

POLS 2531 – Foundations of International Relations

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:	Foundations of International Relations
Location and time:	Check your course timetable

Instructor	Dan Bousfield
Office Hours	Monday 3:30-5:30 via Zoom in the left hand nav bar
Lectures	Pre-recorded and in OWL under 'course content'
Tutorials	<i>Optional</i> Zoom meetings Monday 9:30-10:20 AM and 5:30-6:20 PM via Zoom in the left hand nav bar in OWL
Email:	dbousfie@uwo.ca
Optional Facebook group	https://www.facebook.com/groups/371236718886576/
Text only phone	289-620-6665
Zoom	Available through the sidebar in OWL

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 if you are dropped from a course for failing to have the necessary prerequisites.

Course Format: Blended

This course will be blended and follow principles of [universal design](#). This means that lectures will be prerecorded, and the class time will be for discussion and debate of issues and themes. This also means that we have built in flexibility for missed classes due to illness or other issues.

Introduction:

This course provides an introduction to the complexity of the international system. It considers how actors act and interact, and how the structures created at the international level mediate those relationships. The course focuses on the evolution of these interactions, with attention to the tensions between state and non-state actors.

Learning Objectives:

Through this course all students will have the opportunity to:

- Discuss different approaches to international relations
- Describe the key events, changes over time and the current debates in international relations
- Think critically and write about an issue in current issue in international relations
- Discuss a current issue in international relations

Anti-requisites: Political Science 2231E, Political Science 2131, Political Science 2231W/X.

Prerequisites: Political Science 1020E or permission of the instructor.

Course Materials

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing.

All other readings are available on-line, on the university online library reserve, or through the library search.

Methods of Evaluation

Weekly participation 20%
Midterm Exam – 15% during class time on February 12, 2024 - Covers material from Chapters 1-7 (Weeks 1-4)
Essay 40% - Due the end of Week 10
Final Exam 25% - Online during Final Exam period – non-cumulative – Covers Material from Weeks 5-12

For all written exercises in this course:

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of a paragraph should be in your own voice (no direct references). A basic paragraph structure should follow this template:

Topic sentence one or two lines

Major point with evidence one or two lines

Major point with evidence one or two lines

Major point with evidence one or two lines

Summarizing sentence of overall significance to the overarching thesis of the paper

Concluding sentence which restates topic sentence and bridges to next paragraph.

Failure to use basic paragraph structure throughout your work will result in the inability to receive full marks.

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 are required, with students to choose the 10 weeks to answer (easiest is to omit weeks 1 and 6). 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 single summary of their total submissions for each week and justify *with evidence* any grade higher than the base grade (i.e., I submitted 2 participation assignments each week, and three weeks I completed 3 assignments including attending a relevant event, therefore this evidence supports a grade of 84%). Students have different ways to participate each week.

1. Completion of the OWL Quiz in 'Tests & Quizzes' for each week of the course. The quizzes are pass/fail, they are either attempted or they are not. The specific grade will not be recorded, the attempt of the quiz each week is what is counted.
2. Written 250-word response that engages with one or all of the ideas and concepts from the week from the course readings. It can engage with concepts from the lecture, ideas in the readings or a combination of all and provide a clear academic basis for claims. It is NOT a summary; it is a reflective analysis of the ideas and how they link to current international issues. Proper essay paragraph structure is required, as is proper footnoting and citation (a minimum one reference to our course readings is required. (see 'criteria for written assignments' below for formatting instructions).
3. A very short video response to a lecture theme, video topic or reading (tiktok style). They should summarize a key academic issue relating to our course, be presentable to a wide audience and engage with content and ideas from the course. They do not need to be posted publicly, they can be uploaded into OWL each week (or a link provided). They must provide 1 academic, peer-reviewed source as its foundation.
4. A relevant post in the forums or in the VoiceThread (in the left hand nav bar in OWL) as a response to the given prompts **that must provide 1 academic, peer-reviewed source as its foundation (and should be from our readings)**. This post should have clear relevance to international relations and must intersect with concepts and ideas discussed in class. Formal

writing is required, decorum is necessary, and posts can be removed at the discretion of the instructor.

