

International Security 4408F/9739A-001

Political Science, University of Western Ontario
September-December 2014

Course Outline & Reading List

Course Director: Associate Professor Erika Simpson

Office: Rm. 4157

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Email: simpson@uwo.ca

Class Times: Fridays, 10:30-12:20 pm.

Location: Social Science Centre (SSC) 4112

Erika's Office hours: Fridays, 12:20-1 pm and Tuesdays, 2:30-3:30 pm

Course description :

This course overviews current threats to international security such as nuclear weapons proliferation, terrorism, environmental degradation, and ethnic conflict. It also considers various approaches to alleviating these problems including UN peace support operations, regional alliances, espionage, arms control, and disarmament.

Required Textbook:

- There is no required textbook. You should consult recent journals and books available through libraries and the Internet. You must peruse the websites that are circulated by email to our class members. During class you will be expected to comment upon information you have garnered from journals, newspapers, Internet sites and television documentaries as well as other students' recommended websites.

Undergraduate Students:

This course is capped at 15 undergraduate students and it fills up the moment it goes online for registration. This means there is a very long waiting list and some students attending today's first class are waiting for others to drop out, hopefully. Many students seek to take this class in order to obtain countless stellar reference letters from me—and it is a very competitive course. If you are not sure you want to take this class, please tell me at the coffee break so we can make room for other students. But my experience is that if I let in more than 20 students, we don't have time to do all the seminars—we go into January—each student must give a seminar of 35-40 minutes. This means some undergrad students will not be able to take this course. Much depends, too, on the number of graduate students.

Graduate Students (MA and PhD candidates):

The graduate students are 'shopping' for courses this week so we typically host some this week—and a greater number next week—or the PhD students, like lemmings, head elsewhere. If you are a grad student, take your time choosing your courses. It is very important for your longterm success in the program that you choose very carefully. Email me if you decide to go elsewhere—your decision has no effect on our future longterm relationship—except that I will not supervise your MRP or comprehensive examination in International Security unless you have taken this course. I can supervise all the grad students through *9511A International Relations* however.

Course Evaluation:

Literature Review = 25% (undergrads) = 10% (graduates inc. MA/PhD candidates)

Due: midnight Friday October 3 Format: 'Literature Review' Length: Max. 1500 words (approx.. 5 pp. in 12 pt. Times Roman)

Written Exam = 15% (graduates including MA/PhD candidates)

Date: 10:30-12:30 December 12 Format: 2 hour wrtitten exam using your own lap-top
Length: about 8-12 pp. Two possible questions are listed below.

First Draft of Essay = 5%

The 'first draft' is due by email by midnight on Sunday, 5 days before your own seminar presentation on Friday. It will be scanned by me but not marked. You will receive no comments or marks on it except an email stating: Good, Satisfactory or Needs Work.
Format: Essay in draft form Length: Minimum 2500-Max. 3500-4000 words

Final Draft of Essay= 40%

The 'final draft' is due by email by midnight **on Friday December 12th (after classes are over)**. Your essay mark will be emailed to you in late December. Your mark will be based on your 'final draft' submitted in December, not the 'first draft'.

Format: Essay Length: Max. 3500-4000 words (approx.. 12-15 pp.)

Graduate students may submit a longer essay up to a maximum of 5000 words including the footnotes. This essay must be structured as this course outline stipulates below—it cannot be a thesis 'chapter' nor a thesis 'proposal' nor can you 'double-dip' by writing parts of your MRP for another supervisor. You must follow the prescribed format or automatically fail.

Participation = 30%

Seminar discussion and exercises (10%). For more info, see below.
Seminar presentation (20%). For a lot more info, see below.

Overview of Mark Calculation for BA students:

Final Mark Calculation:

Seminar Mark (20%):	X .2 =
Literature Review (25%)	X .25=
First Draft of Essay (5%)	X .05=
Final Draft of Essay (40%)	X .4 =
Seminar Discussion (10%)	X .1 =
Total Mark:	

Overview of Mark Calculation for MA and PhD students:

Final Mark Calculation:

Seminar Mark (20%):	X .2 =
Literature Review (10%)	X .1=
Written Examination (15%)	X .15=
First Draft of Essay (5%)	X .05=
Final Draft of Essay (40%)	X .4 =
Seminar Discussion (10%)	X .1 =
Total Mark:	

Required Readings:

You must read a few recommended websites on the day’s topics before each class. These readings should enhance your understanding of the topic and contribute to the quality of your class participation. If you do not comment in class by referring to the readings you looked at in preparation for the day’s seminar, I must assume you were not able to do any preparation for that day’s class. Over the term, a consistent failure to comment on your reading will greatly affect your participation mark. It is also important to mention in class the source of your information. Some students print up the readings and bring them to class but it is not necessary to do so. Most students prepare notes or filecards beforehand.

Participation (30%):

Regular attendance at all seminars is required. The University maintains a strict policy on attendance: “Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course (after due warning has been given)... www.westerncalendar.uwo.ca/2011/pg130.html

Although this class is inevitably full with many students, you yourself will be strongly encouraged to participate in class discussion, ask and answer questions, as well as engage in debate. **Please be considerate of others by ensuring everyone shares equal time. Remember that learning to express yourself articulately and clearly in front of your peers can be one of the most important skills learned at university.**

Your total Participation Mark (30%) will be based upon the quality of your participation in **Class Discussions and exercises (10%)** and your own **Seminar Presentation (20%)**. If you ask questions based upon your readings and comment knowledgeably during class, you will receive a very high Class Discussion mark. Full marks of 10% are very prevalent in this class. Shyer students will be encouraged to speak-up and there will be plenty of opportunity during classtime to express your point of view. **Outside of classroom time—individual visits to my office, individual emails to the professor, your replies to emails—do not count toward your participation mark. Since there is such a high percentage of the grade devoted to participation, and there is no final examination for undergraduates, your attendance, continuous productivity and preparation for each seminar are essential to your success in this course. There is not a "politically correct" line in this class and we should expect a variety of implicit and explicit value assumptions throughout our discussions.**

To help others prepare for your own **Seminar Presentation (20%)**, **you must** send 3 relevant websites to all the class members by midnight Sunday night, before your Friday seminar. Since there will be 2 Seminar Presentations every Friday, everyone must peruse at least 6 websites before attending each seminar. If you do not refer to any information, ideas or opinions in those particular websites during classtime, I will assume that you did not do any required readings for that particular seminar. At the end of the term, I will assess your overall participation when I am considering your final participation mark in the class. Keep in mind that if you miss more than 3 seminars (non-recused), your participation mark will be adversely affected.

