Political Science 3209F: 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.

General information about missed coursework

Attendance and Scheduled Participation Requirements

This course does not assign a separate attendance grade. However, regular attendance is required because many course requirements depend on scheduled in-class participation, including discussion, group work, peer assessment, presentations, and other weekly engagement activities.

Participation components are time-bound and must be completed during the week or class meeting in which they are assigned. Students may not replace missed in-class participation, peer assessment, presentation work, or group activity with after-the-fact written submissions unless an alternative has

been approved in advance or is required through an approved academic consideration or accommodation process.
Weeks 7, 8, 9, 10 and 11 are designated participation-attendance weeks. Attendance in these weeks counts as a form of participation because the scheduled class activities are part of the course's participation-based learning requirements.
To encourage consistent participation across the term, students may offset one missed participation-attendance week from Weeks 7–11 if they have two recorded attendances from other eligible weeks in the course. Eligible offset weeks are Weeks 1–6 and Week 12. Two recorded attendances in those eligible weeks may be used to offset one missed participation-attendance week from Weeks 7–11.
This offset applies only to the participation-attendance requirement. It does not replace scheduled other assigned in-class components that must occur during a specific class meeting. Students who sign up for presentation, peer-assessment, or in-class activity weeks are responsible for completing those components at the scheduled time. Submitting materials after the scheduled class does not replace the missed in-class component and does not guarantee that the work will be marked.
In a 12-week course, missing three or more scheduled classes will normally be considered a substantial absence. A substantial absence may prevent a student from completing the participation-based, peer-assessment, or in-class requirements of the course. In such cases, the student may be unable to receive credit for affected components, even where other written work has been submitted.

Students must familiarize themselves with the *University Policy on Academic Consideration – Undergraduate Students in First Entry Programs* posted on the Academic Calendar: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf,

This policy does not apply to requests for Academic Consideration submitted for attempted or completed work, whether online or in person.

The policy also does not apply to students experiencing longer-term impacts on their academic responsibilities. These students should consult Accessible Education.

For procedures on how to submit Academic Consideration requests, please see the information posted on the Office of the Registrar's webpage:
https://registrar.uwo.ca/academics/academic_considerations/
All requests for Academic Consideration must be made within 48 hours after the assessment date or submission deadline.

All Academic Consideration requests must include supporting documentation; however, recognizing that formal documentation may not be available in some extenuating circumstances, the policy allows students to make one Academic Consideration request without supporting documentation in this course. However, the following assessments are excluded from this, and therefore always require formal supporting documentation:

Term Assignment

When a student *mistakenly* submits their one allowed Academic Consideration request without supporting documentation for the assessments listed above or those in the Coursework with

Assessment Flexibility section below, the request cannot be recalled and reapplied. This privilege is forfeited.

Coursework with Assessment Flexibility
By policy, instructors may deny Academic Consideration requests for the following assessments with built-in flexibility.

Flexible Completion assignments:

Weekly participation. This course has 12 weekly participation assignments. Should extenuating circumstances arise, students do not need to request Academic Consideration for the first 2 missed weekly participations. Academic consideration requests will be denied for the first 2 missed weekly participation assignments.

Religious Accommodation
When conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request an accommodation for their absence in writing to the course instructor and/or the Academic Advising office of their Faculty of Registration. This notice should be made as early as possible but not later than two weeks prior to the writing or the examination (or one week prior to the writing of the test).
Please visit the Diversity Calendars posted on our university's EDID website for the recognized religious holidays: https://www.edi.uwo.ca

Accommodation Policies
Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Academic Policies- The website for Registrar Services is https://www.registrar.uwo.ca/.

In accordance with policy,
https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf
the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/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).

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 Reponses + 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.

