Political Science 4201– UN Issues 2023[1]

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:	UN Issues

Instructor:	Dan Bousfield
Office Hours:	Tuesday/Thursday 10:30-11:30 am or by appointment request here
Email:	dbousfie@uwo.ca
Telephone:	289-620-6665 text only
Course Week	Thursday The course week will be Thursday at 12:01am to 11:55PM on Wednesdays. All weekly content will be due Wednesday at 11:55PM.

Anti-requisite(s): POLS 4402F – This cannot be waived.

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[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 is given to these authors.

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

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

Learning Objectives:
Through this course all students will have the opportunity to:
• Identify the implicit messages and goals of public documents and media relating to a United Nations issue
• Evaluate a popular depiction of the United Nations policy or issue
• Acquire a historical context of existing United Nations policy and actions
• Identify key issues in contemporary UN policies and apply a critical framework to assess the effectiveness of policy decisions
Through this course some students will have the opportunity to:
• Evaluate the effectiveness of mainstream accounts of the functioning of the United Nations

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

Course Textbook: Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. *The United Nations in the 21st century*. Routledge, 2022.

Methods of Evaluation

Participation - 20%	Media Assignment – 17.5%
Essay Proposal (Oct 11) – 17.5%	Essay 45% - Due Week 10 – Nov 22

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 (**Thursday 12:01am-Wednesday 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 classes, submitted 2 forms of participation assignments each week, they dealt with themes X, Y and Z, therefore I believe they are
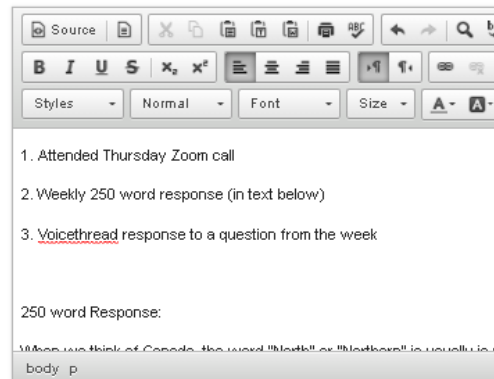
worth 86%). No more than 2 online forms of participation can be utilized to achieve the 3 for each week (i.e. synchronous participation is required to get 3 or higher). Students have different ways to participate each week.

1. Attendance in the class. This is a synchronous course and participation 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.

2. Participation in the class. 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). One academic source per submission is required for the submission to count towards your grade.

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. One academic source per submission is required for the submission to count towards your grade.

5. A relevant post on the facebook group or in the forums with a summary of its relevance to UN issues, or recent international events involving the UN. Proper essay paragraph structure is required, as is proper footnoting and citation (see below for formatting instructions). One academic source per submission is required for the submission to count towards your grade.

6. A short summary of a REVELENT event on campus or online (such as a speaker, discussion, or events) that is relevant to UN issues. If the relevance is unclear, it will not be counted. Proper essay paragraph structure is required, as is proper footnoting and citation (see below for formatting instructions). One academic source per submission is required for the submission to count towards your grade.

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:
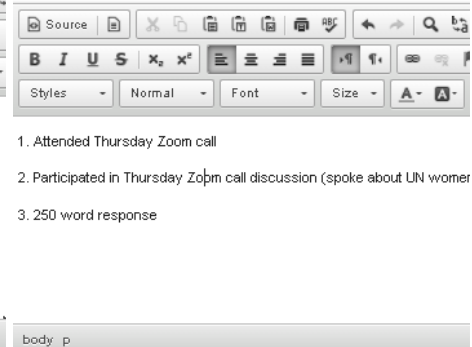
Media Assessment or Background Presentation: 17.5% of final course grade.

Option 1: Sign up will be during week 1 or you forfeit your grade.
Media Assessment - This assignment will critically engage with an official or unofficial depiction of UN action in relation to a specific case or issue of global governance. All media options must be approved by the instructor before proceeding with the assignment. Media can include but is not limited to motion pictures, short films, documentaries, special reports, and public relations of any UN body, agency or group. Signup for the media assessment will take place on owl. The media assessment must critically engage with the content and argument of the media for its use in understanding contemporary UN issues. This critical assessment can be presented in 2 ways.

