



2018-2019 Academic Year — Fall 2018 Course Outline
UNIVERSITY OF CALGARY — DEPARTMENT OF POLITICAL SCIENCE

Poli 683-L01	Advanced Studies in Foreign Policy: The Remaking of World Order in the 21st Century
Instructor	Tareq Y. Ismael — SS 746 Ph. 220-5928
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Office Hours	F 01:00 – 02:00, and by appointment.
Class Time	F 02:00 – 4:45
Class Location	SS 729

COURSE DESCRIPTION & OBJECTIVES

The durability of the post–Cold War order has been revealed to be far more brittle than commonly assumed. This course critically examines the most significant shocks that have beset the global order in this first two decades of the Twenty-First Century, including: the attacks of 9/11 and the subsequent foreign-policy program of the “war on terror” including the invasions of Afghanistan and Iraq; the decline of American power, trust in its leadership’s predictability and what claims to moral authority it made; the financial crisis emanating from 2008 and its effect on American and Eurozone economic and financial stability; the global protest movements challenging the existing structure of international order, beginning with the WTO protests in Seattle 1999, Occupy Wall Street following the 2008 Financial Crisis as well as the waves of protest across the Arab world that began in 2010; the ascent of the BRICs - especially the Russian Federation and People’s Republic of China in the international system, with special reference to conflicts on their periphery such as that between Georgia and Russia, Crimea annexation and the Ukrainian civil war, the ongoing sovereignty claims over the South China Sea and Taiwan; and the break down of state structures across the Middle East and its attendant migration flows. This rapid appearance of the unraveling of ‘world order’ and changing international norms has posed significant challenges for relations between states. This course, therefore, aims to assess changes in the nature of foreign policy and foreign policy analysis in the contemporary environment as states face individual as well as collective action challenges.

Upon completion of the course students should be familiar with and able to demonstrate an active interest in the formation of policy with regard foreign relations between states as well as the *politics* of foreign policy itself, critically evaluate and distinguish media and other sources of information, as well as demonstrate confidence in discussing ideas freely during seminar discussions with the instructor as well as other students. In this experience the ability to demonstrate their own facility with critical thinking - *as a habit of mind* - should emerge within both oral and written work. This will include, an ability to analyze and debate political events in a coherent manner, the ability to form individual – and often original – conclusions, as well as an ability to think systematically in an effort to construct logical arguments about foreign policy.

Critical Thinking skills and assessment of alternative sources is both of paramount importance for the student of politics and exceedingly difficult to assess in assignments of sufficient length in a classroom setting, making your writing an important exhibit through which to 'show your work'. The Reading Inventories, Term Project and Book Review will provide you the opportunity to demonstrate your ability to reflect on the class sessions by revisit the lectures and discussions, while also incorporating the required readings, documentary films and any additional research you might have completed, all laid forth in an attempt to demonstrate your thinking on the issues involved - to locate or 'situate' yourself amongst those sources and materials. By doing so you will, by default, have crafted an original position.

To exhibit the critical thinking skills indicated in the course objectives above, and found in the essay assessment rubric (found on D2L), you should attempt to demonstrate seven habits of thinking in your essay responses: i) identify and concisely explain the problem / question at issue; ii) identify the context this issue is found in while also recognizing the influence of the context on different stakeholders and the issue itself; iii) present your own perspective and position related to the issue; iv) acknowledge other perspectives salient to the issue (especially those provided in the course resources!); v) identify and evaluate the key assumptions behind the claims, assertions and recommendations made; vi) evaluate the quality of supporting data/evidence (in a research project you could then provide additional data as needed); and vii) evaluate conclusions, implications, and consequences.

Expectations for such abilities rise as the course level indicates from lower-level undergraduate to post-graduate study.

Assignments and Evaluation

I. Class participation (40%): This has five components

1. *Attending class*
2. *Being prepared* to discuss the reading assignments; It is important to *share your viewpoint* and *react in a thoughtful way* to the viewpoints of others.
3. *Participating* in class discussions. Part of understanding your own values and positions on issues is confronting the values and positions presented in readings as well as those held by fellow students; by participating in class discussions you will critically examine your understanding of readings against the understanding of others.
4. Reading inventory: for each class, students are to prepare a 'Reading Inventory', not to exceed two (2) pages (double spaced, standard type). It will be comprised of your engagement of each week's assigned readings and submitted to the instructor *prior* to each class session. For each of the assigned readings, the inventory should identify and define 3 major concepts (or ideas) introduced in a given article; the major issue addressed in each assigned article; and a brief discussion of each article's contribution to the course objectives. These are not simple summaries, but your own reflections.
5. Classroom Leadership: weekly seminar leadership, where a designated student will introduce and then lead discussion on the readings assigned for that week, providing context identifying limits, interrogating its assumptions, assessing author's persuasiveness, expanding the scope of the conversation and tying them to the weekly theme, course objectives etc. (see descriptive handout on D2L)

*****Note: The inventory is to be submitted electronically to the course D2L site by midnight the day prior to the class session.***

II. Term project proposal (10%)

The purpose of the proposal is to specify the research question to be addressed in your research paper (as per assignment III. below); explain the significance of your question as it relates to course objectives, and to the theoretical and methodological development of foreign policy studies.