5. A short summary of your *participation* (asking an explicit question about the academic content of the course) in the tutorial discussions for the week.

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:

Assignment Submission

1. Completed Multiple Choice Quiz in OWL.

2. Completed a voicethread response (I commented on the question or critic).

3. I spoke in class - asked question about liberal notions of violence

body p

Submitted Attachments

No attachments submitted

Grade: 3.00 (max 3.00)

Below is the submission from a student. You can insert, surround by double curly braces, {{like this}}, will appear

? Source Templates

B I U S x² | | |

1. Wrote a 250 word summary (see below)

2. Completed the M/C quiz on OWL

3. Uploaded a tiktok

250 word summary

>Lorem ipsum dolor sit amet. Ea maiores nobis harum ut doloremque quae. Qui aliquam volut voluptatibus ut tempora incidunt. Ex ipsam eiu

body p

Submitted Attachments

3210 week 2 participation tiktok.MOV | 12 M

Grade: 3.00 (max 3.00)

Online Midterm Exam: 15% of final grade.

The midterm exam will be held online during class time on February 12(do not come to class on February 12) It will cover the material from Chapters 1-7 (in weeks 1 through 4) and will be an unproctored, linear, multiple-choice exam held in OWL under 'Tests & Quizzes'.

Week 6 essay assignment (pass/fail as participation mark for Week 6)

This is an assignment on the week of the midterm for your participation marks. A link will be available for students to complete by the end of Week 6 that will help you prepare your essay.

The assignment will identify:

1. The essay question you are going to answer
2. The approach that you can use for your topic
3. The 4 (minimum) class assigned sources you will use for your paper
4. The 3 key arguments you will make in the paper
5. The possible conclusion to the essay question that your research will answer

Essay 40% of final grade, due in OWL at the end of Week 10

Students will write a major research paper (based on the academic sources from this course outline) from the approved essay topic list (listed below). The topic selection must be on the approved list of topics, or it cannot be graded. The essay must use our course textbook the required assigned articles for the arguments; **use of outside sources is not permitted.**

A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays/policy analyses submitted after the due date. 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 may not be provided.

The essay will combine one of the approved case studies, an approved essay topic with an approved approach and other sources of approved list of academic texts. The list of essay questions will be available in OWL. All submissions must conform to the 'Criteria for Evaluation of Written Assignments' found below.

Final paper requirements

The final draft of the paper should be 8-10 pages (2000-2500 words) in length (excluding the bibliography) and must be presented in proper scholarly format, including properly structured paragraphs. See the *Criteria for Evaluation of Written Assignments* for a detailed description of the essay requirements.

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). Students must submit their papers through OWL and all papers may be processed by Turnitin. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Approved Sources for Essay (1)	
Possible Essay Approaches (18)	Required approved academic foundation
Realist	Rosato, Sebastian, and John Schuessler. "A realist foreign policy for the United States." <i>Perspectives on Politics</i> 9.4 (2011): 803-819.
Neorealist	Ruggie, John Gerard. "Continuity and transformation in the world polity: Toward a neorealist synthesis." <i>World Politics</i> 35.2 (1983): 261-285.
Liberal internationalism	Jackson, Van. "Left of liberal internationalism: Grand strategies within progressive foreign policy thought." <i>Security Studies</i> 31.4 (2022): 553-592.
English School	Buzan, Barry. "The English School: an underexploited resource in IR." <i>Review of international studies</i> 27.3 (2001): 471-488.