1. A written report (essay) which assesses the media for its arguments about the UN issue, and the viability of the arguments given the academic debates on the issue. The written assignment should be a minimum of 1250 words, in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources. **Due Week 5.**
2. An in-class presentation. A section or short part (maximum 5 minutes) of media should be distributed to the class (subject to instructor prior approval and following class guidelines) and the presenter should outline their interpretation of the argument for the class. The presenter will then prepare a short exercise, role playing or creative interactive exercise to raise issues and ideas that stem from media and their critical interpretation of it. A minimum of 4 academic sources are required for the assignment.

For an example of a media assessment see:

Heather L. Johnson "Click to Donate: Visual images, constructing victims and imagining the female refugee" Third World Quarterly, June 2011.
For methodological foundation of media assessments see:
Weber, Cynthia. "International Relations Theory: A Critical Introduction." (2021).

Option 2: Background Presentations:
Sign up will be during week 1 or you forfeit your grade. Students will select the assigned chapters from the textbook assigned by the instructor and provide a selection of highlights and key issues they found in the chapter assigned for the week. The chapters are detailed and expansive, so students must choose key issues or themes of which they were unaware, or that would be useful in establishing a foundation for class discussion. The student will prepare a very short (5 minutes maximum) way to highlight the key themes of the text on an issue related to the theme for the week. THIS IS NOT A SUMMARY. The goal of the exercise is to raise analytical issues and concerns with the course material rather than summarize or re-present the material. All exercises must be preapproved by the instructor and cannot be presented without the instructor's approval. A minimum of 2 academic sources is required for this submission or full grades cannot be achieved.

Term Assignment - Essay Proposal – 17.5% of final grade

Essay Proposal: Due Week 5 in OWL under 'assignments'
Students will produce a 1250-1500-word description, excluding references (250 words per page) of the area of interest for the study. The assignment should highlight the area of interest of your research; the different perspectives that could be used to research the topic (methods, approaches, issues, events or people); one form of analysis that you think will be most fruitful; as well as a list of potential sources that are directly relevant to your area of interest (potential issues, gaps or problems with this list can be addressed in the assignment). The assignment must be in proper formal essay format (no bullet points, short form or colloquial language), should use subheadings to identify key issues, use proper citation and should NOT INCLUDE ANY FORM OF ANNOTATED BIBLIOGRAPHY. Dictionaries, encyclopedias, and Wikipedia should not be used and use of web material is subject to instructor's prior approval. A basic structure for the assignment would be:

1) Title, topic and thesis question or area of interest for potential research.
2) Possible approaches to study the issue (such as humanitarian, settler colonialism, racial liberalism, constructivism, queer approaches, feminist, realist, gender-based, liberal internationalism, multilateralism, autocracy, democracy, cultural, idiosyncratic, personality driven, legal, political economic, class, environmental or labour based). And why the one method seems most appropriate.
3) A ChatGPT (or other LLM) prompt and response with suggested frameworks of analysis. For example, this could be a prompt:

> "I am writing a United Nations issues paper for a 4000-level political science course at Western University. I need to explain the dynamics of global governance with three different analytical frameworks. This will be used to develop a paper on [insert topic here] and the role of global governance as it relates to the United Nations. Provide three key analytical arguments with their accompanying academic foundation"

You should provide a footnote with the prompt text and response, and in the essay proposal, a summary in your own words that identifies the appropriateness of the suggested frameworks. Utilize class resources to determine if the suggested frameworks are applicable. You can cite ChatGPT as: OpenAI. (2023). ChatGPT (May 3 version) [Large language model]. https://chat.openai.com/
4) A summary of key points or issues likely to structure your research. These should outline key ideas, concepts, people, or places, but express clear analytical thinking. Simple lists or unfocused summaries are not likely to receive high marks.
5) A discussion of potential problems or pitfalls in this issue and/or weaknesses in the list of resources you have complied. This is not an annotated bibliography; rather it is an assessment and overview of common themes, author biases, missing data, weak analyses, etc.

6) An overarching statement of the usefulness or goals of the research and why the topic chosen is relevant to UN issues. This could form the basis for the introduction or conclusion of your later research but should provide a general overview.

7) The list of resources you are likely to draw upon in the paper as well as any that you have cited in the preparatory work (in other words, your bibliography). This may include non-academic sources, but there must be a minimum of 4 academic sources (and they should cover at least three different themes in your work).

8) A title page with your name, a title for your future research, the date of submission and the course number on it.

