

## Political Science 4201/9746– UN Issues 2016<sup>1</sup>

<b>Course Title:</b>	UN Issues
<b>Day:</b>	Wednesday
<b>Time:</b>	Grads 9:30-11:20 Undergrads 10:30-12:20
<b>Location:</b>	SSC 4255

<b>Instructor:</b>	Dan Bousfield
<b>Office Hours:</b>	Monday 9-11 am, @4:30; Wednesday 8-9 am
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<b>Subreddit:</b>	/r/coursetalk

**Antirequisite(s): POLS 4402F**

### **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 will help you critically assess the political perspectives on contemporary issues on the United Nations and global governance. This course will help you explore the theoretical perspectives on the United Nations, as well as key issues, debates and topics in global governance. We will address a range of issues starting with the UN's objectives, structure and decision-making procedures, followed by United Nations' policies and activities on a range of contemporary issues, including peacekeeping, peace building, humanitarian intervention, economic development, and human rights.

### **Learning Objectives:**

Through this course all students will have the opportunity to:

- Identify the implicit messages and goals of public documents and media relating to a United Nations issue
- Evaluate a popular depiction of the United Nations policy or issue
- Acquire a historical context of existing United Nations policy and actions
- Identify key issues in contemporary UN policies and apply a critical framework to assess the effectiveness of policy decisions

Through this course some students will have the opportunity to:

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<sup>1</sup> Portions of this course outline have drawn on the publically available course outlines of Marshall Beier, Alina Sajed, Jennifer Clapp, Sandy Irvine and S. Soderberg. All courtesy and thanks is given to these authors.

- Organize a student-run academic conference
- Engage in a peer review exercise to develop editing and writing skills
- Evaluate the effectiveness of mainstream accounts of the functioning of the United Nations

### 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.

### Methods of Evaluation

Participation 20%	Media Assessment 15%
Additional Term Assignment – 20%	Essay 45% - Due March 30, 2016

Participation: 20% of final course grade.

Students are expected to attend and participate consistently and effectively in the work of their respective groups and individually. Failure to attend a class will result in a loss of that percentage of your participation grade (i.e. 1 of 10 classes missed = maximum 90% participation mark). Full marks cannot be achieved if participation is not clear and consistent. Class discussions are an opportunity to engage with the ideas and concepts presented in the course through discussion and presentation. (See 'Guidelines for Success' below). Students who have further questions about attendance marks should inquire in the FAQ on OWL. Graduate students will be expected each week to take turns summarizing and drawing out themes and concepts from at least one reading on a rotating basis. Graduate student sign up can be done in OWL.

Media Assessment: 15% of final course grade.

This assignment will critically engage with an official or unofficial depiction of UN action in relation to a specific case or issue of global governance. All media options must be approved by the instructor before proceeding with the assignment. Media can include but is not limited to motion pictures, short films, documentaries, special reports, official documents, brochures, pamphlets and public relations of any UN body, agency or group. Signup for the media assessment will take place on owl. The media assessment must critically engage with the content and argument of the media for its use in understanding contemporary UN issues. This critical assessment can be presented in 2 ways.

1. A written report (essay) which assesses the media for its arguments about the UN issue, and the viability of the arguments given the academic debates on the issue. The written assignment should be a minimum of 1250 words, in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources.
2. An in-class presentation. A section or short part (maximum 10 minutes) of media should be distributed to the class (subject to instructor prior approval, and following class guidelines) and the presenter should outline their interpretation of the argument for the class. The presenter will then prepare a short exercise, role playing or creative interactive exercise to raise issues and ideas that stem from media and their critical interpretation of it.

For an example of a media assessment see: Heather L. Johnson "Click to Donate: Visual images, constructing victims and imagining the female refugee" Third World Quarterly, June 2011.

For methodological foundation of media assessments see: Michael Shapiro, Chapter 1 "Philosophy, Method and the Arts." In *Studies in Transdisciplinary Method: After the Aesthetic Turn*, 2012. Also see Halberstam, Judith. "Low theory," *The queer art of failure*. Duke University Press, 2011.

