

Political Science 3209G: Foreign Policy Analysis

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: Foreign Policy Analysis

Course Day: Wednesday

Location: Check your timetable

Instructor: Dan Bousfield

Office Hours: Thursday 9:00 a.m. - 11:00 a.m. On Zoom

Email: dbousfie@uwo.ca

Number for texts: 289-620-6665

Course Week: Wednesday - The course week will be from Wednesday at 12:01am to 11:55PM on Tuesday. All weekly content will be due on Tuesday AT 11:59PM

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.

EDIDA Statement

Western University is a colonial institution operating on the traditional territories acknowledged above. The modern university, including the discipline of political science, was built to produce knowledge within a European framework, historically displacing Indigenous and non-Western epistemologies. This course carries that history in its founding questions and canons, and this statement outlines how we work both within and against that structure.

Course Commitments:

- Contextualizing the Canon: Standard canons are treated as political claims to debate, not settled inheritances.
- Epistemic Autonomy: Arguments built from Indigenous, diasporic, and anti-colonial knowledge systems are assessed on their own logic, not on conformity to Eurocentric academic styles.
- Citational Practice: Disciplinary exclusions are treated as evidence. Indigenous, Black, and anti-colonial texts are read on their own epistemic terms.
- Baseline Access: Materials prioritize built-in accessibility (e.g., screen-readable texts, captions). Formal accommodations are managed through Accessible Education.
- Active Revision: The syllabus is adapted annually in response to student feedback.

Western EDIDA Resources:

- Equity, Diversity & Inclusion (EDI): <https://www.edi.uwo.ca/about-us/resources/>
- Decolonization (D): Decolonization and Citational Politics: <https://www.ssc.uwo.ca/about/edid/decolonization.html>
- Accessibility (A): https://academicsupport.uwo.ca/accessible_education/index.html

Introduction

This course will help you critically assess foreign policy and explain the changes in policy over time. We will emphasize the different actors in the creation of foreign policy, as well as specific policies, their implantation and outcomes. We will address a range of perspectives and debates about the creation of foreign policy and address issues such as human security, trade relations, war, sovereignty and immigration.

Learning Objectives:

Through this course, students will have the opportunity to:

- Identify the implicit orientation of public documents relating to a foreign policy
- Acquire a historical context of existing foreign policy decisions
- Either: evaluate a popular description of a policy decision and its consequences; OR compare an alternative text on Foreign Policy to mainstream accounts
- Either: produce their own policy proposal based on existing government policy; OR critically analyze an existing policy decision for strengths and weaknesses
- Identify key issues in foreign policy and apply the appropriate framework to the issue

Course Materials

All readings are available on-line, on the university's online library reserve, or through the library search. Please do not turn off announcements in OWL Brightspace as you may miss important course content and notifications.

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the OWL Brightspace Help page. Alternatively, they can contact the Western Technology Services Helpdesk online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari,

Chrome, Edge, Firefox) are supported with OWL Brightspace. What is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Announcements and notifications

Students are responsible for checking the course OWL site (<https://westernu.brightspace.com/>) regularly for news and updates. This is the primary method by which information will be disseminated to all students in the class.

If students need assistance with the course OWL site, they can seek support on the OWL Brightspace Help page. Alternatively, they can contact the Western Technology Services Helpdesk. They can be contacted by phone at 519-661-3800 or ext. 83800.

Methods of Evaluation

Methods of Evaluation

Option 1	Option 2	Option 3
Weekly Participation 15%	Weekly Participation 15%	Weekly Participation 15%
Term assignment 25% (Options A, B or C)	Term assignment 25% (Options A, B or C)	Term assignment 25% (Options A, B or C)
Essay/Policy Analysis 40% - Due at the end of Week 9 (November 24th, 2026)	Written responses + Peer assessment 20% - (250 words minimum/week) + calculation assignment due December 9th, 2026.	Essay/Policy Analysis 40% - Due at the end of Week 9 (November 24th, 2026)
Exam 20% -online exam during exam period	Exam 40% -online exam during the exam period	Written responses + Peer assessment 20% - (250 words minimum/week) + calculation assignment due December 9th, 2026.

