



Faculté des sciences sociales | Faculty of Social
Sciences
École d'études politiques | School of Political Studies

Honours Seminar in International Relations and Global Politics

POL 4330 B00
2021 Fall Term

Course Information

Class Schedule: FRI 14:30:00 17:20:00

This class will be held synchronously on Zoom during the class period. In the first week, we will all meet at 14:30 together. In all future weeks, we will split into two groups with half the class meeting from 14:30-15:50 and the other half meeting from 16:00-17:20. Information on the groups is available on Brightspace.

Instructor Information

Name: Caroline Dunton (she/her) (you may call me Caroline)

Email: cdunt068@uottawa.ca. Please allow up to 48 hours for a response.

Office Hours: Fridays 12:30-2:30 and by appointment (virtual).

Short Biography: I am a PhD candidate in the School of Political Studies.

Official Course Description

Advanced synthesis and critique of the main debates and analytical approaches in the field of international relations and global politics. (INT)

Additional Course Description

This course is designed as a final seminar course for students completing an honours program in Political Science or International Studies and Modern Languages. The goal of this course is to give students an advanced overview of key topics in the major debates and theoretical approaches of International Relations. You will be required to engage in sophisticated analysis and debate about International Relations and demonstrate a strong grasp of the material in both discussion and writing.

I have organized this course around key topics/concepts rather than theoretical "schools of thought". Each week will cover a topic and the readings will demonstrate different perspectives and sub-themes within it. You will be expected to make connections between texts and arguments within an individual week's set of readings as well as across concepts from week to week. Readings will cover many of the main theoretical approaches, with a focus on work published in the 21st century. I have deliberately chosen to focus primarily on more recent texts in order to provide you with newer material that you may not have come across in earlier courses and to give you a sense of what each research area looks like at present. I could not fit in every theme in the discipline, but I chose ones that are the most likely to be relevant to you in a policy career in global politics or future graduate studies, as well as key foundations for how we think and develop knowledge in International Relations.

Course Learning Outcomes

Through completion of this course, I expect that you will:

- (a) have a strong understanding of major concepts and debates within the field of International Relations;
- (b) be able to engage and intervene in sophisticated discussion of International Relations theory in writing;
- (c) have advanced your analytic and critical thinking skills in order to both assess and formulate strong arguments;
- (d) be able to discuss major concepts, themes, and theories in relation to "real world" and "policy" issues in global politics;
- (e) have familiarity with the major schools of thought and their major similarities and differences across thematic areas.

Teaching Methods

This is a seminar course. Each class will contain discussion amongst students, facilitated by the instructor. You are expected to complete the readings to the best of your ability and come prepared to share ideas with one another. Student presentations will be included in class time. Assignments will be primarily written assignments.

Required Materials

All required readings will be available on Brightspace for download. No books are required. All bibliographic information for the readings will also be available for download as a Zotero file on Brightspace.

Assessment Strategy

Name	Weight	Expected Date
Participation	15%	Weekly
Seminar Presentation	15%	Weeks will be selected during the first class
Reading Responses	10% each x 2 papers = 20%	Any two weeks after Week 1
Research Proposal	10%	October 15
Peer Review	5%	October 22
Research Paper	35%	December 17

Assessment Details

As noted above, there are 6 main forms of evaluation in this course. Details are below.

Participation: As this is a seminar course, good discussion is dependent on everyone's participation. Good participation is expected each week and should demonstrate familiarity and engagement with the readings, though quality matters over quantity. Your participation can include questions about concepts or ideas, questions for other students, answers to other students' questions, application of concepts to real world examples, connections to other ideas or texts, and reflections on what you appreciated or did not appreciate from the readings. I encourage you to make note of your questions, connections, and interesting ideas as you do the week's readings. Where there are options for readings (i.e. read ONE OF x, y, z), you will be encouraged to tell other students about the reading you chose, as discussion may be stimulated by the different perspectives.

While we may engage in debate and differing opinions are encouraged, it is required that you be respectful of your classmates and supportive of their learning. Remember that this material is new for everyone and everyone is coming to it from a different perspective and background. No single student (and certainly not the instructor) has all of the answers and our goal is to expand every students' understanding together.

We will be meeting in two small groups for 80 minutes each rather than the full 3 hour seminar on Zoom. This allows for a more natural discussion with fewer students and hopefully more focus from each group. Cameras are not required on Zoom, but

encouraged if you are comfortable (and you may turn it on/off as needed). Please mute yourself when not speaking. If you cannot participate in a particular week, I am happy to discuss asynchronous participation options. Classes will not be recorded.

Seminar Presentation: This is an informal presentation of 7-10 minutes. Slides and Powerpoint presentations are not necessary though brief images or visuals are certainly welcome. The goal of this presentation is to open the discussion with a introduction to the key concepts, arguments, and ideas in the readings. You should not summarize the readings, but rather (very) briefly tell the class what each author argues, how the arguments and authors speak to one another, how concepts are defined across the readings, and what the main debates of the set of readings are. You should also provide a small number of reflection questions to kick off the discussion.