If you would like 'feed-back' about your ongoing participation, please see me during office hours. Your **Seminar Presentation** mark (20%) will be given to you a few minutes after your seminar presentation during my office hours. Your final **Class Discussion** mark (10%) will be assigned by December 21, when I email you your marked essay along with your final mark.



Your literature review should focus on that topic, although some students choose to change their specific focus as the term progresses. You will prepare one **Powerpoint** presentation of no more than 25 minutes for the rest of the class. On Sunday, before the presentation, you will email 3 relevant websites to everyone in the class. Your comments based on the powerpoint slides should take up about 25 minutes of classtime. At the end of your presentation, you should be prepared to field questions and stimulate further class discussion through a 'class exercise' for an additional 10-15 minutes. In other words, about 35-40 minutes of classtime will be devoted to your topic and you will be responsible for organizing and chairing the entire discussion. You will receive a written assessment of your seminar presentation by email approximately 2 weeks later.

During each seminar there will be one 35 to 40-minute seminar presentation followed by a 5 minute coffee break, and then there will be one more 35-40 minute seminar presentation. [In the event that there are more than 3 graduate students in the class, we will schedule another seminar on Friday December 5th for extra students or students that were ill or missed their seminar presentation date for some unforeseen reason.](#)

You are welcome to meet with me during office hours to discuss your presentation. You must somehow involve the other students in your presentation. For instance, part of your seminar presentation may take the form of a pro/con debate where the class is divided into two groups. A role-playing discussion is always popular, where students receive their roles and background information and learn to play their roles very quickly. A simulation of a televised panel discussion could be preplanned. Just be aware that the time taken up viewing a Youtube video in class takes away discussion time from class members so email the video on Sunday night instead, asking particular students to comment on sections of it, if you like.

My only other 'rule' is that you are not permitted to read your commentary. You may consult your written notes or filecards during the presentation. But if you read *verbatim* to the class, you will be warned twice, and assigned a low seminar presentation mark. Don't worry! We will discuss various techniques to help you 'think-on-your-feet' and make the seminar experience more pleasant. It also helps to practice your commentary in the same classroom or before a mirror.

Technological Considerations:

You must bring a back-up stick to load your powerpoint. Don't rely on one stick. Please do not rely on accessing your email through the internet so as to download your presentation. If you are a Mac user, you must ensure well beforehand that you can download your presentation and that you can connect your computer to the projector.

If you miss your seminar presentation due to illness...

.....
You must inform me of an illness or other debilitating condition prior to the due date of the written assignments or immediately in the case of a seminar presentation. If you miss your seminar presentation due to such a documented illness, I may be able to reschedule your seminar in December or early January. It is imperative that you phone me or see me during office hours for additional information.

Guest Speakers:

During both terms, some guest speakers will be featured in 2701E IR class and/or in my graduate IR core class. You may attend these talks and graduate students are particularly encouraged to

attend. But you do not need to come to the guest speakers nor will such attendance affect your mark in this class.

Stress!

The life of a student can be very stressful. If things are looking scary and you are feeling overwhelmed, please don't hesitate to consult with friends, family members and the staff at this university. Western has excellent counselling facilities. And if you need someone to talk to, I am usually in my office (Room 4157) between 9:15 am-3:30 pm and until 8 pm on Thursdays, before the Friday seminar presentations: 519-661-2111, ext 85156. Information on combatting stress, travelling, finding a career, working overseas etc., is also available on my personal website:

<http://publish.uwo.ca/~simpson/>

Regulations concerning Academic Accommodation, Medical Excuse Slips, Plagiarism, Failure to Complete Termwork by the Assigned Deadline, Oral Examinations, and Duplicate Assignments: Please examine the relevant sections in materials attached to this course outline or see the relevant websites.

Why is the first assignment important?

Let us save precious time and quickly proceed to thinking about what is likely to be your **first written assignment at the fourth year, Master's or PhD level**. Yikes! In that regard, my main objective is to 'nip problems in the bud', 'alert students to potential problems' and ensure 'you are on the right track'.. You need to trust my judgement about this, after teaching 13,500 students for about 20 years now including hundreds of graduate students.

While your objective over the next few weeks is to figure out what you will research and write your literature review on, my main objective is to figure out who in the class needs more 'help' than others in order to successfully complete the undergrad/grad program. I am a 'gatekeeper' and this next small assignment is our first important 'gate'.

Note: You can view all the course evaluations for all your courses online. This is helpful for selecting courses for next term. <https://www.ipb.uwo.ca/evaluation/search.php>

		Department		Number									
Simpson, Erika V	Social Science	Political Science	Political Science	4408F	001	2013-14	Fall/Winter	15	12				
Question	Number of Responses	1	2	3	4	5	6	7	Mean	Standard Deviation	Median		
1. Displays Enthusiasm	11	0	0	0	0	1	3	7	6.55	0.69	7		
2. Well Organized	11	0	0	0	0	2	4	5	6.27	0.79	6		
3. Explains Concepts Clearly	11	0	0	0	1	1	4	5	6.18	0.98	6		
4. Encourages Participation	11	0	0	0	0	2	1	8	6.55	0.82	7		
5. Responses Clear and Thorough	11	0	0	0	1	1	1	8	6.45	1.04	7		
6. Interesting Presentation	11	0	0	0	1	1	3	6	6.27	1.01	7		
7. Shows Concern	11	0	0	0	0	1	2	8	6.64	0.67	7		
8. Available for Consultation	11	0	0	0	0	1	3	7	6.55	0.69	7		
9. Communicates Well	10	0	0	0	1	0	4	5	6.30	0.95	6.5		
10. Adheres to Course Objectives	11	0	0	0	1	1	3	6	6.27	1.01	7		
11. Relates Topics Well	11	0	0	0	1	2	3	5	6.09	1.04	6		
12. Provides Fair Evaluations	11	0	0	0	1	1	2	7	6.36	1.03	7		
13. Grades Work Promptly	11	0	0	0	1	0	5	5	6.27	0.90	6		
14. Good Motivator	11	0	0	0	0	1	3	7	6.55	0.69	7		
Average of 1 to 14									6.38	0.87			
15. Overall Instructor Effectiveness	11	0	0	0	0	1	3	7	6.55	0.69	7		
16. Course As Learning Experience	11	0	0	0	0	2	2	7	6.45	0.82	7		

Literature Review (25%) due by midnight Friday, October 3, 2014:

For this assignment, you should review 2-3 scholarly articles or papers that discuss **one** current international security issue that is of concern to you. For instance, you may be concerned about whether the war in the Gaza Strip poses a threat to peace and security in the Middle East. Or you may be interested in the international implications of clandestine prisons and the secret torture of high-profile terrorist suspects... You must choose a topic that interests **you**. Your chosen topic can partly or entirely overlap with your Seminar Presentation topic and final essay—in fact, this is highly recommended given your time restraints this term.