#### Additional Term Assignment.

##### Option 1: Student Provocations (maximum of one per week)

Student Provocations: 20% of final course grade.

The student provocations are a two part exercise. During the first class a maximum of 10 students will select a week for their provocation. Each student will find at least one link to an article, issue, newspaper event or magazine topic and post it for the class at least one week prior to the class in which they present. Failure to post a reading for the class will make it impossible to achieve full marks on the assignment. Each student will prepare a very short (8 minute maximum) exercise to stimulate class discussion on an issue related to the class readings for the week. **THIS IS NOT A SUMMARY.** Students should prepare a short exercise, role playing or creative interactive exercise to raise issues and ideas that stem from the discussion questions or their reading for the week. Students do not necessarily need to present orally to the class, as long as they provide clear instructions and facilitate the exercise. The goal of the exercise is to raise analytical issues and concerns with the course material rather than summarize or re-present the material. All exercises must be preapproved by the instructor, and cannot be presented without the instructor's approval.

##### Option 2: Background Presentations (undergraduates only): 20% of final course grade.

The background presentations are available to 6 undergraduate students only. Sign up will be during week 1. Students will select the assigned chapters from a text assigned by the instructor and provide a selection of highlights and key issues they found in a chapter. The chapters are detailed and expansive, so students must choose key issues or themes of which they were unaware, or that would be useful in establishing a foundation for class discussion. The student will prepare a very short (8 minute maximum) way to highlight the key themes of the text on an issue related to the theme for the week. **THIS IS NOT A SUMMARY.** The goal of the exercise is to raise analytical issues and concerns with the course material rather than summarize or re-present the material. All exercises must be preapproved by the instructor, and cannot be presented without the instructor's approval.

##### Option 3:

Mini-Conference week: 20% of final grade.

This exercise is designed to allow students to experience what it is like to present at an academic conference. A minimum of 4 and a maximum of 5 students will have to self-organize panels based on common themes, area of interest, regional issues or overarching ideas. Students can use OWL to sign up for possible panels as well as recruit chairs and discussants for the panels. Panels may also suggest readings for the class in order to better prepare the audience for the panel. A standard academic conference presentation has a minimum of four panelists as well as a chair and discussant. The panelists do their best to have a full paper prepared for the time of presentation, but in all likelihood will be presenting unfinished research or research in progress. The panelists provide as much of their work as possible to the discussant prior to the panel, but in some cases the discussant has to respond to the content of the presentation. The discussant's role is to tie common themes together from the papers, as well as provide critical insights into strengths and weaknesses of each presentation. The discussant does not engage in inappropriate behavior, disrespectful characterizations, ad hominem attacks, or anything that would make panelists uncomfortable. The role of the chair is to present the panel, ensure panelists

follow presentation time limits and oversee questions from the audience. See the example below for ideas about structure.

All panels including introduction, presentation, discussion and questions should take a maximum of 60 minutes. See the sample below for an idea of the format.

Conference Week 8: The Responsibility to Protect: Idealism, Implementation and Effectiveness

Chair: Dan Bousfield

Discussant: Slavoj Zizek

Panelists:

1. Judith Butler: "The responsibility to protect in Darfur: failed responses to genocide"
2. Noam Chomsky: "R2P and Canada: From Promotion to Denial"
3. Jacques Lacan: "The International Community's Moral Leadership: Cosmopolitan Failures"
4. Alain Badiou: "R2P and the future: Libya as a Roadmap for Success?"

Option 4: Peer Editing Exercise. 20%

This exercise is designed to allow students to understand what it is like to go through an academic peer review process. This exercise requires exactly 4 students (no exceptions). Students will pick a date no later than March 9 (preferably much sooner) to begin the exercise. On the given date each of the students will e-mail [dbousfie@uwo.ca](mailto:dbousfie@uwo.ca) the first 5 pages of their final essay. This should include an introductory paragraph which clearly outlines the core arguments in the final essay, and includes one of 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 instructor will then anonymize the assignments and distribute them 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 essay itself. 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 final paper.

