Political Science 3366E: International Conflict Management

Instructor: Dr. Mark Yaniszewski
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Class Location: UCC 53
Class: Tuesday + Thursday 7-10 pm
Office: TBD
Office Hours: Tuesday and Thursday 6:00 to 7:00 pm (also after *most* classes)

Course Description

An examination of theories and strategies of international conflict and conflict management, including the causes of war, arms control, and various methods of reducing or eliminating conflict.

This course combines both lectures and seminars. Consequently, students are expected to contribute — along with the instructor — to the success of the course.

Distribution of Marks

Students in Political Science 3366E will be graded on the basis of the following components:

- Participation = 25%*****
- Midterm Examination = 25%
- Writing Assignment = 25%
- Final Exam = 25%

***** Details regarding the breakdown and composition of the participation grade will be made available once the exact size of the class is known. A handout detailing these requirements will be distributed in a future class. If the class size is too large to allow for productive discussions, this distribution of grades will have to be altered.

Writing Assignment Due Date

A printed copy of the assignment must be handed in *directly* to the instructor (e.g., during class or office hours) on or before the end of class on **Thursday July 10th**. No other arrangements are permitted (e.g., the assignment may ***not*** be submitted by e-mail ***nor*** may it be slipped under a door ***nor*** are assignments to be dropped in an essay drop box).

Late papers will be accepted until the end of class on **Thursday July 17th** and are automatically **penalized by 15%**. All papers handed in ***after*** **class ends on Thursday July 17th** will automatically receive a **grade of 0%.**

To summarize:
Assignments handed in on or before class ends on Thursday July 10th — no late penalty
Late papers will be accepted until class ends on Thursday July 17th — with a 15% penalty
After class ends on Thursday July 17th — an automatic grade of 0% will be assigned

Note: **The late penalty is a flat rate penalty**. Papers five minutes late, one day late, five days late, or any variation therein receive the same 15% penalty. These penalties will only be waived in the case of illness (or similar serious circumstances) and will require proper documentation (e.g., a doctor's note). Otherwise, extensions will not normally be granted (e.g., forgetting to buy a new ink cartridge for your printer or having the dog eat your homework and so on does not constitute a legitimate excuse for not completing the assignment on time).

Additional details regarding the writing assignment (e.g., essay topics) are listed in the sections following the class schedule (below).

Lecture Schedule and Course Readings

For most weeks, classes will be organized along the following lines:

- Lecture Component: Class will begin will an introductory lecture by the instructor. These lectures will run for 30-90 minutes most weeks.
- Break
- Discussion Component: Discussions will last a minimum of one hour most weeks. During this period, students will be graded on their contribution to the discussion. (As already mentioned, details regarding student participation in the discussions will be provided once the size of the class is known.) At a *minimum*, students should come to class having read all the required readings and be prepared to ask relevant questions. Students who are uncomfortable talking in class (etc.) should consult the

instructor as well as Student Development Services. Alternative arrangements will only be made in the case of students who are making an *active effort* to become more engaged in discussions (e.g., as indicated by their willingness to work with SDS).

There is no textbook for this course. Some readings are available at the Weldon Library Reserve Desk. Note that in the case of Reserve Desk materials, only one copy may be placed on reserve due to Canadian copyright restrictions. To avoid disappointment, students are encouraged *not* to wait until the last moment to access these readings.

Other course readings are available free of charge on the internet or as e-journals from the library. Obtaining e-journals articles is relatively straight forward:
(i) Go to Library homepage and log in
(ii) Click on Catalogue
(iii) Select "Journal Title" and type in the name of the journal (e.g., Foreign Affairs)
(iv) Select "Go"
(v) Browse results. Many journals are stored at multiple electronic storage sites. Select the storage site that covers the date range you are looking for (e.g., some may store older issues while another covers more recent years and so on). Note also that some storage sites may have PDFs of the articles (e.g., versions that look like the hardcopy) while others only store HTML versions (which look like websites).

If you are having trouble accessing these readings, consult the instructor or any reference librarian.

The Study of War

Class 1 — May 6 Course Overview / A History of War (I)
(Lecture Only)

Class 2 — May 8 A History of War (II)
(Lecture Only)

Claudio Cioffi-Revilla, "Origins and Evolution of War and Politics," ***International Studies Quarterly***, Vol. 40, No. 1 (March 1996), pp. 1-22. [E-Journal]

Lawrence H. Keeley, ***War before Civilization: The Myth of the Peaceful Savage*** (Oxford: Oxford University Press, 1996), pp. 3-24. [Reserve Desk]

Margaret Mead, "Warfare is Only an Invention – Not a Biological Necessity," ***Asia***, Vol. XL, No. 8 (August 1940), pp. 402-405. [Reserve Desk]

Class 3 — May 13 A History of War (III)
(Lecture)

Seymour M. Hersh, "The Online Threat: Should We Be Worried About Cyber War?" ***New Yorker***, Vol. 86, No. 34 (November 1, 2010), pp. 44-55. [E-Journal]

Robert D. Kaplan, "The Coming Anarchy," ***Atlantic Monthly***, Vol. 273, No. 2 (February 1994), pp. 44-76. [E-Journal]

Mark L. Haas, "A Geriatric Peace? The Future of US Power in a World of Aging Populations," ***International Security***, Vol. 32, No. 1 (Summer 2007), pp. 112-147. [E-Journal]

Class 4 — May 15 A History of War (IV)
(Lecture and "Practice" Discussion)

Human Security Report Project, ***Human Security Report 2009/2010: The Causes of Peace and the Shrinking Costs of War***, ed. Andrew Mack (New York: Oxford University Press, 2011), pp. 19-34 and 159-183. [Reserve Desk]

Colin S. Gray, "How Has War Changed Since the End of the Cold War?" ***Parameters: Journal of the US Army War Collage***, Vol. 35, No. 1 (Spring 2005), pp. 14-26. [E-Journal]

Discussion Themes
Note, this first "practice" discussion will cover issues raised by the readings and lectures from the first *four* classes.

(i) What is the dominant character of contemporary warfare?
(ii) What is the future of warfare?

Legal and Moral Limitations to War

Class 5 — May 20 Legal and Moral Limitations to War (I)
(Lecture Only)

Bertrand Russell, "War and Non-Resistance," ***Atlantic Monthly***, Vol. 116, No. 2 (August

1915), pp. 266-274. [Reserve Desk]

Ralph Summy, "Nonviolence and the Case of the Extremely Ruthless Opponent," ***Pacifica Review: Peace, Security & Global Change*** [renamed ***Global Change, Peace, & Security***]," Vol. 6, No. 1 (May-June 1994), pp. 1-29. [E-Journal]

Class 6 — May 22 Legal and Moral Limitations to War (II)
(Lecture and Discussion)

Martin Griffiths, Steven C. Roach, and M. Scott Solomon, ***Fifty Key Thinkers in International Relations***, 2nd ed. (London: Routledge, 2009), pp. 341-350. [E-Book]

Discussion Themes
(i) Are there limits to war?
(ii) To what degree is international law effective?