You should provide **your** overview and assessment of some recent literature, written after 2000, concerning this issue. **What do the authors argue? Which journal articles do you think are most helpful, and why? Which authors in your opinion provide a good synopsis of the issue? Which papers redefine the problem or offer new and original solutions?** You should assess 2-3 journal articles, refereed papers or book chapters for their content level, relevance, and appropriateness. Many A-level literature reviews will be made available on the class website so take a look at these before writing the final draft of your literature review.

Your literature review must be no longer than approximately 1500 words (5 pp.), either including/not including the footnotes/notes but NOT including the bibliography. Your Bibliography/Works cited may include scholarly articles that were written by legitimate authors or representatives of research organizations before 2000. But the 2-3 scholarly articles that you ultimately choose to review should have been published (or forthcoming) between 2000-2014.

Presentation: A maximum of 1500 words including/not including the notes/footnotes but not including the bibliography. Additional analysis will be neither read nor marked. Please ensure that you identify all quotations, references, and other people's ideas in the notes/footnotes and that you attach a comprehensive bibliography/works cited. You may use any style guide you wish (e.g. MLA or APA styles). The final copy should be submitted by email as a MS Word document or RTF file (**not a PDF copy**). **I must be able to track changes and mark up your essay.** I use Windows Professional, MS Word.

Due Date: The assignment is due by **midnight Friday, October 3**. **An electronic copy must be emailed to Simpson@uwo.ca on that date.** I consider the time and date you emailed your paper to me to be the time and date that it was submitted, not the time and date you submitted it to Turnitin. This is because too many students find it difficult to figure out Turnitin on time. I do not want to receive a hard copy—I will mark your essay using Word-Tools-Track Changes and return it to you as soon as I mark it and I have checked your Turnitin copy has been submitted.

Deterring Plagiarism: You can submit your assignment to Turnitin later than you email it to me but you must submit it before the end of term otherwise you will fail the class entirely. If there is no copy on Turnitin or the copy on Turnitin is different from the copy you emailed me, then you will receive a final mark of 0% in the class. The Turnitin link is on the official class website.

Late penalty or non-submission of paper: See the policy on Academic Accommodation attached to this course outline. If you choose to submit your papers late or not at all--and you also choose not to work with Academic Counselling to obtain Academic Accommodation--then I will accept your essay up to 2 weeks late but the late penalty is -25% if you submit it one week late by email and -50% if it is 2 weeks late. If it is more than 2 weeks late, you must submit both essays for this course, otherwise you will automatically fail the entire course.

First Draft of Essay (5%) and Final Draft of Essay (40%) due before/after your Seminar Presentation

As one of the seminar presenters on _____ (e.g. Africa) you are especially interested in the problem of

_____ (e.g. for example, preventing ‘genocide’ in Sudan).

As part of your preparation for your Seminar Presentation, you have collected a variety of articles, documents, maps, bibliographies, quotations, cartoons, photos, and graphics on

_____ (e.g. What are the potential advantages and disadvantages of deploying a UN-sponsored peacekeeping operation in Darfur?) Newspaper articles, headlines, photographs, and graphs that are presented as part of a powerpoint presentation should be used to help explain your seminar topic.

Your essay will also pertain to this aspect of international security. In your essay, you must answer each of the following questions **in the same order they are presented below** and **using the same sub-headings and numbers as below**. Rather than write a typical essay, you need to answer each question below in the order that it is posed. How much space (e.g. how many words) you accord to each section is up to you.

It is also **highly recommended** (although not necessary) that the organization of your Seminar Presentation reflects the structure of your essay. However, you will not have enough time in a 15-20 minute seminar presentation to cover most of the material you wrote about in your essay’s first draft. In the past, students have found that the structure outlined below is very useful for organizing their seminar comments—but it is up to you how you choose to organize your 15-20 minutes of commentary. Practice!

I. PROBLEM DEFINITION In your assessment, what is the problem pertaining to this aspect of international security? What is the nature of the problem? What are other experts and analysts saying pertaining to this issue?

II. POSSIBLE CONSEQUENCES What might happen if little or nothing is done to alleviate the present situation? In your opinion and the opinion of other international experts, what might be the consequences for the world (and possibly Canada) if this problem gets worse? In your opinion and the opinion of other international experts, what might be the consequences for the world if this problem is or is not solved?

III. PROBABLE CAUSES What are the roots of this problem? What short- and long-term factors caused this situation? According to the recent literature, what international, domestic and individual-level factors may have brought about this problem?

IV. POLICY OPTIONS & RECOMMENDATIONS In your estimate and the estimate of others, what options and alternatives do we have? What might be the costs, benefits, and potential implications associated with making the policy changes you and other experts recommend?

First Draft of Essay = 5%

If you submit the first draft on time, and it passes, you earn 5%. If it fails, you forfeit 5% of your final mark. Each midnight that the first draft is late will be docked -1% (Monday at midnight, -1, Tuesday -2, Wednesday -3, Thursday -4, Friday -5). In short, if you submit the first draft by midnight on Friday, **after** your seminar presentation, you will forfeit 5% of your final mark. No

excuses for missing this deadline are valid or acceptable and there will be no extensions—you will simply lose 5% of your final mark. This early deadline is meant to help you prepare to give a better seminar presentation and to ably answer questions.

How ready should the first draft be? Here is a sample email from a student who got full marks on his seminar and 85% on the final essay mark:

Hey Erika,

Attached to this email is my rough draft version of my essay. I managed to complete the majority of it tonight. Please inform me if this is not an adequate amount of preparation for my presentation on Friday to acquire the full five percent bonus. I have left out my section on policy recommendations, conclusion and works cited to be completed for a further date as I am currently busy with Professor Dixon's research paper. I hope you enjoy my rough draft. I have no doubt that there will be many constructive comments as this is my rough draft. Please inform me if there are any problems

Here is my fairly standard reply to your first draft:

Hi _____,

Thanks for submitting this rough draft on time. You have passed with a mark of 'Satisfactory' and earned 5% on your final mark for doing so. I have given the draft a quick scan read and it seems you have already done a lot of research and given the topic considerable thought. I look forward to hearing your presentation and reading the final draft!