Format: Oral presentation

When: As scheduled in class ~ Weeks 5-7 (05, 12 and 19 October)
(final schedule established **21 September 2018**)

Time: 20-minute presentation; 20-minute discussion

Hand in/out: Power point outline or equivalent with annotated bibliography

Due: One week before presentation. To be submitted in electronic copy to the course D2L site.

III. Term Project (40%): Integrated Literature Review: topic directly relevant to the course

The Integrated Literature Review (ILR) is “a critical summary of research on a topic of interest, prepared to put a research problem in context.” There are four questions that the integrative review addresses when evaluating a body of knowledge: (1) What is known? (2) What is the quality of what is known? (3) What should be known? And (4) What is the next step for research and policy action? The ILR is used to evaluate the strength of social science/scientific evidence, identify gaps in current research and bridge between related areas of work. The identification of central issues on a topic, the theoretical or conceptual frameworks applied, and research methods used successfully, are basic elements of the integrative literature review as a central tool for analysis of a body of knowledge. The review process can be conceptualized across five stages: (1) problem formulation; (2) data collection or literature search; (3) evaluation of data; (4) data analysis; and (5) interpretation and presentation of results.

Due: **November 23, 2018**. Submitted to D2L prior to 11:59 p.m.
 Length: 25 pages (standard type, double spaced, including the component parts listed below)
 Organization: Title page
 Table of contents
 Body of text organized around subheadings
 Endnotes
 References

See: “Writing Integrative Literature Review” by Richard Tarraco, (<http://hrd.sagepub.com.ezproxy.lib.ucalgary.ca/content/4/3/356.full.pdf+html>) for guidelines on the preparation of this paper. These guidelines will be the basis for evaluation of the paper. The integrative literature review is a distinctive form of research that generates new knowledge about the topic reviewed. Little guidance is available on how to write an integrative literature review. This article discusses how to organize and write an integrative literature review.

IV. Critical Book Review (10%) Due Friday November 09, 2018.

Each student will be responsible for selecting one (1) of the following books for review and crafting a critical essay-style book review - not to exceed five double-spaced pages in length. The book review will see you 'situate' the book in relation to the other course components (required readings, lectures, documentaries etc.). *See assignment handout sheet for instructions.*

Who Rules the World?

Noam Chomsky

(Metropolitan Books, 2016)

ISBN-10: 162779381X | ISBN-13: 978-1627793810

The Limits of Power: The End of American Exceptionalism (213 pages)

Andrew J. Bacevich

(Holt Paperbacks, 2009)

ISBN-10: 0805090169 | ISBN-13: 978-0805090161

JK271 .B24 2008

Chaos and Counterrevolution: After the Arab Spring (256 pages)

Richard Falk

(Just World Books, 2015)

ISBN-10: 1935982508 | ISBN-13: 978-1935982500

The New Arab Wars: Uprisings and Anarchy in the Middle East (304 pages)

Marc Lynch

(PublicAffairs, 2016)

ISBN-10: 161039609X | ISBN-13: 978-1610396097

***NOTE: these books have not been ordered into the University of Calgary Bookstore. They will be held on reserve at the University of Calgary Library and are also widely available in retail bookstores and online vendors – should any concern arise in accessing materials please inform the instructor.*

***NOTE: The Book Review is to be submitted electronically to the D2L site by midnight on the due date.*

Writing Statement: Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

REQUIRED TEXTBOOKS

Ronan Farrow. *War on Peace: The End of Diplomacy and the Decline of American Influence*. (W. W. Norton & Company, 2018). ISBN-10: 0393652106 | ISBN-13: 978-0393652109

Taylor Family Digital Library - Main collection JZ1480.F37 2018

Stephen Kinzer. *Overthrow: America's Century of Regime Change from Hawaii to Iraq*. (Times Books, 2007). ISBN-10: 0805082409 | ISBN-13: 978-0805082401

Taylor Family Digital Library - Main collection E744.K49 2006

Media Sources

1- antiwar.com

Independent investigative reporting on major events all over the world, provides a critical overview of US foreign policy.

