



## **COURSE OVERVIEW AND RULES**

### **1. Course Description**

Using lectures, simulations and role-plays, this course will help you understand the global conflicts that confront us. The lectures survey modern warfare, regional balances of power, and military alliances, like NATO. Simulations, like the Cuban missile crisis simulation and the crisis in North Korea war game, focus on the proliferation of weapons of mass destruction. A Model UN exercise considers resolutions regarding intervention and peacekeeping operations. And class discussions help understand the roots of terrorism, the causes of environmentally-induced warfare over resources, and the foreseeable impact of population growth and migration.

### **2. Course Evaluation:**

Attendance and participation during in-class simulations and role plays = 10%  
Attendance and participation during lecture discussions and regular classtime = 10%  
2 multiple-choice exams (one in-class and one during April exam period) = 2 X 40%

For more information on how you will be evaluated, see the relevant sections below.

### **3. Changes to Course Outlines:**

Due to certain circumstances and/or situations, changes to course outlines and other course documents are necessary. In such cases, you will be informed through all available channels of communication as soon as possible

### **4. Lectures**

Wednesdays: 12:30 pm –2:30 pm, SSC 3022 followed by 1 office hour until 3:30 pm.

### **5. Information about your Professor: Associate Professor Erika Simpson**

I have been a Western professor since 1995 (tenured since 2001); completed post-doctoral studies at Carleton University; PhD and MA in IR at the University of Toronto; did a BA Honours in IR U of S...

**Office:** SSC 4157, 4<sup>th</sup> floor, Social Science Building

**UWO Tel:** 519-661-2111 ext. 85156 for voice mail messages.

**Cell/text:** 519-520-3630 for emergency use; all my telephones accept voice mail, not texting

### **6. Contacting Professor Simpson:**

**Email:** [Simpson@uwo.ca](mailto:Simpson@uwo.ca)

**Office hours:** Wednesdays 2:30-3:30 pm and Thursdays 2:00 pm – 3:30pm

You will be added automatically to the Politics 2192B 001 COURSE WEBSITE. Course materials will be posted there, including grades, course outlines, assignment deadlines, office hours, etc. This is a closed web-site, and only students registered in Politics 2192B 001 will have access to it.

I try to respond to emails within 2 business working days so if you do not hear back from me, resend your message and attachment with a subject heading that identifies you as a student in my class. For example (e.g.) a subject heading that works would be: 'urgent message from Joe Smith in 2192B'. A message that inadvertently might not be read would read something like, 'Happy new year!' I suggest you write your subject heading first; attach your attachments; then write the main body of your email to me; paste our relevant correspondence below if necessary; and finally send a copy of your email to yourself as proof of the date and time you wrote me.

If you write me from a non-UWO account like hotmail or simpatico your email will probably be blocked from reaching me. Most importantly, I am not permitted by the University Registrar's office to write you at a non-UWO account without ensuring that the original email and entire exchange of emails is sent to your UWO account. Why not save all of us valuable time by using your UWO mail account when you email me? I am required to retain a copy of all our email correspondence and all your written work, including the exam, for one year, until April 2013 (but servers back up forever!). Keep in mind that university administrators may also read your (hastily-written?) email to me so nothing can remain secret or confidential if you write from a UWO account (keep this in mind for future job prospects, too).

## **7. Important Notices Concerning Pre-Requisites and Anti-Requisites**

- Antirequisites: see the official course outline and course calendar, as these change year-to-year
- Prerequisites: see the official course outline and course calendar, as these change year-to-year
- "You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for an appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation." – Office of the Dean, Faculty of Social Science
- "Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all course prerequisites have been successfully completed, and that they are aware of any antirequisite course(s) that they have taken. If the student does not have the requisites for a course, and does not have written special permission from his or her Dean to enroll in the course, the University reserves the right to cancel the student's registration in the course. [The University may also choose not to adjust your fees, such as not providing you a refund for the course.] This decision may not be appealed." – University of Western Ontario Academic Calendar

## **8. Overview of Course Content and Required Readings**

The lectures will survey a huge range of issues and topics but due to space constraints, I have listed the main topics below along with 'sample questions'. There is no required textbook nor are there any required readings that you must purchase. The required readings for this class consist of an on-line Work Book (hereafter WB) that will be posted on our class website as the term progresses.