For all written work in this course:

Paragraph structure

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

- Topic/introduction, in one or two sentences
- Major point with evidence one or two sentences (one sentence with academic citation and one sentence explaining the relevance in your own words)

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- Summarizing sentence of overall significance to the overarching thesis of the paper and
- Concluding sentence which restates topic sentence and bridges to next paragraph.

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

These paragraph formatting requirements are not arbitrary. There is a specific reason that I want you to use peer-reviewed academic sources, a MINIMUM of THREE DIFFERENT ACADEMIC SOURCES per paragraph. WHY?

- First, the difference between opinion and argument is the provision of evidence.
- Second, for an academic argument to have veracity, it needs to have an arm's length perspective, it needs to draw on peer-reviewed sources because individual interpretation is prone to error.
- Next, if we have more than one academic source per paragraph if one of those sources is weak or questionable the other two will supplement it.
- Moreover, multiple sources prevent summary or representation of someone else's ideas as your own, if you must interpret multiple data sources.
- Finally, academic sources have explanatory frameworks that link them to underlying theoretical concepts and ideas. News sources, data points, and journalism provide evidence without analysis, academic work provides analysis with evidence. If you don't have that consistently throughout your writing, you are going to run into problems of the veracity of your claims because they lack substantiation.

If any of your sentences, paragraphs or quotations lack specific foundation, you will not receive grades for those submissions.

Lack of data is a lack of foundation. In the era of LLMs, inaccurate citations will be treated as no citation at all. LLMs routinely summarize sources without accessing the underlying data. Citations need to be consistently formatted, readily available, in English, with precise page numbers (no inclusion of p.23-44, or consistent citation across pages (i.e. p.118-119). **Failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer sufficient justification for including a citation;** you must use specific and precise language, including nouns (specific people, places, and things), as generalized summaries of sources are often hallucinated, inaccurate, and incomplete when suggested by LLMs.

Weekly Participation 15% - regardless of which path you choose, all students must complete weekly participation.

All weekly participation assignments are pass/fail unless you designate 250-word responses as your 20% assignment (you are effectively double counting them with specific grades calculated at the end of the course).

Students **must** complete a minimum of **two engagement options weekly** (Wednesday 12:01 am - Tuesday 11:59 pm) to fulfill participation requirements. TikTok's can be done each week but do not

count towards your word count for the course. You can collaborate with peers on submissions, but they must be submitted individually. A total of 10 weeks of participation is required, allowing students to skip 2 weeks (e.g., weeks 1 and 12). Completing 10 weeks fulfills the full 15%. If you are submitting the same assignment for a second time, make sure to address 'What did I do differently this week?'

Weekly Engagement Options (a minimum of two options required per week) for all students regardless of option chosen:

1. **Weekly group work (if offered)** does not need to be logged. Weekly group work may be available online or in person each week. It must be completed during the week (as tracked by the Microsoft form). Your name must be on the submission for tracking purposes each week.
2. **Designated attendance weeks (Week 7, 8, 9, 10, 11)** - Attendance during Weeks 7,8,9, 10 and 11 will count as one form of participation for those weeks. If you miss class during Weeks 7,8,9, 10, or 11 the attendance option only can be offset by recorded attendance in TWO classes from Weeks 1-6, or 12 (a second form of participation for the missed week is still required).
3. **Video Responses**
A short (TikTok-style) video exploring a key academic issue from each lesson's content, suitable for a general audience. Videos must reference at least one academic, peer-reviewed source from our reading list and can be uploaded to Brightspace each week (or linked if hosted elsewhere). Public posting is not required. Each video counts for one participation mark.
4. **Infographic** - For the infographic option, students must produce a visually compelling and clearly organized visual argument that shows critical engagement with this week's material. The infographic should draw directly on at least two course readings, including direct quotations that are embedded meaningfully in the visual narrative. It must reflect current debates in relation to the course, using events or policy developments from the past few weeks to make clear why the material matters **today**. The assignment should not just present information but take a position, or offer a critique based on the themes of the week. A bibliography in proper citation format must be included at the bottom or on a final panel. For a sample, [click here](#).
5. **Hero Narrative Article Annotation** - For this option, students must print a physical copy of one assigned academic article from the week and annotate the article's introduction section by hand. Once complete, students must take a clear picture or scan of the annotated pages and upload the image or scan to Brightspace. The completed assignment is the annotated article introduction, not a typed summary. Annotations may also be completed on a tablet/iPad using a stylus, as long as the annotations are made directly on the article introduction and uploaded as clear image files, such as photos, screenshots, or image scans.