2- atimes.com

It provides critical and balanced assessment of events in Asia and the world in general, from independent reporters, professors and diplomats.

3- <http://www.economist.com/>

The long established *Economist* magazine provides extensive coverage of world affairs, in realms political, economic, and cultural.

4- <http://www.aljazeera.com/>

Having an established itself as since the 1990s as the most independent news organization operating within the Middle East, al Jazeera has since expanded into English-coverage, providing careful regional coverage for Western readers; however, when it comes to the Gulf States, and Qatar in particular, the coverage becomes less objective.

5- orientalreview.org

The website tends towards academic and global analysis of events related to foreign politics.

6. <http://www.foreignpolicy.com/> | <https://nationalinterest.org/> | <https://www.foreignaffairs.com/>

These three U.S. focused foreign affairs magazines are aimed at a general audience, they nevertheless provide a useful conduit for academic and foreign policy practitioners for survey coverage and opinion of developing world affairs.

7. <https://www.ecfr.eu/>

ECFR - the European Council on Foreign Relations - provides a focus on European Union foreign policy

8. <https://thediplomat.com/>

Focused on the Asia-Pacific region

9. www.rt.com – a news outlet based in Moscow, provides coverage that can be considered as very internationally oriented but with a clear tilt in favour of official Russian views.

POLI 683 F18 Grading Schema:

A percentage grading system is used in marking, based upon the percentage weights of exams. These grades will be added together to obtain the final letter grade. **All assignments must be completed to receive a grade.**

Grade	Percentage	Grade Description
A+	97-100	<i>Excellent</i> <ul style="list-style-type: none"> all the below achieved at a level of “excellence” clear evidence that the student has initiated an approach to the topic
A	93-96	
A-	89-92	
B+	85-88	<i>Above Average</i> <ul style="list-style-type: none"> all the “C” requirements, but obviously at an above level a demonstrated critical-evaluative capacity, that is, the ability to place differing degrees of value upon a variety of elements within an analysis, rank them in priority, and attempt to justify and show their importance in terms of their effect the ability to demonstrate a position taken with regard to an issue, and a related ability to defend the position with reasonable logical, historical, political, and social evidence
B	80-84	
B-	75-79	
C+	70-74	<i>Satisfactory</i> <ul style="list-style-type: none"> demonstrated knowledge of basic facts relevant to the area demonstrated capacity to apply a variety of political science concepts an ability to apply abstract models to an issue so as to increase one’s understanding of the area a beginning ability to make evaluative statements about materials that are primarily descriptive
C	65-69	
C-	60-64	
D+	55-59	
D	50-54	
F	0-49	

A note on grades:

I do not negotiate grades; however, I am available for clarification. If you believe that your grade does not accurately reflect the quality of your work, you are advised to initiate the Faculty’s formal appeal process.

Since this is an ongoing process of change, and the outline only serves general guidelines, students are expected to follow current events carefully and continuously. Also, students are expected to monitor writings related to the course general outline, especially academic-oriented works. Elaboration on this will be discussed the first two weeks in class. Assignments will be addressed weekly prior to their due date.

Course Schedule (*Tentative and subject to change*)

Week 1 (07 September 2018) - *Foreign Policy in Today's World Politics*

Required reading:

- Farrow, *War on Peace*, “The Last Diplomats”, pp. 3-154
- Kinzer, *Overthrow*, “The Imperial Era,” pp. 9-110
- Alex Mintz and Karl DeRouen Jr., “Types of Decisions and Level of Analysis in Foreign Policy Decision Making,” in their *Understanding Foreign Policy Decision Making* (Cambridge University Press, 2010), pp. 15-37. [TFDL - JZ1253 .M56 2010] or eBook Link: <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/CBO9780511757761>
- Laura Neack, “The New Foreign Policy,” in her *The New Foreign Policy: Complex Interactions, Competing Interests* 3rd Edition (Rowman & Littlefield, 2013), pp. 1-28 or eBook Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1246202#<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1246202>

Week 1 Suggested Readings (these are not required, but may prove useful if you are leading this week's discussion or if this topic is one you will be researching for your Term Project / ILR):

Richard Fontaine and Robert D. Kaplan, “How Populism Will Change Foreign Policy: The Bernie and Trump Effects,” *Foreign Affairs* (May 23, 2016). Link: <https://www.foreignaffairs.com/articles/2016-05-23/how-populism-will-change-foreign-policy>

Stewart Patrick, “World Order: What, Exactly, are the Rules?” *The Washington Quarterly*. Volume 39, Issue 1 (2016), pp. 7-27.

