and participation is a key part of the seminar, see 'guidelines for success' below. Consequently, regular participation is expected and required. If you do not believe you were able to participate to the best of your abilities, you can supplement your weekly participation with one the options below.
3. Written 250-word response that engages with one or all of the ideas and concepts from the week. It can engage with concepts from the lecture, ideas in the readings or a combination of all. It is NOT a summary; it is a reflective analysis of the ideas and how they link to current international legal issues. Proper essay paragraph structure is required, as is proper footnoting and citation (see below for formatting instructions).
4. A very short video response to a lecture theme, video topic or reading (tiktok style). They should summarize a key academic issue relating to class issues, be presentable to a wide audience and engage with content and ideas from the course. They do not need to be posted publicly; they must be uploaded into OWL each week. I may request to show the videos to the class if they are of high academic quality or will stimulate class discussion.
5. A relevant post on the facebook group or in the forums (in the left hand nav bar in OWL), with a summary of its relevance to Contemporary challenges in the global community.
6. A short summary of an event on campus or online (such as a speaker, discussion, or events) that is relevant to contemporary challenges in the global community.

Each week students will post their summary/assignments in the OWL assignment tab to receive a participation grade. PLEASE AVOID ATTCHMENTS AS MUCH AS POSSIBLE (SUBMIT INLINE) AS IT SLOWS

DOWN MARKING. See examples below:

Assignment Submission

Below is the submission from a student. You can insert comments into th...

1. Attended Thursday Zoom call

2. Weekly 250 word response (in text below)

3. Voicethread response to a question from the week

250 word Response:

When we think of Canada, the word "North" or "Northern" is usually is r...

body p

Submitted Attachments

Grade: 3.00 (max 2.00)

Think Piece: 20% of final course grade. ☐

How should we think about contemporary IR issues? 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 4. 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. It must follow proper essay format and the requirements of the assignment listed in
the 'Criteria for evaluation of Written Assignments'.

Proposal (elevator pitch practice)– 15% of final grade ☐

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 an infographic or 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.

Peer Review Assignment 20%

This exercise is designed to allow students to understand what it is like to go through an academic peer review process. Students will begin the exercise on Week 7. On week 7 each of the students will upload to OWL the first 5 pages of their portfolio project. This should include an introductory paragraph which clearly outlines the core arguments in portfolio project, including the core arguments in proper essay format with footnotes, citations and data included. The paper should also contain a short conclusion, explaining the link between the core argument and the expected thesis. The assignments will be anonymized and distributed to members of the group. Each group member will then critically assess the arguments of their peers and provide written feedback for each assignment. The assignment will be graded on the quality of the peer feedback, NOT the portfolio. Peer feedback should assess the strength of the arguments, the validity of the sources and provide useful suggestions for revision. The feedback will be assembled and given back to the original author for use in their portfolio project.

Portfolio Project – 30%

The portfolio project develops the feedback and insight from the peer review assignment and contributes to the individual or group project. Their portfolio project should be an appropriate format for your given topic and audience. It can be an essay, policy review, podcast (with appropriate rundown including academic sources and clear script and argumentation), policy brief, photo-essay or other appropriate academic assignment. All portfolios must follow the 'Criteria for Evaluation of Written Assignments' below and contain predominantly academic material. Failure to obtain approval from the instructor for the format may result in an inability to achieve complete grades. failure to develop appropriate academic triangulation and sourcing may result in an inability to achieve complete grades.

Group Report 45% Due Week 10

This is the culminating project of the course and may be presented for expert review 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 week. 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 as well as proper academic sourcing.

Post report Assessment 15% Due week 12

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. This assignment should be formal, reflective and provide clear academic foundation for any claims. See the 'criteria for evaluation of written assignments' below.

Implementation of weekly topics 20% - ongoing

If chosen, Students individually or in groups will develop a presentation based on the discussion of the course outline on week one. Each week students will choose readings for the class based on their chosen topic and the viability of that topic with the rest of the weeks of the course. students should prepare to run a seminar discussion based on those readings including a short exercise that allows for engagement with the foreman content of the week's topics. the presentation will serve as the basis for

the bibliography and the section of the course outline with rationale for its inclusion. All presentation topics must be preapproved by the instructor and cannot be presented without the instructor's approval.

Literature review assignment 20% - ongoing

The literature assignment is not an annotated bibliography, it is a literature review of the topic chosen by the individual or group for their weekly topic. It should be framed as a 'handbook' approach to a contemporary international topic or issue, seeking to identify key issues and debates in the literature on the topic. it need not be exhaustive, but it must be improper essay format, see the 'criteria for evaluation of written assignments' below. It must be completed within two weeks of the implementation of the weekly topics, either two weeks prior or two weeks following. It should be 5 pages (250 words per page) minimum, With proper academic sourcing, formatting and triangulated academic research. Topics must be preapproved by the instructor Ann cannot be chosen without the instructor's approval.

Development of course outline with rationale 20% - due week 8

Students will develop a 5-page (250 words per page) argumentative paper based on the weekly topic and literature review assignment. it should be based primarily in the academic literature, have a key argumentative point about the relevance to contemporary international affairs and provide a triangulated foundation for the relevance of the topic in the broader framework of the course. These argumentative papers will serve as the basis for the final review assignment and must engage with the theme of the overall course outline. See the 'criteria for the evaluation of written assignments' below.

