

3510– Decolonizing Politics

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:	Decolonizing politics
Location and time:	Check your timetable
Instructor	Dan Bousfield
Office Hours	Wednesday 11:00am- 01:00pm via zoom - link in Brightspace
Email:	dbousfie@uwo.ca
Text only phone	289-620-6665
Zoom	Available through the sidebar in Brightspace

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 if you are dropped from a course for failing to have the necessary prerequisites.

Introduction:

This course traces the colonial lineage of political science and political studies through a decolonial reading of key texts. With an emphasis on the role of the academy in imperialism, racism, settler colonialism and hierarchies of intersectionality, this course examines the subfields of political science and forms of decolonial mobilization. Topics range from the ongoing practices of settler colonialism to

the role of affect and race in humanitarianism, as well as strategies and practices of activism, the logics of terrorism and queer approaches to Eurocentric politics.

Learning Objectives:

Through this course all students will have the opportunity to:

- Discuss different approaches to decolonizing current affairs in world politics
- Describe the key events, changes over time and the current state of current affairs in world politics in the context of decolonization
- Think critically and write about an issue in current affairs through a decolonial framework
- Discuss a current affair in world politics in historical and decolonial context

Anti-requisites: Former International Relations 2701/2702, IR 2704

Prerequisites: Political Science 1020E

Course Materials

Shilliam, Robbie. *Decolonizing Politics: An Introduction*. John Wiley & Sons, 2021.

All other readings are freely available on-line, on the university's online library reserve, or through the library search.

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/Media Assessment/ CEL (if offered) 25%	Paired debate/Media Assessment CEL (if offered) 25%	Paired debate/Media Assessment CEL (if offered) 25%
Essay 40% - Due at the end of Week 10 (March 25, 2026)	Written responses 20% - (250 words minimum) + calculation assignment due April 9, 2026.	Essay 40% - Due at the end of Week 10 (March 25, 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 9, 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), the term assignment, and any additional written assignments including the exam.

Paragraph structure

Basic paragraph structure is an important part of writing. Failure to use basic paragraph structure will result in repetitive, unstructured, and illogical arguments. Paragraphs help to structure our thoughts, 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 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 a specific foundation, you will not receive credit for those submissions.

Lack of data is a lack of foundation. In the era of LLMs, inaccurate citations will be treated as no citation at all. LLMs routinely summarize sources without accessing the underlying data. **Failure to directly quote sources with quotation marks followed by an explanation in your own words will constitute a lack of sufficient citation. Paraphrasing is no longer sufficient justification for including a citation;** you must use specific and precise language, including nouns (specific people, places, and things), as generalized summaries of sources are often hallucinated, inaccurate, and incomplete when suggested by LLMs.

Basic steps to decolonization for all work in this course

1. Recontextualize political thinkers within their context – what is the role of imperialism and settler colonialism in their time.

2. Use imperialism and colonialism to understand the logic of these thinker's arguments so that 'recontextualization leads to reconceptualization'.
3. Challenging epistemology - how was it that knowledge came to be understood as valid, and what was invalidated in the process?

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.

Flexible Completion assignments:

Weekly participation. This course has 12 weekly participation assignments, and the 10 quizzes with the highest marks are counted towards your final grade. Should extenuating circumstances arise, students do not need to request Academic Consideration for the first 2 missed weekly participations. Academic consideration requests will be denied for the first 2 missed weekly participation assignments.

Religious Accommodation

When conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request an accommodation for their absence in writing to the course instructor and/or the Academic Advising office of their Faculty of Registration. This notice should be made as early as possible but not later than two weeks prior to the writing or the examination (or one week prior to the writing of the test).

Please visit the Diversity Calendars posted on our university's EDID website for the recognized religious holidays: <https://www.edi.uwo.ca>

Accommodation Policies

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

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

In accordance with policy,

https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

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

Weekly 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** (Thursday 12:01 am - Wednesday 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 = $7 \times 85 = 595$

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 – Paired Debate

Students must sign up on the link in OWL by the end of week 3 for the debate or essay proposal or they forfeit their grade.