Reading Responses: You are to complete two of these. You may select any two weeks (except the first week) to submit a reading response. I encourage you to start early so that if something happens and you cannot submit on a particular week that you intended to, there are many others to choose from instead.

This assignment may be in paper format or audio/video format. The content should be the same for any format, but you are welcome to submit a response as a 700-800 word paper or as a 5 minute audio file or video file (like a podcast). In both formats, the analysis should be clearly structured and flow in a straightforward and accessible manner. In the assignment, you should discuss at least 2 of the readings and focus on similar ideas to the presentation. Do not summarize the readings, rather discuss how the arguments speak to one another, how concepts are defined, strengths and weaknesses of readings, and/or what the main debates are. If one reading prompts a question in your mind, pose the question and attempt to answer it using other readings. If an argument in a reading feels incomplete or incorrect, think about how other authors may challenge it or supplement it. If an argument stands out as particularly strong to you, explain why. If you think that there are particular real-world examples or policy implications for the theories discussed in the readings, please write about them!

Research Proposal: This assignment is the earliest iteration of your research paper and should be 2 pages long (single spaced, but with spaces between sections and bibliographic entries). Your research paper (and therefore this proposal) can be on a topic of your choosing. I encourage you to discuss the topic with me in advance of this proposal, but it is not mandatory. Additional guidance will be provided during the semester on the key elements of the proposal and paper.

In this assignment, you are going to select a topic and a research question for your research paper and provide some initial research. This is an opportunity to get feedback from me and from a peer and the goal is to get you working on your paper early in the

semester. This proposal should include (a) a background paragraph on the topic; (b) a clear research question; (c) a short section describing existing arguments and debates related to your topic; (d) a short description of any case studies or data you may want to examine; (e) a bibliography of 5 academic articles or books. Your research proposal will be sent to one other student who will provide you with feedback.

Peer Review: This is one page single-spaced assignment that requires you to give feedback to another student on their research proposal. The goal is to identify areas for growth or improvement and provide suggestions on how the student can build on their existing work as they write their paper. I expect you to be respectful and encouraging and your suggestions should originate from a place of support and improvement. In this assignment, you can provide suggestions for narrowing down a topic or research question further, provide ideas for case studies, ask clarifying or challenging questions, provide ideas of texts to read or cite, and reflect on the ways that a students' paper may connect to course readings and material. This feedback will be shared with the student and graded on its quality.

Research Paper: This is the paper based on your proposal. It is to be 12-16 pages long (double spaced, plus bibliography) and is to be on a topic of your choosing. It should contain a clear argument and explore concepts, ideas, and themes in depth. Additional guidance and rubric will be provided during the semester.

Due Dates

Presentations: Presentations on a particular week's topics are expected to be given at the beginning of class.

Reading Responses: These assignments are to be submitted on Brightspace by *17:00 the day before (i.e. Thursday)* the class on that topic. For example, if you wish to submit one for October 1st's class, you must do so by 17:00 on Thursday, September 30th. Reading responses will not be accepted *after* the class on that topic has taken place.

Research Proposal: This assignment is due *October 15th* at the beginning of class (14:30) on Brightspace. I will be grading the research proposal and each student will be completing a peer review of another student's research proposal. The proposals will be distributed to students for peer review immediately following class time. If you use an extension on this assignment, the student conducting the peer review of your research proposal will automatically receive the same amount of extra time so that they are guaranteed a full week to complete their work from the time they receive it.

Peer Review: This assignment is due *October 22nd* at the beginning of class (14:30) on Brightspace. As mentioned above, if a student uses an extension on the research

proposal, an equal amount of additional time will be granted to the student writing the peer review on that particular assignment.

Research Paper: This paper is due on Brightspace at 23:59 on *December 17th*.

Late Assignments

All assignments are to be submitted by their due date and time. A penalty of 5% per day applies for late assignments that have not been granted an extension.

This course has a "life happens" policy. Students are allowed one "free" extension of three days for any assignment without having to provide any information. To use this policy, simply advise me *before* the due date that you are doing so and I will adjust your due date accordingly.

Extensions for other reasons in exceptional circumstances can be provided at instructor discretion. Please speak to me as early as possible to see what can be arranged.

Details on the School of Political Studies' official Policy on Justification for the Submission of Late Assignments are included at the end of this syllabus.

University of Ottawa Grading Scheme

<https://international.uottawa.ca/en/grading-system>

Letter Grade	Numerical Value	Percentage Value
A+	10	90 - 100
A	9	85 - 89
A-	8	80 - 84
B+	7	75 - 79
B	6	70 - 74
C+	5	65 - 69
C	4	60 - 64
D+	3	55 - 59
D	2	50 - 54
E	1	40 - 49
F	0	0 - 39
ABS	0	Absent
EIN	0	Failure / Incomplete

Policy on the 'EIN' grade for the School of Political Studies

Course failure - EIN (F): according to regulation 10.6

<https://www.uottawa.ca/administration-and-governance/academic-regulation-10->

[grading-system](#)), a student receives the equivalent to a failure mark whenever he or she has failed to *complete one or more evaluations identified as mandatory in the course syllabus approved by the academic unit.*

According to the policy established by the School of Political Studies, *“one or more evaluations identified as mandatory”* is defined as follows: one or more examinations (mid-term, final) or any work (quizzes, tests, presentations, research paper, etc.) **worth a total of 15% or more of the final grade.** Please note that a denied request for a deferral may therefore result in the student receiving a failing mark for the course.

