

IR 4704G– Contemporary Challenges in the Global Community II¹

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples, who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Calls to action:

- Read the Truth and Reconciliation Commission findings and the Commission's calls to action, then find a way you can support the fulfillment of [those calls to action](#)
- Read the national inquiry into [missing and murdered indigenous women and girls and the 231 calls for justice](#)
- Take time to learn more about the history and continuing experiences of indigenous peoples
- Remove colonial monuments
- Call on institutions to decolonize: indigenous scholarship and knowledge systems continued to be marginalized and erased
- Encourage contribution to indigenous led organisations, in particular, the Indian Residential School Survival Society <https://irsss.ca>

Course Title	Contemporary Challenges in the Global Community II
Location	UC-1105
Instructor	Dan Bousfield
Office hours via zoom	Monday 12:30-2:20, Tuesday 1:30-2:20 through the 'office hours link' on the left hand nav bar in OWL
Email	dbousfie@uwo.ca
Telephone:	289-620-6665 text only
Course Week	Monday-Sunday The course week will be Monday at 12:01am to 11:55PM on Sundays. All weekly content will be due SUNDAY at 11:55PM.

Anti-requisite(s): The previous IR 4702

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

Course format: Blended

Audio from class discussion will be available each week on Monday night for those who cannot attend in person. Regular synchronous participation is required, missing more than 3 synchronous sessions will impede your ability to achieve full marks in this course.

Prerequisite(s):

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

Introduction:

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

Course Materials

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

Course outline

Methods of Evaluation (skills and portfolio development)

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

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

Weekly Participation – 20%

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

Students have different ways to participate each week.

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

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

Assignment Submission

Assignment Instructions

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

1. Attended Thursday Zoom call

2. Weekly 250 word response (in text below)

3. Voicethread response to a question from the week

250 word Response:

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

Submitted Attachments

Grade: (max 2.00)

Assignment Submission

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

1. Attended Thursday Zoom call

2. Participated in Thursday Zoom call discussion (spoke about UN women

3. 250 word response

body p

Submitted Attachments

Grade: (max 2.00)

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

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

Peer Review Assignment 20%

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

Portfolio Project – 30%

The portfolio project develops the feedback and insight from the peer review assignment and contributes to the individual or group project. Their portfolio project should be an appropriate format for your given topic and audience. It can be an essay, policy review, podcast (with appropriate rundown including academic sources and clear script and argumentation), policy brief, photo-essay or other appropriate academic assignment. All portfolios must follow the 'Criteria for Evaluation of Written Assignments' below and contain predominantly academic material. Failure to obtain approval from the instructor for the format may result in an inability to achieve complete grades. Failure to develop appropriate academic triangulation and sourcing may result in an inability to achieve complete grades. Due Week 10

Post report Assessment 15% Due week 12

The final report will take shape through debate, compromise and consensus. The authorship is collective. In this paper, you will explain what you would have done if this had been an individual project. This doesn't mean you identify one or two parts of the report that you would change. It is a chance to reimagine the entire project if you had done it alone and therefore made all decisions alone. This assignment should be formal, reflective and provide clear academic foundation for any claims. See the 'criteria for evaluation of written assignments' below.

If offered: Community Engaged Learning 15 % (in lieu of post report assessment)

A few students will have the option of participating in a Community Engaged Learning (CEL) opportunity with an offsite organization involved in International legal issues. Students must submit an application in-class for the opportunity to participate and will be graded on their completion of the online-check in with the student success center, their successful completion of their placement and a short (750 word) reflective summary that links their work with the CEL to class content. The reflection is just about how you felt about it in the beginning, middle and end and how your expectations changed over time. I am looking for reflection, if you can link to course themes that would be great, but I am really assessing reflection in general. It shouldn't be too long - I feel the CEL placement is the bulk of the work, it is really just an expanded version of the logs with some reflection on what happened, how your expectations changed and what you would say to someone who wanted to do it next year (i.e. 4-5 double spaced pages).

