



POLI 4523/5523

# INTERNATIONAL RELATIONS THEORY 1: ORDER, CONFLICT & CHANGE

Prof. Brian Bow ([brian.bow@dal.ca](mailto:brian.bow@dal.ca))

Seminars: Tue & Thu, 1:00-2:30pm, LSC C210 (*room likely to change...*)

**30 JULY 2023 VERSION**

POLI 5523 is the department's graduate-level seminar course on International Relations theory. It was originally designed to prepare PhD students for their comprehensive exams in IR, but has been broadened to provide a basic overview of theoretical debates for both PhD and MA students. The reading list includes some of the "classics" in the field and some of the best of contemporary IR scholarship. (It's a big field of study, of course, and we'll only be seeing the tip of the proverbial iceberg...)

POLI 4523 is the version of the course that has been made available—by invitation only—to fourth-year undergrads who already have a solid grounding in IR. If/when there are advanced undergrads in POLI 4523, POLI 4523 and POLI 5523 students will work together through the course, in class meetings and group exercises. The main differences between POLI 4523 and POLI 5523 are: i. higher expectations for grad students, with respect to contributions to class discussion, written assignments, etc.; ii. two additional small assignments for grad students (see below).

This course has been prepared for traditional, in-person delivery. Based on our experience with the COVID-19 pandemic, there's clearly a need to try to be flexible and have contingency plans for unexpected disruptions. It may be necessary, for example, to switch to online delivery for a while, to deal with a public health crisis or other unexpected event; if that happens, I'll change and repost the syllabus as necessary, and let you know about the changes through the Brightspace site and/or by email.

## **Core learning objectives**

Our main aim is to develop a sound understanding of the basic assumptions, expectations, and recommendations of the various theoretical perspectives on International Relations, to get started on assessing them logically and empirically, and to think about when and how we might incorporate them into our own research.

The course includes both traditional perspectives on the field and a variety of "critical" perspectives, which raise questions not only about traditional theories but also the political and moral problems with "IR" as an academic enterprise. Our approach, in all parts of the class, will be to try to understand the various schools of thought on their own terms, but also to step back a bit from each school and each debate, to think about how it is reflective of particular times and places, intellectual fashions, and political agendas. Our goal will be to try to understand what the field has been, what it is now, and what it could become.

## Basic format of the course

I will do a little bit of lecturing from time to time, but this is a **seminar class**, so the class meetings will be primarily driven by conversation between professor and students. I'll pose questions and you will respond as best you can, and we'll try to get some discussion going within the group. Some of that discussion will be concerned with broad currents of thought in the field (and therefore based mostly on your reading and classwork in previous courses), the historical record, and current events; but the main thing we'll have as common preparation/background will be the required readings for this course, and that will be the main thing we talk about. So, obviously, you won't be able to contribute much to the discussion—and thus you won't get much out of the class meetings—if you haven't done the **required readings** before you get there. Just to make this 100% clear, you'll need to do the reading *before* the relevant seminar meeting is scheduled. In addition to the usual seminar discussion, there will also be some (short) formal presentations and some opportunities to “workshop” your work-in-progress with classmates.

If you have physical or mental health challenges that might limit or complicate your engagement with the class, please let me know about them (to the degree to which you are comfortable), and please contact the **Accessibility** office (see “Resources & policies,” below) to request whatever accommodations may be suitable.

## Office hours and communicating with professor

As this is a graduate course, my expectation is that meetings will be **by-appointment** (rather than scheduled “drop-in” office hours). To ask about a meeting, just send me a brief email, to let me know what you'd like to talk about, and some days/times when you'd be free to talk. I'll try to get back to you within a day (under normal circumstances). If your question is something simple and straightforward (e.g., “when is this assignment due?”), I'll just send back a brief email. If it's something more complicated, I'll write back to suggest some dates and times that would fit my schedule, and you can write back to choose whichever is best for you. Please pick a first choice and a second choice from those options, in case something happens to my schedule between my reply email and your follow-up. (It happens.) I won't be giving out my cell phone number, so texting is not an option.

These meetings are optional, but encouraged. This is your opportunity to ask questions or get some advice, about any aspect of the course. Please don't be shy about arranging a meeting: talking with students this way is an important part of my job, and I'm happy to talk with you; and, more importantly, a short meeting or a quick email exchange can save you hours of confusion or trouble later on.

Because students often ask about this (or don't ask, but then wonder and worry afterward), my general preference is that you address me as “**Professor Bow.**” (Bow rhymes with crow, not cow.) Other things are also OK, as long as it's respectful. When you send me an email, I don't expect it to look like a formal letter; in fact, given the huge number of emails I have to get through every day, I'd prefer it if your message was as short and direct as you can make it. However, I do need you to **be clear in your emails**; if I can't understand what you're asking/telling me, I can't help. Also, because I do have to get through so many emails, and often need to search for or refer back to emails long after you've sent them, I very strongly prefer that you use the **subject line** of the email to tell me what the email is about (e.g., “POLI 4523 term paper question” or “POLI 5523 missed class due to illness”). You'd be amazed by the number of emails I get from students,

about really important stuff, that have unhelpful subject lines like “hi” or “question,” and you’d be horrified by how hard it is to find those messages again later when your inbox has hundreds of thousands of emails in it, going back 18 years...

## What you need to do

The way the course is organized, and the things you’ll need to do, is pretty much the same, week-by-week, all the way through the semester. For each week, you’ll need to do the following:

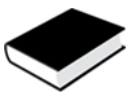
1. Review the **syllabus** info for the week, to make sure you’re clear about what you need to get done for that week, and how it fits into the plan for the course;
2. Read (and reflect on) the **reading notes** for the week, where available (see below);
3. Read *and take notes on* the **required readings** for the week (see below);
4. In all weeks after Week 1, check to see if you are assigned to make a **presentation on one of the recommended readings** for this week (see below); if so, prepare a 5-minute presentation, and be ready to deliver it in-class when you’re called on;
5. In all weeks after Week 1, decide whether you are going to do the **short written assignment (SWA)** for the week, or skip it (see below); submit your completed SWA via BS, before the start of Tuesday’s class meeting;
6. If you have **questions** or concerns about readings, assignments, or anything else, send me an email to ask, and we’ll schedule a meeting as necessary (see above);
7. Show up for **seminar discussion** and involve yourself productively in the discussion (see below);
8. Make space in your week to **make progress on the term paper, including the sub-assignments that go with it**: i.e., term paper outline (due Oct 13), peer review exercise (POLI 5523 only, Oct 13-20).