Class 7 — May 27 *Jus ad Bellum* (The Right to Wage War): Afghanistan
(Lecture and Discussion)

Matthew Scott King, "The Legality of the United States War on Terror: Is Article 51 a Legitimate Vehicle for the War in Afghanistan or Just a Blanket to Cover-Up International War Crimes?" ***ILSA Journal of International & Comparative Law***, Vol. 9, No. 2 (Spring 2003), pp. 457-472. [E-Journal]

Myra Williamson, ***Terrorism, War, and International Law: The Legality of the Use of Force Against Afghanistan in 2001*** (Farnham, UK: Ashgate Publishing, 2009), pp. 161-231. [Reserve Desk]

Discussion Theme
Was the 2001 War in Afghanistan legal? Was it moral?

Class 8 — May 29 *Jus ad Bellum* (The Right to Wage War): Canada and the War in Iraq
(Lecture and Discussion)

Yves Engler, ***The Black Book of Canadian Foreign Policy*** (Black Point, NS: Fernwood Publishing and Vancouver: Red Publishing, 2009), pp. 39-69. [Reserve Desk]

Greg Weston, "Canada Offered to Aid Iraq Invasion: Wikileaks," ***CBC [cbc.ca]*** (May 15, 2011).
<http://www.cbc.ca/news/politics/weston-canada-offered-to-aid-iraq-invasion-wikileaks-1.1062501>

Janice Gross Stein and Eugene Lang, ***The Unexpected War: Canada in Kandahar*** (Toronto: Penguin Canada, 2007), pp. 73-90. [Reserve Desk]

Discussion Theme
(i) To what degree was Canada involved in the Iraq war?
(ii) Was Canada's participation legal? Was it the right thing to do?

Class 9 — June 3 ***Jus in Bello*** **(The Laws of War): Weapons and War**
(Lecture and Discussion)

Read any *two* of the following readings:

(Voluntary Human Shields)
Stéphanie Bouchié de Belle, "Chained to Cannons or Wearing Targets on Their T-shirts: Human Shields in International Humanitarian Law," ***International Review of the Red Cross***, Vol. 90, No. 872 (December 2008), pp. 883-906.
<http://www.icrc.org/eng/assets/files/other/irrc-872-bouchie-de-belle.pdf>

(Drones)
Daniel Brunstetter and Megan Braun, "The Implications of Drones on the Just War Tradition," ***Ethics & International Affairs***, Vol. 25, No. 3 (Fall 2011), pp. 337-358. [E-Journal]

(Anti-Personnel Landmines)
Ramesh Thakur and William Maley, "The Ottawa Convention on Landmines: A Landmark Humanitarian Treaty in Arms Control?" ***Global Governance***, Vol. 5 No. 3 (July-September 1999), pp. 273-301. [E-Journal]

(Starvation, Blockades, Sanctions)
Claire Thomas, "Civilian Starvation: A Just Tactic of War?" ***Journal of Military Ethics***, Vol. 4, No. 2 (2005), pp. 108-118. [E-Journal]

Discussion Theme
(i) The legality and legitimacy of various tactics in warfare
(ii) Are there meaningful legal limits to the way war is waged?

Class 10 — June 5 ***Jus in Bello*** **(The Laws of War): Afghan Detainees**

(Lecture and Discussion)

Stuart Hendin, "Do as We Say, Not as We Do: A Critical Examination of the Agreement for the Transfer of Detainees between the Canadian Forces and the Ministry of Defence of Afghanistan," ***New Zealand Armed Forces Law Review***, Vol. 7 (2007), pp. 18-47. [E-Journal]

Kirby Abbott and Daniel C. Prefontaine, "Panel D-2 — Terrorists: Combattants [Sic], Criminals, or…? The Current State of International Law," in ***The Measure of International Law: Effectiveness, Fairness and Validity***, Proceedings of the 31st Annual Conference of the Canadian Council on International Law, Ottawa, October 24-26, 2002 (The Hague: Kluwer Law International, 2004), pp. 366-395. [Reserve Desk]

Discussion Themes
Does Canada's Afghan detainee policy violate international law?

Class 11 — June 10 Mid-Term Examination (2 Hours)

Class 12 — June 12 *Jus Post Bellum* (Justice After War)
(Lecture and Discussion)

Lyn S. Graybill, "Pardon, Punishment, and Amnesia: Three African Post-Conflict Methods," ***Third World Quarterly***, Vol. 25, No. 6 (September 2004), pp. 1117-1130. [E-Journal]

Marek Kaminski, Monika Nalepa, and Barry O'Neill, "Normative Strategic Aspects of Transitional Justice, ***Journal of Conflict Resolution***, Vol. 50, No. 3 (June 2006), pp. 295-302. [E-journal]

Benjamin Schiff, "The ICC's Potential for Doing Bad When Pursuing Good," ***Ethics & International Affairs***, Vol. 26, No. 1 (Spring 2012), pp. 73-81. [E-Journal]

Discussion Themes
(i) What is just: tribunals, amnesties, or truth and reconciliation commissions?
(ii) Is the ICC working?

Class 13 — June 17 Unconventional War: Terrorism and International Law
(Lecture and Discussion)

Michael Walzer, "Terrorism: A Critique of Excuses," in ***Problems of International Justice***, ed. Steven Luper-Foy (Boulder, CO: Westview Press, 1988), pp. 237-247. [Reserve Desk]

Virginia Held, "Terrorism, Rights, and Political Goals," in ***Violence, Terrorism, and Justice***, eds. R.G. Frey & Christopher W. Morris (Cambridge: UK: Cambridge University Press, 1991), pp. 59-85. [Reserve Desk]

Discussion Themes
Is terrorism a legitimate tactic?

International Interventions

Class 14 — June 19 The History and Evolution of Peacekeeping
(Lecture Only)
Leland M. Goodrich and Gabriella E. Rosner, "The United Nations Emergency Force," ***International Organization***, Vol. 11, No. 3 (Summer 1957), pp. 413-430. [E-Journal]

Alex J. Bellamy, Paul Williams, and Stuart Griffin, ***Understanding Peacekeeping***, 2nd ed. (Malden, MA: Polity Press, 2010), pp. 173-192. [Reserve Desk]

Class 15 — June 24 The Myths and Realities of Canadian Peacekeeping
(Lecture and Discussion)
James Eayrs, "Canadian Policy and Opinion During the Suez Crisis," ***International Journal***, Vol. 12, No. 2 (Spring 1957), pp. 97-108. [E-Journal]

Eric Wagner, "The Peaceable Kingdom? The National Myth of Canadian Peacekeeping and the Cold War," ***Canadian Military Journal***, Vol. 7, No. 4 (Winter 2006-2007), pp. 45-54.
<http://www.journal.forces.gc.ca/arc/index-eng.asp>

Cristina G. Badescu, "Canada's Continuing Engagement with United Nations Peace Operations," ***Canadian Foreign Policy***, Vol. 16, No. 2 (July 2010), pp. 45-60. [E-Journal]

Discussion Themes
(i) Is Canada a peacekeeping nation?
(ii) Should Canada be doing more peacekeeping?