Lloyd Axworthy, “The Political Actors: President, Prime Minister and Minister of Foreign Affairs,” in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur (eds). *The Oxford Handbook of Modern Diplomacy*. (Oxford University Press, 2015), pp. 91-105. [Taylor Family Digital Library - JZ1405 .O94 2013].

Ryan K Beasley, Juliet Kaarbo, Jeffrey S Lantis and Michael T Snarr (eds.). “The Analysis of Foreign Policy in Comparative Perspective,” in *Foreign policy in Comparative Perspective: Domestic and International Influences on State Behavior* 2nd ed. (New York: CQ Press; 2nd ed., 2013), pp. 1-26. [Taylor Family Digital Library - Main Call Number JZ1242 .F676 2013].

Valerie M. Hudson, “The History and Evolution of Foreign Policy Analysis” in Steve Smith, Amelia Hadfield and Tim Dunne (eds) *Foreign Policy: Theories, Actors, Cases*. (New York: Oxford University Press, 2012), pp. 13-34. [TFDL - JZ1305 .F67 2012].

Douglas T. Stuart, “Foreign-policy Decision-making,” in Christian Reus-Smit and Duncan Snidal (eds). *The Oxford Handbook of International Relations*. (Oxford University Press, 2010), pp. 576-593. [TFDL - JZ1242 .O94 2008].

Week 2 (14 September 2018) - Major Powers’ Foreign Policies ~ a liberal world order?

Required reading:

- Paul Staniland, “Misreading the “Liberal Order”: Why We Need New Thinking in American Foreign Policy,” *Lawfare* (July 29, 2018). Link: <https://www.lawfareblog.com/misreading-liberal-order-why-we-need-new-thinking-american-f>
- Dan Nexon, “On American Hegemony,” *Lawyers, Guns & Money* (July 27-29, 2018).
 - Part 1: <http://www.lawyersgunsmoneyblog.com/2018/07/american-hegemony-part>
 - Part 2: <http://www.lawyersgunsmoneyblog.com/2018/07/american-hegemony-part-ii-liberal-order-concept-good>
- Constance Duncombe and Tim Dunne, “After liberal world order,” *International Affairs*, Vol. 94, No. 1 (2018), pp. 25-42 or doi: 10.1093/ia/iix234
- Stephen M. Walt, “ Why Trump Is Getting Away With Foreign-Policy Insanity: The only people who can stop his sucking up to Russia have lost all their credibility,” *Foreign Policy*. (July 18, 2018). Link: <https://foreignpolicy.com/2018/07/18/why-trump-is-getting-away-with-foreign-policy-insanity/>
- David Rothkopf, “How Bush, Obama and Trump ended Pax Americana,” *The Washington Post*. (June 27, 2017). Link: <https://www.washingtonpost.com/news/global-opinions/wp/2017/06/27/how-bush-obama-and-trump-ended-pax-americana/>
- Alexander Clarkson, “End of Pax Americana -Russia and China should be careful what they wish for,” *POLITICO* (February 14, 2017). Link: <https://www.politico.eu/article/the-end-of-pax-americana-us-president-donald-trump-russia-china-pakistan-india/>
- Bruce Jentleson, “Millennials are so over US domination of world affairs,” *The Conversation*. (July 26, 2018). Link: <https://theconversation.com/millennials-are-so-over-us-domination-of-world-affairs-99167>
- See the report from which his article was generated: https://www.thechicagocouncil.org/sites/default/files/report_clash-of-generations_180625.pdf

Week 2 Suggested Readings (these are not required, but may prove useful if you are leading this week's discussion or if this topic is one you will be researching for your Term Project / ILR):

Graham Allison, "The Myth of the Liberal Order: From Historical Accident to Conventional Wisdom," *Foreign Affairs*. (July-August 2018). Link: <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, But It Must Adapt to the New Balance of Power," *Foreign Affairs*. (July 31, 2018). Link: <https://www.foreignaffairs.com/articles/world/2018-07-31/liberal-order-more-myth>

Christopher Layne, "The Euro-Atlantic world had a long run of global dominance, but it is coming to an end," *The Atlantic*. (April 26, 2012). Link: <https://www.theatlantic.com/international/archive/2012/04/the-end-of-pax-americana-how-western-decline-became-inevitable/256388/>

Joseph S. Nye Jr., "Hard, Soft, and Smart Power," in Andrew F. Cooper, Jorge Heine, and Ramesh Thakur (eds). *The Oxford Handbook of Modern Diplomacy*. (Oxford University Press, 2015), pp. 559-573. [JZ1405 .O94 2013]

Sebastian Rosato, "The Inscrutable Intentions of Great Powers," *International Security*. Vol. 39, No. 3 (Winter 2014/15) pp. 48-88.