Presentation: Max. 3500-4000 words (approx.. 12-15 pp.) including/not including the notes/footnotes but not including the bibliography. Additional analysis will be neither read nor marked. Graduate students may submit up to 5000 words including the footnotes. Please ensure that you identify all quotations, references, and other people's ideas in the notes/footnotes and that you attach a comprehensive bibliography/works cited. You may use any style guide you wish (e.g. MLA or APA styles). The final copy should be submitted by email as a MS Word document or RTF file (not a PDF copy). I must be able to track changes and mark up your essay. I use Windows Professional, MS Word.

Due Date: The assignment is due by **midnight Friday, December 12. An electronic copy must be emailed to Simpson@uwo.ca on that date.** I consider the time and date you emailed your paper to me to be the time and date that it was submitted, not the time and date you submitted it to Turnitin. This is because too many students find it difficult to figure out Turnitin on time. I do not want to receive a hard copy—I will mark your essay using Word-Tools-Track Changes and return it to you as soon as I mark it and I have checked your Turnitin copy has been submitted.

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Late penalty or non-submission of paper: See the policy on Academic Accommodation attached to this course outline. If you choose to submit your papers late or not at all--and you also choose not to work with Academic Counselling to obtain Academic Accommodation--then I will accept your essay up to 2 weeks late but the late penalty is -25% if you submit it one week late by email and -50% if it is 2 weeks late. If it is more than 2 weeks late, you still must submit both essays for this course, otherwise you will automatically fail the entire course.

Written Examination for MA and PhD students:

The graduate students in this course will write the literature review with all the same essay length stipulations and deadlines as the MA students. Their literature review will also be graded according to the same standard of expectations as the MA students (e.g. an A-level paper would

be publishable in a refereed academic journal) But their literature review will be worth only 10% of the final course grade.

In addition to the literature review, each graduate student will write an in-class 2-hour examination that is designed to help the MA students prepare to successfully complete their MRP on time next summer and the PhD students prepare to successfully write their PhD comprehensive exams next fall. Each student will be expected to use his/her own computer. The exam is firmly scheduled on Friday December 12 at 10:30-12:30.

All the MA students writing the exam will be posed only **one** of the two following questions:

1. Compare and contrast the main arguments and approaches of **six** well-known experts in International Security that you read about over the term during the term.
2. Compare and contrast the core assumptions and approaches of **three** paradigmatic approaches to International Security (e.g. neo-realist, neo-liberal versus critical security studies; or realist, transitional justice versus humanitarian intervention)

All the PhD students writing the exam will be posed only **one** of the two following questions:

3. Compare and contrast the main arguments and approaches of **six** well-known experts in your chosen sub-field of International Security (e.g. for Professor Simpson, this would be: Rebecca Johnson, Patrick Morgan, Guy Roberts, Douglas Roche, Jamie Shea, Alyn Ware)
4. Compare and contrast the core assumptions and approaches of **three** paradigmatic approaches to International Security (e.g. neo-realist, neo-liberal versus critical security studies)

Please keep in mind that even if your background in International Security is weaker than the other graduate students--as your major is in another field, like Comparative or Political Theory--by the time you write this mock comprehensive exam, you should be quite familiar with at least six expert thinkers in International Security. While some graduate students are 'nervous' about writing this exam, the pay-off for preparing beforehand is that your participation during seminars will improve as you cite different expert opinion. You will also decrease your stress next year when you do your comprehensive preparation because Professor Simpson actually put together the IR reading list most of the IR profs use to help prepare you for the IR exam.

The merits and demerits of including BA, MA and PhD students together in one class

Many MA students have less background in International Security than the BA students taking this class. Some PhD students have taken many IR classes and a lot of IR theory but no classes in International Security. All these students must be grouped together in one class, due to budgetary restrictions and resource limitations. We do not have the resources or time to run a separate class for graduate students.

A frequent question from graduate students relates to whether they are expected to read entire textbooks in addition to all the websites. Some students prefer not to hear seminar presentations by BA students in favour of a more in-depth discussion of the theoretical literature.

On the other hand, the MA students are expected to produce a MRP by the end of next July and most of the PhD candidates have already written a Master's Research Paper or Master's Thesis. Plus the Undergraduate Chair emphasizes we must expect one presentation per student at the 4th year level--and there are usually more students in this class than the cap allows. What to do? How can we accommodate such competing research and pedagogical agendas?

Typically students complain that "the readings are never needed since you can contribute to class presentations without doing any reading." Or they resent being one of the first presenters who had to get the presentation done so early due to time constraints. What to do? Given the range of experiences, knowledge, interest and commitment in this class, we can't please everybody all the time but in previous years, the course evaluation scores were consistently around the same as usual: 6.3 out of 7 for overall effectiveness and 6.2 out of 7 for questions 1-14. All that means is this course is meeting most BA, MA and PhD students high expectations. What makes this a good course? [Choosing a seminar topic that fascinates you is your most important task over the weeks ahead in terms of doing well in this course and the program.](#)

Choosing your Seminar presentation topic and Essay topic:

To emphasize, you are expected to sign up for a seminar date next class. This date will be very difficult to change or shift around due to the number of students in this class and their other assignment due dates. Even if you take an early seminar date, beginning in early October, you are NOT expected to abide by that seminar topic for your final essay. You may sign up for 'Africa' and then you may decide to veer into a new area of research for your final essay. For example, you may send out websites on 'the spread of international diseases' (not just the spread of international diseases, like HIV/AIDS in Africa). Or you may take the 'Pacific Basin' and tell me you are interested in North Korea—but by your seminar date, you are bored with Kim Jong-Un and want to study a military dictator in Ukraine. Many students choose to write an essay on a topic that they would like to do their MRP on so it may take you some time to figure out your exact seminar topic. We do have to keep your seminar date 'set in stone', however, as students' schedules cannot accommodate changes at the last moment.