Constructivist (Realist)	Wendt, Alexander. "Anarchy is what states make of it: the social construction of power politics." <i>International organization</i> 46.2 (1992): 391-425.
Constructivist (Liberal)	Abdelal, Rawi, and John G. Ruggie. "The principles of embedded liberalism: social legitimacy and global capitalism." <i>New perspectives on regulation</i> (2009): 151-162.
Constructivist (norms)	Finnemore, Martha, and Kathryn Sikkink. "International norm dynamics and political change." <i>International organization</i> 52.4 (1998): 887-917.
Constructivist (Identity)	Selby, Jan. "Engaging Foucault: Discourse, liberal governance and the limits of Foucauldian IR." <i>International Relations</i> 21.3 (2007): 324-345.
Western Feminist	Runyan, Anne Sisson, and V. Spike Peterson. "The radical future of realism: feminist subversions of IR theory." <i>Alternatives</i> 16.1 (1991): 67-106.
Intersectional feminist	Sabaratham, Meera. "Is IR theory white? Racialised subject-positioning in three canonical texts." <i>Millennium</i> 49.1 (2020): 3-31.
LGBTQ Rights	Weber, Cynthia. "Global LGBT studies: are gay rights human rights and are human rights gay rights?" in <i>International relations theory: a critical introduction</i> . Routledge, 2021. Fifth Edition.
Queer	Richter-Montpetit, Melanie, and Cynthia Weber. "Queer international relations." <i>Oxford research encyclopedia of politics</i> . 2017.
Postcolonial	Sajed, Alina. <i>Postcolonial encounters in international relations: The politics of transgression in the Maghreb</i> . Routledge, 2013. Chapter 1.
Decolonial	Viramontes, Erick. "Questioning the quest for Pluralism: How Decolonial is Non-Western IR?" <i>Alternatives</i> 47.1 (2022): 45-63.
Settler colonial	Bell, Colleen, and Kendra Schreiner. "The international relations of police power in settler colonialism: The "civilizing" mission of Canada's Mounties." <i>International Journal</i> 73.1 (2018): 111-128.
Gramscian	Bieler, Andreas, and Adam David Morton. "A critical theory route to hegemony, world order and historical change: neo-Gramscian perspectives in International Relations." <i>Capital & class</i> 28.1 (2004): 85-113.
World Systems Theory (Marxism)	Nölke, Andreas. "World-system theory." <i>Theories of international relations</i> . Routledge, 2014. 198-213.
Securitization	Hansen, Lene. "The Little Mermaid's silent security dilemma and the absence of gender in the Copenhagen School." <i>Millennium</i> 29.2 (2000): 285-306.

Approved Sources for Essay (2)		
Textbook Chapter	Essay Topic (31)	Additional Approved Academic source
2	Regulating nuclear weapons	Fuhrmann, Matthew, and Yonatan Lupu. "Do arms control treaties work? Assessing the effectiveness of the nuclear nonproliferation treaty." <i>International Studies Quarterly</i> 60.3 (2016): 530-539.
2	Human rights and sovereignty	Miles, William FS. "Third World views of the Holocaust." <i>Journal of Genocide Research</i> 6.3 (2004): 371-393.
3	Valladolid debate	Jones, Branwen Gruffydd. "'Good Governance' and 'State Failure': The pseudo-science of statesmen in our times." <i>Race and Racism in International Relations</i> . Routledge, 2014. 62-80.
3	500 years of indigenous resistance	Nayak, Doctor Meghana, and Eric Selbin. <i>Decentering international relations</i> . Bloomsbury Publishing, 2010. Chapter 2 indigeneity