## Reading notes

I’ll provide a **brief outline for each week’s required readings**, to try to give you a sense of why those pieces were chosen, how they relate to one another (and to some of the recommended readings), and what kinds of things I’m hoping you’ll get out of them, individually and together. These reading notes will be posted in the folder for each week, above the required readings subfolder. It’s a good idea to read this file before you do the required readings, and you may want to use the file as a starting place for note-taking.

## Required readings

This is a **reading-intensive course**. The course is meant to be an overview of IR theory in general, and the field has broadened significantly in the last 20 years, so there’s a \*lot\* of ground to cover. On average, you should expect about 100-120 pages of reading per week; but the **number of pages varies quite a bit** from one section to the next, as some readings are “denser” than others.



The reading notes for each section will provide some background and context for the required readings, and will point to specific things you are supposed to be looking for. But there are **some**

**things you should *always* be looking for and thinking about, for every reading**, even if these things are not raised explicitly in the mini-lecture (and/or the section assignment): *Who wrote this, what do we know about that person (or those people), and how might that affect our view of what they were trying to accomplish? When was this written, and what do we know about what was going at that time, both in terms of real-world events and in terms of academic trends and debates? Who's the target audience? What's the main argument here? Who are the authors arguing with? What kind of argument is this (e.g., proposal of new theory or approach, clarification of existing theory or concept, critique of existing theory or approach, empirical test of an existing theory, etc.)? Is this argument persuasive? Why or why not?*

### Recommended readings

In addition to the required readings, each week's folder in the BS site also provides copies of some **recommended readings**. Most of these are things I'd wanted to include among the required readings, but had to cut, to make the course manageable. Some of them are responses to theories and approaches raised in the required readings, but some are advancing entirely new theories or approaches that I just couldn't make space for in the required readings.

Most of the **recommended readings are not listed in the syllabus**, because that would make the syllabus too long and unmanageable (and because I often change the assortment of recommended readings through the semester). The reading notes for each week will give you some guidance about things to look for in the recommended readings, but mostly it's a place to browse when you have some free time, or when you are especially interested in a particular topic and want to learn more (e.g., term paper research, comps exam preparation, etc.).



However, for all weeks after Week 1, I have listed three or four of the recommended readings here in the syllabus. Those readings have been marked as options for you to do your **in-class presentations**. I've set things up this way partly as a way to bring some of the recommended readings into class discussion, and partly as a way to give you all some practice with presentations. Each of you will give **two presentations** over the course of the semester, in which you will briefly review a specific recommended reading. You will choose which two recommended readings you are going to do your presentation on, picking from the list of designated options in the syllabus. There's a **sign-up sheet** in the BS site (in the General/recurring folder), which lays out all of the options; sign-up for the presentation options will be first-come, first-served. I encourage you to sign up early, and spread your presentations through the semester, so you're not swamped with a bunch of them in the last few weeks.

Presentations will be fitted into the seminar meeting wherever it seems most useful. Your presentation should be **5 minutes long**. (Take time to practice your presentation at least once before the class meeting for which it's scheduled, to make sure you can get through it in 5 minutes.) Some of your classmates will have read the item you're explaining, but most will not. Briefly lay out the main ideas, talk about how it fits into the themes for that week, and share your thoughts about what's useful or problematic. **Be prepared to answer questions** from classmates about the reading and your interpretation of it. Your presentations will be evaluated, and will make up part of your class participation grade (see below). It's a good idea to prepare some well-organized speaking notes to guide your presentation, but there's no written component for this assignment, so you don't have to hand anything in.

## Participation in seminar discussion



As mentioned above, this is a seminar course, and a significant part of the grade will be based on your **participation in class discussion**. Over the last 10 years, I've noticed that more and more students are arriving for grad studies having taken very few seminar courses—sometimes none!—as an undergraduate, and often aren't sure what to expect, or what to do. Seminar discussion is meant to be a free-flowing conversation among participants, moderated by the instructor. In the early part of the semester, I'll expect to do a bit more of the work in getting the conversation going, but by mid-October you all should be comfortable enough with one another, with the seminar format, and with the course material that you can sustain a conversation among yourselves, and then my job will be mostly about trying to steer things just enough that we cover all of the main themes for that week. (Of course, we won't stick only to the themes and problems I've planned for; there'll be time to explore other things that you're interested in.) I will come to each seminar meeting with an agenda, in terms of what *topics* we'll discuss, but not—of course—in terms of what *conclusions* we might come to; in most classes, we won't come to any clear-cut conclusions, and there's **no expectation that you'll all agree with me or with one another**. The point of the conversation is not necessarily to agree on everything, but rather to try to work out as best we can what's going on in the readings, and what each of us thinks about those ideas, and how they relate to the larger metatheoretical enterprise. While there is no expectation that we'll all agree on the ideas, there is a very strong expectation that the conversation will be undertaken in good faith and with mutual respect.

**To do well on your participation grade**, you'll need to be actively and productively engaged in the conversation. If you don't contribute, you won't get a decent grade. If you're finding it hard to participate in the discussion, let me know right away, and we can try to figure out ways to address whatever is getting in your way. You can't contribute productively in the conversation if you don't do the required readings. (Bullshitting is not a good alternative to actual preparation.) Remember that I'll be trying to evaluate *both the quantity and the quality* of your contributions to seminar discussion. The best contributions to discussion not only show a strong grasp of the course material, but are framed in ways that are clear, engage constructively with others, and move the conversation forward.