Outline & Reading List

Introductory Session on International Security

Friday, September 5, Seminar 1

a) Course Overview. Please note that nobody can sign up for a seminar date until next Friday as many students are 'shopping' for classes so our schedule will be set up beginning next week, once I receive your Fact Sheet.

b) *Class Handout: 'Fact Sheet'*

Once you complete the information on the Fact Sheet, and hand it back to me or put it under my office door, Room 4157, SSC, then I assume you have registered for the class and I will add your email address(es) onto our class's official Email List and allow you to sign up for a seminar date. We may use WebCt for a few weeks but perhaps not. In any case, please do not give me your Fact Sheet until you are certain you want to take this class. If I do not receive your Fact Sheet, I will assume you have dropped the class so I will cancel your seminar date and allow another student on the waiting list to take your place. The waiting list is very long as this class fills up the moment it goes on-line so please help other students and me by emailing me if you drop it.

c) Newspaper Walls:

1. What are the main threats to international security?
2. Which 'hot spots' should international decision-makers deal with?
3. Which threats and 'hot spots' should Canadian leaders deal with?
4. President Obama's View of 'Threats' to World Security
5. Prime Minister Harper's View of 'Threats' to World Security

During this class exercise, our objectives are to introduce ourselves to each other in a non-threatening environment and to have everyone speak briefly and informally before the entire class.

NATO in the Twenty-First Century: Current Controversies, Past Debates and Future Issues

Friday, September 12, Seminar 2

- a) Seminar Sign-up Process (to be entirely fair, we will use randomly-mixed Fact Sheets so I need your Fact Sheet by September 12)
- b) Seminar Leader: Erika Simpson visited NATO headquarters to conduct interviews of high-level decision-makers in 1991, 1999, 2001, 2004 and July 2011. This seminar considers some issues affecting NATO in the 21st century, not just Ukraine.

Required Readings: The required readings are initially available on WebCT. But in future, you should receive the required readings by email. Next week will be our first opportunity to confirm that everyone is receiving the readings by email. In two weeks, you (not me) are responsible that you are receiving the class's recommended websites by email. Keep in mind, we must also use everyone's official Western email address, even if some people prefer to use different, additional email addresses.

Required Readings in Books (read 1 or 2 or both)

1. Erika Simpson, The NATO Club and Afghanistan: Northern, Rich, and White Nations Defend the Imperial Palace, ed. Gary D. Badcock and Darren C. Marks, *War, Human Dignity and Nation Building* (Cambridge Scholars Publishing) 2011, pp. 70-89 (the PDF should be on my website soon: <http://publish.uwo.ca/~simpson/pub.html>)
2. Erika Simpson, "[The new U.S. doctrine of pre-emptive warfare and its implications for nuclear deterrence and disarmament](#)", ed. David Krieger, *The Challenge of Abolishing Nuclear Weapons* (Transaction Publishers: Piscataway, NJ.) 2009, pp. 141-154

Required Readings in Non-Refereed Journals (read 3, 4 or 5)

3. Erika Simpson, "[New Opportunities to Question US Reliance Upon Nuclear Weapons](#)", *INESAP Information Bulletin*, Issue No. 28, April, 2008, pp 14-19.
4. Erika Simpson, "[Threats to the Nuclear Non-Proliferation Treaty](#)", *News in Review*, UN Headquarters, NYC, Issue No. 14, May 19, 2005, pp. 4-5.
5. Erika Simpson, "[New Threats to the Alliance's Security and Strategies to Reform NATO](#)", *The Transatlantic Quarterly*, Spring 2005.

Required Website (there are thousands of links at the NATO website so look at what interests you):

<http://www.nato.int/cps/en/natolive/index.htm>

Nuclear Proliferation and the NPT

Friday, September 19, Seminar 3

- a) **Seminar Leader: Erika Simpson again** because I attended the NPT Review Conference in NYC in 2010, the NPT Preparatory Committee meeting in Vienna in 2012 and the Prep Com in NYC in 2014. This seminar discusses issues concerning nuclear non-proliferation and disarmament.

a) Problem: Nuclear Proliferation

Is nuclear proliferation a mounting problem? Does nuclear deterrence work? What are the implications of nuclear proliferation in the Middle East, Kashmir and North Korea? Which countries have nuclear weapons? Is nuclear terrorism a threat?

b) Approach: The Non-Proliferation Regime

What is the Nuclear Non-Proliferation Regime? What is Article VI of the NPT? Will the Comprehensive Test Ban Treaty be honoured? Can the IAEA control the spread of nuclear terrorism? How can countries like North Korea and Iraq be prevented from acquiring nuclear weapons? Will the NPT regime collapse soon?

Required Readings (you should have received these readings by email)

The Bulletin of Atomic Scientists at <http://www.bullatomsci.org/> is an invaluable monthly magazine devoted to scholarly articles about nuclear proliferation, nuclear weapons, and the arms race.

Reaching Critical Will at <http://www.reachingcriticalwill.org/> is a very up-to-date and informed website about nuclear disarmament and arms control issues.

Canadian Pugwash Group at <http://www.pugwashgroup.ca/> is a website that is partly managed by Erika Simpson in conjunction with her work as the Vice-Chair of Pugwash Canada. It has many articles on the NPT written by Douglas Roche, Erika Simpson, and Bill Robinson, etc.

Project Ploughshares Monitor at <http://www.ploughshares.ca/> is a Canadian newsletter and website which focuses upon the international nuclear and conventional arms trade, nuclear proliferation, land mines, and development.

The War on Terrorism

Friday, September 26, Seminar 4

Seminar Leader: Erika Simpson

a) Problem: Terrorism

Why should we be concerned about terrorist threats? What do we know about the bombing at the Olympics? Who were McVeigh and Nichols? Who was the Unabomber? Should the Unabomber's Manifesto have been published? Where was Osama Bin Laden and did it matter? To what extent is third-generation (home-grown) terrorism a potential security problem?

b) Approach: Increased Security Measures

Is it possible to prevent terrorism by enhancing security measures? What are some common (and uncommon) counter-intelligence measures? Should media coverage of terrorism be censored? Should the Internet be censored? What is Canada's CSIS and CSE? What about preventing cyberwar? How could you prepare for a career in preventing terrorism?

Required Readings:

My Virtual Newspaper at <http://www.refdesk.com/paper.html> has links to all the world's newspapers, international news sites, and online newspapers so it is a good source for breaking news in remote corners of the world.