Course Calendar

Date	Topic	Readings
Week 1 - September 10	Introduction	Optional: Morefield (2014)
Week 2 - September 17	IR as a Discipline	Schmidt (2013), Williams (2013), Agathangelou & Ling (2004), Vitalis (2017)
Week 3 - September 24	Philosophical Foundations: Relations, Substance, Agents, & Structures	Gould (1998), Sjoberg (2012), Srivastava (2020), Jackson & Nexon (1999)
Week 4 - October 1	Power	Barnett & Duvall (2005), Enloe (2004), Williams (2004), Edkins & Pin-Fat (2004)
Week 5 - October 8	Anarchy & Hierarchy	Milner (1991), Bially Mattern & Zarakol (2016), Barkawi (2017), Donnelly (2006)
Week 6 - October 15	Order & Hegemony	Cox (1983), Cooley & Nexon (2020), Jahn (2018), Benabdallah (2019)

Date	Topic	Readings
Week 7 - October 22	Imperialisms, Colonialisms, Race	<p>From Race, Gender, and Culture in International Relations: Postcolonial Perspectives (2018): Chapter 2 (Krishna), Chapter 3 (Vucetic & Persaud).</p> <p>From The Routledge Handbook of Postcolonial Politics (2020): Chapter 1 (Rutazibwa & Shilliam); Chapter 17 (Bhambra).</p> <p>From The Routledge Handbook of Historical International Relations (2021): Bayly; Gulsah Capan, dos Reis & Grastan</p>
Week 8 - November 5	Genders	<p>Sisson Runyan and Peterson (2018), Weber (2016), Cohn and Duncanson (2020).</p> <p>From Women's International Thought: A New History (2021), ONE OF: Blain, Hutchings, Kinsella, May, Savage, Shilliam, OR Umoren</p>
Week 9 - November 12	International Organizations	Barnett & Finnemore (1999), Gray (2020), Pouliot (2011), Mazower (2013), Getachew (2019)
Week 10 - November 19	Diplomacies	Adler-Nissen (2015), Pouliot (2015), Aggestam & Towns (2019), King (2018)
Week 11 - November 26	Global Governance	Sending & Neumann (2006), Mitzen (2015), Best (2017), Allan (2017)
Week 12 - December 3	Peace and Conflict	Paris (2010), Autessere (2017), Sabaratnam (2013), Manchanda (2017)

Bibliography

Week 1: Introduction

Optional Reading:

Morefield, Jeanne. 'Introduction: Who We Are'. In *Empires without Imperialism: Anglo-American Decline and the Politics of Deflection*, 1-25. Oxford: Oxford University Press,

2014.

Week 2: The Shape of IR as a Discipline

Schmidt, Brian C. 'Chapter 1: On the History and Historiography of International Relations'. In *Handbook of International Relations*, edited by Walter Carlsnaes, Thomas Risse-Kappen, and Beth A. Simmons, Second edition., 3–28. Los Angeles: SAGE, 2013.

Williams, Michael C. 'In the Beginning: The International Relations Enlightenment and the Ends of International Relations Theory'. *European Journal of International Relations* 19, no. 3 (September 2013): 647–65. <https://doi.org/10/f5f8hp>.

Agathangelou, Anna M., and L. H. M. Ling. 'The House of IR: From Family Power Politics to the Poisies of Worldism'. *International Studies Review* 6, no. 4 (2004): 21–49. <https://doi.org/10/c7nkfh>.

Vitalis, Robert. 'Introduction: A Mongrel American Social Science'. In *White World Order, Black Power Politics: The Birth of American International Relations*, 1–24. Ithaca: Cornell University Press, 2017.

Week 3: Philosophical Foundations: Relations, Substance, Agents, & Structures

Gould, Harry. 'What Is at Stake in the Agent-Structure Debate?' In *International Relations in a Constructed World*, edited by V Kubáľková, Nicholas Greenwood Onuf, and Paul Kowert, 79–98. New York: Routledge, 1998.

Sjoberg, Laura. 'Gender, Structure, and War: What Waltz Couldn't See'. *International Theory* 4, no. 1 (15 March 2012): 1–38. <https://doi.org/10/ghbjbb>.

Srivastava, Swati. 'Varieties of Social Construction'. *International Studies Review* 22, no. 3 (1 September 2020): 325–46. <https://doi.org/10/gmbgmg>.

Jackson, Patrick Thaddeus, and Daniel H. Nexon. 'Relations Before States: Substance, Process and the Study of World Politics'. *European Journal of International Relations* 5, no. 3 (September 1999): 291–332. <https://doi.org/10.1177/1354066199005003002>

Week 4: Power

Barnett, Michael, and Raymond Duvall. 'Power in International Politics'. *International Organization* 59, no. 01 (January 2005). <https://doi.org/10/bvhm29>.

