

Political Science 4201– UN Issues 2026

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:	UN Issues
Day:	Thursday 8:30-10:30

Instructor:	Dan Bousfield
Office Hours:	Wednesday 11:00 a.m. To 1:00 p.m. On Zoom
Email:	dbousfie@uwo.ca
Telephone:	289-620-6665 text only
Course Week	THURSDAY The course week will be Thursday from 12:01am to 11:55PM on Wednesdays. All weekly content will be due Wednesday at 11:55PM.

Anti-requisite(s): POLS 4402F – This cannot be waived.

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.

Introduction:

This course will help you critically assess the political perspectives on contemporary issues on the United Nations and global governance. This course will help you explore the theoretical perspectives on the

United Nations, as well as key issues, debates and topics in global governance. We will address a range of issues starting with the UN's objectives, structure and decision-making procedures, followed by United Nations' policies and activities on a range of contemporary issues, including peacekeeping, peace building, humanitarian intervention, economic development, and human rights.

Learning Objectives:

Through this course all students will have the opportunity to:

- Identify the implicit messages and goals of public documents and media relating to a United Nations issue
- Evaluate a popular depiction of the United Nations policy or issue
- Acquire a historical context of existing United Nations policy and actions
- Identify key issues in contemporary UN policies and apply a critical framework to assess the effectiveness of policy decisions

Through this course some students will have the opportunity to:

- Evaluate the effectiveness of mainstream accounts of the functioning of the United Nations

Course Materials

All readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon or Law Libraries. The course will be ordered thematically so the specific reading schedule will be established on the first week of class. Please do not turn off announcements in OWL Brightspace as you may miss important course content and notifications.

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If students need assistance with OWL Brightspace, they can seek support on the [OWL Brightspace Help](#) page.

Alternatively, they can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace. What is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

Announcements and notifications

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

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

Methods of Evaluation

Participation - 25%	Media Assignment/Background Presentation – 20% - always requires formal academic accommodation for rescheduling. Written media assessments are due the end of week 5 (Feb 11, 2026).
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Presentation - 20% Option 1 – Various Weeks Option 2 – End of week 7 (March 4, 2026)	Essay 35% - Due end of Week 10 (March 25, 2026)
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For all written work in this course:

Paragraph structure

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

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

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. *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 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:

Media Assignment/Background Presentation

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.

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_Accommodation_disabilities.pdf.

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

In accordance with policy,

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

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

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

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

Weekly Participation – (Weekly submissions)

Weekly Assignments – Base submission is pass/fail 70% (17.5 of 25)

Students **must** complete a minimum of **two engagement options weekly** to fulfill participation requirements. You can choose to do 250-word paragraph responses each week, but they need to follow the requirements outlined in this syllabus. You can collaborate with peers on submissions, but they must be submitted individually. A **total of 10 weeks of participation is required**, allowing students to skip 2 weeks (e.g., weeks 1, and 12). Completing 10 weeks fulfills the full 70%. If you are submitting the same assignment for a second time, make sure to address 'What did I do differently this week?'

Weekly Engagement Options:

In-class exercises (no matter how many) count as one form of participation.

For the secondary form of participation, these are available options:

1. **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 issues. 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. **Video Responses**: A short (TikTok-style) video exploring a key academic issue from each lesson's content, suitable for a general audience. Videos must reference at least one academic, peer-reviewed source from our reading list and can be uploaded to Brightspace each week (or linked if hosted elsewhere). Public posting is not required. Each video counts for one participation mark.
3. **Infographic** - For the infographic option, students must produce a visually compelling and clearly organized visual argument that shows critical engagement with this week's material. The infographic should draw directly on at least two course readings, including direct quotations that are embedded meaningfully in the visual narrative. It must reflect current debates in 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 contradiction, 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. See a sample [here](#).

A Final calculation activity is **required** to receive your participation mark.

Beyond the two forms of participation each week, substantive improvement can result in a higher grade. I withhold the right to assess the quality of the submission and adjust the grade accordingly). You should be able to demonstrate your responses to my feedback, engaging with different course material each week to demonstrate improvement throughout the course.

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 participation summary)

Students will receive a 1% bonus on their final participation summary 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 participation mark.