Assignment Descriptions and Learning Outcomes:

Assignment	Description	Learning Outcome
Attendance and participation	Attending all classes and ongoing participation throughout the year.	Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience

Presentation/Proposal	Analyze the theoretical assumptions of an argument about IR/ foreign policy; evaluate the strength of an foreign policy; compare and contrast the argument with other examples of foreign policy	Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a foreign policy issue; evaluate the strength of the justifications for the issues' inclusion in the discussion of foreign policy; develop student portfolio and skill sets
Think piece	Take a clear analytical perspective on a framing of IR and Foreign policy; analyze theoretical assumptions of foreign policy; critically assess foreign policy for presentation to lay audience;	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Group Project	Ability to identify different methodological approaches; apply a specific methodological approach to a specific foreign policy issue; analyze the foreign policy issue for trajectory; evaluate likely outcomes of the issue	Critically assess each other's arguments for validity in terms of foreign policy analysis and IR; gain a basic understanding of the academic editing process; work with peers to develop strong arguments about IR and foreign policy; produce a document that is both well researched and well presented
Reflective Assignments	Identify key themes and arguments in one's own written work, synthesize arguments analytically into written form;	Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one's own knowledge; assess evidence critically;

Zoom Etiquette

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

Recording synchronous content (office hours or other meetings)

All of the remote learning sessions and Zoom meetings (including office hours) for this course **may** be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings may be used for educational purposes related to this course, including evaluations and assisting with preparation of your assignments (you can request a copy of the meeting). The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

Notes: The Department's rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See 'Criteria for Evaluation of Written Assignments' below).

Guidelines for Success in Class

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

- Come to all classes having read the assigned readings for that week and prepared to participate in discussion. It is useful to remember that some week's readings may be more relevant to your research interests than others, and focusing on readings that are most salient to your interests will ensure maximum usefulness in the course.
- Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of relevant points and ideas. Online participation will be considered as well in participation marks.
- Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
- Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

Criteria for Evaluation of Written Assignments

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

Formatting

All work should be double spaced using 12 point font (even on policy briefs). Page numbers should

always be included. Never use bullet points anywhere – they condense ideas when I need to see the logic and academic argumentation that underpin your claims.

Quotations

Quotations longer than 4 lines should be indented. Try to avoid quotations longer than 4 lines. Assume that I do not read an indented 4line quotation and make sure the sentence immediately following the quotation summarizes its significance to your argument in your own words. Never include quotations or sources in your introduction or conclusion, your introduction and conclusion should outline the paper structure in your own words.

Citations and Bibliography

We will use the author date system. It keeps footnotes and endnotes to a minimum.

- Text references will be short with the Surname, Date and page number (i.e. Žižek 2002: 342).
- Use this formatting everywhere, including sources from our reading list and in the response papers and any written work.
- Works by the same author in the same year should be cited as Žižek 2002a, Žižek2002b, etc.
- Et al. can be used by sources with three or more authors. The full list must be in the bibliography.
- If you have more than one source in the same sentence you just include them with a semi-colon in chronological order i.e (Žižek 2002: 345; D'Amelio 2018: 212; Swift 2020: 445)

Bibliography

A bibliography must be included in all written work, it should include the complete details of the work and included an 'Accessed' date if it is an online source.

Sample bibliography

- Bastos, Marco T., and Dan Mercea. "The Brexit botnet and user-generated hyperpartisan news." *Social Science Computer Review* 37.1 (2019): 38-54.
- Dobber, T., R. F. Fahy, and FJ Zuiderveen Borgesius. "The regulation of online political micro-targeting in Europe." *Internet Policy Review* 8.4 (2019): 4.
- Griender, William. "How the swindlers of Silicon Valley avoid paying taxes." *The Nation*, October 17, 2017, <https://www.thenation.com/article/how-the-swindlers-of-silicon-valley-avoid-paying-taxes/>. Accessed August 1, 2020.
- Gill, Stephen. "Transnational class formations, European crisis and the silent revolution." *Critical Sociology* 43.4-5 (2017): 641.

Analytical Content: Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.

Development of an Argument: Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument.

Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.