Post-implementation review 20% – Due week 11

Students will develop a 5-page (250 words per page) response paper 2to at least 2 of their peer's 'course outline with rationale' assignment. this exercise will evaluate the strengths and weaknesses of these arguments in the broader framework of the overall course assignment. Drawing on insights from their own paper each student will evaluate the coherence of the arguments call mom the academic foundation and the viability of the topic. See the 'criteria for the evaluation of written assignments' below.

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;	Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a

	evaluate the strength of an foreign policy; compare and contrast the argument with other examples of foreign policy	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; analyze theoretical assumptions of foreign policy; critically assess foreign policy for presentation to lay audience;	Communicate in written form in an analytical and clear fashion; situate knowledge historically and 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 Assignments	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;

Zoom Etiquette

1. Please pay attention to video, microphone and screensharing settings. Keep chat rooms and images appropriate for an academic setting. Any inappropriate actions, imagery, discussion or chat messages may result in your removal from the meeting at my discretion. Audio recordings may be available as an alternative to synchronous discussion.
2. Please test all WIFI, video and audio before the meetings. Zoom buttons for raising your hand, responding yes and no, asking host to adjust speed, requesting a break and more.
3. Please be conscious of your speaking time and that of others, if you are continuing in a manner that is not fair to your peers, I reserve the right to intervene and put us back on a more focused discussion.

Recording synchronous content (office hours or other meetings)

All of the remote learning sessions and Zoom meetings (including office hours) 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 and assisting with preparation of your assignments (you can request a copy of the meeting). 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.

Notes: 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).

Guidelines for Success in Class
 Since there seldom are definitive answers to the questions we will be asking about international affairs, 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. Online participation will be considered as well in participation marks.
> • Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
> • 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:

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

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.

Non-medical and medical accommodation
Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is found in the Policy on Accommodation for Medical Illness (https://studentservices.uwo.ca/secure/index.cfm).

Accommodation for medical illness of work worth less than 10% of the total course grade will require medical documentation. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean`s office and <u>not</u> to the instructor. Only the Dean`s office can determine if accommodation is warranted.

Statement on 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/handbook/appeals/scholastic_discipline_undergrad.pdf .

 "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)."

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.

Policy on communication

The forums should be your primary place for questions, issues and concerns with the course. 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 inquires for a 24hour cool-down period. I appreciate your understanding in this matter.

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.**

Policy on Children in the classroom[2]

"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 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 chose 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.

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[2] Policy taken from Dr Cheyney with permission. https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples?fbclid=IwAR2Al2IuSvKMl4e-S6fKgm6nB6daxX8LzvYNBaIiLXgNVrz_5EOpdrSYoRk

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 classroom
Western University established a [Pets and Therapy Animals policy in May 2020](#) that limits the presence of pets in campus buildings. Service and therapy animals are permitted inside all Western locations, in accordance with accessibility policies, however animals for companionship are not allowed.

Religious/Cultural Observance
Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) by Week 4. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by Week 4, I will assume that you plan to attend all class meetings.

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 Guidelines[3]
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.

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[3] From U-M Faculty Member Alisse Portnoy, English.

Week 1 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 Anarchy and Order
Required Reading
- Schmidt, Brian C., and Nicolas Guilhot, eds. Historiographical Investigations in International Relations. Springer, 2018. Ch. 6
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- Scott-Smith, Tom. "Humanitarian neophilia: the 'innovation turn' and its implications." Third World Quarterly (2016): 1-23.

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- Nitzan, Jonathan, and Shimshon Bichler. "Capital Accumulation: Breaking the Dualism of" Economics" and" Politics"." Global Political Economy: Contemporary Theories (2000): 67-88.

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Lobo-Guerrero, Luis. Insuring security: biopolitics, security and risk. Routledge, 2010. Chapter 2.
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Week 12- Posthumanism and Network Governance

- Connolly, William E. "The 'new materialism'and the fragility of things." Millennium-Journal of International Studies 41.3 (2013): 399-412.
- Cudworth, Erika, and Stephen Hobden. "Of parts and wholes: International relations beyond the human." Millennium-Journal of International Studies 41.3 (2013): 430-450.

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Guha, Manabrata. Reimagining War in the 21st Century: From Clausewitz to Network-Centric Warfare. Routledge, 2010. Chapter 4.

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Chandler, David. "How the World Learned to Stop Worrying and Love Failure: Big Data, Resilience and Emergent Causality." Millennium-Journal of International Studies 44.3 (2016): 391-410.
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Mayer, Maximilian, and Michele Acuto. "The global governance of large technical systems." Millennium-Journal of International Studies 43.2 (2015): 660-683.
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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/handbook/appeals/scholoff.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.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. http://www.uwo.ca/univsec/handbook/

Students registered in Social Science should refer to http://counselling.ssc.uwo.ca/ http://counselling.ssc.uwo.ca/procedures/havingproblems.asp 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.

Plagiarism

"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. http://www.uwo.ca/univsec/handbook/

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PLAGIARISM*

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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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Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit http://www.uwo.ca/uwocom/mentalhealth/ for more information on these resources and on mental health.