Class 16 — June 26 Peacekeeping's Unintended Consequences
(Lecture and Discussion)
Matthew LeRiche, "Unintended Alliance: The Cooperation of Humanitarian Aid in Conflicts," ***Parameters: Journal of the US Army War College***, Vol. 34, No. 1 (Spring 2004), pp. 104-120. [E-Journal]

Alan J. Kupperman, "Suicidal Rebellions and the Moral Hazard of Humanitarian Intervention," ***Ethnopolitics***, Vol. 4, No. 2 (June 2005), pp. 149-173. [E-Journal]

Discussion Themes
(i) When does an international intervention make things worse?
(ii) What are the best practices for intervention?

No Class — July 1 Canada Day Holiday

Class 17 — July 3 When Peacekeeping Fails (Rwanda)
(Lecture and Discussion)

Alan J. Kuperman, "Rwanda in Retrospect," ***Foreign Affairs***, Vol. 79, No. 1 (January-February 2000), pp. 94-118. [E-Journal]

Samantha Power, "Bystanders to Genocide: Why the United States Let the Rwandan Tragedy Happen," ***Atlantic Monthly***, Vol. 288, No. 2 (September 2001), pp. 84-107. [E-Journal]

Optional Reading (Contending Visions of Rwanda's History and Related Issues)
Peter Uvin, "Reading the Rwandan Genocide," ***International Studies Review***, Vol. 3, No. 3 (Fall 2001), pp. 75-99. [E-Journal]

This article very succinctly summarizes the contending interpretations of the underlying Rwandan conflict. Students unfamiliar with the background to the Rwandan conflict are strongly encouraged to read this article.

Discussion Theme
Could Rwanda have been saved?

Class 18 — July 8 Chapter VII: The International Community Goes to War
(Lecture Only)

Alex J. Bellamy, Paul Williams, and Stuart Griffin, ***Understanding Peacekeeping***, 2nd ed. (Malden, MA: Polity Press, 2010), pp. 214-229. [Reserve Desk]

Denis Stairs, "The United Nations and the Politics of the Korean War," ***International Journal***, Vol. XXV, No. 2 (Spring 1970), pp. 302-320. [E-Journal]

Jonathan Soffer, "All for One or All for All: The UN Military Staff Committee and the Contradictions within American Internationalism, ***Diplomatic History***, Vol. 21, No. 1 (Winter 1997), pp. 45- 69. [E-Journal]

Optional Reading (A History of the Korean War)
William Stueck, "The Korean War," in ***The Cambridge History of the Cold War – Volume I: Origins***, eds. Melvyn P. Leffler and Odd Arne Westand (Cambridge, UK: Cambridge University Press, 2010), pp. 266-287. [Reserve Desk]

This article very succinctly summarizes the history of the Korean War. Students unfamiliar with the background to the conflict are strongly encouraged to read this article.

Class 19 — July 10 War Outside the UN System: Kosovo
(Lecture and Discussion)

Steven Haines, "The Influence of Operation Allied Force on the Development of the *jus ad bellum*," ***International Affairs***, Vol. 85, No. 3 (May 2009), pp. 477-490. [E-Journal]

Harry Papaasotiriou, "The Kosovo War: Kosovar Insurrection, Serbian Retribution and NATO Intervention," ***Journal of Strategic Studies***, Vol. 25, No. 1 (March 2002), pp. 39-62. [E-Journal]

Optional Readings (Background to the Kosovo War)
John M. Fraser, "The Kosovo Quagmire. What are the Issues? Should We Care?" ***International Journal***, Vol. LIII, No. 4 (Autumn 1998), pp. 601-608. [E-Journal]

Mark Webber, "The Kosovo War: A Recapitulation," ***International Affairs***, Vol. 85, No. 3 (May 2009), pp. 447-459. [E-Journal]

These two articles summarize the history of the Kosovo conflict. Students unfamiliar with the background to the conflict are strongly encouraged to read these articles.

Discussion Theme
(i) Did the KLA tail wag the NATO dog?
(ii) The implications of going to war without a UN Chapter VII mandate.

Class 20 — July 15 Humanitarian Interventions from Libya…to Syria?
(Lecture and Discussion)

Gareth Evans and Mohamed Sahnoun "The Responsibility to Protect," ***Foreign Affairs***, Vol. 81, No. 6 (November-December 2001), pp. 99-110. [E-Journal]

Jonathan Graubart, "R2P and Pragmatic Liberal Interventionism: Values in the Service of Interests," ***Human Rights Quarterly***, Vol. 35, No. 1 (February 2013), pp. 69-90. [E-Journal]

Mohammed Ayoob, "Third World Perspectives on Humanitarian Intervention and International Administration," ***Global Governance***, Vol. 10, No. 1 (January-March 2004), pp. 99-118. [E-Journal]

Discussion Theme
(i) What are the legal and political implications of the 2011 intervention in Libya.
(ii) If Libya, why not Syria?

Miscellany

Class 21 — July 17 Mediation
(Lecture and Discussion)
Jacob Bercovitch, "Mediation Success or Failure: A Search for the Elusive Criteria," ***Cardozo Journal of Conflict Resolution***, Vol. 7, No. 2 (Spring 2006), pp. 289-302. [E-Journal]

Alan J. Kuperman, "The Other Lesson of Rwanda: Mediators Sometimes Do More Damage than Good," ***SAIS Review***, Vol. 16, No. 1 (Winter-Spring 1996), pp. 221-240. [E-Journal]

William B. Quandt, "Camp David and Peacekeeping in the Middle East," ***Political Science Quarterly***, Vol. 101, No. 3 (1986), pp. 357-377. [E-Journal]

Discussion Theme
Is mediation the answer to resolving conflict?

Class 22 — July 22 Economic Sanctions (I)
(Lecture Only)

The Effectiveness of Sanctions

Robert A. Pape, "Why Economic Sanctions Do Not Work," ***International Security***, Vol. 22, No. 2 (Fall 1997), pp. 90-136. [E-Journal]
Focus on main article and skim the lengthy appendix.

Kimberly Ann Elliot, "The Sanctions Glass: Half Full or Completely Empty?" ***International Security***, Vol. 23, No. 1 (Summer 1998), pp. 50-65. [E-Journal]

Class 23 — July 24 Economic Sanctions (II)
(Lecture and Discussion)

The Iraq Sanctions
Nimah Mazaheri, "Iraq and the Domestic Effects of Economic Sanctions," ***Middle East Journal***, Vol. 64, No. 2 (Spring 2010), pp. 253-268. [E-Journal]

George A. Lopez and David Cortright, "Containing Iraq: Sanctions Worked," ***Foreign Affairs***, Vol. 83, No. 4 (July-August 2004), pp. 90-103. [E-Journal]

Discussion Theme
(i) Can sanctions be made to work better?
(ii) Could the Iraqi sanctions have worked better?\

Important Notices

The University is a place of work and learning. It is not the time to play games, chat, listen to music, send text messages, or participate in similar recreational activities using your electronic devices. Consequently, as a courtesy to the instructor and other students, the use of laptops, cell phones, iPods, PDAs, and other electronic devices for recreational purposes during class is strictly forbidden. Students violating this rule will be subject to sanctions including, but not limited to, being asked to leave the classroom. Only in exceptional circumstances will this policy be waived.