Essay: 45% of final grade due Week 10 – Nov 22

Length: 3,750 words (15 pages), typed and double spaced. Pages should be numbered, and the type font should be no smaller than 12 characters per inch (e.g., Arial 12). Students must submit their papers through the assignment tab in OWL and all papers may be processed by Turnitin.

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

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 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 UN issues, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

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

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

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.
Grieder, 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.

Marking Shorthand/Criteria

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.

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 <u>not</u> to the instructor. Only the Dean`s office can determine if accommodation is warranted.

Acceptable and Unacceptable Use of AI

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.

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 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 classroom[2]

"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

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[2] Policy taken from Dr Cheyney with permission.

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.

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 Guidelines[3]

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.

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

Week 1 - Intro to the course
(optional) Readings:
Heather L. Johnson "Click to Donate: Visual images, constructing victims and imagining the female refugee" Third World Quarterly, June 2011.
Kapoor, Ilan. Celebrity humanitarianism: The ideology of global charity. Routledge, 2012. Chapter 1
Context: Weber, Cynthia. "International Relations Theory: A Critical Introduction." (2021). Chapter 1.

Week 2 – The UN in World Politics
Reading(s): Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. The United Nations in the 21st century. Routledge, 2022. Chapter 1.
Keohane, Robert O. After hegemony: Cooperation and discord in the world political economy. Princeton University Press, 2005. Chapters 1 and 4

Week 3 – The evolution of the UN system
Reading(s): Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. The United Nations in the 21st century. Routledge, 2022. Chapter 2.
Scott-Smith, Tom. "Humanitarian neophilia: the 'innovation turn' and its implications." Third World Quarterly 37.12 (2016): 2229-2251.

Week 4 – Actors in the UN system
Reading(s): Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. The United Nations in the 21st century. Routledge, 2022. Chapter 3.
Kofi Annan "The Quiet Revolution" Pages: 75–91, in Mills, K. and Stiles, K., 2021. Understanding Global Cooperation: Twenty-five Years of Research on Global Governance.

Week 5 – ~~Maintaining International Peace and Security~~ small states/climate refugees
Briguglio, Lino, ed. Handbook of small states: Economic, social and environmental issues. Routledge, 2018. Chapter 1
Bettini, Giovanni. "Climate barbarians at the gate? A critique of apocalyptic narratives on 'climate refugees'." Geoforum 45 (2013): 63-72.

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

Ch 1 and Ch 12 McLeman, Robert, and François Gemenne, eds. Routledge handbook of environmental displacement and migration. Routledge, 2018.

Hyndman, Jennifer. "Unsettling feminist geopolitics: forging feminist political geographies of violence and displacement." Gender, Place & Culture (2019): 1-27.

~~Reading(s): Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. The United Nations in the 21st century. Routledge, 2022. Chapter 4.~~

~~Meger, Sara. "The fetishization of sexual violence in international security." International Studies Quarterly 60.1 (2016): 149-159.~~

Week 6 – ~~Economics, Human and Sustainable Development~~ Nuclear Issues

Ruzicka, Jan, and Nicholas J. Wheeler. "The puzzle of trusting relationships in the Nuclear Non-Proliferation Treaty." International Affairs 86.1 (2010): 69-85.

Fuhrmann, Matthew, and Yonatan Lupu. "Do arms control treaties work? Assessing the effectiveness of the nuclear nonproliferation treaty." International Studies Quarterly 60.3 (2016): 530-539.

Peoples, Columba. "Life in the nuclear age: Classical realism, critical theory and the technopolitics of the nuclear condition." Journal of International Political Theory 15.3 (2019): 279-296.

Van Wyck, Peter C. Signs of Danger: Waste, Trauma, and Nuclear Threat. Vol. 26. U of Minnesota Press, 2005. Chapter 1.

https://canadiandimension.com/articles/view/nuclear-colonialism-and-the-marshall-islands

https://www.latimes.com/projects/marshall-islands-nuclear-testing-sea-level-rise/

For context Disney's 'Our Friend the Atom'

~~Reading(s): Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. The United Nations in the 21st century. Routledge, 2022. Chapter 5.~~

~~Murphy, Craig N. "UNDP: A Better Way." Cambridge: CUP (2006). Chapter 2.~~

Week 7 – Advancing International Human Rights, Global Governance of children

Reading(s):

Mégret, Frédéric, and Philip Alston, eds. The United Nations and human rights: a critical appraisal. OUP Oxford, 2020. Introduction.