Spotlight on Military News and International Affairs, Department of National Defence (DND), Ottawa at <http://bbs.cfc.dnd.ca/spotlight.en.html> presents a daily collection of the top security-related editorials and opinion pieces world-wide. It also provides commentary and analysis by editorialists on international and Canadian news.

War, Peace and Security Guide, Information Resource Centre, Canadian Forces College at <http://www.cfsc.dnd.ca/links/index.html> has more than 8700 links to sites on terrorism, war, peace, conflict, disarmament, etc.

Department of Foreign Affairs and International Trade at <http://www.dfait-maeci.gc.ca/menu-e.asp> has links to sites around the world, press releases, updates on news, etc.

D-Net, Department of National Defence (DND), Ottawa at <http://www.dnd.ca/eng/index.html> has links to the News Room, Current Operations, Image Gallery, *etc.*

Biological War

Friday, October 3, Seminar 5 **Literature review is due by midnight!**

Seminar Leader: Erika Simpson

a) Problem: Biological warfare

Why should we be concerned about biological weapons? For example, what do we know about anthrax? What is happening at Sussex in Alberta? To what extent is the poor man's nuclear bomb a potential security problem?

b) Approach: Increased Security Measures

Is it possible to prevent biological warfare by enhancing security measures? What are agents in North America doing to prepare for a possible biological attack? What emergency measures are possible in order to cope with international pandemics, like a new form of scarlet fever?

Required Readings:

Master's Research Paper by Amanda Stuart-Ross will be sent to you by email. MA students should study it closely as a first-class example of an MRP. Undergrads can scan read it quickly. PhD students should think about the methodology and ask whether Simpson's 'problem-solving approach' is a useful way to write a PhD or a MA—we will discuss this question in class as well.

Seminar Presentations (the final version with NAMES and TOPICS will be emailed to everyone later in September once the sign-up sheet is completed).

Europe: Security Problems and Approaches

Friday, October 10, Seminar 6

Note that if you sign up for this first seminar date, you still must submit a 'first draft' on Sunday October 5th by midnight, three days after submitting your literature review.

.....

a) Seminar Presentations (35-40 mins. each)

1. _____ (e.g. means 'for example'; *i.e.* means 'that is';
e.g. was the war in Kosovo justifiable under international law?)

2. _____ (e.g. what are the implications of the crisis in Ukraine for NATO? Or 'what separatist movements in Europe continue to be a possible threat to European security'? or 'what has the war crimes tribunal in Yugoslavia accomplished?') To emphasize, you choose your own research question—you don't need to use one of these examples and your exact research question can be refined by your seminar date and by the final essay's due date. Most students refine their topic a great deal between their seminar date and the final submission. This means the earlier you deliver your seminar, the more time you have to work on the fine details of your final essay, which is worth 40% of your final mark and will be submitted under extreme stress, as all your other papers are due at the same time. Wise students deliberately

sign up for today's seminar date knowing that getting it over with will help their marks in the long run.)

Required Readings:

Five days before today's presentation, the leader of each seminar topic must send 3 relevant URL sites to all the class members. You must send the URLs by midnight on Sunday prior to your seminar and if you don't do so—or you forget to do so—you will forfeit the 0-5% you earned by submitting the first draft. The same rules apply—if you send your URLs by midnight on Sunday before your seminar, you forfeit 5% of your mark. You may also send the 'first draft' of your essay for comments/edits to your classmates but that momentous decision is entirely up to you and your confidence level.

All students must peruse at least 6 URL sites before attending each seminar. If you do not refer to the information, ideas or opinions in the URL sites, I assume that you did not do any required readings for that particular seminar and the quality of your seminar participation marks will suffer.

Pacific Basin Security: Problems and Approaches

Friday, October 17, Seminar 7

1. _____ (e.g. Can North Korea be lured toward non- nuclear status?)
 2. _____ (e.g. Is strife between the United States and China over Taiwan likely or inevitable? Is a nuclear exchange between India and Pakistan probable? More than one student can present on North Korea or Pakistan/Kashmir. Two seminars on one topic, like North Korea, is entirely acceptable for this type of class. You will not work together with the other student and if there is some overlap, that is perfectly acceptable (there rarely is!))
-

The Middle East: Security Problems and Approaches

Friday, October 24, Seminar 8

1. _____ (e.g. Is Islam a political, civilizational or demographic threat?)
2. _____ (e.g. Should Israel declare its nuclear weapon arsenal?)

Study Break: No class scheduled

Friday, October 31

Africa: Security Problems and Approaches

Friday, November 7, Seminar 9

1. _____ (e.g. Is the AIDS epidemic in Africa an international security threat?)
2. _____ (e.g. What caused ethnic genocide in Rwanda?)

The Former Soviet Union: Problems and Approaches

Friday, November 14, Seminar 10

1. _____ (e.g. Is organized crime in the former Soviet Union spreading?)
2. _____ (e.g. what led to the wars in Chechnya?)

North American Security: Problems and Approaches

Friday, November 21, Seminar 11

1. _____
(e.g. Is 'cyberwar in cyberspace' a growing threat to multinational corporations?)
2. _____
(e.g. Are population movements and refugee flows a security threat to North America?)

The Middle East (again) and/or Canada's Defence and Security: Problems and Approaches

Friday, November 28, Seminar 12

1. _____ (e.g. what measures has Canada put in place to combat terrorism since 9/11?)
2. _____
(e.g. Should NORAD be disbanded or should Canada get out of NORAD?)

Class evaluation? Due to the unscheduled evaluation, the first 15 minutes of seminar 11, 12 or 13 may be delayed.

Latin America, Outer Space and Miscellaneous: Problems and Approaches

Friday, December 5, Seminar 13

1. _____
(e.g. Are population movements in Mexico a security threat to the United States?)
2. _____
(e.g. Should Canada participate in the United States' Ballistic Missile Defence project?)
3. _____
(e.g. Why does male violence towards women appear in all world cultures across space and time?)
4. _____
(e.g. Is 'cyberwar in cyberspace' a credible threat to world security?)

Optional Extra Seminar:

Friday, December 12, Seminar 14 **Final essay is due by midnight!** Optional seminar as classes are officially over.

1. If there are more than 3 graduate students in the class, at least one graduate student or undergraduate student may have to present today:

2. A student who was ill during seminar date may also need to present today:

3. Shy students who have documented reasons for being afraid of public speaking may present before me only: _____

You should receive your marked essay along with your final marks by email sometime in late December. If your essay is late, you will receive it back sometime in early January (which could affect your convocation date).