Students must complete the following annotations directly on the printed article introduction:

- Mark the Motive
 - i. Highlight, underline, or bracket the sentence or sentences where the author identifies the research gap, problem, unresolved issue, or area previous research has not adequately addressed. Label this section "Motive" in the margin.
- Mark the Objective

- i. Highlight, underline, or bracket the sentence or sentences where the author states the research question, purpose statement, hypothesis, or what the article will do. Label this section “Objective” in the margin.
 - Identify the Hero Claim
 - i. In the margin, write 1-2 handwritten sentences explaining how the author presents the article as stepping in to address an important unresolved problem.
 - State the Main Purpose
 - i. At the end of the introduction, write one handwritten sentence explaining the main purpose of the article.
 - Highlighting or underlining is acceptable as long as it is clearly labeled. Typed summaries do not count. The uploaded image or scan must clearly show the marked sections, labels, and handwritten notes. Each Hero Narrative Article Annotation counts for one participation mark. (For further information about the hero analysis - Vroom, Jonathan. “Research Article Introductions as Hero Narratives: A Reading Strategy for Undergraduate Students.” *Discourse and Writing/Rédactologie* 32 (2022): 48–58. <https://doi.org/10.31468/dwr.917>)
6. **Written Responses + Peer Assessment (250 words per lesson)**
- **Written responses + Peer Assessment can be used for both weekly participation and the 20% assignment.**
 - *Written Responses (250 words per lesson):* A **reflective** analysis engaging with lesson ideas and concepts from lectures, readings, or both. This is not a summary but a critical engagement that links the course content with contemporary issues and events. It must include more than one course reading, and can include one outside source or link (properly cited using in-text citations). Proper essay paragraph structure and in-text citations are required where applicable. Submissions not meeting these standards are ineligible for full credit for the 20% assignment (they will still count for participation). Each written response counts for one participation mark. See detailed paragraph writing criteria below in the course syllabus. When doing the peer assessment, you will need to provide substantive and constructive feedback following the requirements in this course outline and evaluate accordingly. Your peer assessment will count towards your 250-word responses for final calculation of the grade.
 - For the first 6 weeks, the instructor will provide feedback on written submissions. For the remaining 6 weeks, written submissions will be marked by peers.

This will be the schedule:

- Weeks 1-6 (you submit a 250-word response marked by the instructor for feedback)
- Week 7 (you mark a peer’s week 6 submission, distributed by the instructor)
- Week 8 (you receive the peer feedback and submit a 250-word response)
- Week 9 (you mark a peer’s week 8 submission, distributed by the instructor)
- Week 10 (you receive the peer feedback and submit a 250-word response)
- Week 11 (you mark a peer’s week 10 submission, distributed by the instructor)
- Week 12 (you receive the peer feedback and reflect on your feedback and the feedback received by your peers)

Course Paths (Options 1,2 and 3)

All students must complete the weekly participation for 15% as discussed above.

Option 1 - (students writing an essay and an exam) - all weekly submissions are pass/fail for the 15% of the mark.

Option 2 and 3 - (students choosing not to write an essay or not write the exam) Written responses can be counted for both the weekly participation (15%) and the 'Weekly Responses + Peer Assessment', 20% assignment.