Remember that the evaluation of your presentations will be part of your grade for seminar participation. I'll give you a mid-term grade on class participation, some time in mid-October, to give you a sense of how you're doing, and offer advice on how you could do better.

### Short written assignments (SWAs)

The traditional version of this course is built around two long essays, with only a few smaller assignments. For early-COVID online-only versions of the course, I cut one of the big papers, and replaced it with a series of short written assignments (SWAs). Even though we're back to in-person instruction, I've decided to keep the SWAs (and only one big essay), because I think they're helpful in keeping students engaged with the reading all the way through.

**There are 12 SWAs total; POLI 4523 students have to do at least 9 of these, and POLI 5523 students have to do at least 10.** That is—just to be extra-clear—each undergrad can skip any 3 SWAs, without explanation, without penalty, and each grad student can skip any 2 SWAs, without explanation, without penalty. As a general bit of friendly advice, I strongly recommend

that you do as many of the early ones as you can, so you have the option to skip SWAs when you're really busy, usually later in the term. If you choose to do more than the minimum/required number of SWAs, I'll base your grade for this component on the ones you scored highest on, so if you don't do as well as you would have liked on the early SWAs, you'll have a way to bring up your grade at the end.

Most of the SWAs are very straightforward lists of short-answer questions about the required readings. One or two ask for short essays (about 500 words). Some of them ask very specific questions about particular parts of specific readings (e.g., "What are the three main types of liberal IR theory outlined by Zacher and Mathew?"), and others are asking for you to be a bit more reflective about broader themes from the course (e.g., "What's the main difference between the way Zacher and Mathew talk about the distinctive premises of liberal IR theory, back in Week 2, and the way that Moravcsik does it this week?"). I'll give you some guidance about how long I'm expecting your answers to be for each question: e.g., "In 2 or 3 sentences, explain \_\_\_\_" or "In about a page, describe \_\_\_\_").

It's OK for you to confer a little bit with classmates about what the assignment is asking for, about what you're finding in the readings, etc., but **your work on these assignments is supposed to be your own**, so you should not be sharing and comparing answers with one another. (I'm not a suspicious person, in general, but when two student assignments are almost identical, it does ring some alarm bells...)

SWAs should be submitted as **MS Word documents, through the "Assignments" section of the BS site**. (If you can't do MS Word, for whatever reason, please convert your file to Adobe pdf, and submit it that way.)

### Term paper

A special **folder** will be set up in the BS site with instructions and advice for the term paper assignment. Term papers will be fairly long (**about 5000 words**), supported by extensive research and full citations. Presentation is important here, in the sense of having clear and correct prose, careful editing, and proper citations, but also in the sense of being methodical, well-organized, and concise. Ideally, the final product will be something that could be submitted for publication review. The final version of the term paper is **due at 11:59pm on December 15**.

It's up to you to decide what kind of paper you want it to be, and to explain your plan to me with a **one-page proposal**, which will be **due at 11:59pm on October 13**.

Below are three types of papers that have worked for students in the course, in previous years. You don't have to choose one of these options; they're here as **suggestions**, to get you started on thinking about what might work for you.

1. **Review essay, linking recent books or articles:** This would be an update for readers on a recent trend or debate in IR theory, linking together a set of 3-5 recent publications, and explaining what they have in common, where they differ, and how they (taken together) are important to the field. A fairly clear-cut example of this kind of essay is Rose's "Neoclassical Realism and Theories of Foreign Policy" (see below).

2. **“Sharpening” of theory or concept:** This would be an effort to critique and improve the use of a particular theory or concept in IR. You’d be looking for a problem with the way a particular theory or concept is being used (logically problematic? too vague? too hard to apply in empirical tests? supposed to be for one purpose, but usually used for another? used by different people to mean different things?), explaining that problem, and suggesting a better way to think about it. An example of this sort of thing is Price & Reus-Smit’s “Dangerous Liaisons” (see below).
3. **Testing of theories through a case study:** This would be an attempt to check whether one or more explanatory/predictive theory’s/theories’ expectations about what patterns we should see in the real world is/are actually supported what happened in a specific case. You wouldn’t be looking at a randomly-chosen case, of course; the point here would be either to find a case where: i. a prominent theory has clear expectations which seem to be wrong; or ii. multiple theories have different expectations, and you want to see which is (most) correct. A pretty good example of this sort of thing is Brooks & Wohlforth’s “Realism, Globalization, and the End of the Cold War” (see below).
4. **Testing of theories through multiple cases:** This is similar to the previous option, but instead of looking closely at the process and outcomes in one particular case study, you’d be looking at the pattern of outcomes across multiple cases: e.g., comparison of two similar cases; checking for a correlation across many cases; etc. There are several examples of this in the course readings (esp. recommended readings), including Snyder’s *Myths of Empire* and Weeks’ “Strongmen and Straw Men” (see below).

You are strongly encouraged (but not strictly required) to **discuss your research paper ideas with me** as soon as they are reasonably solid, and to check in with me every few weeks to make sure you’re on the right track. You can of course talk with your classmates about what you plan to do for your term paper, and classmates can help one another out with advice, proofreading, etc. However the **term paper must be a reflection of your own effort and capabilities**; you can’t have anyone else write the paper for you. It’s also very important that you **properly cite your sources** to give credit to others for their work and to make it clear where you have added something new to existing debates. There is **more information below** (see “Resources & policies”) about what plagiarism is, and how you can avoid it; if you have questions about this, please ask. Term papers that seem to violate university standards will be referred to the Academic Integrity Officer for the Faculty of Arts and Social Sciences.