Important: The dates and topics of the following chart changed depending on my schedule, illnesses, and other unforeseen events. The chart below is included for illustrative purposes only and may be updated on the class website as the term unfolds.

Date	Session	Lecture Topics	Reading	Sample Questions
January 9	Class 1	Course overview and “Power” (balances, middle/great powers )		-overview course, meet and greet -why is power important for understanding global conflict?
January 16	Class 2	Game theory, ‘rationality’ and the Cuban missile crisis (CMC)	WB, pp. (TBA)	-What is prisoner’s dilemma in game theory? -What were the main events leading up to the CMC?
January 23	Class 3	Crisis Decision-Making, <b>Cuban missile crisis roleplay</b>	WB, pp. and your individual roleplay info on Course website	-What is nuclear deterrence and did it work during the Cold War?
January 30	Class 4	International Conflict, Militaries, Use of Force & Terrorism	WB, pp.	-How can terrorism be understood and possibly prevented? -What are the main instruments of defence and foreign policy?
February 6	Class 5	The role of International Law & Organizations in Preventing Global Violence	WB, pp.	-What roles do the UN and NATO play in preventing violence? -What UN resolutions might your country propose?
February 13	Class 6	<b>IN CLASS EXAM UN Simulation</b>	COURSE WEBSITE on your country	-What resolutions could the Security Council put forward to stem conflict? -Can the UN help solve conflict in the Middle East?
February 20	Reading Week	<b>MAKE-UP EXAM #1 (In class exam in the same classroom)</b> No Class		
February 27	Class 7	International Law, Nuclear Proliferation & Arms Control	WB, pp.	-Can international law solve global conflicts? -What is nuclear proliferation and can arms control agreements like the NPT/CTBT stem it?
March 6	Class 8	<b>Human Rights, Genocide and North Korea Nuclear Crisis Bonus pt. #3</b>	WB, pp.	-Should countries trade with North Korea, Cuba and/or China? -What might happen if North Korea threatened to resort to nuclear weapons (simulation)
March 13	Class 9	The Levels of Analysis Approach in IR with a case-study of understanding why the Cold War ended	WB, pp.	-What lessons can be learned from the Cold War last century? -How does taking a levels-of-analysis approach help to understand the end of the CW and war in the Korean peninsula?
March 20	Class 10	North-South Issues, Development & Development Assistance	WB, pp.	-How does poverty in the Global South contribute to war and violence?

March 27	Class 11	Environmental Problems (e.g. nuclear waste, oil spills, water wars, resource conflict, climate change). Course evaluation or <b>Global Jeopardy Game?</b>	WB, pp.	-Is there a connection between the 'coming anarchy' and conflict? - What can be done to solve environmental problems and prevent environmentally-induced conflict? ( <b>Global Jeopardy Game</b> )
April 3	Class 12	Course Evaluation? Or <b>Global Jeopardy Game</b> Population Growth, Population Growth Pressures, Migration and Refugee policies	WB, pp.	-Will 95% of population growth continue to be in the Global South? -How do population pressures contribute to cross-boundary violence?
April 10	Class 13	<b>Exam Study Guide will be posted at 12:30 and discussed in this class</b>	WB, pp.	Final exam is on: April ___ in Room ___ and Makeup exam(s) are on ___ in _____ (TBC)

## 9. Final exam (80%):

How should I study for the exam? The Exam Study Guide is posted on the last day of class. It will consist of approximately 50 multiple choice questions. You should quiz yourself and if you score all right answers, you can rest assured you will do well on the exam without much studying. But if you do poorly on sections of it, then you know which topics probably need more study and reinforcement. My multiple choice questions will range between 'very easy' to 'very difficult' but most students do very well on most of the questions. Last year's average was 85% and I am seen as an 'easy' writer of multiple choice questions. That said, it is highly recommended when preparing for the exam in April that you consider forming a small study group, so that you and some friends can share notes, and discuss the lecture material in the Work Book—there is nothing wrong with a collective effort! After all, that is what the classroom is about—all of us working together for fun and learning.