- The grades will not be calculated weekly; they are calculated by you at the end of the course.
- Base submission is a pass/fail 70% of the 20% grade. 80% weekly for written responses that are acceptable but need substantive improvement. 85% for written responses that are mostly acceptable. 90%+ for acceptable written response with the response in Brightspace being 'ok'. Submitting your written response work on the day of class receives a 5% bonus (bringing the base to 75%).
- **A total of 10 weeks of written responses are required**, and we take the top 10 weeks (including the peer assessment weeks). This allows students to skip 2 weeks (e.g., weeks 1 and 12). The total grade is calculated on Week 12 following the requirements below.

Calculating grades for the weekly submissions:

Q: Why do you do it this way? A: We use this structure to reduce unconscious bias and subjective grading. Acceptable submissions are transparent and equitable because grades are based on clear, objective evidence—not attendance, personality, or assumptions. Credit for submissions require documented improvement and, for written work, direct citation of weekly readings.

Q: What does it mean to calculate the written responses? A: Calculating the written responses minimizes unconscious bias, groupthink, halo effects and subjective grading. It creates a clear, fair structure for assessment. At the end of the course, students self-calculate their weekly response grades based on what they submitted each week. We only count your top 10 submissions. If there are any exceptional circumstances, please document them in your final attachment summary and explain how they impact your calculation. I reserve the right to reassess any or all participation during the final calculation.

Sample calculation

w1 85 - 'more precise'

w2 85 - 'more precise'

w3 85 - 'too colloquial'

w4 85 - 'clarity needed'

w5 85 - 'concluding bubble missing information'

w6 0

w7 85 - 'urls and conclusion need improvement'

w8 85 'need for direct quotes'

w9 70

w10 90 - 'ok'

w11 90- 'ok'