Rosen, David M. "Child soldiers, international humanitarian law, and the globalization of childhood." American anthropologist 109.2 (2007): 296-306.

Hyndman, Jennifer. "The question of 'the political'in critical geopolitics: querying the 'child soldier'in the 'war on terror'." Political Geography 29.5 (2010): 247-255.

Context: Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. The United Nations in the 21st century. Routledge, 2022. Chapter 6.

Mégret, Frédéric, and Philip Alston, eds. The United Nations and human rights: a critical appraisal. OUP Oxford, 2020. Introduction.

Week 8 – Protection of the Environment + international law

Reading(s): Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. The United Nations in the 21st century. Routledge, 2022. Chapter 7.

Gras, Alain. "The deadlock of the thermo-industrial civilization: The (impossible?) energy transition in the Anthropocene." Transitioning to a post-carbon society: Degrowth, austerity and wellbeing (2017): 3-35.

Dimitrov, Radoslav S. "Empty institutions in global environmental politics." International Studies Review 22.3 (2020): 626-650.

Harrington, Cameron. "The ends of the world: International relations and the Anthropocene." Millennium 44.3 (2016): 478-498.

Week 9 – ~~Human Security: Health, Food and Migration~~ Space Governance
Reading(s):

Butler, Dennison A. "Who owns the moon, mars, and other celestial bodies: lunar jurisprudence in corpus juris Spatialis." J. Air L. & Com. 82 (2017): 505.

Billings, Linda. "To the Moon, Mars, and beyond: Culture, law, and ethics in space-faring societies." Bulletin of science, technology & society 26.5 (2006): 430-437.

Schmidt, Nikola, and Petr Bohacek. "First Space Colony: What Political System Could We Expect?." Space Policy 56 (2021): 101426.

Loder, Reed Elizabeth. "Asteroid Mining: Ecological Jurisprudence Beyond Earth." Virginia Environmental Law Journal 36.3 (2018): 275-317.

~~Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. The United Nations in the 21st century. Routledge, 2022. Chapter 8.~~

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

Week 10 – UNDRIP
Reading(s): Short, Damien, et al., eds. The United Nations Declaration on the Rights of Indigenous Peoples: A Contemporary Evaluation. Routledge, 2020.

Cambou, Dorothée. "The UNDRIP and the legal significance of the right of indigenous peoples to self-determination: a human rights approach with a multidimensional perspective." The International Journal of Human Rights 23.1-2 (2019): 34-50.

Higgins, Noelle. "Creating a space for indigenous rights: the Universal Periodic Review as a mechanism for promoting the rights of indigenous peoples." The International Journal of Human Rights 23.1-2 (2019): 125-148.

Lightfoot, Sheryl R. "The pessimism traps of indigenous resurgence." Pessimism in international relations: Provocations, possibilities, politics (2020): 155-172.

Week 11 – Queering the UN
Reading(s): Mekler, Ariel G. "Queer international organization and global governance." International Organization and Global Governance. Routledge 243-255.

Ong, Jonathan Corpus. "Queer cosmopolitanism in the disaster zone:'My Grindr became the United Nations'." International Communication Gazette 79.6-7 (2017): 656-673.

Aizura, Aren Z., et al. "Thinking with Trans Now." Social Text 38.4 (2020): 125-147.

Rao, Rahul. "The location of Homophobia" in Out of time: The queer politics of postcoloniality. Oxford University Press, 2020. Chapter 2

Week 12 – Is sport inherently corrupt?
Reading(s): 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.

Freeburn, Lloyd. "Legitimacy and the Justification of the Regulatory Power of International Sports Governing Bodies." Regulating International Sport. Brill Nijhoff, 2018. 170-195.

Lewis, Adam, and Jonathan Taylor. Sport: law and practice. Bloomsbury Publishing, 2014. Intro, Ch 1.

Week 13 – Global Waste Management

Reading(s): Lepawsky, Josh. Reassembling rubbish: Worlding electronic waste. MIT Press, 2018. Ch 1 and 2.

Tilley, Elizabeth, Sabin Bieri, and Petra Kohler. "Sanitation in developing countries: a review through a gender lens." Journal of Water, Sanitation and Hygiene for Development 3.3 (2013): 298-314.

Cheng, Shikun, et al. "Toilet revolution in China." Journal of Environmental Management 216 (2018): 347-356

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/

<center>**PLAGIARISM***</center>

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.