In teams of two ONLY, students should pick a specific issue to decolonize related to their area of interest on Week one. The debate should outline the key issues from two opposing sides and points of contention and present each side coherently and convincingly to the class.

The debate should likely be framed in reformist versus radical strategies of decolonization.

The responses should attempt the decolonial strategies discussed in week 1, with clear academic Foundation. Each pair should try to convey the perspective of the two sides as well as the actual outcome. MAXIMUM 5 MINUTES.

The presentation should highlight:

1. Key actors involved
2. Relevant context or history related to the issue
3. Claims and evidence put forward on both side
4. Likely or actual outcome of the issue and the trajectory of the relations moving forward

Students will need to upload their presentation in an accessible and clear format (such as a series of tiktoks back and forth, youtube, etc) for each week they sign up. Students must present on the week they sign up or else they forfeit their grade. Students are encouraged to think creatively about how they will present the debate and presentations may take alternative formats as long as they accomplish the requirements outlined above. In order to receive an individual mark, students must upload a short (200 word) summary of their role in the debate preparation and execution, assessing their groups' strengths and weaknesses in OWL under 'Assignments'. If no individual summary is included both students will receive the same mark. 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.

Option 2 - Media Assessment

Due at the end of **Week 7**. This assignment will critically engage with a movie or documentary that deals with decolonial politics. A list of acceptable material is available on the course webpage, and all media must have sufficient levels of academic-based argumentation from our class to warrant its use. All media assessments must have prior approval of the instructor and must be signed up on the course website at least 2 weeks before it is handed in. The media assessment must critically engage with the content of the movie for its use in our understand of the course material, as well as base arguments in academic research and debates. You should assess the media for its arguments about decolonization, and the viability of the arguments given the academic debates on the issue. The assignment should be a minimum of 1000 words, in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources, drawing primarily from course readings. 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.

Option 3: Community Engaged Learning

A few students will have the option of participating in a Community Engaged Learning (CEL) opportunity with an offsite organization involved in International legal issues. Students must submit an application in-class for the opportunity to participate and will be graded on their successful completion of their placement and a short reflective summary that links their work with the CEL to class content. The reflection is just about how you felt about it in the beginning, middle and end and how your expectations changed over time. I am looking for reflection, if you can link to course themes that would

be great, but I am really assessing reflection in general. It shouldn't be too long - I feel the CEL placement is the bulk of the work, it is really just an expanded version of the logs with some reflection on what happened, how your expectations changed and what you would say to someone who wanted to do it next year (i.e. 4-5 double spaced pages). 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 40% of final grade, due at the end of Week 10

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.

Students will write a major research paper (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay topics should be chosen by week 6. The essay will choose a pre-approved topic and the required material(s) and explicitly choose something to decolonize using Shilliam's *recontextualize, reconceptualize, reimagine* framework. 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, topic, and thesis question or area of interest for potential research.** Preapproved topics and approaches are here.
2. **Something to decolonize** using Shilliam's *recontextualize, reconceptualize, reimagine* framework. The framework will provide the explanatory foundation of the thesis.
3. **Three key distinct arguments with evidence in support of the thesis.** Remember to follow the paragraph structure in the course outline. The data should primarily come from course readings, the pre-approved suggested readings, and the suggested textbooks. Students must engage with at least four course texts to complete the assignment, and the majority of your academic sources should come from the required and optional readings in the course outline.
4. **A conclusion that mirrors your title, topic, and thesis question.** It is always a good idea to rewrite your introduction after you have written your conclusion. Your conclusion should provide the clear foundation that you have established throughout the essay, to demonstrate the validity of your thesis. Therefore, your thesis and your conclusion should match one another. Failure to have consistent argumentation will result in the inability to achieve full grades.
5. **Properly cited research.** In-text citation is preferred (author-date system, as outlined below in 'guidelines for success in class'). There should be no proxy urls (<https://www.lib.uwo.ca/>), no search urls (<http://search.proquest.com/scholarly-journals/>), or Dropbox urls (<https://www.dropbox.com/>). Citations need to be consistently formatted, readily available, in English, with precise page numbers (no inclusion of p.23-44, or consistent citation across pages (i.e. p.118-119). 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.