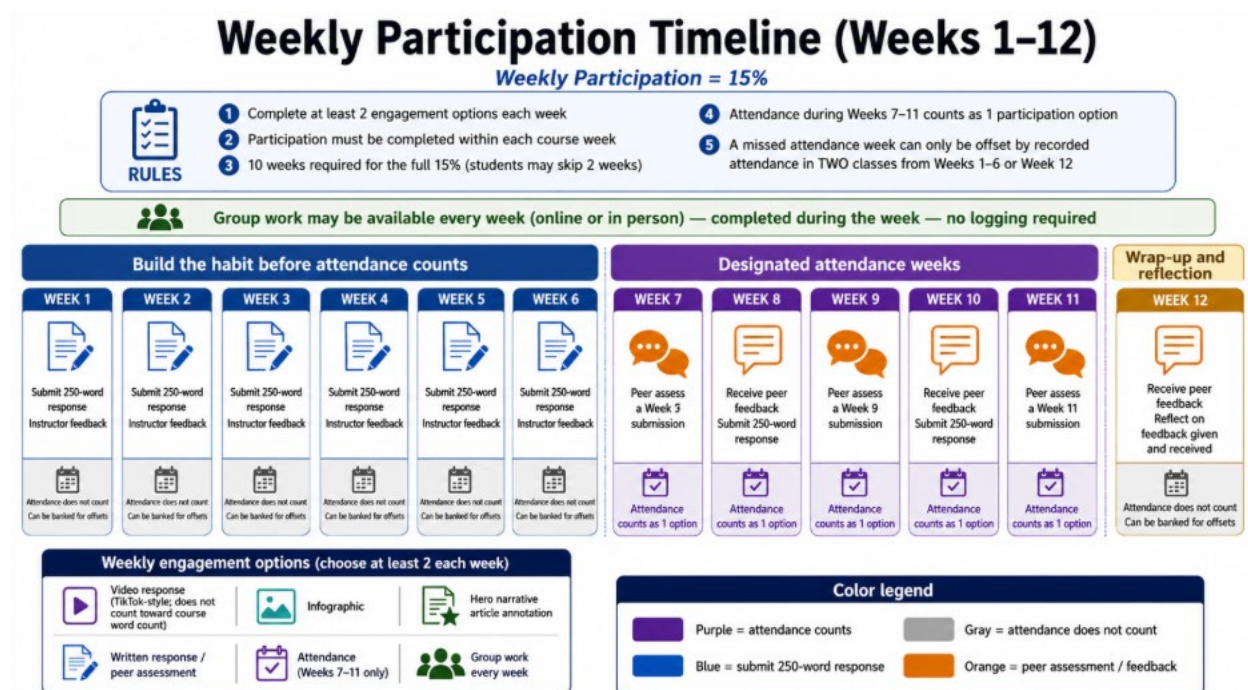
w12 0

7 weeks at 85 = $7 \times 85 = 595$

2 weeks at 90 = 180

1 week at 70 = 70

$$595+180+70 = 845 = 84.5\%$$



Term Assignment

Option A

Debate Assignment: In teams of two **ONLY** choose a topic or issue from

<https://www.hilltimes.com/foreign-policy/> <http://foreignaffairs.com> or <http://foreignpolicy.com/> that relates to a *current* foreign policy Issue. Students must sign up for a presentation by week 3 or they forfeit their grade. The debate should outline the key issues and points of contention and present TWO different side coherently and convincingly to the class. Each pair should try to convey the perspective of the two sides as well as some likely outcomes based on your theoretical or analytical assumptions. **MAXIMUM 5 MINUTES.**

The debate should highlight:

1. The distinct countries and actors involved
2. Relevant context (or history) related to the issue
3. Arguments put forward from the available policy options
4. Evidence in support of each side
5. Likely outcome and impact on foreign policy

Only one group presentation will be allowed in-class per week. The remaining students will need to upload their presentation in an accessible and clear format (such as a youtube or vimeo video) for each week they sign up. Students must present on the week they sign up or else they forfeit their grade. Students are encouraged to think creatively about how they will present the debate and presentations may take alternative formats as long as they accomplish the requirements outlined above. In order to receive an individual mark, students must upload a short (200 word) summary of their role in the debate preparation and execution, assessing their groups' strengths and weaknesses in Brightspace.

Option B - Media Assessment

Due at the end of Week 7. This assignment will critically engage with a movie or documentary that deals with foreign policy. A list of acceptable material is available on the course webpage, and all media must have sufficient levels of foreign policy content to warrant its use. All media assessments must have prior approval of the instructor and must be signed up on the course website at least 2 weeks before they are handed in. The media assessment must critically engage with the content of the movie for its use in understanding foreign policy, as well as base arguments in academic research and debates. You should assess the media for its arguments about foreign policy, and the viability of those arguments given the academic debates on the issue. The assignment should be 1000 words (plus or minus 10% strictly enforced), in proper essay format with a title page and bibliography, and have a minimum of 4 academic sources, primarily from course materials. Proper essay paragraph structure is required, as is proper in-text citation. See the course outline for formatting instructions.

Option C: Community Engaged Learning

A few students will have the option of participating in a Community Engaged Learning (CEL) opportunity with an offsite organization involved in Canada-US issues. Students must submit an application for the opportunity to participate and will be graded on their successful completion of their placement and a short (1000 word) reflective summary that links their work with the CEL to class content. The reflection is just about how you felt about it in the beginning, middle and end and how your expectations changed over time. I am looking for reflection, if you can link to course themes that would be great, but I am really assessing reflection in general. It shouldn't be too long - I feel the CEL placement is the bulk of the work, it is really just an expanded version of the logs with some reflection on what happened, how your expectations changed and what you would say to someone who wanted to do it next year (i.e. 4-5 double spaced pages).

You have two options for the written requirements for this course. Assess the following before choosing one.

First option - Policy Analysis:

Students will choose a current or past Foreign Policy, and critically assess the policy for key actors, context, assumptions and implications. This is an eight page (2000 word (+/- 10% strictly enforced) + bibliography) assignment that should provide a clear analysis and perspective of the foreign policy, based on government documents or publicly available information. A sample of the format requirements may be given to students to follow.