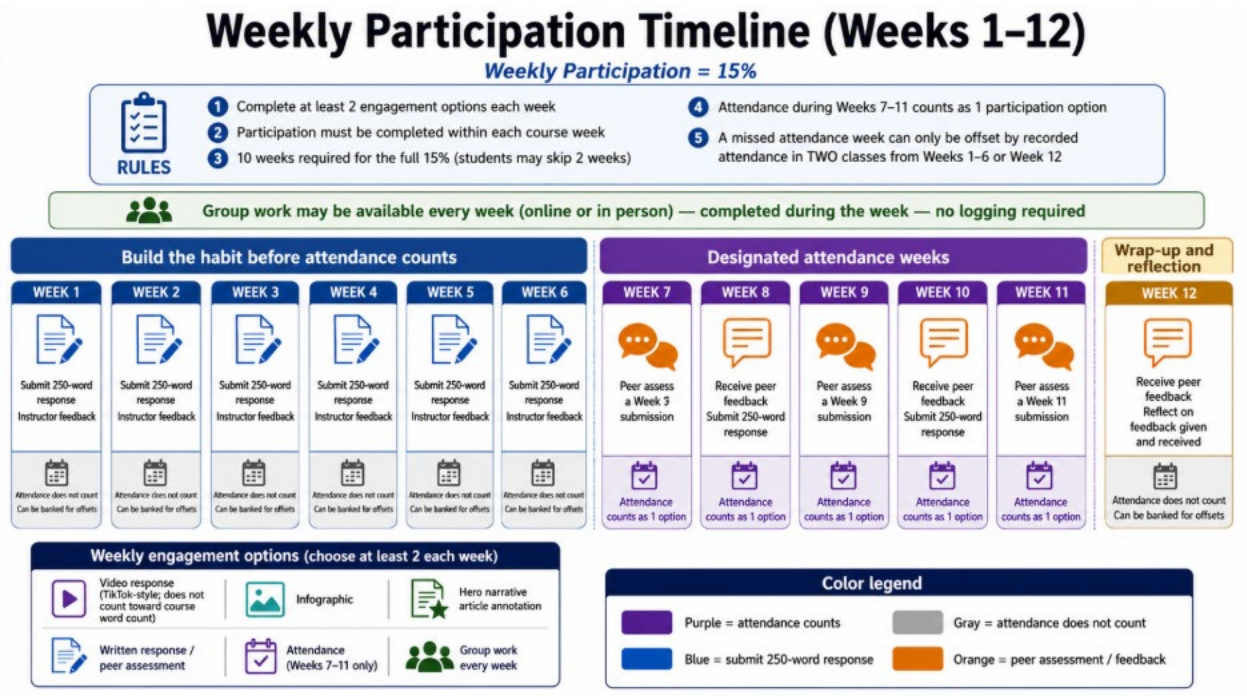
Calculating grades for the weekly submissions:
Q: Why do you do it this way? A: We use this structure to reduce unconscious bias and subjective grading. Acceptable submissions are transparent and equitable because grades are based on clear, objective evidence—not attendance, personality, or assumptions. 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 = 7x85 = 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)."

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

Criteria for Evaluation of Written Assignments

These criteria will be used in evaluation of written work. Please be sure to read them carefully.

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, illogical arguments. Paragraphs help to structure our thought, our ability to make claims and provide a framework for writing. The topic sentence and concluding sentence of 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)
- Major point with evidence one or two sentences (one sentence with academic citation and one sentence explaining the relevance in your own words)
- Major point with evidence one or two sentences (one sentence with academic citation and one sentence explaining the relevance in your own words)
- 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.

Formatting

All work should be double spaced using 12-point font (even on policy briefs). Page numbers should always be included. Never use bullet points anywhere – they condense ideas when I need to see the logic and academic argumentation that underpin your claims.

Quotations

Quotations longer than 4 lines should be indented. Try to avoid quotations longer than 4 lines. Assume that I do not read an indented 4line quotation and make sure the sentence immediately following the quotation summarizes its significance to your argument in your own words. Never include quotations or sources in your introduction or conclusion, your introduction and conclusion should outline the paper structure in your own words.

Citations and Bibliography

We will use the author date system. It keeps footnotes and endnotes to a minimum.

- Text references will be short with the Surname, Date and page number (i.e. Žižek 2002: 342).
- Use this formatting everywhere, including sources from our reading list and in the response papers and any written work.
- Works by the same author in the same year should be cited as Žižek 2002a, Žižek2002b, etc.
- Et al. can be used by sources with three or more authors. The full list must be in the bibliography.
- If you have more than one source in the same sentence you just include them with a semi-colon in chronological order i.e (Žižek 2002: 345; D'Amelio 2018: 212; Swift 2020: 445)

If any of your sentences, paragraphs, or quotations lack a specific foundation, you will not receive credit 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. **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.. You can paraphrase throughout the work, but it cannot serve as a basis of an evidentiary foundation of your claims (i.e. you can include it, but it won't be counted as evidentiary argument).