6. **A title page** with your name, a title for your paper that reflects the thesis and topic of your paper, the date of submission, and the course number on it. If you cannot clearly and simply identify the title and topic of your paper, it is often an indicator of a lack of focus.

Papers submitted before the deadline can revise and resubmit the assignment. For details on revision and resubmission see the 'revise and resubmit' tab in OWL.

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). Students must submit their papers through OWL and all papers may be processed by turnitin. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

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.

Learning Outcomes

Assignment	Description	Learning Outcome
Participation		Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience
Response Papers	Identify key themes and arguments in written work, synthesize arguments analytically into written form	Communicate in written form in an analytical and clear fashion; an awareness of the extensive and limits of one's own knowledge; assess evidence critically;
Essay	Ability to identify different methodological approaches; apply a specific methodological approach to a specific global issue; analyze the global issue for trajectory; evaluate likely outcomes of the issue	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Group Presentations	Ability to identify different methodological approaches; apply a specific methodological approach to a specific global issue; analyze the global issue for trajectory; evaluate likely outcomes of the issue	Critically assess each other's arguments for validity in terms of current affairs; gain a basic understanding of the academic editing process; work with peers to develop strong arguments about global issues

Exam		Communicate in a written format in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; how power culture and history condition knowledge formation; understand the ambiguity, uncertainty, ubiquitous and controversial nature of politics
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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)

Any 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.

Non-medical and medical accommodation

Non-medical absences from class, late essays or assignments, will be subject to a 10% penalty per day (weekends included). All assignments must be completed to receive course credit. Further information is found in the Policy on Accommodation for Medical Illness (<https://studentservices.uwo.ca/secure/index.cfm>).

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

Statement on 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 decolonizing politics, 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 the online forums, e-mail, Facebook or zoom 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. The forums should be the primary location for questions, please only use the other options AFTER you have posted to the forum.

Criteria for the evaluation of written assignments

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 4 line 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

In the era of LLMs, inaccurate citations will be treated as no citation at all. LLMs routinely summarize sources, without accessing the underlying data. A 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 a sufficient justification for including a citation, you must use specific and precise including nouns (specific people, places and things) as generalized summaries of sources are often hallucinated, inaccurate and incomplete when suggested by LLMs.

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 (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.

Sample bibliography

Bastos, Marco T., and Dan Mercea. "The Brexit botnet and user-generated hyperpartisan news." *Social Science Computer Review* 37.1 (2019): 38-54.

Dobber, T., R. F. Fahy, and FJ Zuiderveen Borgesius. "The regulation of online political micro-targeting in Europe." *Internet Policy Review* 8.4 (2019): 4.

Grieder, William. "How the swindlers of Silicon Valley avoid paying taxes." *The Nation*, October 17, 2017, <https://www.thenation.com/article/how-the-swindlers-of-silicon-valley-avoid-paying-taxes/>. Accessed August 1, 2020.

Gill, Stephen. "Transnational class formations, European crisis and the silent revolution." *Critical Sociology* 43.4-5 (2017): 641.

Analytical Content and Paragraph structure:

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

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

Development of an Argument:

Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

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

Grammar, Spelling, and Style:

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

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

Revise and resubmit

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 as soon as possible.

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 re-mark 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 take 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 also may take longer to respond to communications during non-working hours, holidays, and weekends. 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 classroom¹

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

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

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

I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

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

Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!"

Policy on non-service animals in the classroom

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

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

¹ Policy taken from Dr Cheyney with permission.