Peer-review notes – POLI 5523 only...: To give POLI 5523 students a bit of extra experience with peer review and scholarly collaboration, we’ll be doing a kind of miniature workshop exercise with the POLI 5523 students’ term paper outlines. **All of the POLI 5523 outlines that are submitted on-time will be assigned to another (randomly-chosen) POLI 5523 student for peer review.** The reviewer will read over the outline and offer constructive feedback on the outline as a proposal, pose questions to clarify what the author is planning to do, and share whatever advice they can on how to sharpen the plan for the term paper, going forward. The review feedback can take whatever form the reviewer thinks would be most user-friendly and helpful: e.g., a block of text, bullet points, margin notes, etc. To be useful, the review feedback needs to get back to the authors ASAP, so the deadline for the reviews is **October 20** (i.e., one week after the deadline for submission of term paper outlines—see above). Reviewers will send their peer review comments to the author directly, by email, copying me on each of the emails.

## Grades

As mentioned above, there's a (slightly) **different grading scheme** for POLI 4523 than for POLI 5523. POLI 5523 students will do all of the same assignments as POLI 4523 students, plus a small peer-review exercise (see above) and one extra SWA (see above).

Grades for POLI 4523			Share of overall grade
Component/assignment	Due date	Graded out of	
Seminar participation (incl. 2 in-class presentations)	every week	5 each week	25%
SWAs (best 9 of 12)	various weeks	5 each SWA	35%
Term paper outline	Fri Oct 13	5	5%
Term paper	Fri Dec 15	100	35%

Grades for POLI 5523			Share of overall grade
Component/assignment	Due date	Graded out of	
Seminar participation (incl. 2 in-class presentations)	every week	5 each week	25%
SWAs (best 10 of 12)	various weeks	5 each SWA	30%
Term paper outline	Fri Oct 13	5	5%
Term paper peer review comments	Fri Oct 20	5	5%
Term paper	Fri Dec 15	100	35%

## Technical stuff

Dalhousie uses **Brightspace (BS)** as a learning management system. If you haven't already figured out how to access the BS site for the course, you'll need to do that right away. For this course, in Fall 2021, the primary functions of the BS site will be: i. self-serve repository of important course materials, including the syllabus, all required readings, and recommended readings; ii. portal for the submission of (digital) copies of all written assignments; and iii. notice board for posting of announcements about the course. I may also use the BS site to post short video lectures from time to time, either as a supplement to regular class meetings or because in-person class has had to be cancelled for some reason (e.g., heavy snowfall, COVID, etc.).



Please keep in mind that **I will be managing the BS site for the course**, uploading all of the readings, etc. If you are having no trouble accessing BS, but a particular file seems to be missing or has a format problem, then the most likely explanation is that I've made a mistake in uploading it. Please email me right away, and I'll try to fix it ASAP. If, on the other hand, you are having trouble accessing BS itself, or you're not sure how to navigate the site or download a file, or if you're having some kind of technical problem with your computer, email the university IT department's Help Desk, at [helpdesk@dal.ca](mailto:helpdesk@dal.ca); see also <https://www.dal.ca/dept/its/help.html>. If the Help Desk is overwhelmed and slow to reply, or if you're not finding their help very helpful, please send me an email to let me know, and I'll try to help. There are links for other support services on campus (e.g., CLT, Accessibility) in the "Resources & policies" section of the syllabus, below.

The university has a **policy on the recording, copying, and/or sharing of lectures** or other course materials: you can only record class meetings or post class materials online with my explicit permission, and—just to be clear—I do not intend to give that permission except where necessary for students with disabilities to have full access to the course. There are two main reasons for this: 1. the course design, recorded lectures, learning exercises, and other aspects of the course are my intellectual property, and I want to exercise some control over who has access to them; and 2. some of your classmates may have very good reasons for not wanting to have their names, faces, or ideas shared online without their permission. More details on the university policy are available through a link in the "Resources & policies" section, below.

I'll be working on a PC laptop most of the time, and where files are to be uploaded for your use, most of those will be MS Word and/or Adobe pdf files (for documents). If you have trouble accessing or working with files in these formats, please let me know, and I'll do what I can to help. When you submit assignments and other documents for this course, I would strongly prefer that they be in the latest version of **MS Word**; where that's not an option for you, please convert your file to an Adobe pdf, and submit that.

### **General policies concerning assignments, deadlines, and grades**

The University Calendar makes plain that "[s]tudents are expected to complete class work by the prescribed **deadlines**. Only in special circumstances (e.g. the death of a close relative) may an instructor extend such deadlines." Late essays will be assessed a penalty at the instructor's discretion. Additional information on university and course policies related to illness, late penalties, and other things related to grades, is provided in the "Resources & policies" section, below.

**Plagiarism** (intentionally or unintentionally representing other people's ideas as your own) is a serious violation of academic ethics, and will be taken seriously in this class. For info on what plagiarism is, how to avoid it, and the penalties for not doing so, see:




<http://academicintegrity.dal.ca/index.php>

### **Disclaimer**


This course syllabus is intended as a general guideline. The instructor reserves the right to reschedule or revise assigned readings, assignments, lecture topics, etc., as necessary.



## Course outline and reading list

### WEEK 1 (Sept 5 & 7): Mapping the Field

	<ol style="list-style-type: none"> <li>1. A collection of syllabi and tables of contents from undergrad textbooks for undergrad IR surveys.</li> <li>2. A collection of syllabi from grad IR surveys.</li> <li>3. Kelebogile Zvobgo &amp; Meredith Loken, "Why Race Matters in International Relations," <i>Foreign Policy</i>, June 19, 2020.</li> </ol>
	<ul style="list-style-type: none"> <li>• none</li> </ul>
	<ul style="list-style-type: none"> <li>• none</li> </ul>