The Exam Study Guide will be posted on the last day of class but that does not mean you should refrain from studying the slides until April. Taking notes and rereading the lecture slides are an important and integral part of this course and your university experience. **You should schedule time to review the slides in time for the final exam.** A common question is: 'Am I expected to memorize all the information in the Powerpoint slides, plus everything that you say in lectures?' **No! My lectures assume that you are totally unfamiliar with the topic and have not downloaded or looked at that day's powerpoint slides.** Of course, reviewing the slides beforehand will help you contribute to the discussions--and reviewing them within 18 hours afterward will help you prepare for the exams. Studying the slides before and/or after the lectures will also save you time during the busy mid-term and final exam time periods.

To summarize, you should always try to come to class—even if you have not had a chance to download or print the slides. During lectures, your task is to think about and question the materials, not be a 'medieval scribe'. Nevertheless, I appreciate many students want to reinforce the lecture material by taking many handwritten or typewritten notes. Keep in mind, however, that just by coming to class and asking good questions and contributing to class discussions, roleplays and simulations, you will earn 20% of your final grade in terms of attendance and participation. See the next section on this.



## 10. How do you earn attendance and participation marks? (20%)

Attendance and participation points are designed to reward attendance during lectures; enhance the class's activities; and increase high-quality participation. Attendance and participation marks totalling up to 20% of your final grade are earned through participation in the following types of activities:

**1) the Cuban Missile Crisis simulation = 1 point for attending in your role, 1 point for speaking in your 'role', and possibly another point for speaking very appropriately and more than thrice in your role.** To explain, no matter how long your spoken contribution lasts, I will award you one bonus point for somehow contributing on your role's behalf. Speaking publicly may require some advance preparation for your particular role, especially if you choose or are assigned a prominent role, like President Kennedy, Prime Minister Diefenbaker or Chairman Khrushchev. You should be able to earn at least two marks simply by reading the 'individualized' materials for your role and speaking up at least once. Most students will earn 3 marks. If you must miss the simulation, you cannot make up for it by attending another Cuban missile crisis simulation but see below for plenty of other opportunities to make up for missed attendances.

**2) the United Nations simulation = 1 point for showing up to play your assigned and/or requested country, 1 point for speaking up on behalf of your country, and 1 point for avidly defending your own resolution.** Although you may not get an opportunity to speak more than once as there are many countries, you will earn participation points for showing up and voting on UN Resolutions. Just like at the UN, there will be absences due to illnesses and extenuating circumstances, so you cannot 'make up' for losing this or any other points.

**3) North Korea Nuclear Crisis simulation, so just as in the CMC simulation, you will earn 1 point for attending, another one for speaking and possibly more points which could make up for missed participation during previous roleplays and simulations.** No matter how long your spoken contribution lasts, you will earn one point for contributing, which may require some advance preparation for your particular role, especially if you are assigned a prominent role, like the leader of North Korea or a less prominent role, like a Brigadier-General who is threatening to lob a nuclear missile over Japan.

**4) You can earn 1 or more points up to a maximum of 11 points for speaking up with high-quality comments during discussions or question periods.** Reviewing the slides beforehand will contribute to higher-quality discussion and your participation points because you can think about what you would like to say beforehand. Remember that quality of participation is more important than quantity. For more on this, see the 'chart' below.

**To summarize the attendance and participation information, you can earn up to 20 marks on your final grade through attendance and participation. Many students will score 100% on this part of the course. In short, these 4 types activities will provide you with more opportunities to increase your final mark in this class--and make International Relations 2192B a more enjoyable and worthwhile experience for everyone.**

**Will we use Clickers? No. Clickers will not be used or tabulated in 2192B because:**

- a) it is a waste of precious time to wait for results to stream in during lectures and 'games';
- b) there tends to be confusion and disagreement about what are the 'right' and 'wrong' answers;
- c) there can be a possible misuse of clickers regarding attendance so it is easier to use me to record attendance given issues regarding full attendance, lateness, and so on.
- d) it is unfair if students forget to bring them (or if the professor forgets to use them consistently).