<https://web.archive.org/web/20210413194856/https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>

religious holidays! However, if I do not hear from you by Week 4, I will assume that you plan to attend all class meetings.

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 Guidelines²

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 LLMs, 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.

² From U-M Faculty Member Alisse Portnoy, English.

How generative technology may be used in assessment:

1. Pre-assessment - to provide structural or overall feedback before I begin any grading.
2. Applying rubric - using the rubric from the course outline to apply to submitted assignments to assess the degree of compliance before or during I complete any grading.
3. During assessment - to double-check the veracity of claims being made about your submission during my assessment of your material.
4. Post assessment - to find additional examples or instances in your submissions to assist in my feedback.
5. Refining assessment - suggesting forms of constructive criticism, actionable items, and overarching themes or issues to assist in your assessment.

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	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.

	scenarios to help you think more 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 for you and submitting the data analysis as your own.	Research has shown that using Generative technology to provide solutions for you (or in this case, provide data analysis output for you) prevents you from actively engaging with, and learning, the material (read: Generative AI Can Harm Learning). Using Generative technology in this way subverts your learning. Additionally, Generative technology tools are not calculators or math machines, they are predictability machines (they guess which words go together to make the most plausible human-sounding response).
Copying AI-generated text word for word into your written work, but citing it as written by AI .	<p>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.</p> <p>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."</p>

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. If in doubt about permitted usage, please ask for clarification.

Reading Schedule

Week 1 – Colonialism, Empire, and the Polis

Shilliam, Robbie. Decolonizing Politics: An Introduction. John Wiley & Sons, 2021. Ch 1 - Introduction

Discussion topic: Decolonizing the essay

Additional Readings:

- Required: Mignolo, Walter D., and Catherine E. Walsh. On decoloniality: Concepts, analytics, praxis. Duke University Press, 2018. Ch 1.
- Frank, Jill. 2004. "Citizens, Slaves, and Foreigners: Aristotle on Human Nature." American Political Science Review 98 (1): 91–104.
- Malkin, Irad. 2004. "Postcolonial Concepts and Ancient Greek Colonization." MLQ: Modern Language Quarterly 65 (3)
- Dietz, Mary G. 2012. "Between Polis and Empire: Aristotle's Politics." The American Political Science Review 106 (2)
- Cambiano, Giuseppe. 1987. "Aristotle and the Anonymous Opponents of Slavery." In Classical Slavery, ed. Moses I. Finley, 28–52. London: Cass.
- Borrows, John. Canada's Indigenous Constitution. Toronto: University of Toronto Press, 2010. Ch 1.

Week 2 – Race and Political Theory

Shilliam, Robbie. Decolonizing Politics: An Introduction. John Wiley & Sons, 2021. ch 2 - Political Theory.

Discussion topic: Critically assessing sources

Additional Readings:

- Required: Sylvia Wynter. 2015. "The Ceremony Found: Towards the Autopoietic Turn/Overtown, Its Autonomy of Human Agency and Extraterritoriality of (Self-)Cognition." In *Black Knowledges /Essays in Critical Epistemology*, ed. Sabine Broeck, 184–252. Liverpool: Liverpool University Press
- Immanuel Kant. 2011. "Determination of the Concept of a Human Race." In *Kant: Anthropology, History, and Education*, eds. Robert B Louden and Günter Zöller, 143–159. Cambridge: Cambridge University Press
- Immanuel Kant. 2011. "Of the Different Races of Human Beings." In *Kant: Anthropology, History, and Education*, eds. Robert B Louden and Günter Zöller, 82–97. Cambridge: Cambridge University Press.
- Elizabeth Phillipose, "Decolonizing Political Theory", *Radical Pedagogy* 2007
https://radicalpedagogy.icaap.org/content/issue9_1/philipose.html
- Sylvia Wynter. 1991. "Columbus and the Poetics of the Propter Nos." *Annals of Scholarship* 8 (2): 251–286.
- Chaly, V.A., 2020. Immanuel Kant — Racist and Colonialist? *Kantian Journal*, 39(2), pp. 94- 98.
<http://www.kant-online.ru/en/?p=1264>
- Palmater, Pamela. *Beyond Blood: Rethinking Indigenous Identity*. Saskatoon: Purlich Publishing Limited, 2011. Chapter 1

Week 3 – Decolonizing Political Behavior

Shilliam, Robbie. *Decolonizing Politics: An Introduction*. John Wiley & Sons, 2021. ch 3 - Political Behavior.

