

POLI 2520: World Politics

Fall 2020

Professor Leah Sarson

Schedule:	Course content will be posted weekly and available asynchronously. Live review and discussion sessions will be held during our original course timeslot of Tuesdays/Thursdays 1:05-2:25 pm (subject to change).
Location:	Online
Office Hours:	Online, by appointment (N.B. Office hours are opportunities to meet with your professor or TA to discuss the course material. Please don't hesitate to make use of them.)
Email:	Leah.Sarson@dal.ca
Course Website:	Brightspace
TAs:	TBD

A note for fall 2020: We are in extraordinary times and many of us are confronting extraordinary and very difficult circumstances. My focus this term is your academic success. If you are unable to complete course work or encounter other obstacles this term, please do not hesitate to reach out.

TABLE OF CONTENTS

Course Description	2
Required Readings.....	3
Academic Integrity	3
Classroom Etiquette.....	4
Communication with the Professor.....	4
Assessment (full details below)	4
Accessibility	5
Structure of the Course.....	5
Lecture Schedule and Assigned Readings	6
Unit 1 – Define and Discover	6
Module 1 – September 8.....	6
1.1. Course Orientation.....	6
Module 2 – September 10 and 15	6
2. Trying to Make Sense of the World Around Us	6
Module 3 – September 17 and 22	7
3. Knowing World History, But Whose History?.....	7
Unit 2 – Analyze and Apply	7
Module 4 – September 24.....	7
4. Studying International Relations	7
Module 5 – September 29 and October 1	8
5. Dominant (Anachronistic?) Approaches to Studying IR	8
Module 6 – October 6 and 8	8
6. “Critical” Approaches to Studying IR	8
Module 7 – October 13, 15, and 20	8
7. “Alternative” Approaches to Studying IR	8
Midterm Review – October 22	9
Unit 3 – Reflect and Practice	9

Module 8 – October 27 and 29	9
8. International Actors and Institutions.....	9
Module 9 – November 3 and 5	10
9. Security.....	10
Module 10 – November 17 and 19	10
10. Diplomacy and Foreign Policy	10
Module 11 – November 24, 26, and December 1	11
11. Global Governance Challenges	11
Unit 4 – Review	11
Module 12 – December 3	11
Assignments.....	11
1. Quizzes – Due September 25 and December 2 (5% each).....	11
2. Midterm Assignment (25%) – Scaffolded Deadlines:	12
3. Term Paper (45%) – Scaffolded Deadlines:	12
4. Final Exam (20%) – TBD.....	12
Term Paper Outline Instructions	14
Term Paper Instructions.....	16
Criteria of Excellence for Term Papers	17
Term Paper Rubric.....	19

Course Description

POLI 2520 is a general introduction to the basic concepts and theories of world politics and power in a global context. The study of International Relations (IR) is about alternatively seeking to understand, explain, or predict events in world politics. As a subfield of political science, IR offers theoretical, conceptual, and methodological tools to help us analyze why states and other actors in the international system behave the way that they do. We ask key questions like why some states choose to cooperate while others engage in conflict? What is power and how do actors pursue it? How does international law constrain behaviour in an anarchic world? This course introduces students to these essential questions of world politics.

The term is divided into four units, beginning with an overview of modern international relations and the state system. From there, we look at the fundamental theories and approaches of International Relations, including realism, liberalism, constructivism, and critical approaches. The second half of the course applies these theories to central themes in global politics with a focus on conflict and cooperation, including terrorism, non-state actors, international law, human rights, and international institutions. We conclude with a look at the challenges facing IR in both theory and practice.

Course objectives include:

- Identifying the key concepts and theories in IR and applying them to the world around us and to scholarly ideas;
- Recognizing and describing power structures in global politics;
- Constructing and communicating compelling analytical arguments and a broader analytical perspective in response to the course material;
- Critically assessing world events and global politics;
- Encouraging curiosity about the world around us and our place in it.

Required Readings

Steven L. Lamy, John S. Masker, John Baylis, Steve Smith, and Patricia Owens, *Introduction to Global Politics*, 6th ed. OUP 2020. (Available online. A select number of copies will be available for purchase at the bookstore.)