### 11. More information on how I will assess the 20% for attendance and participation

During lectures, you will be highly encouraged to participate in class discussions, ask and answer questions, as well as engage in debate. I will take careful records of your participation during classtime so this is a sample chart:

Name	Absent?	7 7+ 7++	8 8+ 8++	9 9+ 9++
Jake (last name: Mustard) (student number: unimportant) -my mental note: 'tends to talk a lot and tends to speak off topic with a lot of jokes and asides'				
Jessica (last name: Abdul) (mental note: talker during class)		✓	✓	✓
Joel (last name: Eli) (smart/quiet)				✓
Joel (Richard) (never see him except during office hours)	Jan 16 April 3 (attended!)			✓

I checkmark each time you speak—and at the end of the term, I review the number of checkmarks and the quality of your comments. That is why it is very important that you introduce yourself by your first name before your remarks.

### 12. What if Professor Simpson seems not to be able to remember your name...?

Please do not be at all concerned if I repeatedly forget your first name as I have taught over 13,000 undergrads at U of T (1987-1991), Carleton University (1991-1995) and Western (1995-2012) over the last nearly quarter-century. **But do take action by visiting me before or after class and during office hours if I still cannot remember your first name after February break!** Later in the term, students **may** be **randomly** called upon to speak but I always try to avoid singling students out. We can discuss how to insert yourself and make more spoken contributions during my office hours.

### 13. What if some students take up most or too much of our classtime?

During our classtime, please be considerate of our time constraints and of others by encouraging shyer students in the class to speak-up and by making certain **everyone shares equal time**. Remember that learning to express yourself articulately and clearly in front of your peers can be one of the most important skills learned at university. But I also have to cover all the slides for each class so I tend to schedule time at the beginning and end of each hour for a Q & A, once I have covered the slides.

**14. What if you are a very shy student--or English is your second language (ESL) so you prefer not to speak up during classes?**

If you do not earn any marks, using the chart, I will email you to make an appointment with you to discuss your participation sometime before classes end. To emphasize, I want to help you increase your spoken participation so I may arrange to pose you questions (that you know beforehand) that I am going to ask you. Visiting me during office hours, emailing me, and spending time talking to me outside of class time may help overcome your shyness but they will never count toward your participation mark! In short, ‘brown-nosing’ by email or during office hours will not work as I record each student’s participation on my charts only during our classtime, not outside classtime.

If you need to, I will work hard with you this term to make certain that you speak up during roleplays, simulations and lectures on a more frequent basis so as to help get you ready for smaller seminars in 3<sup>rd</sup> and 4<sup>th</sup> year—and more importantly, to help you prepare for a real job outside the ivory tower. Keep in mind that I will not calculate your cumulative participation and attendance marks worth 20% of your final grade until the end of the final class so even if you do not participate until our very last class, you could still earn some points during the final class.

**15. Will I post your participation marks on the course website as the term progresses? No.**

- Your Participation and Attendance grades (10% + 10% = 20%) are based on the charts which record 3 criteria: attendance (how often did you show up?), frequency (how often did you speak?), and quality (how good, relevant, insightful, helpful, or important was what you said?). Notably in my estimation, if you leave a simulation too early or arrive too late for a roleplay, I may decide not to credit your attendance.
- Most importantly, I will definitely not tabulate or calculate the charts until after the end of the last class. Your mark will be combined with your exam mark (80%). But if you contribute to all the simulations and roleplays and discussions, you should rest assured that you have earned a very high mark. If you didn’t speak up at all, then you know yourself this mark will be low. Therefore talk to me during office hours on how we can overcome this problem. I want to hear from you more often and I am solidly in your corner, trying to help you contribute.
- The Professor who grades you and writes the final exam may change in exceptional circumstances. For example, I may be replaced due to disability, exceptional circumstances, illness, etc. in which case your mark may need to be reweighted. If I am hit by a truck, my charts are easily available and a central administrator will consult them or reweight the marks.

**16. How do I assess your individual participation and attendance?**

During lectures, you will be highly encouraged to participate in class discussions, ask and answer questions, as well as engage in debate. I will take careful records of your participation during classtime so this is a sample chart:

First Name	Absent?	7	7+	7++	8	8+	8++	9	9+	9++
Jake (Mustard)										
Jessica (Abdul)			✓			✓			✓	
Joel (Eli)									✓	
Joel (Richard)	Jan 16								✓	

I checkmark each time you speak—and at the end of the term, I review the number of checkmarks and the quality of your comments. That is why it is very important that you introduce yourself by your first name before your remarks. I will learn your name as the term progresses but please be patient. Please do

not be at all concerned if I repeatedly forget your first name as I have taught over 13,500 undergrads over the last quarter-century and I still remember all their first and last names. I have taught at U of T (1987-1991), Carleton University (1991-1995) and Western (1995-2012) and I will remember your first and last name in a few weeks—but I may not recognize you years from now. **But do take action by visiting me before or after class and during office hours if I still cannot remember your first name after February break! In that case, I am probably mixing you up with someone else and need to be corrected.**

Students **may** be **randomly** called upon to speak but I try to avoid singling students out. We will discuss how to insert yourself and make more spoken contributions.