Enloe, Cynthia H. 'Chapter 2: Margins, Silences, and Bottom Rungs: How to Overcome the Underestimation of Power in International Relations'. In *The Curious Feminist:*

Searching for Women in a New Age of Empire, 32–55. Berkeley: University of California Press, 2004.

Williams, Michael. 'Why Ideas Matter in International Relations: Hans Morgenthau, Classical Realism, and the Moral Construction of Power Politics'. *International Organization* 58, no. 04 (October 2004). <https://doi.org/10/bwfx38>.

Edkins, Jenny, and Véronique Pin-Fat. 'Introduction: Life, Power, Resistance'. In *Sovereign Lives: Power in Global Politics*, edited by Jenny Edkins, Véronique Pin-Fat, and Michael J Shapiro, 1–21. New York: Routledge, 2004.

Week 5: Anarchy & Hierarchy

Milner, Helen. 'The Assumption of Anarchy in International Relations Theory: A Critique'. *Review of International Studies* 17, no. 1 (1991): 67–85. <https://doi.org/10/dkd9m5>.

Bially Mattern, Janice and Ayşe Zarakol. 'Hierarchies in World Politics'. *International Organization* 70, no. 3 (2016): 623–54. <https://doi.org/10/gj2vqf>.

Barkawi, Tarak. 'Chapter 2: States, Armies, and Wars in Global Context'. In *Global Historical Sociology*, edited by Julian Go and George Lawson, 58–75. Cambridge: Cambridge University Press, 2017.

Donnelly, Jack. 'Sovereign Inequalities and Hierarchy in Anarchy: American Power and International Society'. *European Journal of International Relations* 12, no. 2 (June 2006): 139–70. <https://doi.org/10/dhkcx4>.

Week 6: Order and Hegemony

Cox, Robert W. 'Gramsci, Hegemony and International Relations : An Essay in Method'. *Millennium: Journal of International Studies* 12, no. 2 (June 1983): 162–75. <https://doi.org/10/cdwv7w>.

Cooley, Alexander, and Daniel H. Nexon. 'Chapter 2: The American Hegemonic System in Theoretical and Historical Perspective'. In *Exit from Hegemony: The Unraveling of the American Global Order*, 18–53. New York, NY: Oxford University Press, 2020.

Jahn, Beate. 'Liberal Internationalism: Historical Trajectory and Current Prospects'. *International Affairs* 94, no. 1 (1 January 2018): 43–61. <https://doi.org/10/gcwwwnw>.

Benabdallah, Lina. 'Contesting the International Order by Integrating It: The Case of China's Belt and Road Initiative'. *Third World Quarterly* 40, no. 1 (2 January 2019): 92–108. <https://doi.org/10/gmcpvt>.

Week 7: Imperialisms, Colonialism, Race

Race, Gender, and Culture in International Relations: Postcolonial Perspectives:

Krishna, Sankaran. 'Chapter 2: Postcolonialism and Its Relevance for International Relations in a Globalized World'. In *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*, edited by Randolph B. Persaud and Alina Sajed, 19–34. Abingdon, Oxon ; New York, NY: Routledge, 2018.

Vucetic, Srdjan, and Randolph B. Persaud. 'Chapter 3: Race in International Relations'. In *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*, edited by Randolph B. Persaud and Alina Sajed, 35–57. Abingdon, Oxon ; New York, NY: Routledge, 2018.

Routledge Handbook of Postcolonial Politics:

Rutazibwa, Olivia Umurerwa, and Robbie Shilliam. 'Chapter 1: Postcolonial Politics: An Introduction'. In *Routledge Handbook of Postcolonial Politics*, edited by Olivia Umurerwa Rutazibwa and Robbie Shilliam, First issued in paperback., 1–15. Routledge Handbooks. London New York: Routledge, Taylor & Francis Group, 2020.

Bhabra, Gurinder K. 'Chapter 17: The State: Postcolonial Histories of the Concept'. In *Routledge Handbook of Postcolonial Politics*, edited by Olivia Umurerwa Rutazibwa and Robbie Shilliam, First issued in paperback., 200–209. Routledge Handbooks. London New York: Routledge, Taylor & Francis Group, 2020.

Routledge Handbook of Historical International Relations:

Bayly, Martin J. 'Imperialism: Beyond the “re-Turn to Empire” in International Relations'. In *Routledge Handbook of Historical International Relations*, edited by Benjamin de Carvalho, Julia Costa Lopez, and Halvard Leira, 355–67. Abingdon, Oxon ; New York, N.Y: Routledge, 2021.

Gulsah Capan, Zeynep, Filipe dos Reis, and Maj Grasten. 'Global Histories: Connections and Circulations in Historical International Relations'. In *Routledge Handbook of Historical International Relations*, edited by Benjamin de Carvalho, Julia Costa Lopez, and Halvard Leira, 521–29. Abingdon, Oxon ; New York, N.Y: Routledge, 2021.

Week 8: Genders

Sisson Runyan, Anne, and V. Spike Peterson. 'Introduction: Gender and Global Issues'. In *Global Gender Issues in the New Millennium*, Fourth edition., 1–38. Boulder, CO: Westview Press. 2018.