Meeting the Requirements of the Assignment: All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

Non-medical and medical accommodation

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

Accommodation for medical illness of work worth less than 10% of the total course grade will require medical documentation. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and 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 .

“All required papers **may** be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers

submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).”

Important Notices

General

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

Policy on communication

The forums should be your primary place for questions, issues and concerns with the course. I strive to be accessible and responsive to student inquiries. However, repeated or persistent e-mails/texts/phone calls will overload my capacity to respond to all students equally. As such, I reserve the right to answer initial questions but forego multiple responses or inquires for a 24hour cool-down period. I also may take longer to respond to communications during non-working hours, holidays, and weekends. I appreciate your understanding in this matter.

Late Assignments - Formal Guidelines

Late papers will be accepted but will be subject to a late penalty of 10 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. **Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.**

Policy on Children in the classroom²

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

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

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

² Policy taken from Dr Cheyney with permission. https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples?fbclid=IwAR2Al2luSvKMI4e-S6fKgm6nB6daxX8LzvYNBaliLXgNVrz_5EOpdrSYoRk

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

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

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

Policy on non-service animals in the classroom

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

Religious/Cultural Observance

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

Point of View

The readings, class lectures, and my comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Discussion Guidelines³

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important secondary aim of our course necessarily will be for us to increase our facility with the sometimes-difficult conversations that arise inside issues of social inequality as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

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

Week 1 Introduction, IR and Method

Required Reading

- <https://www.e-ir.info/2019/05/16/narratives-emotions-and-the-contestations-of-the-liberal-order/>
- <https://www.nationalreview.com/2021/09/the-intellectual-conformity-of-international-relations-faculty/>

Context, background, and other information

Puchala, Donald J. Theory and history in international relations. Routledge, 2013. Chapter 2

"International Relations theory in Perspective"

P. Schroeder, 'International History: Why Historians do it differently than Political Scientists' in D. Wetzel, R. Jervis and J.S. Levy, eds, Systems, Stability and Statecraft: essays on the international history of modern Europe (Houndmills, New York: Palgrave Macmillan, 2004), pp. 285-296.

Miriam Fendius Elman, 'International Relations Theories and Methods' in P. Finney, ed., Palgrave Advances in International history (Houndmills: Palgrave Macmillan, 2005), pp. 136-160,

D'aoust, Anne-Marie, and Robert Denemark. "IR as a Social Science/IR as an American Social Science." The International Studies Compendium Project, edited by Robert Denemark. Oxford: Wiley-Blackwell (2015).

Week 2 Anarchy and Order

Required Reading

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

Context, background and other information

On anarchism and IR

Scott, James C. Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play. Princeton University Press, 2012. Preface and fragment 2.

Prichard, Alex. "6 Anarchy, Anarchism and International Relations." The Continuum Companion to Anarchism (2012): 96.

Failure of liberalism

Stokes, Doug. "Trump, American hegemony and the future of the liberal international order." *International Affairs* 94.1 (2018): 133-150.

Pabst, Adrian. "Is Liberal Democracy Sliding into 'Democratic Despotism'?" *The Political Quarterly* 87.1 (2016): 91-95.

Hameiri, Shahar. "Failed states or a failed paradigm? State capacity and the limits of institutionalism." *Journal of international relations and development* 10.2 (2007): 122-149.

Marc Lynch "Failed States and Ungoverned Spaces" *The ANNALS of the American Academy of Political and Social Science* 668(1) November 2016, Volume668(Issue1) Page p.24To-35

Neocleous, Mark and George Rigakos, "Anti-Security: A Declaration" in Neocleous, Mark and George Rigakos eds. *Anti-security*. Red Quill Books, 2011. 15-21, 86-105, 204-215.

Geostrategy and policy

Browning, Christopher S. "Geostrategies, geopolitics and ontological security in the Eastern neighbourhood: The European Union and the 'new Cold War'." *Political Geography* 62 (2018): 106-115.

Avey, Paul C., and Michael C. Desch. "What do policymakers want from us? Results of a survey of current and former senior national security decision makers." *International Studies Quarterly* 58.2 (2014): 227-246.