Here are some sample comments from previous years on seminar and class participation:

SEMINAR PRESENTATION: 9.5

Your presentation on the Columbian drug trade was very original and creative. It was a good idea to send all of us two very short excerpts from the films. The excerpt from the movie, *Clear and Present Danger*, was well-chosen and helped to illustrate strong American views. The Witness program provided a good juxtaposition. You spoke very clearly and knowledgably and it was evident that you were very familiar with the issue. I thought that a few more slides (based on the essay structure and themes) would have helped to emphasize some of your main points and structure your talk for those who could not follow the issues (because they didn't do any readings beforehand). You were able to provide us with an apt and fascinating class exercise. You provided the role players with good points and I think the 'high point' of the class year was experienced when you suddenly threw off the Larry King suspenders to give us your own expert opinion. Thank you for making such a strong effort!

SEMINAR PRESENTATION: 9

Although you were ill and feverish during the presentation, you provided us with an excellent seminar that excelled in all respects. It was a good idea to provide maps and colour overheads. You spoke enthusiastically and smoothly without notes and everyone was impressed by the number of statistics you knew by heart. You are able to explain complicated statistics in an understandable fashion and your analysis was based on an excellent appreciation and knowledge of the issue. It was a good idea to structure the seminar to reflect your essay and the overheads were sufficiently explanatory and interesting. I thought it was a stimulating idea to pass the picture around and it was refreshing to hear you speak of "we" in terms of the earth's peoples. You were careful to present both sides of various issues. In terms of improvement, I have only one suggestion. You may not realize that you say 'um' a lot—ask someone to draw your attention to this while you are talking.

SEMINAR PRESENTATION: 8.25

This was a well-prepared and ambitious seminar presentation that excelled due in part to your use of many maps, a video, and overheads. It was a good idea to explain your objectives and purpose beforehand. The emails with various instructions also helped to prepare the class members for the exercise. You spoke well from detailed overheads and most of your points were clear and understandable. Unfortunately, every slide had many typographical errors, spelling mistakes, and some sentences were difficult to understand. The slides helped to clarify your analysis but each slide needed to be carefully proofread beforehand. Check the quotes are cited properly and try not to read verbatim from the slides. While you made a strong argument in favour of US intervention and the bombing of Iraq, it would have been a good idea to try to appear more objective and to present some counter-arguments based on the literature. As the class discussion and exercise illustrated, taking a strong stand in favour of bombing Iraq meant that you could expect opposing arguments. You were not well-prepared for those types of arguments (*e.g.* what has changed since the Gulf War?). As well, attributing information put forward by the Heritage Foundation to the US government was problematic. On the other hand, your preparation for the class simulation was impressive and the various articles from CNN sources were appropriate.

CLASS PARTICIPATION: 9

You received one of the top marks in class participation this year because you made an excellent effort throughout the term to contribute in a solid and knowledgeable fashion to various class discussions. It was evident that you had done a lot of relevant reading before most of the classes and you often had profound and thoughtful comments to make. In particular, you were well able to provide original and innovative commentary and, despite losing your voice toward the end of November, you contributed a great deal to every class. Thank you!

CLASS PARTICIPATION: 9.2

You made an excellent effort during the entire term to comment knowledgeably and forthrightly on that day's topic. It was clear that you had done some, if not a great deal of reading, before each class. Your comments were consistently well-informed, reasonable, and knowledgeable. On quite a few occasions, you demonstrated that you had a more in-depth understanding of aspects of the topic than most well-informed graduate students. You could also be counted upon to enter every discussion and to contribute thoughtful, astute comments. In short, your class participation was excellent.

CLASS PARTICIPATION: 9

You made a strong effort throughout the term to speak up frequently during class. It was gratifying to see that you were interested and enthusiastic about the various seminar topics—although it was not evident that you had done a great deal of reading before many of the classes. In terms of improvement, we spoke about some techniques that might be useful to help further improve your comments when speaking in front of the class (*e.g.* referring to the literature, citing specific authors). I was also pleased to see that you are an avid roleplayer who is well able to grasp complicated issues. Thank you for making a strong effort to incite class discussion.

CLASS PARTICIPATION: 8.1

You frequently posed thoughtful questions and made a strong attempt to stimulate class discussion and contribute to role plays and class exercises. While it was not evident that you did a lot of background reading, you have an excellent ability to 'think on your feet' and pose good questions. Your enthusiasm about the various topics was also evident.

CLASS PARTICIPATION: 7.5

You made a good effort throughout the term to contribute in a thoughtful and informed fashion to class discussions and exercises. Although I had the impression that you did not do very much reading and preparation for each class, you were able to rely a great deal on your own background knowledge to generate good questions and inciteful comments.

CLASS PARTICIPATION: 7

You were a very infrequent contributor to class discussions, tending instead to listen and to very occasionally speak up. On the few occasions that you did speak up, you had some good comments to make based upon the readings you had done. In terms of improvement, we spoke about some techniques that might be useful to help clarify your comments when speaking in front of the class (*e.g.* speaking more slowly). As I mentioned, I would have liked to hear much more from you throughout the term.

CLASS PARTICIPATION: 6

You were a very infrequent contributor to class discussions, tending instead to listen and to very occasionally speak up. On the few occasions that you did speak up, you had some good comments to make based upon the readings you had done. I would have liked to hear much more from you throughout the term.

Final Comment: I am always happy to hear from current and former students so don't be concerned if I forget your name when you greet me. If you need a reference, write me for more information. Remember, we are all here on the planet for only a short time together so stay in touch with each other as your university friends can be yours for life!

MORE ADMINISTRATIVE GUIDELINES that apply to undergraduates and graduate students.

Please also note the guidelines attached to this hard copy of the course outline as they are also part of the Course Outline.