During classtime, please be considerate of others by encouraging shy students in the class to speak-up and by making certain **everyone shares equal time**. Remember that learning to express yourself articulately and clearly in front of your peers can be one of the most important skills learned at university.

### **17. What if you are a very shy student or English is your second language (ESL)?**

If you do not earn any marks, using the chart, I will email you to make an appointment with you to discuss your participation sometime before classes end. To emphasize, I want to help you increase your spoken participation so I may arrange to pose you questions (that you know beforehand) that I am going to ask you. Visiting me during office hours, emailing me, and spending time talking to me outside of class time may help overcome your shyness but will not count toward your participation mark! In short, ‘brown-nosing’ will not work as I record participation only during classtime, not outside classtime.

If you want, I will work hard with you this term to make certain that you speak up during roleplays, simulations and lectures on a more frequent basis so as to help get you ready for smaller seminars in 3<sup>rd</sup> and 4<sup>th</sup> year—and a real job outside the ivory tower. Keep in mind that I will not calculate your cumulative participation and attendance marks worth 20% of your final grade until the end of the final class so even if you don’t participate until the very last class, you could still earn some points during the final class.

If you are an international student, your exams will be graded according to Canadian University standards. If you have trouble reading English quickly, you need to meet with an Academic Counsellor to discuss whether you can be academically accommodated through Western’s program(s).

### **18. What if I have to make changes to these grades due to unforeseen events?**

- Your Participation and Attendance grades (10% + 10% = 20%) are based on the charts which record 3 criteria: attendance (how often did you show up?), frequency (how often did you speak?), and quality (how good, relevant, insightful, helpful, or important was what you said?)
- The Professor who grades you on these grades may change in exceptional circumstances. For example, I may be replaced due to illness or in exceptional circumstances (based on emotional or non-emotional reasons) and in special or unprecedented cases, I may either be replaced by another professor (for example, I may be replaced due to disability) or this mark will be reweighted. Professor Simpson or another replacement may reweigh these marks differently.
- In my estimation, if you leave the lecture too early or arrive too late, I may decide not to credit your attendance.

### 19. What if you or I have to miss a lecture?

- I have missed one lecture in 25 years so ‘knock on wood’ that I can keep my record. Please do not email or phone me if you must miss a lecture. If you miss attending your regular scheduled lecture or face a conflict (such as a doctor’s appointment or sports event) or if you miss a roleplay or simulation, you cannot ‘make up’ missed attendance’. There is plenty of opportunity over the term to earn these marks so I expect that missing a simulation or roleplay can happen—obviously there is no chance to do it on another day and writing me about it will make no difference to your mark or anything at all except possibly it will reassure me that you are OK.
- You are responsible for printing up that day's slides and/or notes and supplementing those lecture notes with notes from another student. I will not meet with you to discuss the information you have missed (even if you have legitimate reasons for missing class) as this would be unfair to other students who attended the lecture.
- I also will not post notes of the class discussions during the lectures and tutorials so you should take notes during the discussions. If we end up not finishing the slides due to excessive discussion time, I will not note this on the slides that have already been posted but I will make sure the multiple choice questions do not cover the slides that were missed.

### 20. University regulations on re-evaluation and absences

- You are **not** allowed to re-write any exams or assignments, once they have been handed-in for marking, unless due to exceptional circumstances as assessed by the Professor.
- If you submit the “wrong answer” to an exam or assignment (but you think it is the right answer for a variety of reasons), you are **not** normally entitled to submit the “right version” or get credit for being ‘right’ somehow. You must speak to the Professor who will decide the fairest option.
- If you are an international student, your exams will be graded according to Canadian University standards.
- In the event that you miss many classes or all of them, you may not have the 20% of your mark ‘reweighted’ to cover your absences. The final exam cannot be made worth 100%.