Classic IR theory debates

Bull, Hedley. *Anarchical Society: A Study of Order in World Politics*. New York: Columbia University Press, 1977. Part 1

Wendt, Alexander. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46.2 (1992): 391-425.

Tickner, J. "You just don't understand: troubled engagements between feminists and IR theorists." *International Studies Quarterly* 41.4 (1997): 611-632.

Week 3 - What is a Liberal Order?

Required Reading

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

Context, background and other information

More liberal Order

Alcaro, Riccardo. "The liberal order and its contestations. A conceptual framework." *The International Spectator* 53.1 (2018): 1-10.

and special issue of the *International Spectator*

On the global liberal economy

Matthew Egleton-Pierce, "Neoliberalism" (2018) and Brenner, Neil, Jamie Peck, and Nik Theodore. "Variegated neoliberalization: geographies, modalities, pathways." *Global networks* 10.2 (2010): 182-222.

Ruggie, John Gerard. "At home abroad, abroad at home: international liberalisation and domestic stability in the new world economy." *Millennium* 24.3 (1995): 507-526.

Cox, Robert. (1993) "Gramsci, Hegemony and International Relations: An Essay in Method" in S. Gill (ed.), *Gramsci, historical materialism and international relations*, pp. 49-66.

Liberal critiques of Realism

Keohane, Robert O. (ed.). *Neo-Realism and Its Critics*. New York: Columbia University Press, 1986. Chapter 1

Mavelli, Luca. "Security and secularization in International Relations." *European Journal of International Relations* (2011): 1354066110396592.

Liberal blind spots

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Mills, Charles W. "Racial liberalism." *PMLA* 123.5 (2008): 1380-1397.

How to study under liberalism

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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 Different visions of Dis/Order

Required Reading

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

Context, background and other information

Canada and transnationalism

Dubinsky, Perry and Yu, eds, *Within and Without the Nation: Canadian History as Transnational History* (UTP, 2015), 'Introduction: Canadian History, Transnational History', pp. 3-17.

Patricia Clavin, 'Defining Transnationalism', *Contemporary European History*, Nov 2005, vol. 14, Iss 4: 421-439

Race

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Gender, Sexuality, Queering

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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- Leadership and Decision-making

- Holsti, Ole R., "Crisis Decision Making" in Paul Viotti and Mark Kauppi (Ed.), *International Relations Theory: Realism, Globalism, Pluralism and Beyond*. Boston: Allyn and Bacon, 1999. pp. 156-159.
- Allison, Graham. "Conceptual Models and the Cuban Missile Crisis." *The American Political Science Review*. 63, no. 3 (September 1969): 689-718
- Abelson, Donald E. *A Capitol Idea: Think Tanks and US Foreign Policy*. Chapters 2, 4-6.

de Clercy, Cristine, and Peter Ferguson. "Leadership in precarious contexts: Studying political leaders after the global financial crisis." *Politics and Governance* 4.2 (2016): 104-114.

Anievas, Alexander, Nivi Manchanda, and Robbie Robbie Shilliam. *Race and racism in international relations: confronting the global colour line*. Routledge, 2014. Chapter 1

Vucetic, Srdjan. *The Anglosphere: A genealogy of a racialized identity in international relations*. Stanford University Press, 2011. Chapter 1

Recommended readings:

Sinclair, Amanda. "Doing leadership differently." Victoria: Melbourne University Press (1998). CHAPTERS 1, 3 and 4.

Liu, Helena, and Christopher Baker. "White Knights: Leadership as the heroicisation of whiteness." *Leadership* (2014): 1742715014565127.

Week 6- Norms and International Law

- Finnemore, M., & Sikkink, K. (1998). International norm dynamics and political change. *International organization*, 52(04), 887-917.
- Bower, Adam. "Norms Without the Great Powers: International Law, Nested Social Structures, and the Ban on Antipersonnel Mines." *International Studies Review* 17.3 (2015): 347-373.