Option 5 (Graduate Students only): Graduate students may choose to make their 20% assignment apply to the grade of the final paper. However, they are still expected to participate in one of the above exercises in an ungraded capacity. Failure to complete one of the exercises below will make the 20% addition to the essay unavailable.

Essay: 45% of final grade due in class March 30, 2016.

Length: 3,750 words (15 pages), typed and double spaced. Pages should be numbered and the type font should be no smaller than 12 characters per inch (e.g. Arial 12). Students must e-mail their final paper to [dbousfie@uwo.ca](mailto:dbousfie@uwo.ca) with the heading "POLS 4201/9746 FINAL Paper –Student Name - Student Number" and all papers may be processed by turnitin.

Topics: Students choose their own essay topics but such choices must be approved by the instructor. The essay must have, as part of its introduction, a statement of its thesis (central argument). This thesis must be supported by a careful analysis of relevant data and arguments in the body of the paper. See Criteria for Evaluation of Written Assignments below.

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 UN issues, 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:

**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 not 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](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.

### 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.**

**4201 SEMINAR TOPICS AND READINGS** (open to discussion and change based on class consensus in week 1)

**January 6 – Introduction**

Optional reading to frame media assessments:

Halberstam, Judith. The queer art of failure. Duke University Press, 2011. Introduction 'Low theory'

**January 13 – UN and Global Governance**

**January 20 - Global Cosmopolitanism and Governance**

**January 27 - Global Migration Governance**

**February 3 - Governing Development - The UNDP**

**Feb 10 – Global Peacekeeping and Policing - Theory**

**February 24 - Global Peacekeeping and Policing - Praxis**

**March 2 - American Global Governance and Transitional Justice**

**March 9 - TBD on Week 1**

**March 16 - TBD on Week 1**

**March 23 - TBD on Week 1**

**March 30 – TBD on Week 1**

**April 6 – Final presentations – No assigned Readings**

### **UN and Global Governance**

Heather L. Johnson "Click to Donate: Visual images, constructing victims and imagining the female refugee" *Third World Quarterly*, June 2011.

Weiss, Thomas G. *Global Governance: Why What Whither*. John Wiley & Sons, 2013. CHAPTER 1 and 2.  
For Grads: Brown, Wendy. *Walled states, waning sovereignty*. Mit Press, 2010. CHAPTER 1

### **Global Internet Governance**

Radu, Roxana, Jean-Marie Chenou, and Rolf H. Weber. "The Evolution of Global Internet Governance." Mueller, Milton L. *Networks and states: The global politics of Internet governance*. Mit Press, 2010.

Deibert, Ronald, et al. *Access controlled: The shaping of power, rights, and rule in cyberspace*. MIT Press, 2010.

Grads: Deibert, Ronald J. *Black code: Inside the battle for cyberspace*. Signal, 2013.

### **Global Governance of Gender**

Shepherd, Laura J. "Power and authority in the production of United Nations Security Council Resolution 1325." *International Studies Quarterly* 52.2 (2008): 383-404.

Charlesworth, Hilary, and Christine Chinkin. "The creation of UN Women." (2013).

Bunch, Charlotte. "Women's rights as human rights: Toward a re-vision of human rights." *Human Rights Quarterly* 12.4 (1990): 486-498.

Grads: Jain, Devaki. *Women, development, and the UN: A sixty-year quest for equality and justice*. Indiana University Press, 2005. Intro and/or Chapter 1.

### **Global Health Governance**

Anne-Emanuelle Birn, Yogan Pillay, and Timothy H. Holtz, *Textbook of International Health: Global Health in a Dynamic World* (New York: Oxford University Press, 2009), Chapter 6, *Epidemiologic Profiles of Global Health and Disease*.

Glenn, John. "Global Governance and the Democratic Deficit: stifling the voice of the South." *Third World Quarterly*, Vol. 29, No. 2 (2008), 217-238.