### 21. Regulations concerning non-medical and medical absences

- Please see the student services for their updated Policy on Accommodation for Medical Illness and Student Medical Certificate. If you have medical illness or other documentation, you **must** take it to the Dean’s Office or an Academic Counselor in your Faculty, who will then confirm whether you can possibly be granted accommodation. Any medical absence must **be** documented using the Student Medical Certificate or as instructed by Student Services, Dean’s Office or your Academic Counselor. Academic Counseling will advise the Professor about accommodation and the final decisions about due dates, re-weighting, transfer weighting, etc., will be made in consultation with you and your counselor.
- For **work worth less than 10%** (as per Policy on Accommodation for Medical Illness): non-documentable absences will not be given accommodation because various forms of allowances (allowances like “attendance marks”, “participation marks”, “freebies”, “givens”, “cushions”) have already been included for incidental absences. See all the information above.
- If we are unable to grant you fair and reasonable accommodation in our assessment, the whole percentage weight for that assignment may be added to the value of the exam for that term but it is my preference not to weigh a one-term final exam = 100%.

## **22. More official regulations concerning exams**

- The exam covers all lectures, lecture notes, and required readings.
- No electronic devices are permitted to be used in/for/during any exam, including PDAs, cellphones, personal computers, and/or electronic dictionaries (as per <http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>)
- Note from <http://www.uwo.ca/univsec/handbook/exam/crsout.pdf>: “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.”
- Exam questions are composed by the Professors; multiple-choice questions are marked by university-approved multiple-choice computer-marking system
- Special exams may be different in content, structure and format than the regularly scheduled exam. Specific exam formats will be announced and explained by the Professor but the exams will be multiple choice in most cases. However, if you must any mid-term and/or final exam, it is highly likely that your exam will NOT be multiple choice. If you miss the mid-term exam, for any reason, you may have to write an essay-type of exam and your answers may be essay-style, not multiple choice. For example, if you miss the make-up for the December exam, the second- and third-make-up exams will consist of essay-style (not multiple choice) questions. This is because my exam bank will probably never be large enough to pose enough multiple choice questions for so many different make-up exams.

## **23. Concerns about Grades?**

### **a) Final Exam Grade and/or Participation Grade**

- Wait two days, then see the professor during office hours, or set up an appointment via email.
- Appeals to change an exam (or essay) grade must be received during that Course Lecturer’s term; a Course Lecturer does not handle appeals after the term ends.

## **24. Some Ground Rules and Recommendations covering the lectures:**

**a) Please do not refrain from asking questions – your friends and colleagues may have the same questions and need answers, too. There are no stupid or foolish questions, ever!**

### **b) Conduct yourself appropriately in lectures**

- Be courteous; act responsibly; refrain from talking; avoid activities that disrupt or distract fellow students; if you are multi-tasking on your computer, keep in mind who is sitting behind you....
- You may be asked kindly to leave if you are being disruptive to the proper functioning of the class
- **You are required to conduct yourself according the University of Western Ontario Student Code of Conduct**, which can be accessed as a PDF from:  
<http://www.uwo.ca/univsec/board/code.pdf>
- Please feel free to chat with each other and the professor but keep in mind that before the lecture begins, I am kept very busy setting up all the technology so it would be better to wait to consult with me until the coffee break, after the lecture and/or during my office hours.

## **25. More useful & necessary Info**

Please be read and be familiar with rules and regulations in the Appendices that are posted on the Political Science Department’s, the Dean’s Office’s, Social Science Academic Counselling, and Registrar’s websites, among others. All this information is relevant to appeals, plagiarism, etc.

## **26. What about after graduation and in future years?**

- I would appreciate hearing from you once you have graduated and in future years. For more information about the other classes I teach and the field of IR, see our faculty and personal websites available through the Department of Political Science's homepage.
- If you need a reference, please email professors individually for more information. Professor Simpson's policy is not to write references for law school and/or graduate school based on your standing in a second-year class because such a reference, compared to a 3<sup>rd</sup>-year or 4<sup>th</sup>-year reference is not as useful, and could be doing you a disservice, not a service.
- Although I may not remember your exact name given the number of students I have taught, I will always remember your face. It's a small world and we're only on it together for just a short time!