Bibliography (style: Modified Harvard)

A bibliography must be included in all written work, it should include the complete details of the work and included an 'Accessed' date if it is an online source.
Sample bibliography

Bastos, Marco T., and Dan Mercea. "The Brexit botnet and user-generated hyperpartisan news." Social Science Computer Review 37.1 (2019): 38-54.
Dobber, T., R. F. Fahy, and FJ Zuiderveen Borgesius. "The regulation of online political micro-targeting in Europe." Internet Policy Review 8.4 (2019): 4.
Grieder, William. "How the swindlers of Silicon Valley avoid paying taxes." The Nation, October 17, 2017, https://www.thenation.com/article/how-the-swindlers-of-silicon-valley-avoid-paying-taxes/. Accessed August 1, 2020.
Gill, Stephen. "Transnational class formations, European crisis and the silent revolution." Critical Sociology 43.4-5 (2017): 641.

Analytical Content and Paragraph structure:

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

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

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.

General

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

Policy on communication

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

Policy on Children in the classroom[1]

"It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to

accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom

Western University established a Pets and Therapy Animals policy in May 2020 that limits the presence of pets in campus buildings. Service and therapy animals are permitted inside all Western locations, in accordance with accessibility policies, however animals for companionship are not allowed.

Point of View

The readings, class lectures, and my comments in class will suggest a particular point of view. This perspective is my own and does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your colleagues in the course. Please express yourself! A significant part of a university education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Academic Sources

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

Discussion Guidelines[2]

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important secondary aim of our course necessarily will be for us to increase our facility with the sometimes-difficult conversations that arise inside issues of social inequality as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

Policy on the use of LLMs (AI, ChatGPT, Bard, etc) in the classroom [3]

Unless otherwise noted during class activities, you may only use ChatGPT or any other Generative technology to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. See the table below for some examples of allowable and non-allowable uses of Generative technology in this class (NOTE: This is not an exhaustive list of examples). Generative technology may be used to assist in assessment throughout the course, if you wish to opt out of the use of generative technology, please let me know.

How generative technology may be used in assessment:
1. Pre-assessment - to provide structural or overall feedback before I begin any grading.
2. Applying rubric - using the rubric from the course outline to apply to submitted assignments to assess the degree of compliance before or during I complete any grading.
3. During assessment - to double-check the veracity of claims being made about your submission during my assessment of your material.
4. Post assessment - to find additional examples or instances in your submissions to assist in my feedback.
5. Refining assessment - suggesting forms of constructive criticism, actionable items, and overarching themes or issues to assist in your assessment.
6. Checking for unauthorized AI use, following University guidelines (and those attached below).

How generative technology will NOT be used in assessment:
No grades will be assigned solely with generative technology at any point in this course. Assessment will always be done by the instructor in accordance with the course outlines, because of the unpredictability and unreliability of current generative technology.
No personal or individual identifiers will ever be included in the assessment of material by any generative technology.

Submissions in this course may be examined for AI watermarking using anonymized samples processed on campus in accordance with University regulations. Watermark detection will not be used to determine unauthorized AI use but may indicate such use

Example of an Allowable Use	**Why is this Allowed?**	**Things to Keep in Mind**
Prompting Generative technology to **generate ideas** for a class project.	This might enhance your thinking by **exposing you to other ideas** than you might come up with on your own.	It is important to start with **brainstorming your own ideas first** (to aid your creative thinking), rather than letting Generative technology do that initial work for you. Also, beware that Generative technology might introduce biases (tends towards liberal consensus) into the topic when prompted to generate ideas.

Using Generative technology for writing support (e.g., to improve **writing quality, clarity, and expression**).	Generative technology writing technologies, like ChatGPT, can provide ideas for how to revise a sentence or word, begin a paragraph, or express your thinking more clearly. Used in this way, Generative technology might support the development of your communication skills.	Make sure to **get your thoughts written down first** rather than asking Generative technology to write the first draft. Writing and thinking are interconnected processes, if you prompt Generative technology to write the first draft for you, you are not actively engaging in thinking about the material. NOTE: We also have a wonderful Writing Center on campus that provides writing support!
Using Generative technology as a **study or assignment aid.**	Generative technology can offer study tips, provide example text/quiz practice questions, design a personalized study guide, design flashcards, give directions for how to complete an assignment, create learning simulations and interactive scenarios to help you think more deeply about the class content, and provide a rubric so you can self-assess your own work.	Generative technology tools are known for making up information and presenting biased output. Make sure to double-check the accuracy, credibility, and reliability of any AI-generated information that you use to support your studying or assignment completion.
Prompting Generative technology to help **make information easier to understand** (e.g., explaining technical or academic jargon, providing concrete examples of an abstract idea).	Generative technology could potentially be used in ways that reduce cognitive load (see Cognitive Load Theory), such as breaking material into smaller chunks, summarizing and simplifying material, providing an outline of an article to support pre-reading, translating text into your native language, making content more accessible, scaffolding learning, and providing concrete examples.	If Generative technology are used in ways that reduce germane load (the cognitive effort required to make connections between new information and prior knowledge) it can negatively impact learning. For example, if you ask a Generative technology technology to automatically summarize a complex academic article instead of reading and summarizing it yourself, you will miss out on the opportunity to fully engage with, and critically examine, the author's ideas (read: No One is Talking About AI's Impact on Reading). This is a critical skill for college, the workplace, and engaged citizenship!
Using AI and Generative technology is recommended **due to different abilities.**	Generative technology can be used to make learning more accessible and digitally accessible for differently abled individuals (e.g., transcripts of recorded audio, closed captions for videos, alt text to describe images for blind/visually impaired individuals, interpretations of complex visual data).	If you have a self-identified or registered disability, consider how Generative technology tools might aid your thinking, communication, and learning.