Grads: Lesley Doyal, "Putting gender into health and globalisation debates: new perspectives and old challenges", *Third World Quarterly*, 23: 2 (2002), 233 - 250

### **Global Cosmopolitanism and Governance**

Patterson, Dennis. "Cosmopolitanism and Global Legal Regimes." *Rutgers UL Rev.* 67 (2015): 7.

Shachar, Ayelet. *The birthright lottery: citizenship and global inequality*. Harvard University Press, 2009. Intro and Chapter 1.

Grads: Nyers, Peter. "Abject cosmopolitanism: the politics of protection in the anti-deportation movement." *Third world quarterly* 24.6 (2003): 1069-1093.

### **Global Peacekeeping and Policing - Theory**

Terry, Fiona. *Condemned to repeat? The paradox of humanitarian action*. Cornell University Press, 2000. Intro and Chapter 1.

Fluri, Jennifer. "Capitalizing on bare life: Sovereignty, exception, and gender politics." *Antipode* 44.1 (2012): 31-50.

Mohammed Ayoob, "Third World Perspectives on Humanitarian Intervention and International Administration," *Global Governance* 10: 1(2004), 99-119.

Grad: Anne Orford, "Localizing the Other: the Imaginative Geography of Humanitarian Intervention" in *Reading Humanitarian Intervention: Human Rights and the Use of Force in International Law*, Cambridge University Press, 2003, 82-125.

### **Global Peacekeeping and Policing - Praxis**

Movie: Fatal Assistance

Heine, Jorge, and Andrew Stuart Thompson, eds. Fixing Haiti: MINUSTAH and Beyond. United Nations University Press, 2011. Ch 10-13.

Walby, Kevin, and Jeffrey Monaghan. "'Haitian Paradox' or Dark Side of the Security-Development Nexus? Canada's Role in the Securitization of Haiti, 2004–2009." *Alternatives: Global, Local, Political* 36.4 (2011): 273-287.

Grads: Podur, Justin. *Haiti's New Dictatorship*. Pluto Press, 2012. Intro and Chapter 1.

### **Global Governance and Defining Terrorism**

Saul, Ben. "Civilising the Exception: Universally Defining Terrorism." *Post 9/11 and the State of Permanent Legal Emergency*. Springer Netherlands, 2012. 79-100.

Pape, Robert A. "The strategic logic of suicide terrorism." *American political science review* 97.03 (2003): 343-361.

Hardy, Keiran, and George Williams. "What is 'cyberterrorism'? Computer and internet technology in legal definitions of terrorism." *Cyberterrorism*. Springer New York, 2014. 1-23, and Chapter 3.

Grads: Collard-Wexler, Simon, Costantino Pischedda, and Michael G. Smith. "Do foreign occupations cause suicide attacks?." *Journal of Conflict Resolution* 58.4 (2014): 625-657.

### **Global Migration Governance**

Betts, Alexander, ed. *Global migration governance*. Oxford: Oxford University Press, 2011. Chapter 7.

Hyndman, Jennifer. *Managing displacement: Refugees and the politics of humanitarianism*. Vol. 16. U of Minnesota Press, 2000.

Moulin, Carolina, and Peter Nyers. "We live in a country of UNHCR" —Refugee protests and global political society." *International Political Sociology* 1.4 (2007): 356-372.

LaViolette, Nicole. "UNHCR Guidance Note on Refugee Claims Relating to Sexual Orientation and Gender Identity': a Critical Commentary." *International Journal of Refugee Law* 22.4 (2010): 1-36.

### **Global Celebrity and Governance**

Huliaras, Asteris, and Nikolaos Tzifakis. "The fallacy of the autonomous celebrity activist in international politics: George Clooney and Mia Farrow in Darfur." *Cambridge Review of International Affairs* 25.3 (2012).

Biccum, April. "Marketing Development: celebrity politics and the 'new' development advocacy." *Third World Quarterly* 32.7 (2011): 1331-1346.