Please note that the contributors to this text are insufficiently diverse. Textbook readings will be supplemented with journal articles, book chapters, and occasional news media. Some readings will be available on the Brightspace page as PDFs and others are available on the library website. Please note that where available, I expect you to find the articles/book chapters yourselves on the library website or Google Scholar. The ability to find appropriate articles online is essential to your academic success. The librarians and TAs are available if you have trouble sourcing articles. Additionally, while there are weeks dedicated to the study of gender and race, those questions of power will suffuse all our discussions.

Academic Integrity

At Dalhousie University, we are guided in 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 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.

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met. We will be using Urkund in this class as a tool to avoid academic integrity issues.

In your work, please be sure to:

- Make sure you understand Dalhousie's policies on academic integrity. Please visit http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html
- Do not cheat in examinations or write an exam or test for someone else.
- Clearly indicate the sources used in your written or oral work (including diagrams, videos, etc.).
- Do not use the work of another from the Internet or any other source and submit it as your own.
- When you use the ideas of other people (paraphrasing), make sure to acknowledge the source.
- Do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from all instructors involved.
- This is not a comprehensive list. If you are ever unsure about any aspect of your academic work, please contact me or a TA. The library also offers services to help you ensure your academic integrity.

- Academia can be incredibly stressful. Whatever you do, do not be tempted to plagiarize or otherwise cheat. It is not worth it. Instructors are required to report every suspected offence.

Classroom Etiquette

The classroom (both online and in-person) must be a safe, equitable, and professional learning environment in which students are encouraged to express their views in a collegial and respectful manner. To maintain a healthy learning environment, there is a zero-tolerance policy on discrimination and harassment of any sort.

Please familiarize yourself with the Dalhousie University rules and regulations on student rights and responsibilities, which can be found here: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities.html

Communication with the Professor

In all email communications with me, please include **POLI 2520** in the subject line and proper greetings and salutations. Always sign-off with your full name. I will do my best to respond in 24 hours.

Office hours are by appointment only and will be conducted online via Collaborate Ultra.

Course content will be posted on Brightspace. Please check it twice weekly for announcements, assignments, discussions, and other resources.

Assessment (full details below)

1. Quizzes (10%)
2. Midterm Assignment (25%)
3. Term Paper (45%)
4. Final (20%)

Letter grades have a grade point assigned that is used to calculate your GPA (Grade Point Average). The following table explains and defines Dalhousie's grading system and shows the GPA value that corresponds with each letter grade.

Grade	Grade Point Value		Definition	Notes
A+ A A-	4.30 4.00 3.70	90-100 85-89 80-84	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	3.30 3.00 2.70	77-79 73-76 70-72	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
C+ C C-	2.30 2.00 1.70	65-69 60-64 55-59	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.

D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is required).
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
INC	0.00		Incomplete	
W	Neutral and no credit obtained		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	
P	Neutral		Pass	
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	

Accessibility

I have attempted to offer multiple representations of our course content (e.g. providing information through both video and text). If you encounter any content that is not accessible or perceptible for you, please do not hesitate to inform me. Our course should be equally accessible to all students.

For students experiencing or anticipating barriers to their learning environments or other issues, please see the Accommodations Office. Accommodation levels the playing field to support your success. It reduces or removes barriers to your learning to ensure fair and equitable access to your classroom, testing or co-op/fieldwork environments. Accommodations can be introduced when a protected characteristic (as defined by provincial human rights legislation) may place you at a disadvantage compared to other students who are not affected by a protected characteristic. I encourage these students to work with the office to ensure that their needs are met.

If you face a serious unexpected challenge during the course for which you require special accommodations, please notify me as far in advance as possible.

Structure of the Course

All course content will be available on Brightspace. This course is organized by units, with each unit comprising several modules. All the sections for a particular module will be released at the same time, but you will be required to fulfil particular tasks in order to view the next section. Some weeks will be heavier than others, but you can expect to read around 50 pages per week, view short videos, listen to podcasts, review lecture slides, and complete small, regular assignments. The midterm and term paper are scaffolded assignments with a series of deadlines. The university mandates a final exam for this course, which will occur during the exam period.

Some assignments will be completed in small groups. You will be assigned your group once course enrolment is closed.

Please note that while I have done my best to finalize the syllabus, it may be subject to changes as required.

