Political Science 3201 – International Law

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	International Law
Location	See your timetable
Instructor	Dan Bousfield
Office Hours via zoom	Wednesday 11:00am-01:00pm via zoom - link in Brightspace
Email:	dbousfie@uwo.ca
Text only phone	289-620-6665
Zoom	In the left nav bar in Brightspace under 'office hours'
Course Weeks	TUESDAY The course week will be from Tuesday at 12:01am to 11:55PM EST on Mondays. All weekly content will be due Monday at 11:55 PM EST.

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.
Anti-Requisites: POLS 3345, POLS 3369

Introduction:
This course will help you critically assess political perspectives on contemporary issues in international law. This course will help you explore the theoretical perspectives on international law, as well as key issues, debates and topics. We will address a range of issues in International law including dispute settlement, terrorism, and international impunity, the law of the sea, environmental protection and

human rights. Drawing on insights of international relations, this course will explore both theories and issues of international law in the contemporary world.

Learning Objectives:
Through this course all students will have the opportunity to:
- Identify the implicit assumptions and ideas of key international legal mechanisms
- Evaluate a specific international court ruling and explain its relevance
- Acquire a historical context of existing international legal decisions
- Identify a specific international legal dilemma and apply a critical framework to assess likely policy outcomes

Course Materials
All readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon or Law Libraries.

Methods of Evaluation

Option 1	Option 2	Option 3
Weekly Participation 15% (Quiz and Group work)	Weekly Participation 15% (Quiz and Groupwork)	Weekly Participation 15% (Quiz and Groupwork)
Paired debate/CEL (if offered) 25%	Paired debate/ CEL (if offered) 25%	Paired debate/ CEL (if offered) 25%
Essay 40% - Due at the end of Week 10 (March 23, 2026)	Written responses 20% - (250 words minimum) + calculation assignment due April 6, 2026.	Essay 40% - Due at the end of Week 10 (March 23, 2026)
Exam 20% - online exam during exam period	Exam 40% - online exam during the exam period	Written responses 20% - (250 words minimum) + calculation assignment due April 6, 2026.

For all written work in this course:
This course requires a minimum of 2500 words of academic prose to meet university requirements for 3000-level half courses. This includes all essay-style paragraphs (weekly responses), and any additional written assignments in cluding the exam.

For all written exercises, essays and exams 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 and has an argumentative sentence that avoids description, and has a clear political thesis
- Major point with factual evidence, one or two sentences (one sentence with *relevant* academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)
- Major point with factual evidence, one or two sentences (one sentence with *relevant* academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)
- Major point with factual evidence, one or two sentences (one sentence with *relevant* academic citation and one sentence explaining the relevance in your own words, demonstrating individual voice and reflection)
- 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. **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

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.

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:

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 Work

All students - Weekly participation 15%

Students writing the essay only need to complete the quiz and the weekly group work, 10 of 12 weeks to get full marks. The quiz must be attempted; any particular score is not necessary to achieve the participation mark. The group work must be recorded through the Microsoft form during the week of class, failure to document your group work makes it ineligible for participation.

Missed classes - For students choosing Option 1 (students writing an essay). Any missed weekly participation can be supplemented with a written response option below; however students writing the essay cannot achieve more than 15% on weekly participation.

Option 2 - (students choosing not to write an essay) Written responses 20%

Base submission is a pass/fail 70% of the grade. 80% weekly for participation that is acceptable but needs substantive improvement. 85% for participation that is mostly acceptable. 90%+ for acceptable participation with the response in Brightspace being 'ok'.

Students choosing Option 2 (not writing an essay) **must** complete a written **engagement option weekly** (Tuesday 12:01 am - Monday 11:59 pm) to fulfill participation requirements. Submitting your written participation work on the day of class receives a 5% bonus (bringing the base to 75%). The mark comes from a 250-word paragraph responses or infographic, and they need to follow the paragraph requirements outlined in this syllabus.   **A total of 10 weeks of participation is required**, allowing

students to skip 2 weeks (e.g., weeks 1 and 12). The total grade is calculated on Week 12 following the requirements below.