4	UNEP in Kenya	Acharya, Amitav. "'Idea-shift': how ideas from the rest are reshaping global order." <i>The UN and the Global South, 1945 and 2015</i> . Routledge, 2018. 10-24.
4	Xi Jinping at Davos	Qin, Yaqing. "Why is there no Chinese international relations theory?." <i>International Relations of the Asia-Pacific</i> 7.3 (2007): 313-340
5	Social media in the Arab Spring	Kreps, Sarah. <i>Social media and international relations</i> . Cambridge University Press, 2020.
5	Greta thunberg and climate action	Budabin, Alexandra Cosima, and Lisa Ann Richey. <i>Batman saves the Congo: How celebrities disrupt the politics of development</i> . U of Minnesota Press, 2021.
6	Warfare, bug or feature?	Baron, Ilan Zvi, et al. "Liberal pacification and the phenomenology of violence." <i>International Studies Quarterly</i> 63.1 (2019): 199-212.
6	Theorizing the United Nations	Griffiths, Ryan D. "Dynamics of secession and state birth." <i>Routledge Handbook of State Recognition</i> (2019): 138-147.
7	Post colonialism, feminism and the United Nations	Hurd, Ian. "Legitimacy and authority in international politics." <i>International organization</i> 53.2 (1999): 379-408.
7	Marxism, post-structuralism and warfare	Oren, Ido, and Ty Solomon. "WMD, WMD, WMD: Securitisation through ritualised incantation of ambiguous phrases." <i>Review of International Studies</i> 41.2 (2015): 313-336.
8	The Ebola pandemic	Bousfield, Dan. "Neoliberalism, race, and ignorance in an era of covid-19." <i>Covid-19 and the Global Political Economy</i> (2022): 53-67.
8	Kosovo sovereignty	Tudor, Margot. <i>Blue Helmet Bureaucrats: United Nations Peacekeeping and the Reinvention of Colonialism, 1945–1971</i> . Cambridge University Press, 2023.
11	Trump withdrawal from the JCPOA	Beck, Martin. "An International Relations Perspective on the Iran Nuclear Deal." <i>International Relations</i> . https://www.e-ir.info/2018/08/08/an-international-relations-perspective-on-the-iran-nuclear-deal/ [accessed 30 November 2019] (2018).
13	Sexual violence and wartime	True, Jacqui. "The political economy of violence against women: A feminist international relations perspective." <i>Australian Feminist Law Journal</i> 32.1 (2010): 39-59.
13	Sexuality and borders	Weber, Cynthia. <i>International relations theory: a critical introduction</i> . Routledge, 2021. 5 ed. Chapter 11
14	The Gulf War	Olsen, Gorm Rye. "'Great power' intervention in African armed conflicts." <i>Cambridge Review of International Affairs</i> 28.2 (2015): 229-245.
14	Gun violence in the United States	Stavrianakis, Anna. "Small arms control and the reproduction of imperial relations." <i>Reconceptualising Arms Control</i> . Routledge, 2014. 191-212.
15	Incels as terrorists	Pearson, Elizabeth. "Extremism and toxic masculinity: the man question reposed." <i>International Affairs</i> 95.6 (2019): 1251-1270.
15	Women and children returning home from the Islamic State	Babar, Zahra. "The 'Enemy Within' Citizenship-Stripping in the Post-Arab Spring GCC." <i>Middle East Journal</i> 71.4 (2017): 525-543.
16	The Venezuelan Exodus	Shachar, Ayelet. "Beyond open and closed borders: the grand transformation of citizenship." <i>Jurisprudence</i> 11.1 (2020): 1-27.
16	Morocco	Sajed, Alina. <i>Postcolonial encounters in international relations: The politics of transgression in the Maghreb</i> . Routledge, 2013. Chapter 1.

17	South African poverty	Noxolo, Pat. "Postcolonial approaches to development." The Palgrave handbook of international development (2016): 41-53.
18	The Belt and Road initiative	Qin, Yaqing. "Why is there no Chinese international relations theory?." International Relations of the Asia-Pacific 7.3 (2007): 313-340
19	Covid	Kojo, Yoshiko. "Global issues and business in international relations: intellectual property rights and access to medicines." International Relations of the Asia-Pacific 18.1 (2018): 5-23.
19	Healthcare is a bridge for peace	Hanrieder, Tine. "Orders of worth and the moral conceptions of health in global politics." International Theory 8.3 (2016): 390-421.
20	Donald Trump and climate denial	Bousfield, Dan. "Neoliberalism, race, and ignorance in an era of covid-19." Covid-19 and the Global Political Economy (2022): 53-67.
20	Governing extractivism	Preston, Jen. "Racial extractivism and white settler colonialism: An examination of the Canadian Tar Sands mega-projects." Cultural Studies 31.2-3 (2017): 353-375.
20	Harnessing information	Ølgaard, D. "Reflections on Naomi Klein's pandemic shock doctrine." E-International Relations (2020): 74-75.
20	Cyber warfare or cyber conflict?	Rid, Thomas, and Ben Buchanan. "Attributing cyber attacks." Journal of Strategic Studies 38.1-2 (2015): 4-37.