Media Assessment or Background Presentation:

Option 1: Media Assessment - Sign up will be during week 1 or you will forfeit your grade. This assignment will critically engage with an official or unofficial depiction of UN action in relation to a specific case or issue of global governance. All media options must be approved by the instructor before proceeding with the assignment. Media can include but is not limited to motion pictures, short films, documentaries, and (media-based) public relations of any UN body, agency or group. Signup for the media assessment will take place through the link in Brightspace. The media assessment must critically engage with the content and argument of the media for its use in understanding contemporary UN issues. This critical assessment can be presented in 2 ways.

1. A written report (essay) which assesses the media for its arguments about the UN issue, and the viability of the arguments given the academic debates on the issue. The written assignment should be a minimum of 1250 words (maximum of 1500), in proper essay format (with title page and bibliography) and have a minimum of 4 academic sources, primarily from course readings. **Due the end of Week 5.**
2. An in-class presentation. A section or short part (maximum 5 minutes) of media should be distributed to the class (subject to instructor prior approval and following class guidelines) and the presenter should outline their interpretation of the argument for the class. The presenter will then prepare a short exercise, role playing or creative interactive exercise to raise issues and ideas that stem from media and their critical interpretation of it. A minimum of 4 academic sources are required for the assignment.

For an example of a media assessment see:

Heather L. Johnson "Click to Donate: Visual images, constructing victims and imagining the female refugee" *Third World Quarterly*, June 2011.

For methodological foundation of media assessments see:

Weber, Cynthia. "International Relations Theory: A Critical Introduction." (2021).

Michael Shapiro. Chapter 1 "Philosophy, Method and the Arts." In *Studies in Transdisciplinary Method: After the Aesthetic Turn*, 2012.

Halberstam, Judith. "Low theory," The queer art of failure. Duke University Press, 2011.

<http://www.e-ir.info/2015/04/22/edited-collection-popular-culture-and-world-politics/>

Option 2: Background Presentations: Sign up will be during week 1 or you will forfeit your grade.

Students will select a chapter from Mingst, Karen A., Margaret P. Karns, and Alynna J. Lyon. *The United Nations in the 21st century*. Routledge, 2022, and highlight key issues they found in the chapter assigned for the week. The chapters are detailed and expansive, so students must choose key issues or themes of which they were unaware, or that would be useful in establishing a foundation for class discussion. The student will prepare a very short (5 minutes maximum) way to highlight the key themes of the text on an issue related to the theme for the week. THIS IS NOT A SUMMARY. The goal of the exercise is to raise analytical issues and concerns with the course material rather than summarize or re-present the material. All exercises must be preapproved by the instructor and cannot be presented without the instructor's approval. A minimum of 2 academic sources is required for this submission or full grades cannot be achieved.

Presentation

Option 1: Student Provocations (maximum of 2 per week)

The student provocations are a two-part exercise. During the first class students will select a week for their provocation. Each student will find at least one link to an article, issue, newspaper event or magazine topic and post it for the class at least one week prior to the class in which they present. Failure to post a reading for the class will make it impossible to achieve full marks on the assignment. Each student will prepare a very short (5 minutes maximum) exercise to stimulate class discussion on an issue related to course. THIS IS NOT A SUMMARY. Students should prepare a short exercise, role playing or creative interactive exercise to raise issues and ideas that stem from the discussion questions or their reading for the week. Students do not necessarily need to present orally to the class, as long as they provide clear instructions and facilitate the exercise. The goal of the exercise is to raise analytical issues and concerns with the course material rather than summarize or re-present the material. All exercises must be preapproved by the instructor and cannot be presented without the instructor's approval. A minimum of 2 academic sources is required for this submission, or full grades cannot be achieved.

Essay: Due at the end of Week 10

Length: 2000 words (8 pages strictly enforced, +/- 10% maximum), typed and double spaced. Pages should be numbered, and the type of font should be no smaller than 12 characters per inch (e.g., Arial 12). Students must submit their papers through the assignment tab in OWL and all papers may be processed by Turnitin. 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.