Students must complete all course requirements. Failure to do so (e.g., missing an examination without cause) will subject the student to the relevant Departmental and University regulations (e.g., possibly failing the course.)

All students should also keep a duplicate copy of their assignments. Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). At the discretion of the instructor, students may be required to pass a brief oral examination on their assignment and/or show their rough work before a final grade is assigned. (A

detailed statement on plagiarism follows.)

Final examinations will be held during the regular examination period as set by the Registrar's Office. Except in the case of medical (or similar) problems, substitute examinations will normally not be given.

Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

> 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).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide and electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario "Handbook of Academic and Scholarship Policy:"

> 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 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).

If students have any doubt as to what constitutes plagiarism, there are various resources available to them including (but not limited to) the Student Development Centre and the instructor (during office hours). If in doubt — ASK!!!

As a general guide consider the following. When you make a direct quote — Yes, you need a footnote. When you closely paraphrase ideas (e.g., following a text that someone else wrote while changing a small number of words) — Yes, you need a footnote.

What about basic facts and dates? Do you still need a footnote? Say, for example, you are asked to write a paper on the Franco-Prussian War and you have never heard about

that particular conflict. And then you write in your paper that the war started in 1870 and that France was led by Louis Napoleon. Would you need a footnote for that sort of information? No. Generally, basic facts and dates are covered by the "Common Knowledge Exception." If you picked up any general history of that conflict, they would all relate how the war started in 1870 and that France that led by Louis Napoleon. (Another way to think of the "Common Knowledge Exception" is to call it the "Rule of Three" — if a basic fact is reported in <u>three</u> separate general academic sources, you need not provide a footnote.)

At the same time, if one general source was particularly influential in helping you write a section of your paper (even if you did not need to footnote specific passages from it directly), you can add a footnote like the following.[1]

[1] The following paragraph is based on P. Jones, ***History of the Franco-Prussian War*** (Toronto: Penguin Press, 1999), pp. 20-25.

And what about material covered in class (e.g., basic facts and dates). Generally this material falls under the "Common Knowledge Exception" (i.e., no footnote needed), <u>HOWEVER</u> if students really want to use material from the lectures they should go back to ***<u>original</u>*** sources whenever possible — especially where specific facts or data are presented or if the words of individual theorists or other experts are presented. For example, imagine the instructor states in class that "some historians consider Louis Napoleon's strategy during the war to be similar to that used by Alexander the Great." If you wanted to use that idea in your lecture, you should ask the instructor "which historians said this" and "where did that idea come from" BEFORE you use it in your paper. In other words, you always want to go back to the original source rather than rely solely on the material covered in class. For one thing, as a conscientious academic, you want to make sure that your professor has not made a mistake!

Writing Assignment

The Assignment

Each student will prepare an analytical critique (kind of like a book review) on <u>one</u> of the articles listed below. You <u>must</u> choose an article from this list. The selections are related to the various issues and topics raised in this course. A few of these options are also course readings, but most are not. Here are your choices:

Marvin Harris, "Animal Capture and Yanomamo Warfare: Retrospect and New Evidence," ***Journal of Anthropological Research***, Vol. 40, No. 1 (Spring 1984), pp. 183-201.

Maria J. Stephan, Erica Chenoweth, "Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict," ***International Security***, Vol. 33, No. 1 (Summer 2008), pp. 7-44.

Ralph Summy, "Nonviolence and the Case of the Extremely Ruthless Opponent," ***Pacifica Review: Peace, Security & Global Change*** [renamed ***Global Change, Peace, & Security***]," Vol. 6, No. 1 (May-June 1994), pp. 1-29.

Stuart Hendin, "Do as We Say, Not as We Do: A Critical Examination of the Agreement for the Transfer of Detainees between the Canadian Forces and the Ministry of Defence of Afghanistan," ***New Zealand Armed Forces Law Review***, Vol. 7 (2007), pp. 18-47.

Amnon Rubinstein and Yaniv Roznai, "Human Shields in Modern Armed Conflicts: The Need for Proportionate Proportionality," ***Stanford Law & Policy Review***, Vol. 22, No. 1 (2011), pp. 93-127.

Rewi Lyall, "Voluntary Human Shields, Direct Participation in Hostilities and the International Humanitarian Law Obligations of States," ***Melbourne Journal of International Law***, Vol. 9, No. 2 (October 2008), pp. 313-333.

Ramesh Thakur and William Maley, "The Ottawa Convention on Landmines: A Landmark Humanitarian Treaty in Arms Control?" ***Global Governance***, Vol. 5 No. 3 (July-September 1999), pp. 273-301.

James L. Gibson, "The Contributions of Truth to Reconciliation: Lessons from South Africa," ***Journal of Conflict Resolution***, Vol. 50, No. 3 (June 2006), pp. 409-432.

Jack Snyder and Leslie Vinjamuri, "Trials and Errors: Principle and Pragmatism in Strategies of International Justice," ***International Security***, Vol. 28, No. 3 (Winter 2003-2004), pp. 5-44.

Amanda Murdie and David R. Davis, "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars," ***Human Rights Quarterly***, Vol. 32, No. 1 (February 2010), pp. 49-72.

Alan J. Kuperman, "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign," ***International Security***, Vol. 38, No. 1 (Summer 2013), pp. 105-136.

Alan J. Kuperman, "The Other Lesson of Rwanda: Mediators Sometimes Do More Damage than Good," ***SAIS Review***, Vol. 16, No. 1 (Winter-Spring 1996), pp. 221-240.

Arne Tostensen and Beate Bull, "Are Smart Sanctions Feasible?" ***World Politics***, Vol. 54, No. 3 (April 2002), pp. 373-403.

Sheila Zurbrigg, "Economic Sanctions on Iraq: Tool for Peace, or Travesty?" ***Muslim World Journal of Human Rights***, Vol. 4, No. 2 (September 2007), pp. 1-63.

Requirements
The bulk of this review must consist of a **critical analysis** of the reading and ***not*** simply consist of **a summary** of the reading itself (e.g., any summary of the article's contents – if necessary – should be less than two pages in length). Assignments that mainly summarize the reading and which contain little in the way of critical analysis will not receive a good grade.

Students may choose to analyze the entire reading or they may choose to analyze some of the main theme(s) raised by the author. Typically, time constraints will limit you to discussing perhaps three or four main issues related to your topic. If you only cover one or two, you are probably leaving too much out and if you try to do much more than three or four main issues you will not have time to really delve into those issues in any sort of a meaningful way.

The following are examples of the kinds of questions and issues students *may* wish to raise in their journal analysis. (Obviously, there is room for creativity and students need not focus on these exact questions.). For example: (i) what are the strengths and weaknesses of the arguments made by the author, (ii) what are the author's most important insights and/or omissions, (iii) what aspects of the topic under investigation remain unanswered, (iv) what logical or empirical inconsistencies can be found in the article, (v) does the empirical evidence from other academic sources support or refute the author's contentions, (vi) what are the implications of the author's thesis in terms of further research questions, and so on.