Bedford, Kate (2008) "Governing Intimacy in the World Bank," in Shirin M. Rai and Georgina Waylen, eds., *Global Governance: Feminist Perspectives* (Basingstoke: Palgrave Macmillan), pp. 84-106. [22 pages]

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.

Chayes, Abram, Antonia Handler Chayes, and Harold Hongju Koh. "Why Do Nations Obey International Law?." *Yale Law Journal* 106: 2599.

Week 7 - Schooling Security

- Stephen Walt, "The Renaissance of Security Studies," *International Studies Quarterly* 35:2 (June 1991).
- Edward Kolodziej, "Renaissance in Security Studies? Caveat Lector!" *International Studies Quarterly* 36:4 (December 1992).

Lene Hansen, "The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School," *Millennium* 29:2 (2000).

Wæver, Ole. "Aberystwyth, Paris, Copenhagen." *Thinking the International Differently*. Routledge, 2012.

de Larrinaga, Miguel, and Mark B. Salter. "Cold CASE: a manifesto for Canadian critical security studies." *Critical Studies on Security* 2.1 (2014): 1-19.

Recommended Reading:

Coaffee, Jon, Paul O'Hare, and Marian Hawkesworth. "The visibility of (in) security: the aesthetics of planning urban defences against terrorism." *Security Dialogue* 40.4-5 (2009): 489-511.

Coaffee, Jon. "Rescaling and responsabilising the politics of urban resilience: From national security to local place-making." *Politics* 33.4 (2013): 240-252.

Week 8 - Social Construction, Reproduction

- Taussig, Michael T. "A report to the Academy" *Mimesis and Alterity: A particular history of the senses*. Psychology Press, 1993. xiii-xix (7 pages)
- Adler, Emanuel. "Seizing the middle ground: constructivism in world politics." *European journal of international relations* 3.3 (1997): 319-363.
- John Gerard. "What makes the world hang together? Neo-utilitarianism and the social constructivist challenge." *International organization* 52.04 (1998): 855-885.

Palan, Ronen. "A world of their making: an evaluation of the constructivist critique in International Relations." *Review of International Studies* 26.04 (2000): 575-598.

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LeBaron, Genevieve. "The political economy of the household: Neoliberal restructuring, enclosures, and daily life." *Review of International Political Economy* 17.5 (2010): 889-912.

Recommended:

Saad-Filho, Alfredo. "Social Policy for Neoliberalism: The Bolsa Família Programme in Brazil." *Development and Change* 46.6 (2015): 1227-1252.

Enloe, Cynthia. *Bananas, beaches and bases: Making feminist sense of international politics*. Univ of California Press, 2014. Chapter 1 and Conclusion.

Federici, Silvia. *Caliban and the Witch*. Autonomedia, 2004. Chapter 1.

LeBaron, Genevieve, and Adrienne Roberts. "Confining Social Insecurity: Neoliberalism and the Rise of the 21 st Century Debtors' Prison." *Politics & Gender* 8.01 (2012): 25-49.

Butler, Judith. *Giving an account of oneself*. Oxford University Press, 2005. Chapter 1

Week 9 – State of Exception, Suicide Bombing and Emergency Measures

- Schmitt, Carl. *Political theology: Four chapters on the concept of sovereignty*. University of Chicago Press, 1985. Ch 1,2.
- Agamben, Giorgio. *Homo sacer: Sovereign power and bare life*. Stanford University Press, 1998. Intro, Ch 1,2. OR Agamben, Giorgio. "Remnants of Auschwitz: The witness and the archive." (1999).

Neal, Andrew W. *Exceptionalism and the Politics of Counter-terrorism: Liberty, Security and the War on Terror*. Routledge, 2009. Ch 1,6.

Howell, Alison. "Victims or Madmen? The Diagnostic Competition over "Terrorist" Detainees at Guantánamo Bay." *International Political Sociology* 1.1 (2007): 29-47.

Scheppele, Kim Lane. "North American emergencies: The use of emergency powers in Canada and the United States." *International Journal of Constitutional Law* 4.2 (2006): 213-243.