LECTURE SCHEDULE AND ASSIGNED READINGS

UNIT 1 – DEFINE AND DISCOVER

During these first few weeks, we will provide an overview of the subfield of International Relations. What is the study of International Relations? How do we think about it and how do we do it? The second week explores the emergence of the contemporary world order, beginning with the Treaty of Westphalia in 1648 through to the modern post-Cold War Era post-1989. This section is an essential foundation of the key concepts and actors that we discuss in this course. By the end of this unit, you should be able to identify and define central concepts and critically link them to historical events.

Module 1 – September 8

1.1. Course Orientation

For this module's readings, try to get a sense what a means to be a student of International Relations (IR). Think about what drew you to this course and what you hope to get out of it.

- Francis Gavin, "It's Never Been a Better Time to Study IR," *Foreign Policy*, February 20, 2018, <https://foreignpolicy.com/2018/02/20/its-never-been-a-better-time-to-study-international-relations-trump-foreign-policy/>
- Film: Episode 1 of PBS' *Commanding Heights*

Additional Resources:

- Paul N. Edwards, "How to Read a Book, v5.0, School of Information, University of Michigan, <https://pne.people.si.umich.edu/PDF/howtoread.pdf> (Please note: The tips in this document are also generally applicable to reading journal articles.)
- Stephen Van Evera, 1997, "Appendix: How to Write a Paper," *Guide to Methods for Students of Political Science*, Ithaca, NY: Cornell University Press, 123-128.

Module 2 – September 10 and 15

2. Trying to Make Sense of the World Around Us

For this module's readings, think about starting to put the puzzle pieces together. Think about concepts like order and power; how does the way we think about them change how we think about them?

- Introduction to Global Politics, Chapter 1
- Graham Allison, "The Myth of the Liberal Order," *Foreign Affairs*, July/August 2018. <https://www.foreignaffairs.com/articles/2018-06-14/myth-liberal-order>

- Rebecca Friedman Lissner and Mira Rapp-Hooper, “The Liberal Order Is More Than a Myth,” *Foreign Affairs*, 31 July 2018. <https://www.foreignaffairs.com/articles/world/2018-07-31/liberal-order-more-myth>
- Gurminder K. Bhambra, et al., “Why Is Mainstream International Relations Blind to Racism?” *Foreign Policy*, 3 July 2020, <https://foreignpolicy.com/2020/07/03/why-is-mainstream-international-relations-ir-blind-to-racism-colonialism/>

Module 3 – September 17 and 22

3. Knowing World History, But Whose History?

For this week’s module, try to make connections between chapter 1 and chapter 2 of the text. How does how we study history affect how we understand history? Whose history is ignored in the text?

3.1. Pre-Cold War

3.2. Post-Cold War

- Introduction to Global Politics, Chapter 2
- Film: Episode 2 and 3 of PBS’ *Commanding Heights*

UNIT 2 – ANALYZE AND APPLY

This section of the course explores the core approaches (sometimes called theories or lenses) that International Relations scholars apply to better understand and explain world politics. Each approach offers its own criteria for making sense of the world, including particular assumptions and concepts. By the end of this unit, you should be able to identify, explain, and apply the key approaches to studying International Relations and link their development to a particular historical era. When you are thinking about these theories and approaches, remember IR Professor Robert Cox’s famous 1981 dictum that “theory is always for someone and for some purpose.”

Module 4 – September 24

4. Studying International Relations

For this module’s readings, think back to what we’ve discussed so far and how these scholars’ ideas might change how you understand our course material. Keep these ideas in mind as we move forwards in our course.

- Marysia Zalewski, 1996, “All these theories yet the bodies keep piling up’: theories, theorists, theorising,” in *International Theory Positivism and Beyond*, eds Smith, Booth, and Zalewski. Cambridge University Press, 340-353.
- Stephen McGlinchey, Rosie Walters, and Dana Gold, 2017, “Getting Started with International Relations Theory,” In *International Relations Theory*, eds. Stephen McGlinchey, Rosie Walters and Christian Scheinpflug. <https://www.e-ir.info/publication/international-relations-theory/>

Quiz due September 25

Module 5 – September 29 and October 1

5. Dominant (Anachronistic?) Approaches to Studying IR

5.1. Realism and Neorealism

5.2. Liberalism and “Neoliberalism”

This module’s readings introduce you to the traditional or orthodox approaches to studying IR. Their development is linked to key moments in history as scholars attempted to respond to major world changes and events.