Discussion topic: recognizing bias

Additional Readings:

- Required: Charney, Evan, and William English. 2013. "Genopolitics and the Science of Genetics." *American Political Science Review* 107 (2): 382–395.
- Frantz Fanon. 1970. "The 'North African Syndrome.'" In *Toward the African Revolution*, 13–26. London: Penguin.
- Frantz Fanon. 2018b. "Social Therapy in a Ward of Muslim Men: Methodological Difficulties." In *Alienation and Freedom*, eds. Jean Khalfa and Robert J. C. Young, 353–372. London: Bloomsbury Academic Press.
- Frantz Fanon. 2018a. "Letter to the Resident Minister." In *Alienation and Freedom*, eds. Jean Khalfa and Robert J. C. Young, 433–436. London: Bloomsbury Academic Press.

Week 4 – The basis of comparison in politics

Shilliam, Robbie. *Decolonizing Politics: An Introduction*. John Wiley & Sons, 2021. Ch 4 - comparative politics.

Discussion topic: defining development

Additional readings:

- Required: Engerman, David C. 2010. "Social Science in the Cold War." *Isis* 101 (2)
- Required: Campbell, Horace. "The Impact of Walter Rodney and Progressive Scholars on the Dar Es Salaam School." *Social and Economic Studies* 40, no. 2 (1991): 99–135.
- Weber, Heloise. 2007. "A Political Analysis of the Formal Comparative Method: Historicizing the Globalization and Development Debate." *Globalizations* 4 (4): 559–572.
- Shils, Edward. 1960. "Political Development in the New States." *Comparative Studies in Society and History* 2 (3)

- Pye, Lucian W. 1958. "The Non-Western Political Process." *Journal of Politics* 20 (3): 468–486.
- Pye, Lucian. 1965. "The Concept of Political Development." *The ANNALS of the American Academy of Political and Social Science* 358 (1)
- Rodney, Walter. 1968. "Education and Tanzanian Socialism." In *Tanzania: Revolution by Education*, ed. Idrian N. Resnick, 71–84. Arusha: Longmans of Tanzania Ltd.
- Rodney, Walter. 1989. *How Europe Underdeveloped Africa*. Nairobi: Heinemann Kenya. Ch 1, 6.

Week 5 – Decolonizing IR

Shilliam, Robbie. *Decolonizing Politics: An Introduction*. John Wiley & Sons, 2021. Ch 5 International Relations.

Discussion topic: Race and the syllabus

Additional readings:

- Required: Sabaratnam, Meera. "Is IR theory white? Racialised subject-positioning in three canonical texts." *Millennium* 49.1 (2020): 3-31.
- Required: Jacobs, Robert. 2013. "Nuclear Conquistadors: Military Colonialism in Nuclear Test Site Selection during the Cold War." *Asian Journal of Peacebuilding* 1 (2)
- Bousfield, Dan, Heather L. Johnson, and Jean Michel Montsion. "Racialized Hearts and Minds: Emotional Labor and Affective Leadership in the Teaching/Learning of IR." *International Studies Perspectives* 20.2 (2019): 170-187.
- Hall, Ian. 2014. "Martin Wight, Western Values, and the Whig Tradition of International Thought." *The International History Review* 36 (5): 961–981.
- Hodson, H. V. 1950. "Race Relations in the Commonwealth." *International Affairs* 26 (3): 305-315.
- Martin Wight. 1966. "Western Values in International Relations." In *Diplomatic Investigations*, eds. E. H. Butterfield and M. Wight, 89–131. London: Allen & Unwin.
- Martin Wight. 1972. "International Legitimacy." *International Relations* 4 (1): 1–28.
- Hilda Halkyard-Harawira & Katie Boanas, "Pacific Connections: Women and the Peace Movement in Aotearoa", in R. Du Plessis & P. Bunkle (eds.), *Feminist voices : women's studies texts for Aotearoa/New Zealand* (Auckland: Oxford University Press, 1992)
- Naidu, Vijay. 1986. "The Fiji Anti-Nuclear Movement: Problems and Prospects." presented at the United Nations University Conference, Auckland.
- Teaiwa, Teresia K. 1994. "Bikinis and Other s/Pacific n/Oceans." *The Contemporary Pacific* 6 (1): 87–109.
- Anzaldúa, Gloria. *Borderlands / La Frontera: The New Mestiza*. San Francisco: aunt lute books, 1987.

Week 6 – Settler Colonialism

McGlinehey, Stephen (ed.) 2017. *International Relations* (Bristol: E-International relations publishing) Ch 10 global poverty and wealth

Discussion topic: Food systems

- Required: Veracini, Lorenzo. *Settler colonialism*. Palgrave Macmillan, 2010. Into and Ch 1.
- Required: Coulthard, G. *Red skin, White masks. Rejecting the colonial politics of recognition*. Minneapolis: University of Minnesota Press, 2014.

- Bousfield, Dan. "Settler colonialism in vegetal worlds: exploring progress and resilience at the margins of the Anthropocene." *Settler Colonial Studies* 10.1 (2020): 15-33.
- Simpson, Audra. *Mohawk interruptus: Political life across the borders of settler states*. Duke University Press, 2014.
- Rifkin, Mark. *Settler common sense: queerness and everyday colonialism in the American renaissance*. 2014.
- Hill, Susan M. *The clay we are made of: Haudenosaunee land tenure on the Grand River*. Vol. 20. Univ. of Manitoba Press, 2017.
- Irlbacher-Fox, Stephanie. *Finding Dahshaa: Self-government, social suffering, and Aboriginal policy in Canada*. UBC Press, 2010.
- Miller, James Rodger. *Shingwauk's vision: A history of Native residential schools*. University of Toronto Press, 1996.
- Joseph, Bob. *21 Things You May Not Know About the Indian Act: Helping Canadians Make Reconciliation with Indigenous Peoples a Reality*. Port Coquitlam: Indigenous Relations Press, 2018.

Week 7 – Affect and Humanitarianism as Intervention

McGlinehey, Stephen (ed.) 2017. *International Relations* (Bristol: E-International relations publishing)

Ch 11 protecting people

Discussion topic: R2P

- Required: Mostafanezhad, Mary. "The geography of compassion in volunteer tourism." *Tourism Geographies* 15.2 (2013): 318-337.
- Required: Sabaratnam, Meera. *Decolonising intervention: International statebuilding in Mozambique*. Rowman & Littlefield, 2017.
- Mills, Charles W. *Black rights/white wrongs: The critique of racial liberalism*. Oxford University Press, 2017. Intro, ch 1.
- Mostafanezhad, Mary. "'Getting in Touch with your Inner Angelina': celebrity humanitarianism and the cultural politics of gendered generosity in volunteer tourism." *Third world quarterly* 34.3 (2013): 485-499.
- Kapoor, Ilan. *Celebrity humanitarianism: The ideology of global charity*. Routledge, 2012. Intro, Ch 1.
- Kapoor, Ilan, and Zahi Zalloua. *Universal Politics*. Oxford University Press, 2021. Intro, Ch 1.
- Sabaratnam, Meera. "On Situatedness, Knowledges and Absences: A Response to the Symposium on Decolonising Intervention." *The Disorder Of Things* (2018).