Final Exam

25% of final course grade. To be scheduled during the exam period.

The final exam will be non-cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions from week 5-12). It will be a multiple choice, non-proctored exam held in OWL under 'Tests & Quizzes' as scheduled by the registrar during the final exam period.

Learning Outcomes

Assignment	Description	Learning Outcome
Participation		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
Response Papers	Identify key themes and arguments in 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;
Essay	Ability to identify different methodological approaches; apply a specific methodological approach to a specific global issue issue; analyze the global issue for trajectory; evaluate likely outcomes of the issue	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Exam		Communicate in a written format in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; how power culture and history condition knowledge formation; understand the ambiguity, uncertainty, ubiquitous and controversial nature of politics

Recording synchronous content (office hours, optional tutorials, or other meetings)

Any remote learning sessions 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. 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.

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. All work must have sufficient academic content and sources related to our course or else it cannot receive full marks. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

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>).”

Guidelines for Success in Class

Since there seldom are definitive answers to the questions, we will be asking about International Relations, 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 the online forums 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. The forums should be the primary location for questions, please only use the other options AFTER you have posted to the forum.

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work please be sure to read them carefully:

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of a paragraph should be in your own voice (no direct references). A basic paragraph structure should follow this template:

Topic sentence one or two lines

Major point with evidence one or two lines

Major point with evidence one or two lines

Major point with evidence one or two lines

Summarizing sentence of overall significance to the overarching thesis of the paper

Concluding sentence which restates topic sentence and bridges to next paragraph.

Failure to use basic paragraph structure throughout your work will result in the inability to receive full marks.

1. Formatting

All work should be double spaced using 12-point font. 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. Subheadings are OK if they help clarify to the reader your arguments.

2. 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 4-line 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.

3. 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)

4. 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.

Griener, 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.

5. Analytical Content in paragraph structure:

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.

6. 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.

7. 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.

Marking Shorthand/Criteria

The following is a description of shorthand that may be used in marking your written assignments. Please review it as it functions as the criteria for written work.

Δ - Lack of triangulation - you are using the same source too many times in a row (summary/academically questionable) - you need to insert an additional source to provide triangulated, peer-reviewed foundation for the claims being made

Why? - The concept or idea is not sufficiently explained or justified in the text

Not IR/IL/PS - There is insufficient link to the material of our course - we need to make sure that we are using relevant texts that make arguments in the context of our course, whether it be international relations, international law or political science. Using sources from different disciplines start from different underlying assumptions about politics, society and political participation which may not be relevant to our understandings.

Topic Sentence - Topic sentences need to identify what will be discussed in the specific paragraph, as well as making a link to the thesis. It should be a summary of what is to come in the paragraph, not include quotations, assumptions from previous paragraphs, or joining words that don't clearly restate the focus of the paragraph to come.

Arg Struc - Argument Structure - Indicates a lack of clear and logical progression in the argument. The student may have failed to present a coherent argument or to support it with relevant evidence.

Citation Form - Citation Formatting - Marks an inconsistency or error in citation style

Personal - Bias or Point of View - Points to an overt bias or unsupported personal opinion that detracts from the academic rigor of the work.

Relevance? - Relevance to Thesis - Highlights a section or point that does not directly contribute to the thesis or main argument of the paper.