Option 3 - students choosing to write an essay and not an exam

Students choosing Option 3 (writing an essay, but not an exam) **must** complete a written **engagement option weekly** (Tuesday 12:01 am - Monday 11:59 pm) to fulfill participation requirements. Submitting your written participation work on the day of class receives a 5% bonus (bringing the base to 75%). The mark comes from a 250-word paragraph responses or infographic, and they need to follow the paragraph requirements outlined in this syllabus. **A total of 10 weeks of participation is required**, allowing students to skip 2 weeks (e.g., weeks 1 and 12). The total grade is calculated on Week 12 following the requirements below.

Weekly Written Engagement Options:

1. **Written Responses (250 words per lesson)**

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 material to current international law. *You must add your own people, events, or issues to the response that are outside of the readings.* There are prompts available next to the weekly readings that should guide your response. Proper essay paragraph structure and intext citations are required where applicable. You must reference the course readings at least three times per week to get maximum grades. Submissions not meeting these standards are ineligible for full credit. Each written response counts for one participation mark. See detailed criteria below.

2. **Infographic** (minimum 250 words per week)

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 Canada, using events or policy developments from the past few weeks to make clear why the material matters now. The assignment should not just present information but take a position, expose a political issue, 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. Minimum 250 words. See the google sheet tab with 'sample assignments' for an example of a successful infographic.

Calculating participation:
Q: Why do you do it this way? A: We use this structure to reduce unconscious bias and subjective grading. Participation becomes 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 participation? A: Calculating participation minimizes unconscious bias, groupthink, and subjective grading. It creates a clear, fair structure for assessment. At the end of the course, students self-calculate their participation 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%

Attendance Bonus (5% on Final Exam *or* Essay - whichever is 40%)

Students will receive a 1% bonus on their final exam or essay grade for every two classes attended (attendance must be recorded through the Microsoft form each week during class time), with a maximum of 10 classes considered to earn the full 5% bonus. You can check your participation through the link in Brightspace weekly. You cannot receive more than 100% on the final exam or essay.

Term Assignment
Option 1 - Debate:
Students must sign up for a presentation by the end of Week 3 on the link in Brightspace or they forfeit their grade. http://tiny.cc/3201_2026
In teams of two ONLY, students should pick a specific case related to their area of interest from the legal briefs provided on week one. The debate should outline the key issues and points of contention and present each side coherently and convincingly to the class. Each pair should try to convey the perspective of the two sides as well as the actual outcome. MAXIMUM 5 MINUTES. You cannot do the ICJ US v Nicaragua case that we discuss on week 2.
The presentation should highlight:
1. Key parties involved
2. Relevant context (or legal mechanisms) related to the issue
3. Arguments put forward on each side
4. Cases in support of each side
5. Resolution of the case and the implications
Students will need to upload their presentation in an accessible and clear format (such as a tiktok or

YouTube) 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 post a short (200 word) summary of their role in the debate preparation and execution, assessing their groups' strengths and weaknesses in Brightspace. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

Essay (if chosen) Due the end of Week 10 in Brightspace under 'assignments'.

(The final draft of the paper should be 8 pages (2000 words +/-10% strictly enforced) in length (excluding the bibliography) and must be presented in proper scholarly format. The instructor may require that 10% of randomly selected students will have to meet to discuss their paper after completion to ensure there has been no improper LLM use.

The essay will be chosen from a pre-approved topic, and explicit discussion of one of the approved approaches from the course. The assignment must be in proper formal essay format (no bullet points, short form or colloquial language, can use subheadings to identify sections, use proper citation and should NOT INCLUDE ANY FORM OF ANNOTATED BIBLIOGRAPHY. Dictionaries, encyclopedias, and Wikipedia should not be used, and use of web material is subject to instructor's prior approval. A basic structure for the essay will include:

1) Title that clearly answers the question for your topic, the list of approved topics is available in Brightspace.

2) The assignment should highlight the area of interest of your research; the relevant International legal mechanisms (such as state obligation, inchoate title, ICJ decisions, ICTR or ICTY precedent, etc.) and how your essay will answer the assigned as a question from the approved essay topic list.

3) A clear and explicit explanatory response to the question based on your topic (i.e. your thesis). You must explain the efficacy of international law in the context of your topic. Pre-approved questions are available in Brightspace, they must be answered in order to complete the assignment.

4) Three key distinct arguments with evidence in support of the thesis. You must follow the paragraph structure and citation format in the course outline. The essay topics should deal with some aspect of an international legal body, a specific incident (either historical or ongoing) and a clear perspective in the essay on why the topic matters given class discussion.