Heather Hurlburt, "Battlefield Earth" *Democracy: A Journal of Idea* 31 (Winter 2014), Link: <http://www.democracyjournal.org/31/battlefield-earth.php>

Pavel Salin, "The fable of the eagle, the dragon and the bear", *Open Democracy* (January 23, 2013), <https://www.opendemocracy.net/od-russia/pavel-salin/fable-of-eagle-dragon-and-bear>

Stephen M. Walt, "Theory and Policy in International Relations: Some Personal Reflections," *Yale Journal of International Affairs*. Volume 7, Issue 2 (September 2012), pp. 33-43.

Christopher Layne, "The Euro-Atlantic world had a long run of global dominance, but it is coming to an end," *The Atlantic*. (April 26, 2012). Link: <https://www.theatlantic.com/international/archive/2012/04/the-end-of-pax-americana-how-western-decline-became-inevitable/256388/>

Week 3 (21 September 2018) - United States - global hegemony

Required reading:

- Kinzer, *Overthrow*, “Covert Action,” pp. 111-218
- Farrow, *War on Peace*, “Shoot First, Ask Questions Never,” pp. 155-256
- Aziz Rana, “The Left’s Missing Foreign Policy,” n+1 (March 28, 2018). Link: <https://nplusonemag.com/online-only/online-only/the-lefts-missing-foreign-policy/>
- John M. Hobson and Martin Hall, “Imperialism and Anti-Imperialism in Eurocentric Liberal International Theory,” in Tim Dunne, Trine Flockhart, and Marjo Koivisto (eds). *Liberal World Orders*. (Oxford: Oxford University Press, 2013), pp. chapter 7 [TFDL - AS122 .B73] or eBook
- Laura Neack, “Great Powers in General, the United States Specifically,” in her *The New Foreign Policy: Complex Interactions, Competing Interests* 3rd Edition (Rowman & Littlefield, 2013), pp. 143-168 or eBook Link: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1246202#<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1246202>>

See: ‘The United States of Arms’ created by Will Geary (July 16, 2018) video (2:16): <https://vimeo.com/279923192?quality=1080p>

America is the world’s largest weapons exporter. I was curious to see what this looks like over time, so I mapped the flows of arms transfers leaving the U.S. from 1950 to 2017. The data comes from @SIPRIorg’s Arms Transfers Database.

Week 3 Suggested Readings:

Stephen M. Walt, “A New-Old Plan To Save The World ... That Has No Hope Of Saving The World,” *Foreign Policy*. (May 26, 2016). [<http://foreignpolicy.com/author/stephen-m-walt/>]

Nina Silove, “The Pivot before the Pivot: U.S. Strategy to Preserve the Power Balance in Asia,” *International Security*. Volume 40, Number 4 (Spring 2016), pp. 45-88.

John J. Mearsheimer, “Benign Hegemony,” *International Studies Review*. Vol 18, No. 1 (March 2016) pp.1-3.

Daniel W. Drezner, “Just how much does lobbying matter in foreign policy?” *The Washington Post*. (August 18, 2015). <https://www.washingtonpost.com/posteverything/wp/2015/08/18/just-how-much-does-lobbying-matter-in-foreign-policy/>

Taesuh Cha, “The formation of American exceptional identities: A three-tier model of the “standard of civilization” in US foreign policy,” *European Journal of International Relations*. Vol. 21, No. 4 (December 2015), pp. 743-767.

John J. Mearsheimer, “What is America’s Purpose?” *National Interest*. No. 139 (September/October 2015), pp. 34-35.
[<http://nationalinterest.org/feature/we-asked-john-mearsheimer-what-should-be-the-purpose-13642>]

Andrew Bacevich, “The Duplicity of the Ideologues”, *Commonweal* (June 4, 2014), <https://www.commonwealmagazine.org/duplicity-ideologues>
[Note ~ for the Kagan article referenced see: Robert Kagan, “Superpowers don’t get to retire,” *The New Republic* (May 26, 2014). [<http://www.newrepublic.com/article/117859/allure-normalcy-what-america-still-owes-world>]]

**Week 4 (28 September 2018) – *United States projection of Power: economy and identity*
[Term project proposals schedule finalized]**

Required reading:

- Kinzer, *Overthrow*, “Invasions,” pp. 219-322
- Philip A. Russo and Patrick J. Haney, “American Trade Policymaking: A Unique Process,” in James M. McCormick (Ed). *The Domestic Sources of American Foreign Policy: Insights and Evidence* 6th Edition (Rowman & Littlefield, 2012), pp. 301-318 [TFDL - E840 .D63 2012]
- James M. Goldgeier, “NATO Expansion: The Anatomy of a Decision,” in James M. McCormick (Ed). *The Domestic Sources of American Foreign Policy: Insights and Evidence* 6th Edition (Rowman & Littlefield, 2012), pp. 383-398 [TFDL - E840 .D63 2012]
- Kimberly Marten, “Reconsidering NATO expansion: a counterfactual analysis of Russia and the West in the 1990s,” *European Journal of International Security*. Volume 3, Issue 2 June 2018 , pp. 135-161 or <https://doi.org/10.1017/eis.2017.16>
- Andrew J. Bacevich, “When Washington Assured Russia NATO Would Not Expand: How America’s failure to honor a 1990 commitment led to many of today’s global crises,” *The American Conservative* (December 20, 2017). Link: <https://www.theamericanconservative.com/articles/when-washington-assured-russia-nato-would-not-expand/>

See also: Svetlana Savranskaya and Tom Blanton, “NATO Expansion: What Yeltsin Heard,” National Security Archive - Briefing Book #621 (March 16, 2018). Link: <https://nsarchive.gwu.edu/briefing-book/russia-programs/2018-03-16/nato-expansion-what-yeltsin-heard>

Week 4 Suggested Readings:

Daniel Drezner, “The System Worked: Global Economic Governance during the Great Recession.” *World Politics*. Vol. 66 (January 2014), pp. 123-164.

Paul Krugman, “Why We’re in a New Gilded Age,” (review of: Piketty. *Capital in the Twenty-First Century*). *The New York Review of Books*. (May 8, 2014). Link: <http://www.nybooks.com/articles/2014/05/08/thomas-piketty-new-gilded-age/>

See: “Thomas Piketty: New thoughts on capital in the twenty-first century.” TEDSalon Berlin 2014 [21:00] (June 2014).
[https://www.ted.com/talks/thomas_piketty_new_thoughts_on_capital_in_the_twenty_first_century]

Phillip Knightley, “No More Heroes: March-May 2003,” in his *The First Casualty: The War Correspondent as Hero and Myth-Maker from the Crimea to Iraq*. Third edition (John’s Hopkins University press, 2014).

Mark Blyth, “The Austerity Delusion: How a Dangerous Idea Won Over the West,” *Foreign Affairs*. (April/May 2013): 41-56. Link: <http://www.foreignaffairs.com/articles/139105/mark-blyth/the-austerity-delusion>

Week 5 (05 October 2018) - *United States - terror and wars in Asia*

[Term project proposals: 1. _____, 2. _____, 3. _____]

Required reading:

- Farrow, *War on Peace*, “Present at the Destruction,” pp. 257-294
- Farrow, *War on Peace*, “The Tool of First Resort,” pp. 295-310
- Andrew J. Bacevich, “Infinite War: The Gravy Train Rolls On,” *TomDispatch* (June 7, 2018). Link: http://www.tomdispatch.com/blog/176433/tomgram%3A_andrew_bacevich%2C_not_so_great_wars%2C_theirs_and_ours
- See also: “Global military spending remains high at \$1.7 trillion,” SIPRI (May 2, 2018). Link: <https://www.sipri.org/media/press-release/2018/global-military-spending-remains-high-17-trillion>
- Andrew J. Bacevich, “What Are U.S. Forces Doing in Yemen in the First Place? Last week’s raid was an embarrassing and costly failure—in the context of a much larger one,” *The Atlantic*. (February 8, 2017) Link: <https://www.theatlantic.com/international/archive/2017/02/yemen-raid-trump/516024/>
- John Mearsheimer and Stehen Walt, “The Israel Lobby,” in James M. McCormick (Ed). *The Domestic Sources of American Foreign Policy: Insights and Evidence* 6th Edition (Rowman & Littlefield, 2012), pp. 89-104 [TFDL - E840 .D63 2012]

Suggested Readings:

Robert Malley and Jon Finer, “The Long Shadow of 9/11- How Counterterrorism Warps U.S. Foreign Policy,” *Foreign Affairs* (July/August 2018). <https://www.foreignaffairs.com/articles/2018-06-14/long-shadow-911>

Andrew J. Bacevich, “Let’s End America’s Hopeless War for the Middle East: Our country’s longest war is unwinnable, and we have more important things to do,” *Politico*. (April 2016). [<http://www.politico.com/magazine/story/2016/04/middle-east-foreign-policy-afghanistan-unwinnable-213778>]

Christopher A. Preble, “Can American End Its War in the Greater Middle East?” *The National Interest* blog. (April 6, 2016). Link: <http://nationalinterest.org/blog/the-skeptics/can-american-end-its-war-the-greater-middle-east-15696>

John Hagan, Joshua Kaiser and Anna Hanson, “The Reign of Terror,” “A Shadow of Hope,” and “Judging Torture in Iraq” in their *Iraq and the Crimes of Aggressive War: The Legal Cynicism of Criminal Militarism*. (2015), pp. 17-95.

