

University of Western Ontario
Department of History/Department of Political Science
2018-2019

International Relations 4702E
Contemporary Challenges in the Global Community
Mondays, 10:30-12:30
Stevenson Hall 3166

Francine McKenzie Department of History	Dan Bousfield Department of Political Science
Office Hours: Tuesday 1:00-3:00 or by appointment Office: Lawson Hall 2201 519-661-2111 x84964 fmckenzi@uwo.ca	Office Hours: Monday 1:30-2:20, Wednesday 2:30-3:20. Office: SSC 4164 519-661-2111 x85114 dbousfie@uwo.ca facebook.com/dan.bousfield twitter @uwo_teach Class Hashtag #IR4702 Texting only number 289-620-666five

COURSE DESCRIPTION:

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

In 2018-2019, the class will examine recent geostrategic events and situate Canada's role in the changing world of global affairs. Ongoing trade negotiations with the United States and key geostrategic concerns such as election interference, cyber warfare and refugee flows will be some of the themes of

the course. The challenge for the class will be to situate policies, practices and priorities that reflect changing global realities. You will bring your ideas together in the first term to develop a group project for the second term. Students will complete a range of assignments to deepen their expertise in a policy area and provide a variety of formats to present their ideas. This includes an option of Community Engaged Learning (CEL) for course credit, where students have the opportunity to engage directly in issues in London that intersect with course content. For more information on CEL go to the section of the course website in OWL on CEL. Students should be able to present their policy ideas to a variety of audiences from the public, to university peers, to a panel of experts at the end of the term. Developing strong and well researched ideas is an integral part of your assignments, as is the ability to present them coherently and concisely in a range of formats.

Participation and Attendance (10% per term):

Each week of the course will be student driven. For the first term participation you will be responsible for submitting a one-page document consisting of: 1) a list of key concepts and terms from the week's readings; 2) a key line or passage from one of the readings; 3) three or four discussion questions based on the readings. The document is to be uploaded to the OWL website by Sunday at 1pm. You are encouraged to bring up your own or others' key concepts, passages, and questions in the seminar. Each week one (or more) student(s) will take the responsibility to create a two-page selection of the keywords, quotations, and questions, provide hard copies to the class, and lead the class discussion. Class leaders begin with a short introduction of the readings, and then can use the student questions as an agenda for discussion. They are also encouraged to experiment with a variety of pedagogical techniques, including debates, go-around questions, short video clips for discussion, exercise or games (such as 'heads up') to allow the class to engage with the material in compelling ways and shift away from topics or issues that are no longer productive.

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

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

Assignments and Mark Breakdown: First Term (45% of final mark)

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

Assignment 1- Think piece (10% of final mark) Due October 1, 2018 at midnight. Upload to OWL.

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

Students will write a short essay of 5 pages in proper essay format (with title page and bibliography, 1250 words, excluding references) arising from the material covered in readings *up to and including* the week of October 1. The assignment should use at minimum one required reading and one

recommended reading *from each week*. This assignment is to be a 'think piece' in which students will make the case for a particular understanding of geostrategy/geopolitics over others suggested by the readings and in class discussion.

Assignment 2 Option A – Media Assessment (10% of final mark) Due November 5, 2018 at midnight. Upload to OWL.

Students will develop a short media assessment (1250 words, excluding references) of from a list of selected sources to be provided in OWL (or suggested by students), however all media must have sufficient levels of IR content to warrant its use. All media assessments must have prior approval of the instructor and be selected in OWL prior to writing. The media assessment must critically engage with the content of the media for its use in understanding IR, as well as base arguments in academic research and debates. You should assess the media for its arguments about IR debates and geostrategic issues, and the viability of the arguments given the academic debates on the issue. The assignment should be 1250 words, in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources.

Assignment 2 Option B – Podcast (10% of final mark) Due 7 days after class leadership

Students have the option of producing a short podcast (appx 30 minutes) following their week of leadership of class discussion. Students are encouraged to have one of the faculty members participate in a reflection and debrief of the class discussion in podcast form. This should discuss what worked well, what was omitted and what would be done differently if the class leadership was done again. It can engage with topics of the week, or broader themes of the course and how they relate to current events. Questions should be prepared in advance and brought to the recording session (inquire with Prof. McKenzie or Bousfield about obtaining equipment) which should try to highlight intersections of the course with broader discussion topics and try to be as interesting and relevant to the overall class project as possible. A rubric will be provided, but students should strive to develop academic content akin to the podcasts suggested in OWL.

Assignment 2 Option C – CEL reflective journal (10% of final mark) due December 3, 2018

Students will produce a written journal that includes pre-flection, reflection during service and reflection after service as outlined in the appendices attached at the bottom of the course outline. The reflections should be submitted in stages (established in consultation with the instructor) and be complete by December 3. The journal should follow recent events in issues relating to your CEL area and reflect on those events in relation to weekly course readings. The journal should use proper referencing and citations. For students who choose to participate in the CEL option of the course, the journal can detail your impressions of your experiences with your community partner. However, the journal should not develop research on the community partner, involve first-person quotes or identifiable characteristics of any participant of organization (i.e. it should remain reflective and non-research based).¹. Academic

¹ If students have any questions about the type of material that can be included in the reflective journal, ask the instructor at any time.

writing requires proper referencing and foundation for your claims, therefore assertions should be substantiated, and claims need to be based in logic and evidence. Assignments that fail to develop an academic argument cannot achieve full marks.