Library research will be a necessary component of these papers. As a *rough* guideline, students should expect to incorporate roughly 6-8 good quality academic journal articles and perhaps one or two relevant books or book chapters into their analysis. (This number is, obviously, an approximation as the actual number of sources you need to employ depends as much on the *quality* of the sources you choose as it does the quantity!) Students may also use material from various websites, but should do so with caution (see below).

Students are strongly encouraged (albeit not required) to discuss their topic with the instructor. Although this consultation is voluntary, it may nonetheless be useful – particularly in terms of getting you headed in the right direction.

Grading
Papers will be graded on the basis of the following three criteria. First, papers will be marked on the coherence, complexity, clarity, and originality of your argument and the degree to which you demonstrate an understanding of the material. Second, papers will be graded on the strength of your writing style (including grammar and spelling) and the degree to which you are capable of communicating your thoughts. And third, you will be graded on how well you undertake the mechanics of scholarly writing at a university level (i.e., proper bibliographies and endnotes or footnotes).

The first criterion (your content and argument) will constitute sixty percent of your grade while the other two criteria (writing style and mechanics) will each constitute twenty percent of your grade. See the following section for more details on the types of stylistic, organizational, and documentation issues I will be looking for when I grade the papers.

Hints and Tips for Writing a Scholarly Paper

The Title Page

This is not a high-school course, so (please) no duotangs, mini-binders, plastic covers, or similar kitsch. A simple, separate, title page (including your name and student number, the title of your paper, and the course number) attached to the rest of your paper with a staple (not a paper clip) is all that are required to give your paper a professional, *academic* look.

Organizing Your Paper

There is no one way or perfect way to organize your essay, but here are some ideas that usually work. The parts of a typical essay are as follows:

Introduction

- Usually 2 or 3 paragraphs long. The first paragraph will typically be a (somewhat) flowery, very general introduction to the topic. The idea is to wet the reader's appetite or catch their attention with some intriguing comments related to your topic (e.g., why your chosen topic is an interesting or important issue to be studied).
- In the second paragraph, your introduction will invariably present your main purpose or idea (i.e., the "thesis"). The thesis in the vast majority of cases will present two or more competing or contradictory ideas (e.g., "this paper will consider whether or not referendums enhance or inhibit democracy").
- Finally, your introduction will usually include a very brief outline of the main arguments you will be making. Remember, however, the emphasis here is on the word *brief* (i.e., one or at most two sentences describing the issues you will be raising in your paper). For example, you may say something like: "Section one of this paper covers the history of the UN. Section Two will cover the argument that structural constraints such as the use of the veto inhibit the working of the UN while Section Three will cover G.F.W. Hegel's argument that the UN is blessed with hidden assets that enable it to bring world peace. And, finally, Section Four will include an overall assessment of the relative strengths and weaknesses of both arguments and conclude by arguing the UN can prevent wars." Of course *your* essay will say all of this in a much more exciting and creative way! [**Note:** Some authors prefer to combine the second and third short paragraphs of the introduction together. That is perfectly fine.]

Background and History
Most essays will include a section in which the background and/or history of the topic will be discussed. For example, if you are writing about electoral reform in Canada, you might talk a little bit about previous electoral reform efforts (or whatever).

Again, however, the key is to be *brief*. Many students will have a tendency to get carried away with this section of their paper. But remember. This is considered to be *descriptive* material and should not comprise more than one-third or so of your total paper – and preferably less (i.e., somewhere around 20% of the paper is ideal).

The Actual Arguments and Ideas
Now we come to the meat of your paper. The section or sections where you present the various competing and contrasting ideas you have researched.

There are many different ways to organize these sections — all depending on personal taste. You could, for example, discuss all aspects of one side of your argument (i.e., "pro") and in the next section cover all of the contrasting views (i.e., "con"). Or (and this is usually more interesting) you can compare and contrast the two sides of the argument side-by-side and point-by-point. It makes no difference. Use whatever system you prefer.

Conclusion and/or Summary
Now we come to the final section of the typical paper: the conclusion or summary. In the concluding section, you will briefly review the conflicting or contrasting opinions and ideas you have previously discussed and determine which arguments are stronger (e.g., "Yes, the UN can prevent wars" or "No it cannot").

Now, there may be a wide variation in the way you present your findings. Some people like to present their conclusions as they arise in the discussion. In this case, most of your conclusions will already be apparent to the reader because they were presented in the previous section(s). In this case, your concluding section will be more like a very brief summary of the main arguments (i.e., sort of like the introduction in reverse). Other people like to wait until the final section and then group all of their analysis together. That's fine too. In this case, the concluding section will be somewhat longer and detailed. It is simply a matter of personal preference.

Writing style
Spelling errors will generally be marked with **sp.** or they may be **circled** in the text. Common notations for sentence structure errors are: **awk** (meaning awkward phrasing), **run-on** or **RO** (meaning a run-on sentence or paragraph), **inc.** (meaning incomplete sentence), **ss** (signifying some sort of sentence structure error), and **cs** (signifying a comma splice).

Paragraphs
It is quite common for students to have problems with their paragraph construction by

making their paragraphs either too short or (more commonly) too long. Obviously, a one sentence long paragraph is not a "paragraph" but is a "sentence!" But what about the other end of the spectrum? Typically, a paragraph should focus on one main idea within the context of your essay. That means that a *typical* paragraph is approximately 4 to 8 sentences long. This is a very, *very* rough guide and there will invariably be exceptions, but if you find that your paragraphs are often only 2 or 3 sentences long it probably means that you are not going into enough detail on that particular idea or point. And if your paragraphs run above the typical range (e.g., paragraphs running for two, three, or even more pages in length), it almost invariably means that you have more than one main point or idea in that particular paragraph and you should divide that text into more than one paragraph.

Headings or Transitional Sentences

In addition to dividing your text into paragraphs, you will invariably also divide your text into different sections (e.g., background material, argument number one, argument number two, conclusions, and so on). To smooth the transition between different sections, you have two options. You can use "transitional sentences" if you want, but an even better option is to use "headings" to separate your main sections.

The main advantage of using headings is that they are much more efficient in indicating that one section of the paper is completed and another is about to start. For example, this writing guide is employing headings and (occasional) sub-headings. Just avoid getting carried away. Not every paragraph requires a heading or subheading! Use them to divide the *main* sections of your paper.

Headings also enable you to avoid having to write what are often very awkward and artificial sounding transitional sentences. An awkward transitional sentence might look like the following: "Now that this paper has completed a discussion of the history of this topic, it will now shift to an analysis of its implications." That sort of thing. And nobody wants to write – or read – that!

Use of the First Person

Avoid the first person (both singular and plural) in serious academic writing (e.g., do not use "I" or "we"). Use a passive voice instead. The person marking your paper knows that this entire effort represents *your opinion* so they do not need to be reminded. **WRONG:** I will be describing two ideologies in this paper. **CORRECT:** Two ideologies will be described in this paper.

