Course Description:
This course provides students with an advanced introduction to theoretical approaches and contemporary issues within the study of International Relations. The first part of the course dealt with the explanatory theories of IR and approaches to foreign policy and international cooperation. The second part of the course examines ongoing issues in IR through an examination of contemporary debates and issues. Specific topics examined in the course include: state failure and international anarchy; approaches to international order and the role of religion; alternative frameworks for international governance and discipline; geopolitical frameworks for analyzing international affairs; the role of leadership and decision-making in international outcomes; The role of norm entrepreneurs and international law in the context of the ICC; the different schools of security studies and counterterrorism responses; the role of social construction and social reproduction in international affairs; the role of private actors in humanitarian responses and internationally; the legacies of colonialism and the ongoing struggles over settlement and occupation; the rise and fall of regimes and the role of economic sanctions; efforts to establish network governance and forms of surveillance and control.

Course Structure:
The course meets weekly on Wednesday afternoons from 12:30-2:30 and will consist of 13 sessions of approximately 2 hours each. Seminars will be comprised of group and class discussions focused around the readings assigned for each week as well as 15-minute mini-lectures at the start of each class.

Required Readings:
Journal articles for this course are available on the course OWL site and book chapters are on reserve at the Weldon library.

Course Evaluation
Participation and Weekly Analysis Points 20%
Mini-Lecture 20%
Participation and Weekly Analysis Points 20%
Attendance will be taken and students are expected to have completed, and thought about, all assigned readings prior to coming to class and to actively contribute to seminar discussions. For alternating classes, each student must prepare a typed list of 2 points of analysis for each reading (include your name and the date). Students will sign up on week one for the rotating schedule, with each week divided between half of the class. Points of analysis should be detailed and make specific reference to the readings through the use of quotes, page references, etc. More detail and thoughtfulness equal a higher grade. If you miss the class, you must email the questions to me. Students will receive comments on their first question sheet only to ensure they understand the minimum standard to pass. After that, they will simply receive a final participation grade that takes into account attendance, question sheet quality and seminar participation. The weekly points of analysis must be saved and then emailed to the instructor (dbousifie@uwo.ca) as a single document by the last class and may be required to be submitted electronically to turnitin through the course OWL site.

Mini-Lectures 20%
Each student will give at least one 15 minute (max) mini-lecture, using PowerPoint, at the start of each class. The lecture will present a brief outline or argument based on the week’s assigned topic and should include an introduction with a clearly stated thesis and brief outline of the lecture. While the course readings can be used, the lecture does not need to address all or any of them. Instead, it should focus on making a clear presentation based on the assigned topic. The lecture must make use of PowerPoint and must include:

- a 1-2 page typed outline of the presentation with enough copies for the instructor and all students
- a printout of the PowerPoint presentation in the “handout, 6 slides per page” format for the instructor only

Students will be graded on the organization of their argument, their use of PowerPoint, their oral presentation skills and their response to questions. The emphasis will be on giving a presentation rather than on the specific content of the argument.

Analysis of IR Issue (PhDs) 20%
PhD students will complete one analysis of a mini-lecture question from the reading list below or propose and have approved a question by the instructor. The analysis will be exactly 8 typed, double-spaced, pages in length and must be framed as an argument. The introduction must include a one sentence thesis statement. Late papers will be penalized at a rate of 3% per day including weekends and papers longer than 8 pages will be penalized. Extensions will only be given for documented illnesses, emergencies, etc and will not be given for workload. Students must choose a topic that is different from their mini-lecture/op-ed and from their research essay.
Each summary should include:

- the main arguments and assumptions about the issue including the context and international dynamics at play.
- the main strands of the theoretical approach to the issue and their key attributes
- the explanatory vs advocacy aspects of the issue where relevant (i.e. what the approach advocates vs how it explains events)
- the main authors associated with the issue
- the main critiques of the issue (i.e. those from other approaches in the debate)
- the historical context of the issue (i.e. the historical context of the broader great debate it is part of)
- key sub-theories associated with the issue
- bibliography of all sources with a minimum of ten

Students should make use of a variety of sources including IR textbooks, chapters in books on IR theory as well as original sources.

**Policy Brief (MAs) 20%**

MA students will complete one policy briefing paper on a contemporary international issue. The briefing paper will be 8-10 typed, double-spaced, pages in length and must be framed as an argument in favour of a specific policy option written for a specific policy-maker (Canadian or otherwise). The introduction must include a one sentence thesis statement. Late papers will be penalized at a rate of 3% per day including weekends and papers longer than 10 pages will be penalized. All policy briefs may also have to be submitted to turnitin.com through the course website as outlined in class. Students must choose a topic that does not overlap with their mini-lecture/op-ed or research essay. The policy briefing paper will include:

1. An executive summary: 200 words, with the purpose of the analysis on the first page. It should be clear and concise and summarize the entire policy analysis.
3. Background: contextualize the issue, state your interest in the issue, identify actors and discuss key elements of the issue.
4. Policy options: a policy analysis should include three policy options moving forward. These options should anticipate opposition; outline the advantages and disadvantages as well as any factors impacting the implementation of the proposal. In other words, your policy options should address their feasibility and the most grounded perspective possible.
5. Policy recommendation: you must recommend one of the policy options and justify the choice without excessive equivocation. You should also propose a plan of implementation for your policy recommendation.
6. A list of references and sources used throughout the summary. Footnotes should also be used throughout the text.