Assignment 3 - Presentation of a policy proposal (10% of final mark)– Due November 26 in class.

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

Second term (60% of final mark):

Term 2 Participation (10% of final mark)

Assignment 1 (10% of final mark) - Due: January 28, 2019, midnight. Upload to OWL.

Assignment 2 (10% of final mark) - Due: February 11, 2019, midnight. Upload to OWL.

Group Project (25% of final mark) – Due: March 19, 2019.

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

Reflective assessment (5% of final mark) – Due: April 9, 2018. Upload to OWL.

This assignment is a reflection on your group project's strengths and weaknesses, as well as changes and surprises that you encountered in the research and writing process. For a more detailed description of expectations, please see OWL. Your paper should address any comments on the group project, or general problems or issues from the process. This assignment should suggest ways that the research would be improved as well as issues with sources and topics. These questions could include: what are the strengths and weaknesses of your approach? How did your group collaborate? What concepts or ideas do you feel needed further analysis or clarification? Reflection is key for this exercise, higher

grades will be given to those that incorporate a clarification about how their expectations, responsibilities and goals changed over the course of the terms.

Assignment Descriptions and Learning Outcomes:

Assignment	Description	Learning Outcome
Attendance and participation	Attending all classes and ongoing participation throughout the year.	Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience
Policy Analysis (1,2)	Take a clear analytical perspective on a framing of foreign policy; critically assess the chosen concept of foreign policy; evaluate existing academic literature on a foreign policy issue	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Presentation Proposal	Analyze the theoretical assumptions of an argument about IR/ foreign policy; evaluate the strength of an foreign policy; compare and contrast the argument with other examples of foreign policy	Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a foreign policy issue; evaluate the strength of the justifications for the issues' inclusion in the discussion of foreign policy; develop student portfolio and skill sets
Think piece, Media Assessment	Take a clear analytical perspective on a framing of IR and Foreign policy; analyze theoretical assumptions of foreign policy; critically assess foreign policy for presentation to lay audience;	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Group Project	Ability to identify different methodological approaches; apply a specific methodological approach to	Critically assess each other's arguments for validity in terms of foreign policy analysis and IR; gain a basic understanding of the

	a specific foreign policy issue; analyze the foreign policy issue for trajectory; evaluate likely outcomes of the issue	academic editing process; work with peers to develop strong arguments about IR and foreign policy; produce a document that is both well researched and well presented
Reflective Assignment	Identify key themes and arguments in one's own written work, synthesize arguments analytically into written form;	Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one's own knowledge; assess evidence critically;

Community Engaged Learning Outcomes

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

Course Readings

First term:

Week 1 - September 10 - Introduction, IR and Method

Required Reading

[Thinking about News literacy](#)

Context, background and other information

- P. Schroeder, 'International History: Why Historians do it differently than Political Scientists' in D. Wetzell, R. Jervis and J.S. Levy, eds, *Systems, Stability and Statecraft: essays on the international history of modern Europe* (Houndmills, New York: Palgrave Macmillan, 2004), pp. 285-296.
- Schmidt, Brian C. "Disciplinary History and International Relations" in *The Political Discourse of Anarchy: A Disciplinary History of International Relations*. SUNY Press, 1998. pages 10-14.
- Kincheloe, Joe L. "On to the next level: Continuing the conceptualization of the bricolage." *Qualitative inquiry* 11.3 (2005): 323-350.
- Miriam Fendius Elman, 'International Relations Theories and Methods' in P. Finney, ed., *Palgrave Advances in International history* (Houndmills: Palgrave Macmillan, 2005), pp. 136-160
- [On 'Fake News'](#) and [Fake news and The Rise of Information warfare: A Discussion with Dr. Heidi Tworek](#), Canadian Institute of Global Affairs
- [Writing a Review](#)

Week 2 - September 17 - Anarchy and Order

Required Reading

- Schmidt, Brian C. *The Political Discourse of Anarchy: A Disciplinary History of International Relations*. SUNY Press, 1998. 15-76.
- Cohen, Saul Bernard. *Geopolitics: the geography of international relations*. Rowman & Littlefield, 2014. Pages 1-34.
- Jervis, Robert, et al., eds. *Chaos in the Liberal Order: The Trump Presidency and International Politics in the Twenty-First Century*. Columbia University Press, 2018. Pages 1-17.

Context, background and other information

On anarchism and IR

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

Failures of liberalism

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

Geostrategy and policy

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

Classic IR theory debates

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

Week 3 - September 24- What is a Liberal Order?