- *Introduction to Global Politics*, pp. 76-104 (first part of chapter 3)
- Stephen Walt, 1998, “International Relations: One World, Many Theories,” *Foreign Policy*, no. 110, 29–46
- Jack Snyder 2004, “One World, Rival Theories.” *Foreign Policy*, no. 145, 52-62.

Paper idea due September 30

Summary notes for this group due October 2

Module 6 – October 6 and 8

6. “Critical” Approaches to Studying IR

This module’s readings explore the theories or approaches that emerged in response to realism and liberalism. These readings offer a primer on these lenses and introduce you to one of the germinal pieces in the literature.

6.1. Constructivism

6.2. Marxism and Others

- *Introduction to Global Politics*, pp. 104-121 (second part of chapter 3)
- Theys, Pal, Gerreria, and McMorrow, 2017, “Chapters 4-7: Constructivism, Marxism, Critical Theory, and Poststructuralism,” In *International Relations Theory*, eds. Stephen McGlinchey, Rosie Walters and Christian Scheinpflug. <https://www.e-ir.info/publication/international-relations-theory/> (Use this as an additional resource.)
- Alexander Wendt, 1992, “Anarchy is What States Make of It: The Social Construction of Power Politics” *International Organization* 46.2, 391-425.

Summary notes for this group due October 9

Module 7 – October 13, 15, and 20

7. “Alternative” Approaches to Studying IR

These readings consider who is left out or marginalized by the more conventional approaches. They encourage you to think about alternative ways of understanding the world around us that yield different perspectives. As you read, think about what “critical” or “alternative” means. Critical of what? Alternative to what? How can these lenses help us understand the world around us and how we think about world politics?

7.1. Gender and International Relations (aka Feminist International Relations)

7.2. Non-Western Approaches to International Relations

7.3. Race and International Relations

- J. Ann Tickner and Laura Sjoberg, 2016, “Feminism,” In *International Relations Theories: Discipline and Diversity*, 4th edition, eds. Dunne, Kurki, and Smith, pp. 288-308.
- Annick Wibben, 2004, “Feminist international relations: Old debates and new directions,” *The Brown Journal of World Affairs*, 10(2), 97-114.
- Hayden King, 2017, “The Erasure of Indigenous Thought in Foreign Policy,” *OpenCanada*. <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>.
- Olivia U. Rutazibwa and Robbie Shilliam, 2018, “Postcolonial Politics: An Introduction,” In *Routledge Handbook of Postcolonial Politics*,” eds. O. Rutazibwa and R. Shilliam, Routledge.
- Black History Month Interviews, 2019, E-IR, https://www.e-ir.info/2019/10/31/black-history-month-interviews/?utm_content=buffer8dc0f&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Paper idea feedback due October 14

Summary notes for this group due October 21

Midterm Review – October 22

*** Midterm assignment due October 26***

UNIT 3 – REFLECT AND PRACTICE

International Relations’ primary concerns revolve around managing conflict and promoting cooperation between actors in world politics. The following weeks focus on how political actors behave in the context of contemporary global challenges. By the end of this unit, you should be comfortable analyzing world events through the various lenses discussed in the previous unit. You should also be able to question and dissect who benefits from particular approaches and recognize marginalized voices.

Module 8 – October 27 and 29

8. International Actors and Institutions

These readings offer an introduction to one of the essential pieces in the IR literature and provide insight into how international actors and institutions work on the ground. Think about how the previous unit helps you make sense of the political developments explored this week.

- Introduction to Global Politics, Chapter 5
- Martha Finnemore and Kathryn Sikkink, 1998, “International norm dynamics and political change,” *International Organization*, Autumn, 887-917.

- Stephanie C. Hofmann and Christian Kreuder-Sonnen, 2020, “How international organizations are stepping up to respond to the pandemic,” *The Washington Post*, 4 May 2020.
- Adam Chapnick, 2020, “Ottawa’s Ill-Fated Quest for a UN Security Council Seat,” *Policy Options*, 19 June 2020. <https://policyoptions.irpp.org/magazines/june-2020/ottawas-ill-fated-quest-for-a-un-security-council-seat/>

Module 9 – November 3 and 5

9. Security

This is a heavier week, with the assumption that you will use the reading week to catch-up on whatever you can’t get to this week. This module presents key concepts in security studies and some central concepts and ideas that ground much of the work of IR scholars.