Week 8 – Gender, Race and Intersectionality

McGlinehey, Stephen (ed.) 2017. *International Relations* (Bristol: E-International relations publishing)

Ch 12 connectivity, communications and technology

Discussion topic: #metoo

- Required: Sabaratnam, Meera. "In the ruins of canonicity: women and their practices of thought." *International Politics Reviews* 9 (2021): 246-250.
- Required: Lugones, María. "Toward a decolonial feminism." *Hypatia* 25.4 (2010): 742-759.
- Scauso, Marcos S. *Intersectional Decoloniality: Reimagining International Relations and the Problem of Difference*. Routledge, 2020. Intro, Ch 1.
- Weheliye, Alexander G. *Habeas viscus: Racializing assemblages, biopolitics, and black feminist theories of the human*. Duke University Press, 2014. Intro, Ch 1.

- Patil, Vrushali. *Webbed Connectivities: The Imperial Sociology of Sex, Gender, and Sexuality*. U of Minnesota Press, 2022.
- Angathangelou, Anna M., Anna M. Agathangelou, and L. H. M. Ling. "Desire industries: Sex trafficking, UN peacekeeping, and the neo-liberal world order." *The Brown Journal of World Affairs* 10.1 (2003): 133-148.

Week 9 – Decolonial, settler and anti-black racism activism – ONLINE WEEK DO NOT COME TO CLASS

McGlinehey, Stephen (ed.) 2017. *International Relations* (Bristol: E-International relations publishing)
Ch 13 voices of the people

Discussion topics: #landback #blm #mmiwg

- Required: Collective, Combahee River. "The Combahee river collective statement." *Home girls: A Black feminist anthology* 1 (1983): 264-274.
- Required: Ficklin, Erica, et al. "Fighting for our sisters: Community advocacy and action for missing and murdered Indigenous women and girls." *Journal of Social Issues* 78.1 (2022): 53-78.
- Mullings, Delores V., Anthony Morgan, and Heather Kere Quelleng. "Canada the great white north where anti-black racism thrives: Kicking down the doors and exposing the realities." *Phylon* (1960-) 53.1 (2016): 20-41.
- Moeke-Pickering, T., Rowat, J., Cote-Meek, S., & Pegoraro, A. (2021). 7. Indigenous Social Activism Using Twitter: Amplifying Voices Using# MMIWG. In *Indigenous Peoples Rise Up* (pp. 112-124). Rutgers University Press.
- Taylor, Keeanga-Yamahtta. *From# BlackLivesMatter to black liberation*. Haymarket Books, 2016. Ch 7.
- Smith, Rogers M., and Desmond King. "Racial reparations against white protectionism: America's new racial politics." *Journal of Race, Ethnicity, and Politics* 6.1 (2021): 82-96.
- Kidd, Dorothy. "North American Extra-Activism and Indigenous Communications Practices." *Mediaciones* 16.25 (2020): 222-245.
- Kromidas, Maria. "'Agent of Revolutionary Thought': Bambara and Black Girlhood for a Poetics of Being and Becoming Human." *Jeunesse: Young People, Texts, Cultures* 11.1 (2019): 19-37.
- Trisos, Christopher H., Jess Auerbach, and Madhusudan Katti. "Decoloniality and anti-oppressive practices for a more ethical ecology." *Nature Ecology & Evolution* 5.9 (2021): 1205-1212.
- Ahmed, Sara. *Complaint!*. Duke University Press, 2021.

Week 10 – Terrorist Assemblages

McGlinehey, Stephen (ed.) 2017. *International Relations* (Bristol: E-International relations publishing)
Ch 14 transnational terrorism

Discussion topic: critical terrorism studies

- Required: Puar, Jasbir K. *Terrorist assemblages: Homonationalism in queer times*. Duke University Press, 2018. Intro, Ch 1.
- Required: Rahman, Momin. "Queer rights and the triangulation of Western exceptionalism." *Journal of Human Rights* 13.3 (2014): 274-289.
- Erlenbusch-Anderson, Verena. "Historicizing white supremacist terrorism with Ida B. Wells." *Political Theory* 50.2 (2022): 275-304.
- Telford, Andrew. "A climate terrorism assemblage? Exploring the politics of climate change-terrorism-radicalisation relations." *Political Geography* 79 (2020): 102150.