### WEEK 2 (Sept 12 & 14): Realism vs Idealism




	<p><u>Realism &amp; idealism in the early Cold War</u></p> <ol style="list-style-type: none"> <li>1. E.H. Carr, <i>The Twenty Years Crisis, 1919-1939: An Introduction to International Relations</i> (any edition), chs. 1-3, 5-6, 9.</li> <li>2. Hans J. Morgenthau, "Six Principles of Political Realism," from Morgenthau, <i>Politics Among Nations</i> (orig. 1948; 7th ed., 2005).</li> </ol> <p><u>Cold War challenges to realism</u></p> <ol style="list-style-type: none"> <li>3. Mark W. Zacher &amp; Richard A. Matthew, "Liberal International Theory: Common Threads, Divergent Strands," in Charles W. Kegley, ed., <i>Controversies in International Relations Theory: Realism and the Neoliberal Challenge</i> (St. Martin's, 1995).</li> <li>4. Liesbet Hooghe &amp; Gary Marks, "Grand Theories of European Integration in the Twenty-first Century," <i>Journal of European Public Policy</i> 26 (2019).</li> </ol> <p><u>Structural realism</u></p> <ol style="list-style-type: none"> <li>5. Adam Tooze, "John Mearsheimer and the Dark Origins of Realism," <i>New Statesman</i> (March 8, 2022).</li> </ol>
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	<ul style="list-style-type: none"> <li>• Barry Buzan, “From International System to International Society: Structural Realism and Regime Theory Meet the English School,” <i>International Organization</i> 47 (1993).</li> <li>• Christian Reus-Smit, “The Strange Death of Liberal International Theory,” <i>European Journal of International Law</i> 12 (2001).</li> <li>• Stephen Walt, “Why Do People Hate Realism So Much?” <i>Foreign Policy</i> (June 13, 2022).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 2 SWA, due Tue Sept 12, 1pm</li> </ul>


**WEEK 3 (Sept 19 & 21): Inside & Outside**



	<p><u>Domestic Politics of Foreign Policy</u></p> <ol style="list-style-type: none"> <li>1. Peter A. Hall, “Policy Innovation and the Structure of the State,” <i>Annals of the American Academy of Political and Social Sciences</i> 466 (1983).</li> <li>2. Andrew Moravcsik, “Taking Preferences Seriously: A Liberal Theory of International Politics,” <i>International Organization</i> 54 (1997).</li> </ol> <p><u>Neoclassical Realism</u></p> <ol style="list-style-type: none"> <li>3. Gideon Rose, “Review Article: Neoclassical Realism and Theories of Foreign Policy,” <i>World Politics</i> 51 (1998).</li> <li>4. Juliet Kaarbo, "A Foreign Policy Analysis Perspective on the Domestic Politics Turn in IR Theory," <i>International Studies Review</i> 17 (2015).</li> </ol>
	<ul style="list-style-type: none"> <li>• Robert Putnam, “Diplomacy and Domestic Politics: The Logic of Two-Level Games,” <i>International Organization</i> 42 (1988).</li> <li>• Jeffrey W. Legro &amp; Andrew Moravcsik, “Is Anybody Still a Realist?” <i>International Security</i> 24 (1999).</li> <li>• Jessica L. Weeks, "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict," <i>American Political Science Review</i> 106 (2012).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 3 SWA, due Tue Sep 19, 1pm</li> </ul>

**WEEK 4 (Sept 26 & 28): Material & Social Structures**


	<ol style="list-style-type: none"> <li>1. Martha Finnemore &amp; Kathryn Sikkink, "Taking Stock: The Constructivist Research Program in IR and Comparative Politics," <i>Annual Review of Political Science</i> 4 (2001).</li> <li>2. James Fearon &amp; Alexander Wendt, "Rationalism vs Constructivism: A Skeptical View," in Walter Carlsnaes, et al., eds., <i>Handbook of International Relations</i> (Sage, 2001).</li> <li>3. Milja Kurki &amp; Adriana Sinclair, "Hidden in Plain Sight: Constructivist Treatment of Social Context and its Limitations," <i>International Politics</i> 47 (2010).</li> <li>4. David McCourt, "Practice Theory and Relationalism as the New Constructivism," <i>International Studies Quarterly</i> (2016).</li> </ol>
	<ul style="list-style-type: none"> <li>• Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," <i>International Organization</i> 46 (1992).</li> <li>• Andrew Moravcsik, "Is Something Rotten in the State of Denmark? Constructivism and European Integration," <i>Journal of European Public Policy</i> 6 (1999).</li> <li>• Lene Hansen, "The Little Mermaid's Silent Security Dilemma and the Absence of Gender in the Copenhagen School," <i>Millennium</i> 29 (2000).</li> <li>• Patrick Thaddeus Jackson, Daniel H. Nexon, Jennifer Sterling-Folker, Janice Bially Mattern, Richard Ned Lebow, J. Samuel Barkin (roundtable), "Bridging the Gap: Toward a Realist-Constructivist Dialogue," <i>International Studies Review</i> 7 (2004).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 4 SWA, due Tue Sept 26, 1pm</li> </ul>



**WEEK 5 (Oct 3 & 5): (Post)Marxist, Critical Theory**

	<ol style="list-style-type: none"> <li>1. Robert W. Cox, "Social Forces, States and World Order: Beyond International Relations Theory," <i>Millennium</i> 10 (1981).</li> <li>2. Benno Teschke, "Theorizing the Westphalian System of States: International Relations from Absolutism to Capitalism," <i>European Journal of International Relations</i> 8 (2002).</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Richard Price &amp; Thomas Reus-Smit, "Dangerous Liaisons?: Constructivism and Critical Theory," <i>European Journal of International Relations</i> 1 (1996).</li> <li>4. Beate Jahn, "Critical Theory in Crisis? A Reconsideration," <i>European Journal of International Relations</i> 27 (2021).</li> </ol>
	<ul style="list-style-type: none"> <li>• Stephen Gill &amp; David Law, "Global Hegemony and the Structural Power of Capital" in Gill, ed., <i>Gramsci, Historical Materialism, and International Relations</i> (Cambridge, 1993).</li> <li>• A. Claire Cutler, "Gramsci, Law, and the Culture of Global Capitalism," <i>Critical Review of International Social &amp; Political Philosophy</i> 8 (2005).</li> <li>• Justin Rosenberg, et al., "Debating Uneven and Combined Development / Debating International Relations: A Forum," <i>Millennium</i> 50 (2021).</li> <li>• Srdjan Vucetic, "Genealogy as a Research Tool in International Relations," <i>Review of International Studies</i> 37 (2011).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 5 SWA, due Tue Oct 3, 10am</li> </ul>