- Introduction to Global Politics, Chapter 6 and 7
- Jennifer Welsh, 2016, “The Responsibility to Protect after Libya and Syria,” *Daedalus* 145:4, 75-87. (N.B. There is another piece with the same title by Zifcak; don’t get confused.)
- Hadley Freeman, 2017, “What Do Many Lone Attackers Have in Common? Domestic Violence,” *The Guardian*, 28 March 2017.
- Jessica Davis, 2020, “Incel-related violence is terrorism – and the world should start treating it that way,” *The Globe and Mail*, 20 May 2020.
- Film: Fog of War (2003)
- Film: Interview with Professor Aisha Ahmad: Jihad and Company: The Black Market Funding Terrorism, *World Affairs*, Published on Jan 11, 2018, <https://www.youtube.com/watch?v=kvZyvbNplsY>

Paper Outline due November 6

Paper outline feedback due November 16

Module 10 – November 17 and 19

10. Diplomacy and Foreign Policy

This module’s readings explore decision-making in the context of world politics. Think about who is behind the events, actors, and institutions that we’ve discussed over the past few weeks. Think about how a policy-maker might apply the theories and approaches discussed in unit 2 to help with decision and policy-making.

- Introduction to Global Politics, Chapter 4
- Stephen McGlinchey, “Chapter 2: Diplomacy,” *International Relations*, ed. Stephen McGlinchey, <https://www.e-ir.info/publication/beginners-textbook-international-relations/>

Module 11 – November 24, 26, and December 1

11. Global Governance Challenges

11.1. Health

11.2. Environment

11.3. Economy

This module's readings offer the chance to put together the concepts, theories, actors, and ideas that we have discussed. Think about how world politics works in the real world, outside of your textbook. Think back to why you wanted to study IR and what you have learned. How can what you've learned in this course connect to other courses?

- *Introduction to Global Politics*, Chapter 8 and 10 (not chapter 9)
- Council on Foreign Relations, 2020, *Paper Series: Challenges of Global Governance Amid the COVID-19 Pandemic*, PART 1, 3-28, https://cdn.cfr.org/sites/default/files/report_pdf/challenges-of-global-governance-amid-the-covid-19-pandemic.pdf (This is a series of short papers. Pick a few of interest.)
- Daniel Drezner, 2020. "So What Do International Relations Scholars Think About COVID-19 and World Politics?" *The Washington Post*, 11 May 2020.

Term paper due November 27

Quiz due December 2

UNIT 4 – REVIEW

Module 12 – December 3

This module's reading is pretty self-explanatory! Let's use our knowledge, experience, and commitment to others to mess some stuff up!

- Maja Zehfuss, 2019, "Chapter 28: What can we do to change the world??" In *Global Politics: A New Introduction*, 3rd ed., eds. J. Edkins and M. Zehfuss, Routledge.

Final Exam TBD

ASSIGNMENTS

Please submit all assignments to the appropriate folder on Brightspace. Please note that the folder will close at 11:59 pm on the due date and you will not be able to submit without making prior alternative arrangements with me. Students who do not make prior arrangements will receive a zero on the assignment. Some of the assignments are individual assignments and some are done in groups.

1. Quizzes – Due September 25 and December 2 (5% each)

These short, low-stakes quizzes are designed to provide an opportunity to double-check your comfort level with key course material and give you confidence to build on prior knowledge as we move forwards. The quizzes will open at 8:00 am two days' prior to the due date and you will

have 45 minutes to complete the quiz once you've begun. You will have two attempts to complete the quiz.

2. Midterm Assignment (25%) – Scaffolded Deadlines:

- a) Summary Notes (10%) – Dominant Approaches Group: Due October 2
Critical Approaches Group: Due October 9
Alternative Approaches Group: Due October 21

Each group will be assigned a set of summary notes. The template for these notes will be available on Brightspace and the notes will be completed as a collaborative document on OneNote (accessible via our Brightspace page). These notes will be used during your midterm and final exams.