- Amoore, Louise. *Cloud ethics: Algorithms and the attributes of ourselves and others*. Duke University Press, 2020.
- Chen, Mel Y. *Animacies: Biopolitics, racial mattering, and queer affect*. Duke University Press, 2012.
- Crawford, Kate. *The atlas of AI: Power, politics, and the planetary costs of artificial intelligence*. Yale University Press, 2021.
- Blout, Emily, and Patrick Burkart. "White Supremacist Terrorism in Charlottesville: Reconstructing 'Unite the Right'." *Studies in Conflict & Terrorism* (2020): 1-22.

Week 11- Challenging Eurocentrism

McGlinehey, Stephen (ed.) 2017. *International Relations* (Bristol: E-International relations publishing)

Ch 17 managing global security beyond 'pax americana'

Discussion topic: small states

- Required: Hobson, John M. *The Eurocentric conception of world politics: Western international theory, 1760-2010*. Cambridge University Press, 2012. Intro, Ch 1.
- Required: Hobson, John M., and Alina Sajed. "Navigating beyond the Eurofetishist frontier of critical IR theory: Exploring the complex landscapes of non-Western agency." *International Studies Review* 19.4 (2017): 547-572.
- Getachew, Adom. "Worldmaking after empire." *Worldmaking after Empire*. Princeton University Press, 2019.
- Alejandro, Audrey. *Western dominance in international relations?: The internationalisation of IR in Brazil and India*. Routledge, 2018. Intro, Ch 1.
- Hobson, John M. *Multicultural Origins of the Global Economy': Beyond the Western-Centric Frontier*. Cambridge University Press, 2020.
- Ling, Lily HM. *The Dao of world politics: towards a post-Westphalian, worldist international relations*. Routledge, 2013.
- Ling, L. H. M. "Said's exile: strategic insights for postcolonial feminists." *Millennium* 36.1 (2007): 135-145.
- King, Tiffany Lethabo. *The Black shoals: Offshore formations of Black and Native studies*. Duke University Press, 2019. Intro, Ch1.
- Epp, Roger. "We Are All Treaty People: History, Reconciliation, and the Settler Problem," in *We Are All Treaty People* Prairie Essays, by Roger Epp, 2008. (121-141)

Week 12 – Queer challengers

McGlinehey, Stephen (ed.) 2017. *International Relations* (Bristol: E-International relations publishing)

Ch 18 crossings and candles

Discussion topic: queer development

- Required: Rahman, Momin. "Queer as intersectionality: Theorizing gay Muslim identities." *Sociology* 44.5 (2010): 944-961.
- Required: Greensmith, Cameron, and Sulaimon Giwa. "Challenging settler colonialism in contemporary queer politics: Settler homonationalism, Pride Toronto, and two-spirit subjectivities." *American Indian Culture and Research Journal* 37.2 (2013): 129-148.
- Morgensen, Scott Lauria. *Spaces between us: Queer settler colonialism and indigenous decolonization*. U of Minnesota Press, 2011.

- Rosenberg, Rae. "Psychic geographies of queer multiculturalism: Reading Fanon, settler colonialism and race in queer space." *Environment and Planning D: Society and Space* 39.6 (2021): 1129-1146.
- Chen, Mel Y. *Animacies: Biopolitics, racial mattering, and queer affect*. Duke University Press, 2012.
- March, Loren. "Queer and trans* geographies of liminality: A literature review." *Progress in Human Geography* 45.3 (2021): 455-471.
- Halberstam, Jack. "The queer art of failure." *The queer art of failure*. Duke University Press, 2011. Intro, Ch1.

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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.

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