A. New Western Policy on "Academic Accommodation"

Western introduced a strict new policy on 'academic accommodation' in 2008-09. It is very detailed. A full description can be seen at the Academic Counsellors' Web Site given in the

Appendix attached to this course outline. “Academic Accommodation” means (among other things) “extension of deadlines, waiver of attendance requirements . . . , arranging Special exams or incompletes . . . or granting late withdrawals without academic penalty”. Essentially the new policy means that:

- **For any assignment worth 10% or more of your final grade in the course**, you must take your documentation (e.g. in the case of medical grounds a UWO “Student Medical Certificate”), obtained online or from Academic Counselling and filled in by a doctor (at the time of your initial consultation) **not** to me or a TA but to the Academic Counsellors of your home Faculty. They will decide on your eligibility for accommodation, and then they will get in touch with me by email or telephone about specific steps to be taken.
- **For any assignment worth less than 10% of your final grade in the course**, you must contact your Professor (me) or your Teaching Assistant *immediately* if the need arises for an academic accommodation on either medical or compassionate grounds. All requests for accommodation must be in writing, giving specific and documented grounds for the special arrangement. Medical documentation must show you are unable for medical reasons to complete the assignment(s) in question on time and in full. Make-up tests, extensions of deadlines etc. will only be arranged when these steps are followed and these standards are met.
- Although Academic Counselling will *advise* me about accommodation, I will make the final decision about due dates, re-weighting, transfer weighting, etc., in consultation with you and your counsellor
- An Authorization Email will be sent by me to you to confirm your extension and the date for your assignment to be submitted. You **MUST** submit your Essay with the Authorization Email attached. The Authorization Email will not contain any details about why you received an extension due to privacy concerns.

Note-taking and video-recording

B. Copyrighting issues

All class lectures by Erika Simpson, including the powerpoint slides, are copyrighted by Professor Simpson. Unauthorized and/or unreasonable notation, recording, videotaping, photographing, etc., is strictly prohibited. Failure to comply with this copyright warning may result in action in compliance with any and all university regulations and/or federal and provincial laws. If you have reasonable, medical and/or university-authorized grounds to record, etc., lectures, you must let me know and you may be required to provide proof. Thank you for your cooperation on this matter

C. Email Instructions

If you auto-forward your UWO email to other accounts, like Hotmail, Yahoo, Sympatico, Canada.com, Gmail—and then you miss important emails, reminders, notices, and warnings due to auto-forwarding, this is your tough luck!

I may decide not to respond, or be unable to respond, to non-UWO emails—you may be given a warning the first time, and after that, you may find you get no response from me or the administration. More often, UWO server blocks, flags or trashes your Hotmail, Yahoo, etc., email as spam. Emails without subject headings are also blocked as spam.

Check your UWO email at least once a day and use your other accounts for personal stuff.

I will endeavour to reply within 48 hours (not including weekends). If it is an emergency, I will reply sooner. If it requires more time for proper response, I will reply when appropriate. I may not use the means with which you contacted me (e.g. you may leave a message on my work telephone and I may email you back)

Generally, I save all emails, record conversation times & details, and archive them for future reference pertaining to the course. Occasionally, *due to privacy concerns and/or time constraints*, I may ask you to meet in my office. For some problems, I will direct you to cease emailing and see an Academic Counsellor or the Dean, regardless of the situation, as they are better able to assist you.

D. Plagiarism and Turnitin.com

“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>
<http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>

Your electronic copy emailed to me must be the same as your Turnitin copy, and both copies will be checked against each other – *submitting two different versions of the essay will result in a penalty or a zero* being assigned to the essay at the Course Lecturer’s discretion.

If any of your essays and/or any assignments you submit for this course are shown to be plagiarised, your grade for the assignments and/or essays, and this course, and any other punitive measures, may be determined by the Department of Political Science.

E. Lost Assignments & Computer Troubles

It is the responsibility of each student to retain at least 2 electronic copies of his/her assignments. You also must retain the marked copies of your essays and my marking template with my comments on your seminar and essays in case of an appeal, change of grade or MMS recording error.

Stolen computers are no longer sufficient grounds for make-up exams or changed essay deadlines as you are expected to back up on a server or in cyberspace.

Computer or printing troubles will not be accepted as grounds for an extension. As a last resort, handwritten essays will be accepted as long as the handwriting is neat and legible.

F. Re-Evaluation

You are not allowed to re-write assignments once they have been handed-in for marking. If you submit the “wrong version” of an assignment, you are not normally entitled to submit the “right version”.

G. Notice on Pre/Anti-requisites:

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have NOT taken an anti-requisite course. Please note the following from the UWO Academic Calendar, 2011 p. 19:

"Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite courses(s) that they have taken. If the student does not have the requisites for a course, and does not have the written special permission from his or her Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. This decision may not be appealed. The normal

financial and academic penalties will apply to a student who is dropped from a course for failing to have the necessary prerequisites."

If a student finds that they do not have the course requisites, they should drop the course well before the end of the add/drop period. This will not only help their academic record but will also ensure that spaces are made available to other students.

H. Scholastic 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 website:

<http://www.uwo.ca/univsec/handbook/appeals/schooloff.pdf>” – *Office of the Dean*

Conduct yourself appropriately in lectures

Be courteous; act responsibly; refrain from insults; avoid activities that disrupt or distract fellow students

You may be asked kindly to leave if you are being disruptive to the proper functioning of the class

You are required to conduct yourself according the University of Western Ontario Student Code of Conduct, which can be accessed as a PDF from:

<http://www.uwo.ca/univsec/board/code.pdf>.

I. SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Here's the link to the official policy: <http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf>

Fact Sheet

Note: All answers are optional. This information is for Professor Simpson and the information herein will not be circulated. This paper will be shredded one year from now.

Last Name:

First Name:

Preferred Name:

Student #:

Email address(es):

Please do not submit this Fact Sheet unless you are certain you are going to take this course. Upon submission, your email address(es) will be added to the class's email list. By listing your email address above and signing below, you are giving other students and this professor official permission to correspond with you at an email address other than Western's official server. So please sign here _____ giving us permission to use all your email addresses. Now hand this in during class or under my office door, Room 4157, Social Science Building.

Your reasons for taking this course (optional and use other side of paper if needed):

___ It is required for my degree in _____

___ I am interested in the subject particularly _____

___ It may be relevant to my future career as a _____

___ I am presently working in this field as a _____

___ I am presently working in a related field as _____

___ I am interested in writing the foreign service exam/I would be interested in attending a talk by a foreign service officer outside of class time

___ I would be interested in inviting _____ (suggestion) to speak to Western students in Political Science

___ I could ask _____ to speak at UWO because _____.

Additional Comments (use the reverse side):

Now tell me something about yourself, such as what are you interested in doing when you graduate, where you have travelled, where would you like to travel, whatever you think is important for me to know or remember. I am also interested in your future career aspirations and you can visit me to discuss this.

(Graduate) Statement of 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_grad.pdf