**WEEK 6 (Oct 10 & 12): Feminist Theory; Race &/in IR**

	<p><u>Feminist theory &amp; IR</u></p> <ol style="list-style-type: none"> <li>1. J. Ann Tickner &amp; Jacqui True, "A Century of International Relations Feminism: From World War I Women's Peace Pragmatism to the Women, Peace and Security Agenda," <i>International Studies Quarterly</i> 62 (2018).</li> <li>2. Karin Aggestam &amp; Annika Bergman-Rosamond, "Swedish Feminist Foreign Policy in the Making: Ethics, Politics, and Gender," <i>Ethics &amp; International Affairs</i> 30 (2016).</li> </ol> <p><u>Race &amp;/in IR</u></p> <ol style="list-style-type: none"> <li>3. Robert Vitalis, "The Graceful and Generous Liberal Gesture: Making Racism Invisible in American International Relations," <i>Millennium</i> 29 (2000).</li> <li>4. Adom Getachew, "Introduction," from <i>Worldmaking after Empire</i> (Princeton, 2019).</li> </ol>
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	<ul style="list-style-type: none"> <li>• Carol Cohn, “Sex and Death in the Rational World of Defense Intellectuals,” <i>Signs</i> 12 (1987).</li> <li>• Brooke Ackerly &amp; Jacqui True, “An Intersectional Analysis of IR: Recasting the Discipline,” <i>Politics &amp; Gender</i> 4 (2008).</li> <li>• Robert Vitalis, “Introduction” &amp; “Empire by Association,” in <i>White World Order, Black Power Politics</i> (Cornell, 2015).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 6 SWA, due Tue Oct 10, 1pm</li> </ul>

**WEEK 7 (Oct 17 & 19): Postcolonial Theory; Global IR**

	<p><u>Postcolonial theory</u></p> <ol style="list-style-type: none"> <li>1. Sankaran Krishna, “Postcolonialism and its Relevance for International Relations in a Globalizing World,” in Randolph Persaud &amp; Alina Sajed, eds., <i>Race, Gender, and Culture in International Relations: Postcolonial Perspectives</i> (Routledge, 2018).</li> <li>2. Jeff Corntassel &amp; Marc Woons, “Indigenous Perspectives on World Politics,” <i>E-IR</i>, January 23, 2018.</li> </ol> <p><u>Global IR</u></p> <ol style="list-style-type: none"> <li>3. Amitav Acharya, “Global IR and Regional Worlds: A New Agenda for International Studies,” <i>International Studies Review</i> 58 (2014).</li> <li>4. Yan Xuetong, “Political Leadership and Power Redistribution,” <i>Chinese Journal of International Politics</i> 9 (2016).</li> </ol>
	<ul style="list-style-type: none"> <li>• Amitav Acharya &amp; Barry Buzan, “Why is There No Non-Western International Relations Theory?: An Introduction,” <i>International Relations of the Asia Pacific</i> 7 (2007).</li> <li>• Daniel Maliniak, et al., “Is International Relations a Global Discipline?: Hegemony, Insularity, and Diversity in the Field,” <i>Security Studies</i> 27 (2018).</li> <li>• Naeem Inayatullah &amp; David L. Blaney, “Race and Global Inequality,” in Randolph Persaud &amp; Alina Sajed, eds., <i>Race, Gender, and Culture in International Relations: Postcolonial Perspectives</i> (Routledge, 2018).</li> <li>• Sheryl Lightfoot, “Decolonizing Self-Determination: Haudenosaunee Passports and Negotiated Sovereignty,” <i>European Journal of International Relations</i> (2021).</li> </ul>



- Reading notes available in BS folder for this week
- Week 7 SWA, due Tue Oct 17, 1pm

### WEEK 8 (Oct 24 & 26): Post-paradigms IR; Theory & Practice



1. John J. Mearsheimer & Stephen M. Walt, "Leaving Theory Behind: Why Simplistic Hypothesis Testing is Bad for International Relations," *European Journal of International Relations* 19 (2013).
2. Christine Sylvester, "Experiencing the End and Afterlives of International Relations Theory," *European Journal of International Relations* 19 (2013).
3. Joseph Lepgold, "Is Anyone Listening? International Relations Theory and the Problem of Policy Relevance," *Political Science Quarterly* 113 (1998).
4. Paul Musgrave, "What 'The Cult of the Irrelevant' Neglects (And Gets Right): A Review Essay," *Political Science Quarterly* 135 (2020).




- Rudra Sil & Peter J. Katzenstein, "De-Centering, Not Discarding, the 'Isms': Some Friendly Amendments," *International Studies Quarterly* 55 (2011).
- David J. Levine & Alexander Barder, "The Closing of the American Mind: 'American School' IR and the State of Grand Theory," *European Journal of International Relations* 20 (2014).
- Brian Rathbun, "Politics and Paradigm Preferences: The Implicit Ideology of International Relations Scholars," *International Studies Quarterly* 56 (2012).
- Brett Ashley Leeds, et al, "Forum: Power and Rules in the Profession of International Relations," *International Studies Review* 21 (2019).