Weber, Cynthia. 'Chapter 1: Sovereignty, Sexuality, and the Will to Knowledge'. In *Queer International Relations*, 1–15. Oxford University Press, 2016.

<https://doi.org/10.1093/acprof:oso/9780199795857.001.0001>.

Cohn, Carol, and Claire Duncanson. 'Women, Peace and Security in a Changing Climate'. *International Feminist Journal of Politics* 22, no. 5 (19 October 2020): 742–62.

<https://doi.org/10/gmghw2>.

**** If you are not familiar with UNSC Resolution 1325 as discussed in Cohn & Duncanson, please read this short description:** "What is UNSCR 1325? An Explanation of the Landmark Resolution on Women, Peace, and Security" *United States Institute of Peace*. https://www.usip.org/gender_peacebuilding/about_UNSCR_1325

ONE of:

Blain, Keisha N. "'The Dark Skin[Ned] People of the Eastern World": Mittie Maude Lena Gordon's Vision of Afro-Asian Solidarity'. In *Women's International Thought: A New History*, edited by Katharina Rietzler and Patricia Owens, 179–97. Cambridge: Cambridge University Press, 2021. <https://doi.org/10.1017/9781108859684.012>.

Hutchings, Kimberly. 'Revolutionary Thinking: Luxemburg's Socialist International Theory'. In *Women's International Thought: A New History*, edited by Katharina Rietzler and Patricia Owens, 52–71. Cambridge: Cambridge University Press, 2021. <https://doi.org/10.1017/9781108859684.012>

Kinsella, Helen M. 'Of Colonialism and Corpses: Simone Weil on Force'. In *Women's International Thought: A New History*, edited by Katharina Rietzler and Patricia Owens, 72–92. Cambridge: Cambridge University Press, 2021. <https://doi.org/10.1017/9781108859684.012>

May, Vivian M. 'Anna Julia Cooper on Slavery's Afterlife: Can International Thought "Hear" Her "Muffled" Voice and Ideas?' In *Women's International Thought: A New History*, edited by Katharina Rietzler and Patricia Owens, 29–51. Cambridge: Cambridge University Press, 2021. <https://doi.org/10.1017/9781108859684.012>.

Savage, Barbara D. 'Beyond Illusions: Imperialism, Race, and Technology in Merze Tate's International Thought'. In *Women's International Thought: A New History*, edited by Katharina Rietzler and Patricia Owens, 266–85. Cambridge: Cambridge University Press, 2021. <https://doi.org/10.1017/9781108859684.017>.

Shilliam, Robbie. 'Theorizing (with) Amy Ashwood Garvey'. In *Women's International Thought: A New History*, edited by Katharina Rietzler and Patricia Owens, 158–78. Cambridge: Cambridge University Press, 2021. <https://doi.org/10.1017/9781108859684.012>.

Umoren, Imaobong D. 'Ideas in Action: Eslanda Robeson's International Thought after 1945'. In *Women's International Thought: A New History*, edited by Katharina Rietzler and Patricia Owens, 93-112. Cambridge: Cambridge University Press, 2021. <https://doi.org/10.1017/9781108859684.007>.

Week 9: Organizations

Barnett, Michael, and Martha Finnemore. 'The Politics, Power, and Pathologies of International Organizations'. *International Organization* 53, no. 4 (1999): 699-732.

Gray, Julia. 'Life, Death, Inertia, Change: The Hidden Lives of International Organizations'. *Ethics & International Affairs* 34, no. 1 (2020): 33-42. <https://doi.org/10/gmcptg>.

Pouliot, Vincent. 'Multilateralism as an End in Itself'. *International Studies Perspectives* 12, no. 1 (February 2011): 18-26. <https://doi.org/10/c27zrw>.

Mazower, Mark. 'Introduction'. In *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations*, 1. 1-27. Princeton, NJ: Princeton University Press, 2013.

Getachew, Adom. 'Chapter 1: A Political Theory of Decolonization'. In *Worldmaking after Empire: The Rise and Fall of Self-Determination*, 14-36. Princeton: Princeton University Press, 2019. <https://doi.org/10.2307/j.ctv3znwvg>.

Week 10: Diplomacies

Adler-Nissen, Rebecca. 'Just Greasing the Wheels? Mediating Difference or the Evasion of Power and Responsibility in Diplomacy'. *The Hague Journal of Diplomacy* 10, no. 1 (27 January 2015): 22-28. <https://doi.org/10/gmcpth>.

Pouliot, Vincent. 'The Practice of Permanent Representation to International Organizations'. In *Diplomacy and the Making of World Politics*, edited by Ole Jacob Sending, Vincent Pouliot, and Iver B. Neumann, 80-108. Cambridge: Cambridge University Press, 2015. <https://doi.org/10.1017/CBO9781316162903.004>.

Aggestam, Karin, and Ann Towns. 'The Gender Turn in Diplomacy: A New Research Agenda'. *International Feminist Journal of Politics* 21, no. 1 (January 2019): 9-28. <https://doi.org/10/gd8z28>.