Required Reading

- **Chimni, B. S. "International Organizations, 1945–Present." *The Oxford Handbook of International Organizations*. 1-20**
- **Jordaan, Eduard. "The concept of a middle power in international relations: distinguishing between emerging and traditional middle powers." *Politikon* 30.1 (2003): 165-181.**
- **Peterson, John. "Present at the Destruction? The Liberal Order in the Trump Era." *The International Spectator* 53.1 (2018): 28-44.**
- **Mark Mazower, *Governing the World: the history of an idea* (New York: The Penguin Press, 2012), Chap. 7, *The League is Dead, long Live the United Nations*, pp. 191-213.**

Context, background and other information

On the global liberal economy

- Ruggie, John Gerard. "At home abroad, abroad at home: international liberalisation and domestic stability in the new world economy." *Millennium* 24.3 (1995): 507-526.
- Cox, Robert. (1993) "Gramsci, Hegemony and International Relations: An Essay in Method" in S. Gill (ed.), *Gramsci, historical materialism and international relations*, pp. 49-66.

Liberal critiques of Realism

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

Liberal blind spots

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

How to study under liberalism

- Singer, J.D. "The Level-of-Analysis Problem in International Relations." In G.J.Ikenberry (ed.) *American Foreign Policy: Theoretical Essays*. New York: Harper-Collins, 1989. pp.67-80
- Jackson, Patrick Thaddeus. *The conduct of inquiry in international relations: philosophy of science and its implications for the study of world politics*. Routledge, 2010. Chapter 2.

Week 4 October 1 - Different visions of Dis/Order

Required Reading

- Gill, Stephen. "Critical global political economy and the global organic crisis." *The Palgrave Handbook of Critical International Political Economy*. Palgrave Macmillan, London, 2016. 29-48.
- Vucetic, Srdjan, and Randolph B. Persaud. "Race in International Relations." *Race, Gender, and Culture in International Relations: Postcolonial Perspectives (2018): Chapter 3*
- Mitchell, Katharyne, and Kirsi Pauliina Kallio. "Spaces of the geosocial: exploring transnational topologies." (2017): 1-14.

Context, background and other information

Canada and transnationalism

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

Race

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

Gender, Sexuality, Queering

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

Anthropocene

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

Critiques of key concepts

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

Week 5 – October 15 – Leadership and Canada-US relations

Required Reading

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

Week 6 – October 29 – Borders, Geopolitics and Non refoulment

Required Reading

- Hyndman, Jennifer. "The geopolitics of migration and mobility." *Geopolitics* 17.2 (2012): 243-255.
- Nyers, Peter. "Emergency or emerging identities? Refugees and transformations in world order." *Millennium* 28.1 (1999): 1-26.
- Jones, R., Johnson, C., Brown, W., Popescu, G., Pallister-Wilkins, P., Mountz, A., & Gilbert, E. (2017). *Interventions on the state of sovereignty at the border*. *Political Geography*, 59(July), 1-10.
- Collier, Paul, and Alexander Betts. "Global Disorder" and "Time Warp" *Refuge: Rethinking refugee policy in a changing world*. Oxford University Press, 2017. Ch 1 and 2.
- Laura Madokoro, 'Belated Signing: Race-Thinking and Canada's Approach to the 1951 Convention Relating to the Status of Refugees, in Madokoro, McKenzie and Meren, eds, *Dominion of Race*, 2017.

Week 7 - November 5 – New Moments in Humanitarianism

Required Readings:

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

Week 8 – November 12 – Cyber Security and Network Governance

Required Readings:

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

Week 9 – November 19 – China, a post-liberal hegemon?

Required readings:

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

Week 10 - November 26 - Video pitches, discussion and planning

Primer on what videos do: Cynthia, Enloe "Culture, ideology, and the myth function in IR theory" *International Relations Theory: A Critical Introduction*, Routledge, 2010. Page 3-12.

Week 11 - December 3 - Assigning tasks, organizing research and deadlines

7 Jan: TBD

14 Jan: TBD

21 Jan: TBD

28 Jan: TBD

4 Feb - Topic chosen by students from appendix.

11 Feb – Op-Ed Due Topic chosen by students from appendix.

18-22 Feb: Spring Reading Week

25 Feb – Seminar on formatting brief, presentation and policy tips

4 March – Discussion of group project pieces and assembling parts

11 March – Draft of group project due

18 March – Revisions, presentation ideas, feedback

25 March - Revisions, presentation ideas, discussion of last minute changes

1 April – Presentation to and meeting with Panel of Experts

8 April – Debrief and final discussion

APPENDIX TO UNDERGRADUATE COURSE OUTLINES

DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

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

Essay course requirements

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

Use of Personal Response Systems ("Clickers")

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

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

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

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

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

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

Duplication of work

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

Grade adjustments

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

Academic Offences

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

http://westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&Keywords=scholastic&SubHeadingID=189&SelectedCalendar=Live&ArchiveID=#SubHeading_189

Submission of Course Requirements

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

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

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/procedures/index.html>

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

University Policy on Cheating and Academic Misconduct

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

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

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

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

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism.

Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

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

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

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

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

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

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

Acknowledge it if you have derived it from a source outside your own thinking on the subject.

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

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

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

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at: <http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western)

<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.