Term Confusion - Term Definition - Marks a term or concept that is used without proper definition or context, assuming that the reader is familiar with it.

Passive - Passive Voice - Highlights an overuse of passive voice, which can lead to unclear or indirect statements.

Transition - Transition Issue - Marks a lack of smooth transition between paragraphs or ideas, leading to a disjointed reading experience.

Source Qual - Source Quality - Points to the use of a source that may not be credible or appropriate for academic work in the field of international relations.

Clear - Language Clarity - Marks sentences or phrases that are unclear or overly complex, hindering comprehension.

Bias? - Ethnocentric Perspective - Highlights a perspective that unduly prioritizes one cultural or national viewpoint over others, without proper justification or analysis.

Context - Historical Context - Indicates a lack of historical context where it would enhance the understanding of the subject matter.

Theory - Theoretical Framing - Points to a lack of clear theoretical framework or misuse of theories relevant to international relations, international law, or political science.

Nouns – Need for clearly identified people, places, things, specific examples and evidence in your sentence. Too abstract, provide evidence for your claims.

General

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

Policy on communication

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

Late Assignments - Formal Guidelines

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

Policy on Children in the classroom¹

“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 choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

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

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

¹ Policy taken from Dr Cheyney with permission.

<https://web.archive.org/web/20210414210644/https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>

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.

Academic Sources

A key aspect of the university experience is developing your ability to assess the validity of sources. Academic sources such as those found on Google Scholar should be your primary source of arguments, ideas and claims made in the course. While it may be appropriate to provide anecdotal, non-academic, news, theories from outside the academy as data points, all arguments must be situated in triangulated academic research. By triangulation (you may see a Δ on your assignments) this is the idea that academic peer review provides a foundation for the veracity of the claims being made. If you rely too heavily on one source (i.e. that more than 3 footnotes in a row are from the same source) you may be veering towards summary or plagiarism of that source as it lacks proper verification from other academics who agree with those assessments. Moreover, most sources have implicit or explicit frameworks, understandings, biases which you may not be able to assess without triangulation. While there is no explicit number of sources required on assignments, you will be unable to achieve full marks if you do not have academic arguments with academic sources. This is a standard expectation of all assignments in this class.

Discussion Guidelines²

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

² From U-M Faculty Member Alisse Portnoy, English.

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.

Policy on the use of LLMs (AI, ChatGPT, Bard, etc) in the classroom

The use of generative AI tools (e.g. ChatGPT, Dall-e, other LLMs, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into an online assignment.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on [scholastic offenses](#). For example, any use of LLMs must be documented as outlined here: [APA guidance](#), other [citation formats](#). Any assignment that is found to have used generative AI tools in unauthorized ways can result in: a failure to receive full grades, the need to resubmit the assignment, need to orally present the assignment in office hours, or a failure to complete the requirements of the course. When in doubt about permitted usage, please ask for clarification.

Reading Schedule

Week 1

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 1: Introduction to International Relations AND Chapter 2: International Relations and the Global System

Week 2

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 3: Discovery, Conquest and Colonialism AND Chapter 4: Towards Global International Relations

Week 3

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 5: Levels of Analysis AND Chapter 6: Traditional and Middle Ground Theories

Week 4

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 7: Critical Theories (On Midterm)
AND Chapter 13: Gender and Sexuality (Not on Midterm) + Course Reading available in OWL

Week 5

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 8: International Organizations AND Chapter 11: International Law

Week 6 – Midterm Exam

Essay prep assignment (for weekly participation)

Week 7

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 14: International Security AND Chapter 15: transnational terrorism

Week 8

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 16 Migration.

Week 9

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 17: Poverty and Wealth. + Course Reading available in OWL

Week 10

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 18: Global Health.

Week 11

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 19: Environment and Climate.

Week 12

McGlinchey, S., 2022. *Foundations of International Relations*. Bloomsbury Publishing. Chapter 20: Connectivity and Exploitation in The Digital Age. + Course Reading available in OWL

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

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

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

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.