Wheeler, Mark. "Celebrity diplomacy: United Nations' goodwill ambassadors and messengers of peace." *Celebrity Studies* 2.1 (2011): 6-18.

Grads: Dieter, Heribert, and Rajiv Kumar. "The downside of celebrity diplomacy: The neglected complexity of development." *Global Governance: A Review of Multilateralism and International Organizations* 14.3 (2008): 259-264.

### **Queering Global Governance**

Weber, Cynthia. "Queer Intellectual Curiosity as International Relations Method: Developing Queer International Relations Theoretical and Methodological Frameworks." *International Studies Quarterly* (2015).

Ahmed, Sara. *The promise of happiness*. Duke University Press Books, 2010. Intro and 88-121.  
World Happiness report 2015

Grads: Puar, Jasbir. *Terrorist assemblages: Homonationalism in queer times*. Duke University Press, 2007. INTRO AND CH 1

### **Global Governance of Sport**

Beutler, Ingrid. "Sport serving development and peace: Achieving the goals of the United Nations through sport." *Sport in society* 11.4 (2008): 359-369.

Bousfield, Dan, and Jean Michel Montsion. "Transforming an international organization: Norm confusion and the International Olympic Committee." *Sport in Society* 15.6 (2012): 823-838.

Grads: Spaaij, Ramón. "Olympic rings of peace? The Olympic movement, peacemaking and intercultural understanding." *Sport in Society* 15.6 (2012): 761-774.

### **Global Governance of Race**

Vucetic, Srdjan. *The Anglosphere: A genealogy of a racialized identity in international relations*. Stanford University Press, 2011.

Grads: Hobson, John M. *The Eurocentric conception of world politics: Western international theory, 1760-2010*. Cambridge University Press, 2012. Chapter 1.

Grads: Prashad, Vijay. *The darker nations: a people's history of the Third World*. The New Press, 2008. Bandung" (31-50), "Belgrade" (95-104)

### **Towards a non western governance**

Robert T. Coulter "The UN Declaration on the Rights of Indigenous Peoples: A Historic Change in International Law" *Idaho Law Review* Volume 45, Issue 3, (2009)

Steven T Newcomb "The UN declaration on the rights of indigenous peoples in the paradigm of domination" *Griffith Law Review*, 2011, Vol 20. No.3.

### **The WHO and Global Health**

World Health Organization, *The First Ten Years of the World Health Organization* (Geneva: WHO, 1958), Chapters 3-11.

Kelley Lee, *The World Health Organization*. London: Routledge, 2009, Chapters 1, 2

Javed Siddiqi, *World Health and World Politics: The World Health Organization and the U.N. System* (Columbus, SC: University of South Carolina Press, 1995), Chapters 7-12.

### **Global Health and Rights**

Subir K. Kole, "Globalizing queer? AIDS, homophobia and the politics of sexual identity in India"

*Globalization and Health* 2007, 3:8, 1-16. M. Laurie and R.P. Petchesky, "Gender, health, and human rights in sites of political exclusion" *Global Public Health*, 2008; 3(S1): 25-41

Susannah H. Mayhew and Charlotte Watts, "Global Rhetoric and Individual Realities: linking violence against women and reproductive health", in *Health Policy in a Globalising World*, eds Kelley Lee, Kent Buse and Suzanne Fustukian (Cambridge UK: Cambridge University Press, 2002), pp. 159-180.

### **Global Governance of Children**

Lundy, Laura. "United Nations Convention on the Rights of the Child and Child Well-Being." *Handbook of Child Well-Being*. Springer Netherlands, 2014. 2439-2462.

### **Global Governance of Human Rights**

Gaer, Felice D. "A voice not an echo: universal periodic review and the UN Treaty Body System." *Human Rights Law Review* 7.1 (2007): 109-139.

Abebe, Allehone Mulugeta. "Of shaming and bargaining: African States and the universal periodic review of the United Nations Human Rights Council." *Human rights law review* 9.1 (2009): 1-35.