Contractions

Do not use contractions (e.g., it's, don't, haven't) in serious academic writing. Remember, you want to be taken seriously. Besides, you would be shocked at how often "it's" is used incorrectly.

Its = possessive form
It's = contraction of "it is"
Its' = just plain wrong (i.e., this formulation does not exist)

Apostrophes
And speaking of apostrophes, in Canadian English omit the apostrophe when writing dates. **WRONG:** The music of the 1980's was cool. **CORRECT:** The music of the 1980s was cool.

Prepositions
As an example of another common error, do not end sentences with a preposition (e.g., ending a sentence with the words such as of, for, at, about, and to). **WRONG:** It does not matter which political party they belong to. **CORRECT:** It makes no difference to which political party they belong.

Abbreviations
The abbreviation i.e. means "that is" while e.g. means "for example" and cf. means "in contrast to."

Acronyms
As for acronyms, if you must use an acronym you usually must explain it in full the *first* time you mention it. **EXAMPLE:** In this paper, the influence of the World Trade Organization (WTO) will be analyzed. The only exceptions are acronyms that are *extraordinarily* well known (e.g., UN, US, etc.). In the case of these extremely well known acronyms, you need not always spell it out the first time you use it.

Note, also, that modern convention is to omit periods in most acronyms. **WRONG:** The U.S. economy…. **CORRECT:** The US economy…. If nothing else, dropping the period avoids awkward punctuation issue at the end of sentences. **AWKWARD:** He travelled in the U.S..

Quotation Marks (Using ' ' versus " ")
In Canadian standard grammar, single quotation marks (' ') are pretty much *only* used when a quotation appears in the original text of something you are quoting (i.e., a quote *within* a quote). Otherwise, double quotation marks (" ") are used. Note the following quoted dialogue in a simulated essay. **CORRECT:** In the second act of the play, Varalla can be seen to be an important character. She says: "The only thing he could yell was 'Look out.' It was, unfortunately, too late for us to get out of the way." At all other times use double (" ") quotation marks.

This is also true in the case of words or phrases you may which to emphasize in the text. You would always use double quotation marks (" ") to highlight certain words. **WRONG:** She was not known as 'the boss' for nothing. **CORRECT:** She was not known as "the Boss" for nothing.

Of course in the case of words you wish to emphasize, you can avoid this confusion in its entirety if you italicize words. **ALTERNATIVE:** She was not known as *the boss* for nothing. Just try not to overuse this technique. It is kind of like raising your voice. Doing it once can be effective, but yelling all the time leads people to tune you out.

Changing Text in Quoted Material

When adding or changing words, verb tenses, or capitalization within quoted material to make it fit your own sentence structure, use square brackets [] and not parentheses (). Consider the following example. **ORIGINAL TEXT:** "Careful research on the effects of Mission Oriented Protective Posture (MOPP) equipment demonstrates up to a fourfold increase in fratricide rates over baseline data when wearing this equipment for long periods of time."

In this first case, you want to convert the sentence to the past tense. **CORRECT:** "Careful research on the effects of Mission Oriented Protective Posture (MOPP) equipment demonstrate[d] up to a fourfold increase in fratricide rates over baseline data when wearing this equipment for long periods of time."

Now in this second example, you want to change that military jargon to something less onerous by changing the term "Mission Oriented Protective Posture (MOPP) equipment" to "protective clothing." **CORRECT:** "Careful research on the effects of [protective clothing] demonstrates up to a fourfold increase in fratricide rates over baseline data when wearing this equipment for long periods of time."

In this third example (still using the original quote), you want to omit a few words. Specifically, you feel the phrase "baseline data" is redundant. **CORRECT:** "Careful research on the effects of Mission Oriented Protective Posture (MOPP) equipment demonstrates up to a fourfold increase in fratricide rates…when wearing this equipment for long periods of time."

Finally, in this fourth case you have chosen to omit the first word(s) of the sentence. You do not use an ellipse at the start of a sentence. **CORRECT:** "[R]esearch on the effects of Mission Oriented Protective Posture (MOPP) equipment demonstrates up to a fourfold increase in fratricide rates over baseline data when wearing this equipment for long periods of time." In this case, the fact that you had to change the "r" in research to a capital in square brackets already indicates to the reader that you have dropped text preceding the word research.

Long Quotes

Long quotations (typically 50+ words) are indented about 1/2 inch at both ends, single-spaced, and do not use quotation marks. An example would look as follows:

> The solutions and preventive measures required to reduce or eliminate incidents of fratricide on future battlefields are problematic. Given the clear preponderance of direct human error as the source of most fratricide incidents, it is manifest that preventative measures must be directed toward the correction or improvement of human frailties, and these, as always, are the factors least amenable to correction.[3]

The rest of your essay would then continue as presented here (i.e., double-spaced and all the way to both regular margins). Note that you should never end a paragraph with a

long quote. On the contrary, you always want to conclude a paragraph with your own words. Consequently, you ***never*** indent the first line of text following a long quotation. Such indentations indicate you either (i) ended the previous paragraph with a long quote (which is wrong) or (ii) you needlessly indented a sentence (which is also wrong).

Documenting Your Research

It is vitally important for academics and other scholars to acknowledge their research materials. Failure to do so (i.e., committing plagiarism) is a very, very serious academic offense and could result in a variety of penalties including the student being expelled from the university.

Formatting Your Footnote/Endnote and Bibliographic References

Note that you ***must*** use the formatting style outlined in this handout for your footnotes and bibliography. Although it is very *similar* to the "Chicago" formatting style, there are some differences. **Follow the instructions provided in this handout.** Representative examples of this style are included in this handout.

You may ***not*** use the "sociological" format (i.e., the system wherein references are placed in the text within parentheses). These examples in this handout will not cover 100% of the situations you can expect to face, but they should cover the most common ones. If in doubt, consult the instructor.

When do I need a Footnote/Endnote?

In general terms, consider the following:

- Direct/Exact Quote — Yes (pretty clear cut).
- Close Paraphrase — Yes. When you follow what someone else wrote and only change a small number of words, you definitely still need a footnote.
- Basic Facts and Dates — For basic facts and data (e.g., the fact that WWII started in 1939 or that Charles de Gaulle was President of France between 1959 and 1969 or that 27 countries belong to the European Union) you generally do not need a reference. These kinds of facts are considered "common knowledge."
- And how do you know if something is common knowledge? This is where the "Rule of Three" comes in. If you pick up three general books on your topic and they all relay the same information, it is a good bet that that information is common knowledge. Harvard College has a very useful guide on the common knowledge exception.
  http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342055
- But if you are still unsure if a particular piece of information is common knowledge, you can always consult with the instructor and/or TAs.
- Material Covered in Class — Generally, this falls under the "Common Knowledge" category (i.e., no footnote needed) for *purposes of any essay written for that same course only*, but students should go back to original sources whenever possible (especially where specific facts or data or analysis is presented or if the words of individual theorists or other experts are presented). For example, assume that in class the instructor talks about

> research that suggests ⅔ of all democracies with bicameral legislatures (i.e., legislatures with two parts) fail to consolidate their democracy within ten years. If you wanted to use that information in your essay, you would want to go back to the original source rather than rely solely on what was covered in class. For one thing, as a conscientious academic, you want to make sure that your professor has not made a mistake — or is making things up! In short, when it comes to writing your paper, the lectures should be considered "background" material which helps you understand a topic in an overall fashion. A warning, however, in that you certainly do not want to have your essay consist solely of the lectures parroted back to the instructor in typed format.