5) The paper MUST reference at least three of the specific legal case/decision/ juridical outcome (i.e. a key ICJ or International legal cases discussed throughout the course and in the Casenotes book. Failure to cite a minimum of three cases will result in a failure to achieve full grades. Substantive engagement with the course materials is also required, a failure to integrate the course readings will limit your ability to get full grades. YOU CANNOT CITE THE CASES DIRECTLY - all discussions of relevant cases must come from academic sources only.

6) A complete list of all sources used in the paper (i.e. your bibliography) as well as accurately and properly cited academic material throughout. This may include non-academic sources, but there must

be a minimum of 4 academic, peer-reviewed sources (and they should cover at least three different themes in your work), with an emphasis on course material.

7) All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

Papers submitted before the deadline are available to revise and resubmit the assignment. For details on revision and resubmission see the 'revise and resubmit' tab in brightspace.

The Department's rules regarding plagiarism and the submission of similar essays to two or more different instructors are appended to this course outline and should be noted. (See 'Criteria for Evaluation of Written Assignments' below).

Final Exam: To be held online during the scheduled exam period.

20 or 40% of final course grade (depending on course options chosen). For those who choose the essay or the exam is worth 20%. For those who choose the weekly responses the final exam is worth 40%. To be scheduled during the exam period. 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.

Zoom Etiquette
1. Please pay attention to video, microphone and screensharing settings. Keep chat rooms and images appropriate for an academic setting. Any inappropriate actions, imagery, discussion or chat messages may result in your removal from the meeting at my discretion. Audio recordings may be available as an alternative to synchronous discussion.
2. Please test all WIFI, video and audio before the meetings. Zoom buttons for raising your hand, responding yes and no, asking host to adjust speed, requesting a break and more.
3. Please be conscious of your speaking time and that of others, if you are continuing in a manner that is not fair to your peers, I reserve the right to intervene and put us back on a more focused discussion.

Recording synchronous content (office hours or other meetings)

All of the remote learning sessions for this course **may** be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings may be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals participating in the course for their private or group study purposes. Please contact the instructor if you have any concerns related to session recordings. Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

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. All work must have sufficient academic content and sources related to our course or else it cannot receive full marks. All written work must use proper essay paragraph structure and conform to the 'criteria for the evaluation of written assignments' below or it cannot achieve full grades.

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 <u>not</u> to the instructor. Only the Dean`s office can determine if accommodation is warranted.

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)."

Guidelines for Success in Class

 Since there seldom are definitive answers to the questions we will be asking about international law relations, 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 as participation. 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 the evaluation of written assignments

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

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.

Bibliography (style: Modified Harvard) - no footnotes or endnotes are allowed for citation

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.

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)

Bibliography

A bibliography must be included in all written work (including essays, weekly responses and exams), 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

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.

Revise and resubmit for the essay only (weekly responses and exams have no revise and resubmit option)

Everyone in all of my third and fourth year courses has one 'revise and resubmit' on every written assignment. I do this as practice because that's how my papers and chapters are reviewed by editors, and it's a primary value of the university experience, editing and revising.

Written assignments in this course are able to be revised and resubmitted once and once only.

If you want to use this as a draft option, you can hand in your written assignment early.

In most cases, you will want to revise and resubmit the substantial assignments first, such as an essay.

For students submitting on time: I follow a first-in-first-out essay submission system. If you submit your essay on time I will aspire to have it back as soon as possible, so you can revise and resubmit it asap.

For students submitting with an approved extension: it's less likely that you will get the essay back in time to revise it. Please keep that in mind.

Resubmission rules

1. Resubmissions can only result in a higher grade, as long as you track changes. **You must track changes.** If you do not track changes I will have to remark your paper from scratch and your grade is no longer guaranteed to improve. We use the online version of Word - we can track changes with --'review'-> 'track changes'--> 'track changes for everyone'

2. You **must include a grade goal** for your revised paper. The grade goal lets me assess the extent to which you have taken my comments and feedback and made sufficient changes to achieve your grade goal.

3. **You will not receive a second set of comments** on the revisions only a revised grade. This is standard practice in publishing as well (revisions are sufficient and they publish or revisions are insufficient and they reject).

4. All resubmissions must be submitted before you write your exam for the course.

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.