King, Hayden. 'Chapter 8: Discourses of Conquest and Resistance: International Relations & Anishinaabe Diplomacy'. In *Race, Gender, and Culture in International Relations: Postcolonial Perspectives*, edited by Randolph B. Persaud and Alina Sajed, 135-54. Abingdon, Oxon ; New York, NY: Routledge, 2018.

Week 11: Global Governance

Sending, Ole Jacob, and Iver B. Neumann. 'Governance to Governmentality: Analyzing NGOs, States, and Power'. *International Studies Quarterly* 50, no. 3 (September 2006): 651-72.

Mitzen, Jennifer. 'From Representation to Governing: Diplomacy and the Constitution of International Public Power'. In *Diplomacy and the Making of World Politics*, edited by Ole Jacob Sending, Vincent Pouliot, and Iver B. Neumann, 111-39. Cambridge: Cambridge University Press, 2015. <https://doi.org/10.1017/CBO9781316162903.005>.

Best, Jacqueline. 'The Rise of Measurement-Driven Governance: The Case of International Development'. *Global Governance: A Review of Multilateralism and International Organizations* 23, no. 2 (19 August 2017): 163-81. <https://doi.org/10/gmghv5>.

Allan, Bentley B. 'Second Only to Nuclear War: Science and the Making of Existential Threat in Global Climate Governance'. *International Studies Quarterly* 61, no. 4 (1 December 2017): 809-20. <https://doi.org/10/gctvrf>.

Week 12: Peace and Conflict

Paris, Roland. 'Saving Liberal Peacebuilding'. *Review of International Studies* 36, no. 2 (April 2010): 337-65. <https://doi.org/10/cn2dnr>.

Autesserre, Séverine. 'International Peacebuilding and Local Success: Assumptions and Effectiveness'. *International Studies Review* 19, no. 1 (March 2017): 114-32. <https://doi.org/10/gbjjfm>.

Sabaratnam, Meera. 'Avatars of Eurocentrism in the Critique of the Liberal Peace'. *Security Dialogue* 44, no. 3 (June 2013): 259-78. <https://doi.org/10/f4zgg9>.

Manchanda, Nivi. 'Rendering Afghanistan Legible: Borders, Frontiers and the "State" of Afghanistan'. *Politics* 37, no. 4 (November 2017): 386-401. <https://doi.org/10/gcshhx>.

Indigenous Affirmation

ANISHINÀBE

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

*Ninisidawinawànàinig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig.
Nigijeweninmànàinig ogog kà nìgàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.*



ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

Inclusion

The University of Ottawa aims to be an equitable and inclusive institution, actively participating in ensuring the wellbeing of students, personnel and faculty members. The University is committed to eliminating obstacles to student inclusion in accordance with the [Ontario Human Rights Code](#). The Code provides that every person has the right to equal treatment with respect to goods, services, facilities, housing, contracts and employment as well as membership in trade or professional associations and unions without discrimination because of “Race, Ancestry, Place of origin, Colour, Ethnic origin, Citizenship, Creed, Sex, Sexual orientation, Gender identity, Gender expression, Age, Record of offence (in employment only), Receipt of public assistance, Marital status, Family status, Disability”. The [Human Rights Office of the University of Ottawa](#) adds “although the Human Rights Code does not provide a definition of discrimination, the notion of discrimination covers unfair treatment on the basis of race, disability, sex, immigration or citizenship status, income, mental health or addiction, social class or any other personal characteristic. It can take many different forms, can target a single person or a group and can be part of a system.”

The equity and inclusion of LGBTIQ individuals in our communities is important. The University of Ottawa aims to provide a safe and welcoming space in all its courses by encouraging students and instructors to identify and share their preferred names and pronouns. Please send [instructor] an email to request the use of a preferred name or pronouns (she, he, they, etc.) for your time in this course. If you wish to request a

formal name change, which would affect your displayed information in uoZone, Brightspace, and affiliated systems, please reach out to the Office of the Registrar at infoservice@uOttawa.ca.

If you have experienced discrimination or harassment, you can seek confidential assistance through the University Human Rights Office to discuss your situation and/or [to file a formal complaint](#).

The following uOttawa Campus based services are available to you and your fellow students.

- [uOttawa Counselling Service](#) including Individual Counselling provided by uOttawa Counsellor, Pierre Bercy who specializes in anti-black racism;
- University of Ottawa Students' Union (UOSU) [Resources for/from the Black Community](#), [Centre for Students with Disabilities](#), [Racialized and Indigenous Students Experience Centre](#), [Womxns Resource Centre](#), and [uOttawa Pride Center](#);
- Anti-racism student committee at car.arc.uottawa@gmail.com;
- [Mashkawaziwogamig: Indigenous Resource Center](#);
- [University of Ottawa's Human Rights Office](#) including [policies on accessibility](#).

University Policies

Academic Accommodations

As the instructor of the course, I will make whatever accommodations I can to support your learning. I encourage you to reach out to the Human Rights Office and the Student Academic Success Service (SASS) as detailed below by the University. If you feel comfortable, I also encourage you to speak with me about ways that you would like my support. In the Week 1 survey on Brightspace, there is a box to discuss accessibility and I am also available by email and by appointment.