### **China and Global Governance**

Kent, Ann. *China, the United Nations, and Human Rights: The Limits of Compliance*. University of Pennsylvania Press, 2011.

### **Global Governance and Development**

Emma Mawdsley (2012) *From Recipients to Donors: Emerging Powers and the Changing Development Landscape*. London: Zed Books, Chapter 1.

Nandita Dogra (2012) *Representations of Global Poverty: Aid, Development and International NGOs*. London: I.B. Taurus, Chapters 2 & 4.

Raj M. Desai and Homi Kharas (2009) 'Democratizing Foreign Aid: On-Line Philanthropy and International Development Assistance,' *International Law & Politics*, Vol. 42, pp. 1111-1142.

### **Global Governance of Food**

"The Food crisis and global governance" Clapp, Jennifer, and Marc J. Cohen, eds. *The global food crisis: Governance challenges and opportunities*. Wilfrid Laurier Univ. Press, 2009.

Friedmann, Harriet. "The political economy of food: a global crisis." *New left review* (1993): 29-29.

McKeon, Nora. *The United Nations and civil society*. Zed, 2010. Chapter 2.

Grads: "Crisis? What crisis? The normality of the current food crisis." *Journal of Agrarian Change* 10.1 (2010): 87-97.

### **American Global Governance and Transitional Justice**

Annie Bird, Chapter 1: "The US Approach to Transitional Justice" in Bird, Annie R. *US Foreign Policy on Transitional Justice*. Oxford University Press, 2015.

Jovanovic, Spoma. *Democracy, dialogue, and community action: Truth and reconciliation in Greensboro*. University of Arkansas Press, 2012.

Grads: McEvoy, Kieran, and Kirsten McConnachie. "Victimology in transitional justice: Victimhood, innocence and hierarchy." *European Journal of Criminology* 9.5 (2012): 527-538.

For reference: Moyo, Khanyisela. "Mimicry, Transitional Justice and the Land Question in Racially Divided Former Settler Colonies." *International Journal of Transitional Justice* 9.1 (2015): 70-89.

### **Structural Problems of the UN**

Axel Dreher, Jan-Egbert Sturm, and James Raymond Vreeland, "Global Horse Trading: IMF Loans for Votes in the United Nations Security Council," *European Economic Review*, Volume 53, Issue 7, October 2009, pp. 742-747

Kyle Beardsley and Holger Schmidt, "Following the Flag or Following the Charter? Examining the Determinants of UN Involvement in International Crises, 1945–2002," *International Studies Quarterly* (March 2012), 56 (1), pp. 33-39, 46-47

### **Global Governance of Military Intervention**

Optional: Basic History reading on the UN

Gilligan, Michael. "Where Do the Peacekeepers Go? 1." *International Studies Review* 5.4 (2003): 37-54.

Fortna, Virginia Page. "Does peacekeeping keep peace? International intervention and the duration of peace after civil war." *International studies quarterly* 48.2 (2004): 269-292.

Bellamy, Alex J., and Paul D. Williams. "Who's keeping the peace? Regionalization and contemporary peace operations." *International Security* 29.4 (2005): 157-195.

### **Governing Development - The UNDP**

Emma Mawdsley (2012) *From Recipients to Donors: Emerging Powers and the Changing Development Landscape*. London: Zed Books, Chapter 1.

Murphy, Craig N. "UNDP: A Better Way." Cambridge: CUP (2006). Chapters 1 and 2.

Alkire, Sabina. "Human Development: Definitions, Critiques, and Related Concepts. UNDP HDRO Background Paper 2010/01." (2010). P.29-44.

Grads: Rankin, Katharine N. "A critical geography of poverty finance." *Third World Quarterly* 34.4 (2013): 547-568.

Optional: World Bank (2013) *World Development Report – Jobs*. Washington, DC: World Bank, Chapter 1 'The Jobs Challenge.' Available at: <https://openknowledge.worldbank.org/handle/10986/11843> Chapter

**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](mailto: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.

**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.