Policy analysis requirements: policy analysis is not a formal essay; it is an assessment and appraisal of an existing policy with recommendations and proposals based on evidence and a theoretical orientation (a fundamental belief in the way the world functions). A policy analysis should include the following components:

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.
2. Statement of the issue/problem: summarized in a single question.

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.

Second option - Essay:

Students will prepare an essay of 2000 words in length ((+/- 10% strictly enforced) excluding bibliography) that presents a clear and detailed argument about a Foreign Policy, issue, event or actor. Students will select a specific issue/event or debate that deals with Foreign Policy and develop their argument using academic sources. Students should have a **clear thesis** advocating their approach for its greater analytic/explanatory value. (See 'Criteria for Evaluation of Written Assignments' below). Please note that papers must be submitted by email to dbousfie@uwo.ca. Late papers will be penalized 10% per day (weekends included). Papers submitted after deadlines (including excused late papers) will be marked, but comments may not be provided.

Final Exam:

The final exam will be cumulative (i.e., will be based on the material covered in lectures, assigned readings, and discussions throughout the whole of the course). The exam may include both a short answer/identification component and questions requiring longer, essay-style responses. Choice of answers and an exam preparation guide may be given. If offered, the take home exam will be available throughout the exam period. The exam will be written in proper essay format with academic sources and reference to a relevant textbook from each term, received within 24 hours of receipt and 10 pages long excluding bibliography.

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about Foreign Policy Analysis, 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 towards your participation marks. 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. Please be sure to read them carefully:

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

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

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

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

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

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

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

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

Non-medical and medical accommodation

Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is

found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

Accommodation for medical illness of work worth less than 10% of the total course grade will require medical documentation. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted directly to the appropriate Faculty Dean's office and not to the instructor. Only the Dean's office can determine if accommodation is warranted.

Statement on Use of Electronic Devices

Electronic devices will not be allowed during tests and examinations.

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>)."

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Western EDIDA Resources:

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- Decolonization (D): Decolonization and Citational Politics: <https://www.ssc.uwo.ca/about/edid/decolonization.html>
- Accessibility (A): https://academicsupport.uwo.ca/accessible_education/index.html

Week 1— Overview and Introduction

Kaarbo, J., & Thies, C. G. (2024). Repositioning foreign policy analysis in international relations. In J. Kaarbo & C. G. Thies (Eds.), *The Oxford handbook of foreign policy analysis* (pp. 1–22). Oxford University Press.

Video: Carney's speech at Davos

Case: Analysing Carney's speech

Week 2 — What is Foreign Policy Analysis?

Brummer, K. (2024). Foreign policy analysis and public policy. In J. Kaarbo & C. G. Thies (Eds.), *The Oxford handbook of foreign policy analysis* (pp. 44–60). Oxford University Press.

Graham Allison, "The Cuban Missile Crisis," in *Foreign Policy: Theories, Actors, Cases*, 3rd ed., ed. Steve Smith, Amelia Hadfield, and Tim Dunne. Oxford University Press, 2016.

David Dewitt and John Kirton, "Three Theoretical Perspectives" in *Readings in Canadian Foreign Policy: Classic Debates and New Ideas*, eds. Duane Bratt and Christopher J. Kukucha (Don Mills: Oxford University Press, 2011), pp.52-75.

Case: Strait of Hormuz

<https://www.chathamhouse.org/2026/06/iran-and-new-persian-gulf-equilibrium>

Week 3 - Leadership and Decision-making

Houghton, D. P. (2024). Decision-making approaches and foreign policy. In J. Kaarbo & C. G. Thies (Eds.), *The Oxford handbook of Foreign Policy Analysis* (pp. 342–358). Oxford University Press.

Aggestam, Karin, and Jacqui True. "Political leadership and gendered multilevel games in foreign policy." *International Affairs* 97.2 (2021): 385-404.

Spector, Bert. "Volodymyr Zelenskyy, heroic leadership, and the historical gaze." *Leadership* 19, no. 1 (2023): 27-42.