Topics: Students choose their own essay topics, but such choices must be approved by the instructor. The essay must have, as part of its introduction, a statement of its thesis (central argument). This thesis must be supported by a careful analysis of relevant data and arguments in

the body of the paper. 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.
- 2) One dominant approach to study the issue. The dominant approach will provide the explanatory foundation of the thesis, more than one approach can be used, but the primary approach should be linked to the explanatory assertion of the thesis (i.e. the UNHCR's role in the Rohingya crisis demonstrates the importance of international legal mechanisms in constraining state behaviour).
- 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 suggested texts. Students must engage with at least three course texts to complete the assignment, and the majority (51%+) 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.

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 Zoom meetings (including office hours) 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 and assisting with preparation of your assignments (you can request a copy of the meeting). 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.

Notes: 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).

Guidelines for Success in Class

Since there seldom are definitive answers to the questions we will be asking about UN issues, 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 Evaluation of Written Assignments

These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

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 (modified Harvard)

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, 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: 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

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 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.

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>)."

Important Notices

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 24-hour 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 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

¹ Policy taken from Dr Cheyney with permission.

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.

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.

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 classroomⁱ³

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:

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

³ This is an open source document (CC BY NC 4.0). Feel free to use it, modify it, and share it with others. This document was designed by Dr. Torrey Trust.

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 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 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.

<p>Prompting Generative technology to analyze data for you and submitting the data analysis as your own.</p>	<p>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).</p>
<p>Copying AI-generated text word for word into your written work, but citing it as written by AI.</p>	<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). Your use of AI tools must be properly documented and cited to stay within university policies on [scholastic offenses](#). For example, any use of LLMs must be documented as outlined here: [APA guidance](#), other [citation formats](#). 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.

4201 SEMINAR TOPICS AND READINGS (open to discussion and change based on class consensus in week 1)

Week 1: Framing UN Media

Heather L. Johnson "Click to Donate: Visual images, constructing victims and imagining the female refugee" *Third World Quarterly*, June 2011.

Suggested:

Kapoor, Ilan. *Celebrity humanitarianism: The ideology of global charity*. Routledge, 2012. Chapter 1

Halberstam, Judith. *The queer art of failure*. Duke University Press, 2011. Introduction 'Low theory'

Weber, Cynthia. "International Relations Theory: A Critical Introduction." (2021). Chapter 1.

Held, Mirjam BE. "Decolonizing research paradigms in the context of settler colonialism: An unsettling, mutual, and collaborative effort." *International Journal of Qualitative Methods* 18 (2019): 1609406918821574.

Week 2: Where is the UN and how did it get here?

Meera Shabaratnam (2020) Is IR Theory White? Racialised Subject-Positioning in Three Canonical Texts.' *Millennium: Journal of International Studies*.

Weiss, Thomas G., and Pallavi Roy. "The UN and the Global South, 1945 and 2015: past as prelude?" *Third World Quarterly* 37.7 (2016): 1147-1155.

Thakur, Ramesh, and Thomas G. Weiss. "United Nations "Policy": An argument with three illustrations." *International Studies Perspectives* 10.1 (2009): 18-35.

Getachew, Adom. *Worldmaking after empire: The rise and fall of self-determination*. Princeton University Press, 2019.

Week 3: The End of Liberal Peace?

Campbell, Susanna, David Chandler, and Meera Shabaratnam, eds. *A liberal peace?: the problems and practices of peacebuilding*. Zed Books Ltd., 2011. Intro, Ch 1

Keohane, Robert O. *After hegemony: Cooperation and discord in the world political economy*. Princeton University Press, 2005. Chapters 9, Chapter 11

Mills, Charles W. *Black Rights/White Wrongs: The Critique of Racial Liberalism*. Oxford University Press, 2017. Chapter 1 "New left project interview with Charles Mills"

Flahive, Robert. "Building the United Nations Headquarters as Worldmaking? Settler Colonialism, Modernist Architecture, and the Material Infrastructure for the Post-World War II Order." *Alternatives* 47.3 (2022): 156-169.

Week 4: Global Indigeneity and Settler Colonialism

Davis, Megan. "Indigenous struggles in standard-setting: The United Nations Declaration on the rights of indigenous peoples." *Melb. J. Int'l L.* 9 (2008): 439.