Recommended:

Rancière, Jacques. *Disagreement: Politics and philosophy*. U of Minnesota Press, 2004. Ch 1-3.

Salter, Mark B. "When the exception becomes the rule: borders, sovereignty, and citizenship." *Citizenship studies* 12.4 (2008): 365-380.

Week 10 - Private Humanitarian Aid

- R. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *IO* 42, 3
- Gunder Frank, A. (1966) "The Development of Underdevelopment" *Monthly Review* 18: 17-31.
- Scott-Smith, Tom. "Humanitarian neophilia: the 'innovation turn' and its implications." *Third World Quarterly* (2016): 1-23.

Smith, Brian H. *More than altruism: The politics of private foreign aid*. Princeton University Press, 2014. Chapters 1,2.

Kapoor, Ilan. *Celebrity humanitarianism: The ideology of global charity*. Routledge, 2012. Chapter 1

Büthe, Tim, Solomon Major, and André de Mello e Souza. "The politics of private foreign aid: humanitarian principles, economic development objectives, and organizational interests in NGO private aid allocation." *International Organization* 66.04 (2012): 571-607.

Recommended:

Yamashita, Hikaru. "New Humanitarianism and Changing Logics of the Political in International Relations." *Millennium-Journal of International Studies* (2014): 0305829814554408.

Week 11 - Corporate Sovereignty

- Palan, Ronen, Richard Murphy, and Christian Chavagneux. *Tax havens: How globalization really works*. Cornell University Press, 2013. Chapter 1.
- Nitzan, Jonathan, and Shimshon Bichler. "Capital Accumulation: Breaking the Dualism of Economics" and "Politics". *Global Political Economy: Contemporary Theories* (2000): 67-88.

Nitzan, Jonathan, and Shimshon Bichler. *Capital as power: A study of order and creorder*. London: Routledge, 2009. Ch 9, 13.

Palan, Ronen. "Trying to have your cake and eating it: how and why the state system has created offshore." *International Studies Quarterly* 42.4 (1998): 625-643.

Hansen, Thomas Blom, and Finn Stepputat. "Sovereignty revisited." *Annu. Rev. Anthropol.* 35 (2006): 295-315.

Vitali, Stefania, James B. Glattfelder, and Stefano Battiston. "The network of global corporate control." *PloS one* 6.10 (2011): e25995.

Recommended:

Palan, Ronen. *The offshore world: sovereign markets, virtual places, and nomad millionaires*. Cornell University Press, 2006.

Lobo-Guerrero, Luis. *Insuring security: biopolitics, security and risk*. Routledge, 2010. Chapter 2.

Glattfelder, James B. "Backbone of complex networks of corporations: The flow of control." *Decoding Complexity*. Springer Berlin Heidelberg, 2013. 67-93.

Week 12- Posthumanism and Network Governance

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

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.

Deibert, Ronald, et al. *Access contested: security, identity, and resistance in Asian cyberspace*. MIT Press, 2011. Chapter 1.

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

Recommended

Gao, Huiji, et al. *Harnessing the crowdsourcing power of social media for disaster relief*. Arizona State Univ Tempe, 2011.

and response Mulder, Femke, et al. "Questioning Big Data: Crowdsourcing crisis data towards an inclusive humanitarian response." *Big Data & Society* 3.2 (2016): 2053951716662054.

Chandler, David. "How the World Learned to Stop Worrying and Love Failure: Big Data, Resilience and Emergent Causality." *Millennium-Journal of International Studies* 44.3 (2016): 391-410.

Butt, Danny. "FCJ-198 New International Information Order (NIIO) Revisited: Global Algorithmic Governance and Neocolonialism." *The Fibreculture Journal* 27: Networked War/Conflict (2016).

Mayer, Maximilian, and Michele Acuto. "The global governance of large technical systems." *Millennium-Journal of International Studies* 43.2 (2015): 660-683.

Chandler, David. "A world without causation: Big Data and the coming of age of posthumanism." Millennium-Journal of International Studies 43.3 (2015): 833-851.

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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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.

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.