- b) Individual midterm assignment – Due October 26 (15%)

3. Term Paper (45%) – Scaffolded Deadlines:

- a) Paper Idea (5%) – Due September 30

Provide the focus of your paper and a paragraph of explanation sketching out why the idea interests you and why it matters (the “so what?”). This should be about 200-300 words. We will discuss this further in “class.” Note the paper topics and further term paper instructions below. Post your idea on your group discussion page.

- b) Paper Idea Feedback and Grade (5%) – Due October 14

Please provide constructive feedback (approximately 50-150 words) for at least three of your fellow group members' paper ideas. All group members must receive at least two sets of comments so be sure to check in on what your fellow group members have done. Don't be afraid to offer respectful constructive criticism. You will be marked on whether you have participated in these discussions and contributed substantively to peer evaluations. Your peers will not assign you a grade.

- c) Paper Outline (10%) – Due November 6

Please see the outline instructions below.

- d) Paper Outline Feedback (5%) – Due November 16

Paying close attention to the outline instructions below, please provide constructive feedback (approximately 50-150) for at least three of your fellow group members' paper outlines. All group members must receive at least two sets of comments so be sure to check in on what your fellow group members have done. Don't be afraid to offer respectful constructive criticism. Try to answer the questions that they have asked. You will be marked on whether you have participated in these discussions and contributed substantively to peer evaluations. Your peers will not assign you a grade.

- e) Term Paper (20%) – Due November 27

Please see the instructions below.

4. Final Exam (20%) – TBD

The final exam will be scheduled by the University Registrar. We do not yet know how the university will conduct exams, but they will not require in-person participation. Please note that

the expectations for this exam will reflect the adverse learning environment of our current circumstances. If you will be obliged to be absent from the final exam for some compelling reason (e.g., serious illness or injury, death in your immediate family), you must explain that reason in a letter to the Chair of the Department in advance of the scheduled exam; the Chair will render a decision on the matter. Additional information about the exam will be made available through the term.

TERM PAPER OUTLINE INSTRUCTIONS

All students must submit an outline for their term paper. The outline will include the primary components for any paper, namely your research question, your tentative argument (after all, you won't have completed all your research yet), the evidence you intend to use to demonstrate your argument (i.e. your case studies), and some questions you may have. More support is available on Brightspace.

Your paper must be based on one of the following topics:

- Whither the state?
- Humanitarian intervention
- The global economy
- US hegemony
- Feminist foreign policy
- International institutions and/or international laws
- Past, present, and future of liberal internationalism

Outlines and term papers should be written in 12-point Times New Roman font, double-spaced, with 1-inch margins.

Instructions: Outlines should be about one page. They must include the following, in the order presented.

1. A title for your paper.
2. The question you are asking or puzzle you are exploring. It is not enough merely to have a topic; you must have a question about that topic. Your question should be as narrow as possible. You can always expand it if you need to, but if your question is too broad you won't know where to begin. (E.g. *Why are some countries resistant to helping asylum seekers get to safety, while others are more willing to help?*)
3. A tentative argument or hypothesis; that is, your tentative answer to your question. You should explain the logic behind your hypothesis as much as you can at this early stage. Your final paper does not have to confirm your original hypothesis. You may conclude that your original hypothesis was not correct. Your argument should include the theoretical framework you will apply to answer your question and your three case studies. A good argument is not normative, which means that it does not focus on what an actor *should* or *ought to* do (or not). (E.g. *Using a liberal lens, I will show that in cases of mass refugee inflows, citizens in countries experiencing economic decline will more likely feel threatened by newcomers, and will thus choose to support xenophobic political parties that limit help to asylum seekers, whereas citizens in countries with strong economies will more likely to vote for pro-immigrant parties that support asylum seekers.*)
4. Your three case studies and how they will help you demonstrate your argument. Note that case studies don't have to be countries but can also be events, people, etc. (E.g. *The examples of Sarsonstan, Sarsonia, and the United States of Sarson demonstrate my argument by showing XYZ. OR Prime Minister Justin Trudeau of Canada, President Emmanuel Macron*

of France and President Joko Widodo of Indonesia demonstrate my argument by showing ABC.)