Lightfoot, Sheryl. "A Promise Too Far? The Justin Trudeau Government and Indigenous Rights." *Justin Trudeau and Canadian Foreign Policy*. Palgrave Macmillan, Cham, 2018. 165-185.

McConnell, Fiona. "Performing diplomatic decorum: Repertoires of "appropriate" behavior in the margins of international diplomacy." *International Political Sociology* 12.4 (2018): 362-381.

Suggested:

Picq, Manuela L. "Resistance to Extractivism and Megaprojects in Latin America." *Oxford Research Encyclopedia of Politics*. 2020.

Beier, J. *Indigenous diplomacies*. Springer, 2009. intro, ch 1.

Crawford, Neta C. "A security regime among democracies: cooperation among Iroquois nations." *International Organization* (1994): 345-385. Crawford, Neta C. "A security regime among democracies: cooperation among Iroquois nations." *International Organization* (1994): 345-385.

Week 5: Global Health Governance

Birn, Anne-Emanuelle, Yogan Pillay, and Timothy H. Holtz. *Textbook of global health*. Oxford University Press, 2017. Chapter 6, *Epidemiologic Profiles of Global Health and Disease*.

Wenham, Clare, and Sara E. Davies. "WHO runs the world—not girls: gender neglect during global health emergencies." *International Feminist Journal of Politics* (2021): 1-24.

Rosamond, Annika Bergman. "Celebrity global motherhood: Maternal care and cosmopolitan obligation." *Troubling Motherhood: Maternity in Global Politics*. Oxford University Press, 2020. 233-251.

Week 6: Governing Development - The UNDP

Murphy, Craig N. "UNDP: A Better Way." Cambridge: CUP (2006). Chapters 1 and 2.

Bolis, Ivan, Sandra N. Morioka, and Laerte I. Sznelwar. "When sustainable development risks losing its meaning. Delimiting the concept with a comprehensive literature review and a conceptual model." *Journal of Cleaner Production* 83 (2014): 7-20.

Rutazibwa, Olivia U. "On babies and bathwater: Decolonizing International Development Studies 1." *Decolonization and feminisms in global teaching and learning*. Routledge, 2018. 158-180.

Suggested: Alkire, Sabina. "Human Development: Definitions, Critiques, and Related Concepts. UNDP HDRO Background Paper 2010/01." (2010). P.29-44.

<http://report.hdr.undp.org/>

<https://www.scientificamerican.com/article/the-delusion-of-infinite-economic-growth1/>

Week 7: Global Waste Management

Lepawsky, Josh. *Reassembling rubbish: Worlding electronic waste*. MIT Press, 2018. Ch 1 and 2

Tilley, Elizabeth, Sabin Bieri, and Petra Kohler. "Sanitation in developing countries: a review through a gender lens." *Journal of Water, Sanitation and Hygiene for Development* 3.3 (2013): 298-314.

Cheng, Shikun, et al. "Toilet revolution in China." *Journal of Environmental Management* 216 (2018): 347-356

Suggested: Valenzuela, Francisco, and Steffen Böhm. "Against wasted politics: A critique of the circular economy." *Ephemera: theory & politics in organization* 17.1 (2017): 23-60.

Dimitrov, Radoslav S. "Empty institutions in global environmental politics." *International Studies Review* 22.3 (2020): 626-650.

Harrington, Cameron. "The ends of the world: International relations and the Anthropocene." *Millennium* 44.3 (2016): 478-498.

Week 8: Global Peacekeeping and Policing - Part 1 - Humanitarianism

Basu, Soumita, Paul C. Kirby, and Laura C. Shepherd. *New Directions in Women, Peace and Security*. Bristol University Press, 2020. Ch 1

Terry, Fiona. *Condemned to repeat? The paradox of humanitarian action*. Cornell University Press, 2000. Intro and Chapter 1.

Fluri, Jennifer. "Capitalizing on bare life: Sovereignty, exception, and gender politics." *Antipode* 44.1 (2012): 31-50.

Suggested:

Mohammed Ayoob, "Third World Perspectives on Humanitarian Intervention and International Administration," *Global Governance* 10: 1(2004), 99-119.

Anne Orford, "Localizing the Other: The Imaginative Geography of Humanitarian Intervention" in *Reading Humanitarian Intervention: Human Rights and the Use of Force in International Law*, Cambridge University Press, 2003, 82-125.