- Reading notes available in BS folder for this week
- Week 8 SWA, due Tue Oct 24, 1pm



**WEEK 9 (Oct 31 & Nov 2): Hierarchy, Hegemony, Transitions**

	<ol style="list-style-type: none"> <li>1. Elizabeth Economy, “Don’t Break the Engagement,” <i>Foreign Affairs</i> 83 (2004).</li> <li>2. Kai He, Huiyun Feng, Steve Chan, &amp; Weixing Hu, “Rethinking Revisionism in World Politics,” <i>Chinese Journal of International Politics</i> (forthcoming 2021).</li> <li>3. Janice Bially Mattern &amp; Ayşe Zarakol, “Review Essay: Hierarchies in World Politics,” <i>International Organization</i> 70 (2016).</li> <li>4. Dani K. Nedal &amp; Daniel H. Nexon, "Anarchy and Authority: International Structure, the Balance of Power, and Hierarchy," <i>Journal of Global Security Studies</i> 4 (2019).</li> </ol>
	<ul style="list-style-type: none"> <li>• John M. Hobson &amp; J.C. Sharman, “The Enduring Place of Hierarchy in World Politics,” <i>European Journal of International Relations</i> 11 (2005).</li> <li>• John J. Mearsheimer, “Bound to Fail: The Rise and Fall of the Liberal International Order,” <i>International Security</i> 43 (2019).</li> <li>• Jessica Chen Weiss, “Making the World Safe for Autocracy,” <i>Foreign Affairs</i> (July/Aug 2019).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 9 SWA, due Tue Oct 31, 1pm</li> </ul>

**WEEK 10 (Nov 7 & 9): IPE 1 – Trade, Finance**

	<ol style="list-style-type: none"> <li>1. Robert Gilpin, “Three Ideologies of Political Economy” (ch. 2), in Gilpin, <i>The Political Economy of International Relations</i> (Princeton, 1987).</li> <li>2. Judith Goldstein, Douglas Rivers, &amp; Michael Tomz, "Institutions in International Relations: Understanding the Effects of the GATT and the WTO on World Trade," <i>International Organization</i> 61 (2007).</li> <li>3. Jacqueline Best, “How to Make a Bubble: Towards a Cultural Political Economy of the Financial Crisis,” <i>International Political Sociology</i> 3 (2009).</li> <li>4. Carla Norrlof, “Hegemony and Inequality: Trump and the Liberal Playbook,” <i>International Affairs</i> 94 (2018).</li> </ol>
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	<ul style="list-style-type: none"> <li>• Susan Strange, “International Economics and IR: A Case of Mutual Neglect,” <i>International Affairs</i> 46 (1970).</li> <li>• Jonathan Kirshner, “Political Economy in Security Studies after the Cold War,” <i>Review of International Political Economy</i> 5 (1998).</li> <li>• Michael J. Hiscox, “Class versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade,” <i>International Organization</i> 55 (2001).</li> <li>• Tami Oren &amp; Mark Blyth, “From Big Bang to Big Crash: The Early Origins of the UK’s Finance-Led Growth Model and the Persistence of Bad Policy Ideas,” <i>New Political Economy</i> 24 (2019).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 10 SWA, due Tue Nov 7, 1pm</li> </ul>




**FALL BREAK, no classes Nov 13-17**

**WEEK 11 (Nov 21 & 23): IPE 2 – Development, Globalization**

	<ol style="list-style-type: none"> <li>1. Susan Strange, <i>The Retreat of the State: The Diffusion of Power in the World Economy</i> (Cambridge, 1996), chs. 1-2.</li> <li>2. Robert Wade, “East Asia’s Economic Success: Conflicting Perspectives, Partial Insights, Shaky Evidence,” <i>World Politics</i> 44 (1992).</li> <li>3. Daniel Drezner, “Globalization and Policy Convergence,” <i>International Studies Review</i> 3 (2001).</li> <li>4. Henry Wai-chung Yeung, "Governing the Market in a Globalizing Era: Developmental States, Global Production Networks, and Inter-Firm Dynamics in East Asia," <i>Review of International Political Economy</i> 21 (2014).</li> </ol>
	<ul style="list-style-type: none"> <li>• Stephan Haggard &amp; Jongryn Mo, “The Political Economy of the Korean Financial Crisis,” <i>Review of International Political Economy</i> 7 (2000).</li> <li>• Fred Block, “Swimming Against the Current: The Hidden Developmental State in the United States,” <i>Politics &amp; Society</i> 36 (2008).</li> <li>• Bob Jessop, “The ‘Return’ of the National State in the Current Crisis of the World Market,” <i>Capital &amp; Class</i> 34 (2010).</li> </ul>



	<ul style="list-style-type: none"> <li>• Branko Milanovic, “Clash of Capitalisms,” <i>Foreign Affairs</i> 99 (2020).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 11 SWA, due Tue Nov 21, 1pm</li> </ul>

**WEEK 12 (Nov 28 & 30): Networks; A Post-Westphalian Future?**

	<ol style="list-style-type: none"> <li>1. Anne-Marie Slaughter, “The Real New World Order,” <i>Foreign Affairs</i> 76 (1997).</li> <li>2. Tina Freyburg, et al, “Democratic Governance and Transgovernmental Networks,” unpublished working paper, 2017.</li> <li>3. Lasse Henriksen &amp; Leonard Seabrooke, “Elites in Transnational Policy Networks,” <i>Global Networks</i> 21 (2021).</li> <li>4. Henry Farrell &amp; Abraham Newman, “Weaponized Interdependence: How Globalized Economic Networks Shape State Coercion,” <i>International Security</i> 44 (2019).</li> </ol>
	<ul style="list-style-type: none"> <li>• Kathryn Sikkink, “Transnational Politics, International Relations Theory, and Human Rights,” <i>Political Science and Politics</i> 31 (1998).</li> <li>• Burkard Eberlein &amp; Edgar Grande, “Beyond Delegation: Transnational Regulatory Regimes and the EU Regulatory State,” <i>Journal of European Public Policy</i> 12 (2005).</li> <li>• Bastiaan Van Apeldoorn, Naná De Graaff, and Henk Overbeek, “The Reconfiguration of the Global State–Capital Nexus,” in Bastiaan Van Apeldoorn, et al, eds., <u>The State–Capital Nexus in the Global Crisis</u> (Routledge, 2013).</li> </ul>
	<ul style="list-style-type: none"> <li>• Reading notes available in BS folder for this week</li> <li>• Week 12 SWA, due Tue Nov 28, 1pm</li> </ul>

**WEEK 13 (Dec 5): “Spare” Class - TBD**

	<ol style="list-style-type: none"> <li>1. TBD</li> </ol>
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	<ul style="list-style-type: none"> <li>TBD</li> </ul>
	<ul style="list-style-type: none"> <li>Week 13 SWA (topic TBD), due Tue Dec 5, 1pm</li> </ul>

## Resources & policies

This course is governed by the academic rules and regulations set forth in the University Calendar: <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog>

### Grading, absences/lateness, and accommodations

Students are expected to carefully read the academic regulations in the University Calendar, and to make sure that they understand those which might pertain to them. In order to be fair to all students, all of the university's regulations, and all of the course policies outlined here, will be enforced.