**Research Essay 40%**

Each student will complete one research essay, with 10-12 typed double-spaced pages of text plus a bibliography. The essay will be a standard, thesis-based research paper where students will construct an argument around their chosen topic. The introduction must include a one sentence thesis statement. Students may choose any topic that falls within the areas of IR and which differ from other course essays. The intent is to get students started towards their MRPs/dissertations and topics should ideally be directed towards these. All topics must be approved by the course instructor. Grading will be based on research, organization and
presentation of the argument as well as on strong analysis and creativity of thought. Late papers will be penalized at a rate of 3% per day including weekends and papers longer than 12 pages will be penalized. All essays must also be submitted to turnitin.com through the course website as outlined in class.

**Graduate Health and Wellness:**
As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. Information regarding health- and wellness-related services available to students may be found at http://www.health.uwo.ca/. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.
COURSE SCHEDULE AND READINGS

January 8 — Introduction
This class will be used to introduce the general subject matter of the course and to outline the course structure, readings and requirements. We will also have short discussions on style for presentations and expectations for IR research. Sign-up for mini-lectures and reading responses will also take place. Readings with a hollow bullet point are on the IR comprehensive exam list, readings with a black bullet point are not.

Overview readings:


January 15 — Thoughts on Anarchy
This seminar seeks to frame different approaches to how anarchy and disorder is framed in the international arena. Discussions of discipline, order, failure and governance will be framed by a discussion of state failure in the post-9/11 world.

Required readings:


Mini-Lecture Topic: Is the international system structurally unable to address global issues like climate change?

January 22  Searching for Order
This seminar examines the different approaches to understand order, science and politics in IR. We will examine the ways in which geopolitical and hegemonic constructions of order also shape the possibilities of disorder. We will examine the role of political Islam as a counter-hegemonic actor in international affairs.
Required Readings:

Mini-Lecture Topic: To what extent is the liberal order American?

January 29 – Ambivalent Alternatives
This seminar examines critiques of dominant visions of international order and proposes new avenues of research. It looks specifically at the role of disciplinary change and the blind spots of IR. Discussion will look at the role of the Anthropocene as a challenge to existing IR frameworks.
Required Readings:
- Richter-Montpetit, Melanie. "Everything you always wanted to know about sex (in IR) but were afraid to ask: the 'queer turn' in international relations." Millennium 46.2 (2018): 220-240.

Mini-Lecture topic: What is America's role in transitional justice?

**February 5 - Leadership and Decision-Making**

This seminar examines the role of specific decisions and decision-making mechanisms on IR in theory and practice. It also critically examines the role of race and gender in the construction of leadership.

Required readings:
- Allison, Graham. “Conceptual Models and the Cuban Missile Crisis.” The American Political Science Review. 63, no. 3 (September 1969): 689–718
- Abelson, Donald E. A Capitol Idea: Think Tanks and US Foreign Policy. Chapters 2, 4-6.

Mini-lecture topic: *To what extent does Donald Trump exhibit characteristics of leadership found in other world leaders? Or what is the role of affect in leadership?*

- [https://www.e-ir.info/2019/05/16/narratives-emotions-and-the-contestations-of-the-liberal-order/](https://www.e-ir.info/2019/05/16/narratives-emotions-and-the-contestations-of-the-liberal-order/)

**February 12 - Norms and International Law**

This seminar examines the normative foundations of international law and looks at contemporary challenges to its efficacy. Specific emphasis on the ICC and the AU will be discussed.

Required readings:
Mini-lecture topic: Has the ICC failed as an international norm?

Recommended reading:

February 26 - Schooling Security
This seminar examines the disciplinary debates over security studies and the different approaches of Aberystwyth, Copenhagen, Paris, Toronto schools. We will also explore dynamics such as aesthetics, terrorism and risk.

Required readings:

Mini-Lecture topic: To what extent are food and security interlinked?

Recommended Reading:

March 4 - Social Construction, Reproduction
This seminar examines key concepts related to the construction of international identities and the role of social norms in broad economic dynamics.

Required readings:

Mini-Lecture Topic: What is the relationship between quantifiable values and social structures?
Recommended reading:

March 11 – State of Exception, Suicide Bombing and Emergency Measures
The seminar examines the role of the withdrawal of sovereignty and the exceptional status given sovereign events in the international system.
Required readings:

Mini-Lecture Topic: to what extent are sovereign decisions inherently beyond the law?
Recommended:
  - Salter, Mark B. "When the exception becomes the rule: borders, sovereignty, and citizenship." Citizenship studies 12.4 (2008): 365-380.

March 18 – Reemerging Trade Wars
This seminar examines the role of trade in geopolitical contestation. Required readings:
  - R. Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," IO 42, 3

Mini-Lecture Topic: **What are the implications of China's Belt and Roads Initiative?**


**March 25 – Social Media, Freedom of Speech and Digital Democracy**
This seminar examines the role of networks in governance and dis/misinformation in democratic politics.

Required readings:

Mini lecture topic: **How should we regulate online platforms?**

Recommended:

**April 1 – Network Governance**
This seminar examines the role of networks in governance and warfare and the participation of businesses in politics.

Required readings:

Mini lecture topic: Are states, businesses or individuals primarily responsible for dealing with network threats?