Case: nationalism versus globalism

Week 4- Values, ideals and size in Foreign Policy

Giacomello, G., & Verbeek, B. (2024). Foreign policy of middle powers. In J. Kaarbo & C. G. Thies (Eds.), *The Oxford handbook of foreign policy analysis* (pp. 519–537). Oxford University Press.

Neack, Laura. *Studying foreign policy comparatively: cases and analysis*. Bloomsbury Publishing PLC, 2018. Chapter 5

J.L. Granatstein, "The Harmful Idealization of Peacekeeping" *Whose war is it*, Harpercollins: Toronto, 2007. P.17-49.

Case: 51st state

Not required: Darwich, May. "The ontological (in) security of similarity Wahhabism versus Islamism in Saudi foreign policy." *Foreign Policy Analysis* 12, no. 3 (2016): 469-488.

Week 5 - Gender, Sexuality and Identity in Foreign Policy

Goldstein, Joshua S. *War and gender*. Springer US, 2003. Chapter 1.

Carolyn James "Civil-Military Relations and Canadian Foreign Policy: The Case of Gender Integration and the Canadian Navy" in *Handbook of Canadian Foreign Policy*, eds Patrick James, et al. (London: Lexington Books, 2007).

Wegner, Nicole, and Colleen Bell. "Inclusive militarism? Canada's feminist policy-making in security and defence." *International Journal* 80, no. 4 (2025): 564-581.

not required: Von Hlatky, Stéfanie. Deploying feminism: the role of gender in NATO military operations. Oxford University Press, 2022. Chapter one.

Not required: Howell, Alison. "The art of governing trauma: treating PTSD in the Canadian military as a foreign policy practice." Canadian Foreign Policy in Critical Perspective, edited by JM Beier and L. Wylie. Don Mills, Ont.: Oxford University Press (2010): 113-25.

Case menstruation: not required reading: Winkler, Inga T., and Virginia Roaf. "Taking the bloody linen out of the closet: menstrual hygiene as a priority for achieving gender equality." Cardozo Journal of Equal Rights & Social Justice 21, no. 1 (2014): 1-38.

Week 6 - The Populace and Foreign Policy

"Society and foreign policy" ch 4 in Nossal, Kim Richard, Stéphanie Paquin, and Stéphanie Roussel. The politics of Canadian foreign policy. McGill-Queen's Press-MQUP, 2015.

Neack, Laura. Studying foreign policy comparatively: cases and analysis. Bloomsbury Publishing PLC, 2018. Chapter 6 or 7.

Not required : Ramji-Nogales, Jaya. "This Border Called My Skin." In Race and National Security, edited by Matiangai V. S. Sirleaf, 109–126. Oxford: Oxford University Press, 2023.

Not required : Nossal, Kim Richard. "Domestic Politics and the Electoral Connection in Canadian Foreign Policy." In The Palgrave Handbook of Canada in International Affairs, edited by Robert W. Murray and Paul Gecelovsky, 41–60. Cham: Palgrave Macmillan, 2021

Case: conspiracy theories/ Cuba

Week 7 – National Security aka Defense Policy

Patman, Robert G. "The National Security State." In Foreign Policy: Theories, Actors, Cases, 4th ed., edited by Steve Smith, Amelia Hadfield, Tim Dunne, and Nicholas Kitchen, 180–197. Oxford: Oxford University Press, 2024.

Eikenberry, K. W. (2013). The militarization of U.S. foreign policy. American Foreign Policy Interests, 35(1), 1–8.

Not required: Chapman, Bert. "The geopolitics of Canadian defense white papers: Lofty rhetoric and limited results." Geopolitics, history, and international relations 11, no. 1 (2019): 7-40.

Case: Our North, Strong and Free: A Renewed Vision for Canada's Defence

Our North, Strong and Free: Odd innovations in Canadian defence policy

For context/suggested: Ahmad, Aisha. "Stronger alone? Canadian homeland defence amid great power competition." International Journal 81.2 (2026): 243-264.