Absences and late submission of work: The baseline expectation for students is that they will attend all classes, participate in class discussion, and submit all written work at or before the listed deadlines. If you have a long-term learning challenge, please make accommodation arrangements with the Accessibility office as early as possible, and—where relevant and appropriate—please notify the professor as early as possible, especially where there are forms to be signed in advance.

Grades: The course employs the university's standard undergraduate grading scheme.

A+	90-100%	B-	70-72%	F	0-49% (GPA zero)
A	85-89%	C+	65-69%	INC	incomplete (GPA zero)
A-	80-84%	C	60-64%	W	withdrawn (GPA neutral)
B+	77-79%	C-	55-59%	ILL	illness (GPA neutral)
B	73-76%	D	50-54%		

Individual students' grades will be shared with them through the Brightspace site and/or by email, and will never be posted publicly or shared with other students. However, the instructor may post information on the overall distribution of grades within the class as a whole (with no information matching students with their grades). The professor will endeavour to share grades with students as soon as possible after assignments have been submitted, but this may take some time, particularly for the term paper. Progress updates on grading will be posted on the Brightspace site.

## **Guidelines for formatting of written work**

Hard copies of written work are preferable for grading, but there's no reason for them to use up a lot of extra paper: please use a 12-point font; set page margins to something between 0.5 inches and 1 inch, on all sides; and use line-and-a-half spacing, rather than double-spacing. Please don't add a cover page to your written assignments; just be sure to include the following information at the top of the first page: your name, your Banner ID number, the course number, and either the name of the assignment (e.g., Week 11 SWA) or the title of your essay.

When submitting the digital copy of your written assignments, through Brightspace—or, where necessary (see above), by email:

1. Please use a file format that is likely to be relatively easy for me to download and read. I use a PC, and I would strongly prefer assignments to be in Word or pdf format.
2. Please use common sense/courtesy in naming the attached file. You'd be amazed at how many students name these files "paper," and how easy it is to then mix them up or lose particular papers, when there is a pile of 10 (or 100!) of them—especially when some of those students also haven't written their names on the paper itself. (If your file attachment is called "Document1," then I'll probably assume you have no idea how to organize files in your computer and/or you wrote the assignment in a hurry at 3am the night before it was due...) Please, as a favour to me, use the following naming convention for the files you upload to Brightspace or send by email: POLI4523-5523 – type of assignment – your last name. If I see that you've done this, then I'll know that you were conscientious enough to read the syllabus all the way to the end, and courteous enough to follow these simple instructions, and that will put me in a favourable frame of mind when I'm grading your assignment.

## **University statements**

The following are official statements that the university has asked all instructors to share with students:

### *Academic Integrity*

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (The Center for Academic Integrity, Duke University, 1999). As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

[http://www.dal.ca/dept/university\\_secretariat/academic-integrity.html](http://www.dal.ca/dept/university_secretariat/academic-integrity.html)

### *Accessibility*

The Advising and Access Services Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

[https://www.dal.ca/campus\\_life/academic-support/accessibility.html](https://www.dal.ca/campus_life/academic-support/accessibility.html)

## *Student Code of Conduct*

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

[https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html)

## *Diversity and Inclusion – Culture of Respect*

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

<https://www.dal.ca/cultureofrespect.html>

## *Recognition of Mi'kmaq Territory*

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Contact the program at [elders@dal.ca](mailto:elders@dal.ca).

## **University Policies and Programs**

- Important Dates in the Academic Year (including add/drop dates)  
[http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practices-policy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html)
- Student Submission of Assignments and Use of Originality Checking Software Policy:  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-submission-of-assignments-and-use-of-originality-checking-software-policy-.html)
- Classroom Recording Protocol:  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/classroom-recording-protocol.html](https://www.dal.ca/dept/university_secretariat/policies/academic/classroom-recording-protocol.html)
- Copyright and Fair Dealing: <https://libraries.dal.ca/services/copyright-office/fair-dealing/fair-dealing-guidelines.html>
- Student Accommodation Policy:  
[https://www.dal.ca/dept/university\\_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html](https://www.dal.ca/dept/university_secretariat/policies/academic/student-accommodation-policy-wef-sep--1--2014.html)

## **Learning and Support Resources**

- General Academic Support - Academic Advising: [https://www.dal.ca/campus\\_life/academic-support/advising.html](https://www.dal.ca/campus_life/academic-support/advising.html)
- Libraries: <http://libraries.dal.ca>

- Student Health and Wellness (includes Counselling and Psychological Services): [https://www.dal.ca/campus\\_life/health-and-wellness/services-support/student-health-and-wellness.html](https://www.dal.ca/campus_life/health-and-wellness/services-support/student-health-and-wellness.html)
- Black Student Advising: [https://www.dal.ca/campus\\_life/communities/black-student-advising.html](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- Indigenous Student Centre: [https://www.dal.ca/campus\\_life/communities/indigenous.html](https://www.dal.ca/campus_life/communities/indigenous.html)
- Student Advocacy Services: <http://dsu.ca/dsas>
- Dalhousie Ombudsperson: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/where-to-get-help/ombudsperson.html)
- Writing Centre: [https://www.dal.ca/campus\\_life/academic-support/writing-and-study-skills.html](https://www.dal.ca/campus_life/academic-support/writing-and-study-skills.html)
- Studying for Success program and tutoring: [https://www.dal.ca/campus\\_life/academic-support/study-skills-and-tutoring.html](https://www.dal.ca/campus_life/academic-support/study-skills-and-tutoring.html)