Footnote/Endnote Number Format

First, the footnote/endnote number appears as a superscript at the *end* of the sentence that includes the quotation in 99% of all cases and generally should *not* appear in the middle of your sentence. **WRONG:** Churchill's "Fight them on the Beaches"[3] speech is well known. **CORRECT:** Churchill's "Fight them on the Beaches" speech is well known.[3] In cases where a footnote/endnote is missing, the notation **fn.** will appear in the text.

Please note the order in which your punctuation appears with respect to a footnote/endnote. In the case of Canadian standard English punctuation, the footnote/endnote number *follows* the punctuation and the quotation mark. (British and American style practices sometime differ.) **WRONG:** Hegel said: "Be a person and respect others as persons".[3] **WRONG:** Hegel said: "Be a person and respect others as persons"[3]. **CORRECT:** Hegel said: "Be a person and respect others as persons."[3] In other words, you go: (i) period (or question mark or exclamation mark), (ii) closing quote mark, and (iii) footnote/endnote number.

Footnotes versus Endnotes

Footnotes and endnotes are virtually identical. Footnotes are merely grouped at the bottom of each page while endnotes are grouped together on a separate page following the last page of text (albeit before the bibliography). **IMPORTANT:** Endnotes are often confused with the bibliography or "works cited" list, but they are not the same things. If you use endnotes, you still need to include a *separate* bibliography.

Footnote/Endnote Format

Note, again, that you ***must*** use the formatting style outlined in this handout for your footnotes and bibliography. And although it is based on the "Chicago" formatting style, follow the examples provided here (i.e., representative examples of this style are included in this handout).

You may ***not*** use the "sociological" format (i.e., systems like APA wherein references are places in the text within parentheses). Note also that the Chicago Manual of Style also includes an in-text referencing variant, but you must use the "footnote" variant as indicated by the examples that follow. These examples will not cover 100% of the situations you can expect to face, but they should cover the most common ones. If in

doubt, consult the instructor.

(A Simple Book)
[1]Andrew Konawalski, ***Canada's Big Book of Knowledge*** (New York: Friendly Publishers, 1996), pp. 56-58.

Note how this entry's main components (e.g., author, title, publication information, and pagination) are separated from one another by commas — except there is no comma in front of the parentheses ( ) enclosing the publication information. Note also that for footnotes — *only* — the author's name is *not* presented last name first. Note the hanging indent (for visual clarity). (The use of the hanging indent is optional. Some writers prefer to leave a blank line after each footnote to separate them visually on the page.) And finally, note how the title of the book is presented in **BOLD** plus *ITALICS* — together. (Alternatively, you may underline — without italics or bold — the book title if you prefer a more retro-typewriter look!)

(An Article in a Journal)
[1]Joan Wasniek, "My Cool Article on Canadian Politics," ***Canadian Journal of Politics and Philosophy***, Vol. 25, No. 3 (Fall 1980), p. 288.

Note how the title of the journal is presented using **BOLD** + *ITALICS* whereas the article title is presented between " " marks. Note that you need to include the <u>*complete*</u> volume and issue number as well as the <u>*complete*</u> date and, of course, the page number.

(Subsequent References by an Author Previously Cited in Full)
[2] Wasniek, p. 300.

[3] Konawalski, p. 60.

All you need is the last name of the author (or authors if more than one) and the page number. Do <u>not</u> use Latin abbreviations (such as "op. cit." or "ibid.") as those forms are very much out of style and — more importantly — usually done incorrectly.

(Subsequent References by an Author *Twice* Previously Cited in Full)
If you used more than one source from the same author, you would write a full reference for each the first time they are used and then you would include a portion of the title (i.e., just enough of the title to differentiate them) with each subsequent reference.

[2] Wasniek, ***Canada's Big Important Book…,*** p. 45.

[3] Wasniek, "My Cool Article…," p. 445.

(A Book with a Translator)
[1]Ivan Ivanovsky, ***A History of Russia: 1917-1921***, trans. Ronald Corey (Toronto: Abletown Publishing, 1925), pp. 3-4.

(A Chapter in an Edited Book)

[1]John Smith, "Chapter Title," in ***Title of Book***, eds. C.R. Thompson and Wiona Williamson (Boston: International Publishing, 1966), pp. 6-12.

(Missing Data)

J, Smith, ***The Origins of Politics*** (n.p.: n.p., n.d.), p. 12.

In this case, certain data is missing (as sometimes occurs in older documents): n.p. = no publisher and/or no place of publication while n.d. = no date of publication.

(Internet Sources)

[1] William Easterly and Tobias Pfutze, ***Where Does the Money Go? Best and Worst Practices in Foreign Aid***, Global Economy & Development Working Paper 21 (Washington: Brookings, 2008), p. 6.
< http://www.brookings.edu/papers/2008/06_foreign_aid_easterly.aspx>

You *must* include the full "http" number of the actual document — not the home page of the organization — the first time you cite a particular document. Present the http number between < > marks. If the http number is excessively long, you can put it one a separate line from the rest of the reference (otherwise your word processor will have difficulty coping). For internet sources, include as much of the usual information as possible (e.g., author, publisher, date of publication, and so on). Often this information is hidden in small print at the bottom of the web page or you might have to go to the site's About Us" link to find it. If, however, specific information is missing, describe the document as best as you can (e.g., this document had no formal title). The http number is critical, but *not sufficient in itself* to constitute a proper footnote.

(Internet or Electronic Document without Page Numbers)

Lisa Smith, "Journalism in Canada," ***Canadian Journal of Journalism***, Vol. 2, No. 3 (August 1999), par. 16.

If an electronic document does not have page numbers, these can be added (i.e., refer to the page numbers you get when you print the document) or — better yet — number the paragraphs to identify individual passages.

(Miscellaneous)

- The notation p. = page (not pg.) and pp. = pages.
- By convention, the word "the" is usually omitted from the title of most journals (e.g., ***Globe and Mail*** not ***The Globe and Mail*** or ***Atlantic Monthly*** not ***The Atlantic Monthly***). To confuse things even more, this is usually not the case for monograph (i.e., book) titles where the article is retained.
- Drop all references to "inc." or "co." or "ltd." when referring to publishers
- **Ibid.**, **opt cit.** and other forms are usually done incorrectly and are very much ***out of style***. Do not use them.

Bibliography Format

The bibliography includes a list of books that you quoted from as well as a list of books that contained background information or an overview of the topic, but from which you did not directly quote (i.e., books that helped shape your understanding of the topic).

(Book)
Yaniszewski, Mark. ***Answers to Everything***. London: Megalomania Publishers, 2012.