Week 8 - Economic Statecraft

Smith, Steve, Amelia Hadfield, and Tim Dunne. Foreign policy: theories, actors, cases. Oxford University Press, 2016. Second Edition. Chapter 12.

Fry, Noah. "Playing the Trap: Team Canada during the first NAFTA renegotiations." Canadian Foreign Policy Journal (2026): 1-26.

Not required : Harmes, Adam. "The anti-ESG backlash and asset manager capitalism." Politics & Society 53, no. 4 (2025): 603-629.

Case: resurgent tariffs

Week 9 - Energy & Oil

Hadfield, Amelia. "Energy and Foreign Policy: EU-Russia Energy Dynamics." In *Foreign Policy: Theories, Actors, Cases*, 4th ed., edited by Steve Smith, Amelia Hadfield, Tim Dunne, and Nicholas Kitchen, 413–433. Oxford: Oxford University Press, 2024.

Bousfield, Dan 'Towards a North American Energy Bloc: The Geopolitical Implication of Market-Preserving Federalism' in Ovadia, Jesse Salah, and Tim Di Muzio, eds. *Energy, capitalism and world order: Toward a new agenda in international political economy*. Springer, 2017.

Not required : Watts, Michael J. "Righteous oil? Human rights, the oil complex, and corporate social responsibility." *Annu. Rev. Environ. Resour.* 30 (2005): 373-407.

Case: Pipelines

Week 10 - Canada-China relations

Burton, Charles. "Canada's Relationship with China." In *The Palgrave Handbook of Canada in International Affairs*, edited by Robert W. Murray and Paul Gecelovsky, 587–608. Cham: Palgrave Macmillan, 2021.

Fraser, Patrick Ronald. "Trading rights for riches: examining variation in provincial foreign policy responses following human rights abuses against Canadian citizens." *Cambridge Review of International Affairs* (2026): 1-26.

Not required: Qin, Yaqing. "Why is there no Chinese international relations theory?." *International relations of the Asia-Pacific* 7.3 (2007): 313-340.

Not required: Dreyer, June Teufel. "The 'Tianxia Trope': will China change the international system?." *Journal of Contemporary China* 24.96 (2015): 1015-1031.

Not required: Han, Yang. "Is Chinese IR scholarship White? A non-dichotomous critique of 'the international as singular, enlightened and sanitised'." *Millennium* 53.1 (2024): 163-190.

Case: foreign interference/the two Michaels

Week 11 - Canada-US Dynamics

Snyder, Robert S. "The Myth of Trump's transactional foreign policy—and Canada's response." *International Journal* 80.4 (2025): 683-689.

Jonathan Kent , "Border Bargains and the "New" Sovereignty: Canada-US Border Policies from 2001 to 2005 in Perspective" *Geopolitics* Vol. 16, Iss. 4, 2011

Not required : Leuprecht, Christian, and Todd Hataley, eds. *Security. Cooperation. Governance.: The Canada-United States Open Border Paradox*. University of Michigan Press, 2023. Chapter one

Case: CUSMA negotiations

Week 12 - Global climate change and exam review

McDonald, Matt. "Global Challenge: Shaping Climate Change Policy." In *Foreign Policy: Theories, Actors, Cases*, 4th ed., edited by Steve Smith, Amelia Hadfield, Tim Dunne, and Nicholas Kitchen, 252–268. Oxford: Oxford University Press, 2024.

VanNijnatten, Debora, and Eduardo del Buey. "Canada's International Climate and Environmental Policy: Good Intentions and Staying the Course—As Things Get Ugly." In *The Palgrave Handbook of Canada in International Affairs*, edited by Robert W. Murray and Paul Gecelovsky, 413–432. Cham: Palgrave Macmillan, 2021.

APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

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

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current Western Academic Calendar (<http://www.westerncalendar.uwo.ca/>))

"Submitting or Returning Student Assignments, Tests and Exams - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/schloff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/>
<http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

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

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

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

Mental Health at Western: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information on these resources and on mental health.