The [Human Rights Office](#) and the [Student Academic Success Service \(SASS\)](#) support students to remove barriers to accessibility. The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies,

etc.), contact the Access Service right away:

- **(currently unavailable)** visiting the SASS Academic Accommodations office on the third floor of the Desmarais Building, Room 3172
- logging into the [Academic Accommodations Portal \(Ventus\)](#) and completing the intake form
- calling the SASS Academic Accommodations office at 613-562-5976

Prevention of Sexual Violence

If you feel unsafe, call 9-1-1 or reach out to campus protective services at 613-562-5411.

The University of Ottawa has a zero-tolerance policy for any sexual act or act targeting a person's sexuality, gender identity or gender expression. This includes both physical and psychological acts that are committed, threatened, or attempted against a person without the person's consent, such as sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, sexual exploitation, and cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit <https://www.uottawa.ca/sexual-violence-support-and-prevention/>

Regulation on Bilingualism at the University of Ottawa

Every student has the right to require that a course be given in the language used to describe the course in the course calendar ([Academic Regulation 1-2](#)). Except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course's language of instruction.

Academic Integrity

Preamble

Academic integrity is a fundamental value at the core of all academic activities. The regulation on academic fraud ([Academic Regulation 1-14](#)) defines the acts that can compromise academic integrity and outlines the various sanctions and consequences of

such acts, and the procedures for handling allegations and setting sanctions. Further information on academic integrity is available on [the website of the Provost and Vice-President, Academic Affairs](#).

Definition

1. Any act by a student that may result in a distorted academic evaluation for that student or another student. Academic fraud includes but is not limited to activities such as:
 - a. plagiarising or cheating in any way;
 - b. submitting work not partially or fully the student's own, excluding properly cited quotations and references. Such work includes assignments, essays, tests, exams, research reports and theses, regardless of whether the work is in written, oral or any other form;
 - c. presenting research data that are forged, falsified or fabricated in any manner;
 - d. attributing a statement of fact or reference to a fabricated source;
 - e. submitting the same work or a significant part of the same piece of work in more than one course, or a thesis or any other piece of work submitted elsewhere without the prior approval of the appropriate professors or academic units;
 - f. falsifying or misrepresenting an academic evaluation, using a forged or altered supporting document or facilitating the use of such a document;
 - g. taking any action aimed at falsifying an academic evaluation.

Sanctions

1. Students who commit or attempt to commit academic fraud, or who are a party to academic fraud, are subject to one or more sanctions ([full list](#)), such as:
 - a. a written warning;
 - b. zero for part of the work in question;
 - c. zero for the work in question;
 - d. zero for the work in question and the loss of additional marks for the course in question;
 - e. zero for the work in question, with a final grade no higher than the passing grade for the course in question;
 - f. an F or NS grade for the course in question.

Time Commitment

In order to succeed in a 3-credit course, alongside the standard 3 hours of in-class instruction, students should expect to spend a minimum of 6 hours per week outside of

the classroom engaged in activities related to the course, e.g. homework, reading, studying, etc., and should expect a minimum time commitment of 9 hours per week per course (on average).

Language Expectations

This course is delivered in English, and in class interactions, including the online discussion boards, and feedback will also be managed in English.

Grade Revision Requests

Note that all requests for revision of grades must follow [Academic Regulation 10.3](#):

1. confirm the deadlines associated with [Academic Regulation 10.3](#) to request a grade revision;
2. contact your professor for clarifications and/or reasoning behind the assigned grade;
3. if you remain unsatisfied with the outcome, you may submit your request to the chair of the academic unit offering the course.

Your request MUST include:

- a. the course title, the course syllabus, the grade assigned and the name of the professor having assigned it;
- b. the grounds for the appeal;
- c. the assignment/test corrected by the professor, if applicable, and other relevant documents.

Policy on Justification of Late Submission of Assignments for the School of Political Studies

Exceptions for late assignments are made only for illness or other serious situations deemed as such by the instructor. DFR forms must be completed and students must take note of the Policy on justification of late submission of assignments for the School of Political Studies.

The form can be obtained online by accessing [the Faculty of Social Sciences' undergraduate forms](#). Once completed, the form with supporting documentation (ex.

medical certificate) will automatically be sent to the academic unit which offers the course.

The request must be completed **within five working days** of the exam and must respect all the conditions of [Academic Regulation I-9.5](#). The Faculty reserves the right to accept or refuse the reason; **reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.**

The new deadline granted by the School will be equal to the number of working days included in the period of disability specified on the medical certificate.

The medical certificate (sent online by the student with the DFR form) **MUST** specify in accordance with [Academic Regulation 1-9.5](#):

- the name of the student;
- the date of both the absence and the return to studies;
- the medical consultation date and the physician's signature.

Determination of the new deadline:

- If the date of both absence and return to studies are before the due date for the assignment: the new deadline will be calculated from the day following the original due date for the assignment.
- If the date of return to studies is during or after the due date for the assignment: the new deadline will be calculated from the day of the date of return to studies specified on the medical certificate.

Please, note that in the case of a short-term absence, the new deadline established by this policy applies even if the request for a deferral has not yet been approved.