5. Three to four preliminary academic (i.e. peer-reviewed) sources. Good papers begin with lots of reading, so start doing your research early. For this outline assignment, your preliminary sources must be academic/scholarly sources.
6. Two questions about which you would like feedback from your peers.

TERM PAPER INSTRUCTIONS

Your 10 to 12-page original paper should apply theory to develop an analytical argument that helps us explain or understand the puzzle or research question at the centre of your research. You are expected to choose one of the approaches that we explore in class and apply it to develop your analysis. You must employ three case studies to demonstrate your argument (e.g. China's response to COVID-19 could speak to an argument on US hegemony or Hungary under Victor Orbán could speak to an argument about liberal internationalism). Your argument must be based on one of the following topics:

- Whither the state?
- Humanitarian intervention
- The global economy
- US hegemony
- Feminist foreign policy
- International institutions and/or international laws
- Past, present, and future of liberal internationalism

Your paper should establish a clear theoretical position and present a clear thesis statement. You may wish to start by choosing a theory and then reflect on how that theory would answer the question or you may wish to work backwards and think about which theory helps you justify or understand your answer. You should then engage in secondary source research (books, academic articles) to find evidence in support of your core theoretical argument. You do not need to do primary research to test your hypothesis, but you should read the published academic work of scholars who take different theoretical approaches to these issues and review their evidence. Your job is to engage with the academic literature so that you can make your own contribution to the ongoing debate.

A good research paper will have no fewer than 10 academic sources (sometimes called scholarly sources) and will often cite much more. Aside from academic journal articles or chapters from books published by university presses (i.e. pieces that are **peer-reviewed**), your bibliography might also include official documents (e.g. UN Declaration on Development), non-governmental organization material (e.g. Sisterhood is Global), and reports from weekly or daily news magazines or newspapers (N.B. these should only be used when better sources are not available).

Papers should be written in 12-point Times New Roman font, double-spaced, with 1-inch margins.

You must use in-text citations. I recommend the style guide used by the *Canadian Journal of Political Science*:

<https://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf>

CRITERIA OF EXCELLENCE FOR TERM PAPERS

The following is a list of what I look for in a term paper. The categories below are for your assistance. They are not an exhaustive list of comments which can be made about a paper.

1. Analytical Thought

- Is there evidence of analytical thinking?
- Does the student ask perceptive questions?
- Does the student criticize her/his/their author(s)?:
 - sources?
 - logic?
 - evidence?
 - methodology?

2. Logic and Presentation

- Introductory statement present?
- Conclusion present?
- Is presentation logical?
- Is there a serious argument running through the paper?
- Are student's own views
 - Present?
 - Defended with empirical evidence?
 - Defended with logic?

3. Quality of Research

- Do you clearly articulate and justify your theoretical framework?
- Adequate number of sources (at least ten academic sources)?
- Do you understand the key debates related to your topic?
- Are sources academic, of high quality, and up to date?
- Are sources actually used in body of paper?
 - Appropriately? (e.g. used to support argument)
 - Inappropriately? (e.g. tacked on to end of paper)

4. Documentation

- Is there a bibliography?
- Does it use a recognized in-text citation style?
- Are bibliographical sources listed in alphabetical order?

N.B. Students must use a recognized in-text documentation style. I recommend the Canadian Style Guide, used by the Canadian Journal of Political Science. Please find more information here: <https://www.cpsa-acsp.ca/documents/pdfs/Editorial%20Style%20Guidelines%202008.pdf>

- Citations:
 - Is a proper citation style used consistently?
 - Are in-text citations used? Foot/endnotes are not permitted. (Failure to use in-text citations will result in penalties.)

- Are all quotations properly cited (including **page number**)?
- Are all unusual or questionable facts/statements cited?
- Are any paragraphs, sentences or phrases taken directly from sources without citations? Remember, inclusion of undocumented paragraphs, sentences, or phrases in your work constitutes plagiarism. When in doubt: ask.

5. Style

- Is paragraphing adequate?
- Are there spelling/grammatical mistakes?
- Does the student misuse words?
- Does the paper flow from one section to the next?
- Does every paragraph support the overall argument?
- Are ideas left hanging and not brought to a logical conclusion?