Example of a Non-Allowable Use	Why is this NOT Allowed?
Prompting a Generative technology technology to **respond to a discussion forum prompt** for you.	Discussion prompts are meant to incorporate your voice and your thoughts. Participating in discussions is about building community and relationships as well as actively engaging in your own thinking and learning to communicate with others. Using Generative technology for this activity subverts both the social and learning goals of the activity.
Using a Generative technology technology (e.g., Slidesgo) to **design a class presentation** for you.	Designing a presentation requires you to actively engage in thinking and learning about the material and consider how best to communicate that information to an audience. Prompting Generative technology to do this work for you subverts your learning and the opportunity to develop your creative communication skills.
Modifying AI-generated work slightly to **make it appear as if you created it**.	Making minor adjustments to AI-generated work only supports surface-level learning, rather than deep learning (learn more), because the focus is on minor adjustments rather than truly understanding the material.
Prompting Generative technology to **analyze data for you** and submitting the data analysis as your own.	Research has shown that using Generative technology to provide solutions for you (or in this case, provide data analysis output for you) prevents you from actively engaging with, and learning, the material (read: Generative AI Can Harm Learning). Using Generative technology in this way subverts your learning. Additionally, Generative technology tools are not calculators or math machines, they are predictability machines (they guess which words go together to make the most plausible human-sounding response).
Copying AI-generated text word for word into your written work, but **citing it as written by AI**.	Please read "The Case For Not Citing Chatbots As Information Sources" and "Generative AI Has an Intellectual Property Problem" and, instead, find an original source to cite. When you put in the effort to find an original source to cite, you are deepening your thinking and learning about that topic and you are giving credit to human authors/artists.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Any assignment that is found to have used generative AI tools in unauthorized ways can result in: a failure to receive full grades, the need to resubmit the assignment, need to orally present the assignment in office hours, or a failure to complete the requirements of the course. When in doubt about permitted usage, please ask for clarification.

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.

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.

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.

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.

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.

Week 6 - The Populace and Foreign Policy
"Society and foreign policy" ch 4 in Nossal, Kim Richard, Stéphane Paquin, and Stéphane 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.
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.

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.
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.

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.
Harmes, Adam. "The anti-ESG backlash and asset manager capitalism." Politics & Society 53, no. 4 (2025): 603-629.

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.
Leach, Andrew. Pipe Dream Or Panacea?: Evaluating the Case for Oil Pipelines in Canada. Institute for Research on Public Policy, 2025.

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.
Ong, Lynette H., and Wu Yang. "A revived Canada-China relations 2.0?: Trump’s tariff war and its implications for Canada-China bilateral trade." International Journal (2026): 00207020261452701.

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
Geoffrey Hale “Smart Borders or Thicker borders" Hale, Geoffrey. So near yet so far: The public and hidden worlds of Canada–US relations. UBC Press, 2012.

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.

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.

Grading and grade adjustments

The Department of Political Science has a policy that undergraduate final course grades will only be rounded to the next whole grade if they end at 0.5 or higher; otherwise, they will be rounded down.

APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE

Prerequisite checking - the student's responsibility

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

Essay course requirements

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

Use of Personal Response Systems ("Clickers")

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

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

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

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

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

Duplication of work

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

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

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

Submission of Course Requirements

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

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

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

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

Plagiarism

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

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

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

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

PLAGIARISM*

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