Late Assignments - Formal Guidelines

Late papers will be accepted but will be subject to a late penalty of 10 per cent per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

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 chose 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.

Religious/Cultural Observance

Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) by Week 4. I strongly encourage you to honor your cultural and religious holidays! However, if I do not hear from you by Week 4, I will assume that you plan to attend all class meetings.

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[1] Policy taken from Dr Cheyney with permission.
https://web.archive.org/web/20210413194856/https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples

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.

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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.

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	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.

	deeply about the class content, and provide a rubric so you can self-assess your own work.	
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**	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

for you and submitting the data analysis as your own.	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. However, if you prompt a Generative technology technology to create an original source of text or media – something that cannot be traced back to an original source (e.g., a Taylor Swift rendition of the Declaration of Independence) – you can write "This text was generated by ChatGPT [or insert another Generative technology technology] in a footnote."

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.

3201 SEMINAR TOPICS AND READINGS
Note: The schedule below is subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

Week 1 No required readings	Optional: Borrows, John. Canada's indigenous constitution. University of Toronto Press, 2010, Chapter 1.
Week 2 Introduction to International Law	Peter Malanczuk, Akehurst's Modern International to International Law, Chapter 3. Louis Henkin, How Nations Behave, 1979, p.39-87. For reference/background (not required reading): Koh, Harold Hongju. "Why Do Nations Obey International Law?" (1997).
Week 3 **Term Assignment Sign up due by the end of this week** The Role of Theory in the Law	Ian Scobbie, "Wicked Heresies or Legitimate Perspectives? Theory and International Law" in Evans, International Law. Course file: "Impact of Westphalia "and "International Economic Law" Not required: Mills, Alex. "The private history of international law." International & Comparative Law Quarterly 55.1 (2006): 1-50. Cutler, A. Claire, ed. The Politics of Private Transnational Governance by Contract. Taylor & Francis, 2017. Chapter 1
Week 4 - Gender and the	Jones, Adam. "Genocide and Mass Violence." Gender Matters in Global Politics: A

Law	Feminist Introduction to International Relations (2009): 127. Knop, Karen. "Re/Statements: Feminism and State Sovereignty in International Law." Transnat'l L. & Contemp. Probs. 3 (1993): 293. For reference (not required): Diane Otto, "Exile of Inclusion: Reflections on Gender Issues in International Law over the Last Decade" 10 Melbourne Journal of International Law 11 (2009) **Or** Otto, Diane. "Power and Danger: Feminist Engagement with International Law through the UN Security Council." Austl. Feminist LJ 32 (2010): 97. Kirby, Paul. "Ending sexual violence in conflict: the Preventing Sexual Violence Initiative and its critics." International Affairs 91.3 (2015): 457-472.
Week 5 Rising Constitutionalism	Course File "International Agreements" Hirschl, Ran "The New Constitutionalism and the Judicialization of Pure Politics Worldwide" 75 Fordham L. Rev. 721 (2006-2007 Kuhner, Timothy K. "Plutocracy and Partyocracy: Oligarchies Born of Constitutional Interpretation." Rev. Const. Stud. 21 (2016): 115. Tully, James, et al. "Introducing global integral constitutionalism." Global Constitutionalism 5.1 (2016): 1. For reference: Fitzgerald, Oonagh E., and Eva Lein, eds. Complexity's embrace: the international law implications of Brexit. McGill-Queen's Press-MQUP, 2018. Hirschl, Ran "The Rise of Constitutional Theocracy" in Constitutional Theocracy, Harvard University Press, 2010. Catalonia: Morató, Xavier Cuadras, ed. Catalonia: A New Independent State in Europe?: A Debate on Secession within the European Union. Routledge, 2016.
Week 6 The International Court of Justice	Course file "Rights and Duties" Hugh Thirlway, "The International Court of Justice" in Malcolm D. Evans, International Law (2nd Ed.), pp. 561-588. Pick one of the following: Clapham, Phillip J. "Japan' s whaling following the International Court of Justice ruling: Brave New World–Or business as usual?." Marine Policy 51 (2015): 238-241. Anghie, Antony T. "Politic, Cautious, and Meticulous: An Introduction to the Symposium on the Marshall Islands Case." American Journal of International Law 111 (2017): 62-67. Allen, Stephen. "Self-determination, the Chagos Advisory Opinion and the Chagossians." International & Comparative Law Quarterly 69.1 (2020): 203-220.
Week 7 The International Criminal Court	William A Schabas "Creation of the Court" in An Introduction to the International Criminal Court, Cambridge: 2011. Akhavan, Payam. "The Rise, and Fall, and Rise, of International Criminal Justice." Journal of international criminal justice 11.3 (2013): 527-536. Scharf, Michael P. "Universal Jurisdiction and the Crime of Aggression." Harv. Int'l LJ 53 (2012): 357. For Reference: Nerlich, Volker. "The International Criminal Court 2002-2010: a View From the Inside." Criminal Law Forum 22 (2011): 199-214.