6. Basic presentation

- Are pages numbered?
- Is there a title page?
 - Including:
 - Title?
 - Name?
 - Student number?
 - Course code? (POLI 2520)

Term Paper Rubric

	Outstanding (A+)	Excellent (A/A-)	Good (B range)	Satisfactory (C range)	Unsatisfactory (D range and below)
Argument	The student presents an <u>original</u> , cogent, compelling, creative, and critical analytical argument rooted in a theoretical framework that is clearly justified and speaks to the literature in the field.	The student presents a cogent, compelling, creative, and critical analytical argument rooted in a theoretical framework that is clearly justified.	The student presents a clear and logical analytical argument rooted in a theoretical framework that is logically applied.	The student presents an argument and references a theoretical framework but does not explain it. The argument may be normative.	The student fails to express an argument. The student fails to root their argument in a theoretical framework.
Empirical Evidence Offered	There is clear, creative, powerful evidence that speaks directly and explicitly to the argument, including the theoretical framework.	There is clear, creative, compelling evidence that speaks directly and explicitly to the argument, including the theoretical framework.	There is clear and logical evidence that speaks directly to the argument, including the theoretical framework.	Some evidence is offered but it does not logically speak to the argument or theoretical framework.	Little or no evidence is offered to demonstrate the argument. Evidence that is offered is unclear.
Quality of Research	The argument is explicitly tied to the key debates of the field. The student cites canonical and critical scholarship related to the subject. An extensive number of sources are used. Citations are error-free and in-text. Bibliography is error-free. Citations and bibliography completed with a recognized citation style.	The argument is rooted in key debates in the field. There is clear evidence of strong research. An impressive number of sources are used. Citations are nearly perfect and in-text. Bibliography is perfect or nearly perfect. Citations and bibliography completed with a recognized citation style.	The student utilizes a wide variety of scholarship and attempts to root their argument in the key discussions of the field. An appropriate number of sources are used. Citations are in-text. Bibliography is complete. Citations and bibliography completed with a recognized citation style.	The student uses an adequate number of sources. An attempt is made to provide in-text citations and a complete bibliography, but there are errors.	The student does not use an adequate number of sources. Sources used are inappropriately.
Execution of Argument	The student expertly articulates how they will clearly and creatively demonstrate their original, compelling argument in a way that generates interest in the reader and then follows through. The reader has a very clear sense of the structure of the paper. The argument is compelling throughout the paper and each case study explicitly and sequentially demonstrates the argument. Almost every sentence strengthens the argument.	The student clearly articulates how they will demonstrate their compelling argument in a way that generates interest in the reader and then follows through. The reader has a very clear sense of the structure of the paper. Each case study demonstrates the argument and clearly contributes to the goals of the paper. Every paragraph strengthens the argument.	The student articulates how they will demonstrate their argument and follows through. The reader has a sense of the structure of the paper. The paper is clearly structured and the paragraphs logically support the argument.	The student attempts to explain how they will demonstrate their argument. The reader does not have a clear sense of the structure of the paper. The argument is supported but clarity is required.	The student does not offer a roadmap explaining how they will demonstrate their argument, or the roadmap is only weakly related to the argument. The reader does not have a sense of the structure of the paper. The argument is not supported, and the reader does not find the argument persuasive.
Overall Clarity	There are no grammatical or spelling errors. The vocabulary is academic and highly sophisticated. There is a logical flow to the presentation. Sentences are complete and ideas are not left hanging. The reader can clearly comprehend the author's intended meaning. The assignment is properly titled and labelled.	There are no grammatical or spelling errors. The vocabulary is academic and sophisticated. There is a logical flow to the presentation. Sentences are complete and ideas are not left hanging. The reader can clearly comprehend the author's intended meaning. The assignment is properly titled and labelled.	There are few grammatical or spelling errors. The vocabulary is appropriate for an academic setting. There is a logical flow to the presentation. Sentences are generally complete, and ideas generally not left hanging. The reader can comprehend the author's intended meaning. The assignment includes a title and name.	Grammatical and spelling mistakes are evident. Vocabulary may not always be appropriate for an academic setting. There is some confusion regarding the flow of the assignment and the author's intended meaning. The assignment includes a title and name.	Significant grammatical and spelling errors. Vocabulary is elementary. There is little flow to the assignment. The author's intended meaning is unclear. There is no title or name included on the assignment.
Total (x/50)	/50			Additional comments:	