No page numbers are included because in this case you are referring to the entire book – not just the part from which you quoted. Note how the author's name is presented "last name first" and how periods — not commas — separate the main sections. (Note differences from the footnote/endnote format. They are NOT the same!)

(Article or Book with Multiple Authors)
Perlmutter, Amos and William M. LeoGrande. "The Party in Uniform: Toward a Theory of Civil-Military Relations in Communist Political Systems." ***American Political Science Review***, Vol. 82, No. 2 (September 1982), pp. 778-789.

Yaniszewski, Mark, Dick Beddoes, and Gump Worsley. ***Correct Answers to Almost Everything***. London: Megalomania Publishers, 2009.

Note the hanging indent used for the second and subsequent lines. Each separate bibliographic entry is single spaced and a blank line is left between them. Note also how only the name of the *first* author of this article is presented "last name first" whereas subsequent authors are named in the normal fashion. The same rules regarding the names of the authors would apply in the case of a book as well.

(Chapter in an Edited Book)
Latawski, Paul C. "The Polish Military and Politics." ***Polish Politics: Edge of the Abyss***. Ed. Jack Bielasiak. New York: Praeger Publishers, 1984. Pp. 268-292.

Include the page range when separate authors write individual chapters in a collected work. The same rule applies — albeit in a slightly varied format — in the case of articles found in a journal (see below). Note also how the title of the book is presented with a combination of bold and italics, but the title of the chapter is not.

(Journal Reference)
Doyle, Michael W. "Kant, Liberal Legacies, and Foreign Affairs." ***Philosophy and Public Affairs***, Vol. 12, No. 3 (June 1983), pp. 205-235.

Note how the journal title, the volume and issue number, the date, and the page range are all part of one component and are *not* separated by periods from one another.

(Subsequent Listing Same Author)
-----. "Liberalism and World Politics." ***American Political Science Review***, Vol. 80, No. 4 (December 1986), pp. 1151-1169.

Note how five dashes and a period substitute for the *repeated* author's name (i.e., Doyle in this case).

(Newspaper with No Individual Author)
"Everything is Relative." ***Ottawa Citizen*** (January 18, 1992), p. B7.

(Book with No Individual Author)
The Military Balance. London: International Institute for Strategic Studies, 1991.

Remember:

- Bibliography entries are *not* numbered
- The notation p. = page (not pg.) and pp. = pages.
- Drop all references to "inc." or "co." or "ltd." when referring to publishers
- **Ibid.**, **opt cit.** and other forms are usually done incorrectly and are very much ***out of style***. Do not use them.
- Start the bibliography on a separate page.
- Individual bibliographic references are single-spaced, employ a hanging indent for the second (or subsequent) lines of text, and are separated from each other by a blank line.
- By convention, the word "the" is usually omitted from the title of most journals (e.g., ***Globe and Mail*** not ***The Globe and Mail*** or ***Atlantic Monthly*** not ***The Atlantic Monthly***). To confuse things even more, this is usually not the case for monograph (i.e., book) titles where the article is retained.
- In the bibliography, items without authors are listed alphabetically according to the first word of the title (not counting a, the, an, or similar articles).

Miscellany

Always keep a copy of your paper in case the original somehow gets lost.

Be careful about the way you throw around terminology and jargon. As political scientists, we all may as well get used to using these words their proper context. For example, a word like "Fascist" has very specific historical and ideological connotations and does not simply refer to anyone you dislike!

Include page numbers. The most common format involves placing the number for page one in the *middle* of the bottom of the first page while all subsequent page numbers are placed in the top right corner of the page. Mark them in by hand if you are having difficulties with printer settings. (Leaving page numbers off of an assignment will not fool the marker into thinking the paper is longer than it is!)

Finally, the question of appealing your grade. First, *read* the comments written on your paper or the attached marking sheet. There is nothing more annoying than having someone skip over an hour's worth of comments/notations. For this reason, appeals will generally not be discussed on the day the assignment is returned (i.e., come and talk to the instructor and/or TA in the following days).

There are a couple of things to keep in mind when considering an appeal. First, although I consider myself to be a *nice guy*, I do not care if you think you deserve a higher mark because "you are trying to get into law school" and "you *have* to get an 'A'" or whatever. (I've actually had this happen — more often than I care to think!) Your paper will be marked solely on its merits. Second, the claim "you have *never* had such a low mark before" will not cut it either as past performance is no guarantee of future performance. And worst of all, *never* argue you were "too busy" to give your paper the attention it deserved. *All* Professors hate to hear this. They all think their course should be your most important course. In short, all I ask is that students considering an appeal do so for *legitimate* reasons. The squeaky wheel does not always get the grease.

Sample Marking Sheet

Below is a sample of the kind of marking key that will be attached to each paper. I am always modifying this template, so there may be changes to the layout and/or composition of the one actually used. But this will give you an idea of what to expect.

Essay Marking Key

Part A: Coherence, complexity, and originality of your argument as well as the degree to which you demonstrate an understanding of the material you are critically analyzing.

Overall	**Problems**	
□ Excellent (56-60)	□ Main Question Addressed Little/Not At All	**(/60)**
□ Very Good/Minor Errors (50-55)	□ Paper Too Descriptive	
□ Good (40-49)	□ Weak Introduction or Conclusion	
□ Fair (30-39)	□ Not an Assigned Topic	
□ Weak/Serious Problems (< 30)	□ Paper Largely/Entirely Repeats Material Covered In Class	
	□ Paper Fails to Address Both Pros *and* Cons of Topic	
	□ Other/See Text	

Part B: Writing style (including grammar and spelling) as well as the degree to which you communicate your ideas to the reader (i.e., the clarity of your arguments). (Note: specific and systematic corrections in most cases will only be indicated on the first page of the assignment. For additional details, please see the assignment handout and/or a style manual.)

Overall	**Problems**	**(/20)**
□ Excellent (19-20)	□ Sentence Structure (inc. Punctuation/Awkward Phrases)	
□ Very Good/Minor Errors (17-18)	□ Paragraph Structure (One-Sentence/Run-On Paragraphs)	
□ Good (14-16)	□ Spelling (including Contractions)	
□ Fair (10-13)	□ Use of First Person or Colloquial Phrases	
□ Weak/Serious Problems (< 10)	□ Missing Title Page or Page Numbers	
	□ Long Quotes Improper Format	
	□ Other/See Text	

Part C: Proper use of academic references (i.e., indicating sources employed) as well as proper footnote/endnote and bibliography style. (See handout for proper format.)

Overall	**Problems**	**(/20)**
□ Excellent (19-20)	□ No/Few Footnotes or Missing Bibliography	
□ Very Good/Minor Errors (17-18)	□ Most Sources from Bibliography Not Reflected in Text	
□ Good (14-16)	□ All/Most Sources Too Dated for Topic	
□ Fair (10-13)	□ Over-Reliance on Internet Sources	
□ Weak/Serious Problems (<10)	□ Footnotes (Incomplete, Punctuation, Order of Items)	
	□ Bibliography (Incomplete, Punctuation, Order of Items)	
	□ Other/See Text	

GRADE (/100)
LATE PENALTY (— /100)
OVERALL GRADE (/100)

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/

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
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.