Week 8 Law of the Sea and the South China Sea Dispute	Course file: "Law of the Sea" Beckman, Robert. "The UN Convention on the Law of the Sea and the maritime disputes in the South China Sea." American Journal of International Law 107.1 (2013): 142-163. Gallagher, Marjorie Ellen. "Time Is Now: The United States Needs to Accede to the United Nations Convention on the Law of the Sea to Exert Influence over the Competing Claims in the South China Sea, The." Temp. Int'l & Comp. LJ 28 (2014): 1. For Reference: Rob Hubert, "Climate Change and Canadian Sovereignty in the Northwest Passage" Calgary Papers in Military and Strategic Studies, Occasional Paper Number 4, 2011.
Week 9 – International Humanitarian Law and Refugees	Course file: "IHL", "HR" Costello, Cathryn. "Human rights and the elusive universal subject: immigration detention under international human rights and EU law." Indiana journal of global legal studies 19.1 (2012): 257-303. For refugees: Dauvergne, Catherine. "International Human Rights in Canadian Immigration Law—: The Case of the Immigration and Refugee Board of Canada." Indiana Journal of Global Legal Studies 19.1 (2012): 305-326.
Week 10 AI and Drone Warfare	Primer: http://www.thenewatlantis.com/publications/the-tortured-logic-of-obamas-drone-war Saura, Juame. "On the Implications of the Use of Drones in International Law." J. Int'l L & Int'l Rel. 12 (2016): 120. Henderson, Ian. "Civilian Intelligence Agencies and the Use of Armed Drones." Yearbook of International Humanitarian Law-2010 (2011): 133-173. Brunstetter, Daniel, and Megan Braun. "The Implications of Drones on the Just War Tradition." Ethics & International Affairs 25.03 (2011): 337-358. For reference: Gregory, Thomas. "Drones, Targeted Killings, and the Limitations of International Law." International Political Sociology 9.3 (2015): 197-212.
Week 11 International Law and Hacking/Espionage	Course file: "Use of Force" Ohlin, Jens David. "Did Russian cyber interference in the 2016 election violate international law." Tex. L. Rev. 95 (2016): 1579. Schmitt, Michael N., and Sean Watts. "Beyond State-Centrism: International Law and Non-State Actors in Cyberspace." J Conflict Security Law, October (2016). Brito, J., & Watkins, T. (2011). Loving the Cyber Bomb? The Dangers of Threat Inflation in Cybersecurity Policy. Schmitt, Michael N., ed. Tallinn Manual 2.0 on the International Law Applicable to Cyber Operations. Cambridge University Press, 2017 (selections)
Week 12 Counterterrorism and Exam Review	Renieris, Elizabeth M. "Combating Incitement to Terrorism on the Internet: Comparative Approaches in the United States and United Kingdom and the Need for an International Solution." Vand. J. Ent. & Tech. L. 11 (2008): 673. Galli, Francesca, Valsamis Mitsilegas, and Clive Walker. "Terrorism investigations and prosecutions in comparative law." (2016): 593-600. Scharf, Michael P. "Defining terrorism as the peacetime equivalent of war crimes: Problems and prospects." Case W. Res. J. Int'l L. 36 (2004): 359. Suggested: Forcese, Craig, and Stephanie Carvin. Comment on "Ep 25 Intelligence, Huh, What Is It Good For? .... Evidence." A Podcast Called Intrepid (audio blog) March 06, 2018.

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.

Other relevant links:

[Requests for Relief from Academic Decisions](#)
[Undergraduate Procedures](#)
[Scholastic Offences](#)
[Undergraduate Procedures](#)
[Senate Review Board Appeals](#)
[Procedures](#)
[Course Numbering Policy, Essay Courses, and Hours of Instruction](#)