Example 1:

- Due date for an assignment: April 20, 2020.
- DFR form submitted on April 24, 2020 (as allowed by [Academic Regulation 1-9.5](#)).
- Disability period specified on the medical certificate: March 19 to 24, 2020 (**6 calendar days, but 4 working days**).

New deadline granted: until April 27, 2020, at the same time as on the original due date (**4 working days following April 20, 2020 and assignment to be handed-in on the 5th working day following April 20, 2020**). If the assignment is handed in after the new deadline, the penalty for late submission specified in the course outline may apply.

Example 2:

- Due date for an assignment: April 20, 2020.
- DFR form submitted on April 24, 2020 (as allowed by [Academic Regulation 1-9.5](#)).
- Disability period specified on the medical certificate: April 20, 2020 (**1 working day**).

New deadline granted: until April 22, 2020, at the same time as on the original due date (**1 working day following April 20, 2020 and assignment to be handed-in on the 2nd working day following April 20, 2020**).

If the assignment is submitted on April 24 (**2 days after the new deadline**) or at any time after April 22, 2020, the penalty for late submission specified in the course outline may apply. Under such circumstances, the student **should not** wait for the deferral to be approved before handing in the assignment.

Student Services and Resources

[Academic GPS](#)

The [Academic GPS](#) hub is a one-stop shop for academic support. Whether you're an experienced student or just starting out, you'll find some great resources to help you succeed.

With the [Academic GPS](#), you can:

- chat with a mentor seven days a week;
- register for study groups;
- take part in study methods workshops (note taking, time management, exam preparation, stress management, Academic Integrity Session, etc.);
- book an appointment with a mentor.

[uOttawa Library](#)

Access the Library's Physical Collections

We are currently providing mediated access to the physical library collection through the following services:

- Contactless pickup
- Scan-on-demand
- Returns and renewals
- Course reserves

Changes to On-Campus Library Services

While the Library continues to offer services online, including remote access to specialized software and databases, we are also providing on-campus services like study spaces and computer workstations for both walk-ins and by reservation.

The services and operations of the library are updated often. Please check [our website](#) for the latest information.

Health and Wellness

Your wellness is an integral part of your success. If you don't feel well, it can be hard to focus on your studies. Dedicated professionals and fellow students who care about you are always ready to provide advice and support. Depending on your needs, many activities and services exist to accompany you during your academic journey.

Services include:

- opportunities to connect;
- counselling sessions;
- peer support;
- physical activity;
- wellness activities and workshops; spiritual guidance.

If you want to connect with a counsellor, [you can book an appointment online](#) or go to their walk-in clinic at **100 Marie-Curie, fourth floor**. You can also drop-in to our wellness space, chat online with a peer helper, or access 24/7 professional help through the website at <https://www.uottawa.ca/wellness/>.

Take Care of Yourself!

University can be stressful, and it can be challenging to take the time we need to stay healthy and happy. Please make sure you are giving yourself the space and time to take the steps you need to for your health and well-being.

If you or anyone you know, friends, family members, or classmates, experiences overwhelming academic stress, difficult life events, anxiety or depression, we strongly encourage you to seek support; reach out to a friend, faculty or family member you trust for assistance. There are also several support communities available to students, and staff, at the University of Ottawa and I encourage you to explore and leverage them as you require.

For a comprehensive list of support services here on campus, please see <https://www.uottawa.ca/health/services/mental-health>.

Association québécoise de prévention du suicide: 1-866-APPELLE (1-866-277-3553)

Ottawa Suicide Prevention: 613-238-3311

[Access Service](#)

The [Academic Accommodations Service](#) tries to make sure all students with disabilities have equal access to learning and research environments, the physical campus and University-related programs and activities. The Academic Accommodations service works with other campus services to create an accessible campus learning environment, where students with disabilities have an equal opportunity to flourish. We offer a wide range of services and resources, provided with expertise, professionalism and confidentiality.

Some services we offer:

- Help for students with disabilities in making the transition;
- Permanent and temporary accommodation measures;
- Learning strategy development;
- Adaptive exams
- Transcriptions of learning material Interpretation (ASL and LSQ);
- Assistive technologies.

If you think that you might need any of our services or supports, [email the Academic Accommodations service \(adapt@uOttawa.ca\)](mailto:adapt@uOttawa.ca).

Note that the University of Ottawa is affiliated with [AERO](#) and [ACE](#) services for the adaptation of accessible academic materials for students with perceptual disabilities. If you have any questions, please contact the Accessibility Librarian (libadapt@uottawa.ca) or the [Academic Accommodation Services](#) for textbooks.

[Human Rights Office](#)

The mandate of the [Human Rights Office](#) is to provide leadership in the creation, implementation and evaluation of policies, procedures and practices on diversity, inclusion, equity, accessibility and the prevention of harassment and discrimination.

Contact information: 1 Stewart St. (Main Floor – Room 121) - Tel.: 613-562-5222 /
Email: respect@uOttawa.ca

Career Services

[Career Services](#) offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

Faculty Student Experience Centre

The goal of the [Student Experience Centre](#) is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Student Experience Centre is there to help students continue on their path to success.

A student may choose to visit the [Student Experience Centre](#) for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the [Student Experience Centre](#) offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.