Week 9: Global Peacekeeping and Policing - Part 2 - Haiti

Movie: Fatal Assistance

Freedman, Rosa, and Nicolas Lemay-Hébert. "The Security Council in practice: Haiti, cholera, and the elected members of the United Nations Security Council." *Leiden Journal of International Law* 33.1 (2020): 157-176.

Heine, Jorge, and Andrew Stuart Thompson, eds. *Fixing Haiti: MINUSTAH and Beyond*. United Nations University Press, 2011. Ch 10-13.

Walby, Kevin, and Jeffrey Monaghan. "'Haitian Paradox' or Dark Side of the Security-Development Nexus? Canada's Role in the Securitization of Haiti, 2004–2009." *Alternatives: Global, Local, Political* 36.4 (2011): 273-287.

Müller, Markus-Michael, and Andrea Steinke. "The geopolitics of Brazilian peacekeeping and the United Nations' turn towards stabilisation in Haiti." *Peacebuilding* 8.1 (2020): 54-77.

Week 10: Global Cosmopolitanism and Migration Governance

Shachar, Ayelet. *The birthright lottery: citizenship and global inequality*. Harvard University Press, 2009. Intro and Chapter 1.

Nyers, Peter. "Abject cosmopolitanism: the politics of protection in the anti-deportation movement." *Third world quarterly* 24.6 (2003): 1069-1093.

Kalir, Barak. "Departheid: The draconian governance of illegalized migrants in western states." *Conflict and Society* 5.1 (2019): 19-40.

Week 11: Space Governance

Crawford, James, et al. "State Jurisdiction over Air and Space." **International Law: Doctrine, Practice, and Theory**, 3rd ed., edited by James Crawford, Craig Forcese, Valerie Oosterveld, and Joanna Harrington, Cambridge University Press, 2022.

Butler, Dennison A. "Who owns the moon, mars, and other celestial bodies: lunar jurisprudence in corpus juris Spatialis." *J. Air L. & Com.* 82 (2017): 505.

Billings, Linda. "To the Moon, Mars, and beyond: Culture, law, and ethics in space-faring societies." *Bulletin of science, technology & society* 26.5 (2006): 430-437.

Schmidt, Nikola, and Petr Bohacek. "First Space Colony: What Political System Could We Expect?." *Space Policy* 56 (2021): 101426.

Loder, Reed Elizabeth. "Asteroid Mining: Ecological Jurisprudence Beyond Earth." *Virginia Environmental Law Journal* 36.3 (2018): 275-317.

Week 12: Queering Global Governance

Mekler, Ariel G. "Queer international organization and global governance." *International Organization and Global Governance*. Routledge 243-255.

Ong, Jonathan Corpus. "Queer cosmopolitanism in the disaster zone: 'My Grindr became the United Nations'." *International Communication Gazette* 79.6-7 (2017): 656-673.

Aizura, Aren Z., et al. "Thinking with Trans Now." *Social Text* 38.4 (2020): 125-147.

Rao, Rahul. "The location of Homophobia" in *Out of time: The queer politics of postcoloniality*. Oxford University Press, 2020. Chapter 2.

Week 13 – Corruption and Sport

Reading(s): Bousfield, Dan, and Jean Michel Montsion. "Transforming an international organization: norm confusion and the International Olympic Committee." *Sport in Society* 15.6 (2012): 823-838. Freeburn, Lloyd. "Legitimacy and the Justification of the Regulatory Power of International Sports Governing Bodies." *Regulating International Sport*. Brill Nijhoff, 2018. 170-195. Lewis, Adam, and Jonathan Taylor. *Sport: law and practice*. Bloomsbury Publishing, 2014. Intro, Ch 1.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

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

Essay course requirements

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

Use of Personal Response Systems ("Clickers")

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

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

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

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

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

Duplication of work

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

Grade adjustments

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

Academic Offences

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

Submission of Course Requirements

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

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

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

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

Plagiarism

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

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

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

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

PLAGIARISM*

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

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

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1)

mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

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

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

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

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

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

*Reprinted by permission of the Department of History

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

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

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

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](#)