Stephen Walt, “Do No (More) Harm - Every time the U.S. touches the Middle East, it makes things worse. It's time to walk away and not look back,” *Foreign Policy* (2014, August 7) http://www.foreignpolicy.com/articles/2014/08/07/let_it_bleed_iraq_isis_syria_airstrikes_israel_palestine_gaza_iran

Week 6 (12 October 2018) – *The Russian Federation*

[Term project proposals: 1. _____, 2. _____, 3. _____]

Required reading:

- Mamuka Tsereteli, “Can Russia’s Quest for the New International Order Succeed?” *Orbis*. Volume 62, Issue 2 (2018), pp. 204-219. or <https://doi.org/10.1016/j.orbis.2018.02.003>
- Carol Lutz, “Considering Ukraine’s Ethnic Minorities and Their Influence on Russian Foreign Policy,” *Orbis*. Volume 61, Issue 3 (2017), pp. 369-380. or <https://doi.org/10.1016/j.orbis.2017.04.002>
- Thomas Graham and Rajan Menon, “The Putin Problem,” *Boston Review* (September 2017). Link: <https://bostonreview.net/politics/thomas-graham-rajan-menon-putin-problem>
- Colum Lynch, “Russia and China See in Trump Era a Chance to Roll Back Human Rights Promotion at U.N. - As the United States retreats from the world, Moscow and Beijing seek to gut U.N. programs, cut staff,” *Foreign Policy* (June 26, 2018). Link: <https://foreignpolicy.com/2018/06/26/russia-and-china-see-in-trump-era-a-chance-to-roll-back-human-rights-promotion-at-u-n/>

Week 6 Suggested Readings:

Benn Steil, "Russia's Clash With the West Is About Geography, Not Ideology: The Marshall Plan recognized the limits of U.S. power in Europe. To be successful, so must diplomacy with Moscow today," *Foreign Policy* (February 12, 2018). Link:

<https://foreignpolicy.com/2018/02/12/russias-clash-with-the-west-is-about-geography-not-ideology/>

Joshua R. Itzkowitz Shiffrin, "Deal or No Deal?: The End of the Cold War and the U.S. Offer to Limit NATO Expansion," *International Security*. Volume 40, Number 4 (Spring 2016), pp. 7-44.

Dmitri Trenin, "The Revival of the Russian Military: How Moscow Reloaded," *Foreign Affairs*. (May/June 2016). [<https://www.foreignaffairs.com/articles/russia-fsu/2016-04-18/revival-russian-military>]

Mikhail Alexseev and Henry Hale, "Russians see Ukraine as an illegitimate state." *The Monkey Cage blog - Washington Post*. (May 20, 2015). [<https://www.washingtonpost.com/blogs/monkey-cage/wp/2015/05/20/russians-see-ukraine-as-an-illegitimate-state/>]

Yuval Shany, "Does International Law Grant the People of Crimea and Donetsk a Right to Secede: Revisiting Self-Determination in Light of the 2014 Events in Ukraine," *Brown Journal of World Affairs*, Vol. 21, Issue 1 (2014), pp. 233-244.

John J. Mearsheimer, "Why the Ukraine Crisis Is the West's Fault," *Foreign Affairs*. (September/October 2014). [<http://www.foreignaffairs.com/articles/141769/john-j-mearsheimer/why-the-ukraine-crisis-is-the-wests-fault>]

Mary Elise Sarotte, "A Broken Promise? What the West Really Told Moscow About NATO Expansion," *Foreign Affairs*. (September/October 2014). [<http://www.foreignaffairs.com/articles/141845/mary-elise-sarotte/a-broken-promise>]

Week 7 (19 October 2018) - *The Russian Federation* (continued)

[Term project proposals: 1. _____, 2. _____, 3. _____]

Required reading:

- Dmitry Adamsky, “Moscow’s Syria Campaign: Russian Lessons for the Art of Strategy,” Notes de l’Ifri No. 109 - IFRI [The Institute of French International Relations] (July 2018). Link: <https://www.ifri.org/fr/publications/notes-de-lifri/russieneivisions/moscows-syria-campaign-russian-lessons-art-strategy>
- Kari Roberts, “Understanding Putin: The politics of identity and geopolitics in Russian foreign policy discourse,” *International Journal: Canada’s Journal of Global Policy Analysis*. Vol. 72, No. 1 (2017) or <https://doi.org/10.1177/0020702017692609>
- Jordan Michael Smith, “Putin’s More Perfect Union,” *Boston Review* (October 2016). Link: <https://bostonreview.net/books-ideas/smith-charles-clover-black-wind-white-snow>
- Austin Carson, “Russia and the U.S. just defused a potential crisis in Syria — and showed us how to back away from a war,” *The Washington Post - Monkey Cage blog* (February 20, 2018). Link: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/02/20/russia-and-the-u-s-just-defused-a-potential-crisis-in-syria-and-showed-us-how-to-back-away-from-a-war/>
- Kimberly Marten, “The Puzzle of Russian Behavior in Deir al-Zour,” *War on the Rocks* (July 5, 2018). Link: <https://warontherocks.com/2018/07/the-puzzle-of-russian-behavior-in-deir-al-zour/>

Week 7 Suggested Readings:

Alexander Shumilin, “Russia’s Diplomacy in the Middle East: Back to Geopolitics,” *Russie.Nei.Visions*, No. 93 Institut français des relations internationales (Ifri) (May 2016), pp. 5-24. [<https://www.ifri.org/en/publications/notes-de-lifri/russieneivisions/russias-diplomacy-middle-east-back-geopolitics>]

Timothy Frye, “Why IR Theory Gets Russia Wrong: Moscow’s Predictably Unpredictable Politics,” *Foreign Affairs*. (May 23, 2016). [<https://www.foreignaffairs.com/articles/russian-federation/2016-05-23/why-ir-theory-gets-russia-wrong>]

Maria Snegovaya, “Think of Russia as an ordinary petrostate, not an extraordinary superpower,” *The Monkey Cage blog - Washington Post*. (March 9, 2015). [<https://www.washingtonpost.com/blogs/monkey-cage/wp/2015/03/09/to-understand-russia-think-of-it-as-an-ordinary-petrostate-as-opposed-to-an-extraordinary-superpower/>]

Dmitri Trenin, “TRUE PARTNERS? How Russia and China see each other,” *Centre For European Reform*. (2012), pp. 1-48. [<http://carnegie.ru/publications/?fa=47410>]

Week 8 (26 October 2018) – *The People’s Republic of China*

Required reading:

- Stuart Harris, “China the World and the International System,” in his *China’s Foreign Policy*. (Polity, 2014), pp. 46-69. [TFDL - DS779.47 .H37 2014]
- Shahar Hameiri and Lee Jones, “Rising powers and state transformation: The case of China,” *European Journal of International Relations*. Vol. 22 Issue 1 (March 2016), pp. 72-98.
- Oliver Stuenkel, “After Trump’s win, can China dislodge Asian nations from the US orbit?” *The Conversation*. (November 15, 2016). Link: <https://theconversation.com/after-trumps-win-can-china-dislodge-asian-nations-from-the-us-orbit-68584>
- H.H.S. Viswanathan and Shubh Soni, “BRICS Role in Global Governance Processes,” in Samir Saran (ed). *A Decade of BRICS: Indian Perspectives for the Future* (2017), pp. 9-18. Link: <https://www.orfonline.org/research/decade-of-brics-indian-perspectives-future/> PDF: https://www.orfonline.org/wp-content/uploads/2017/09/GP-ORF_BRICS.pdf
- Nathan Gardels, “China is laying the groundwork for a post-American world order,” *Berggruen Institute / Washington Post* (July 27, 2018). Link: <https://www.washingtonpost.com/news/worldpost/wp/2018/07/27/america-china/>

See: Jon Watts, “Follow the New Silk Road,” *The Guardian* (July 2018). Link: <https://www.theguardian.com/cities/ng-interactive/2018/jul/30/follow-new-silk-road-china-belt>

Week 8 Suggested Readings:

Clive Schofield, “Explainer: what are the legal implications of the South China Sea ruling?” *The Conversation*. (July 13, 2016). Link: <https://theconversation.com/explainer-what-are-the-legal-implications-of-the-south-china-sea-ruling-62421>

Oliver Stuenkel, “How Trump Benefits China in Latin America,” *America’s Quarterly*. (December 5, 2016). Link: <http://www.americasquarterly.org/content/how-trump-benefits-china-latin-america>

Jinghan Zeng, “Constructing a ‘new type of great power relations’: the state of debate in China (1998-2014)” *The British Journal of Politics and International Relations*. Vol. 18, No. 2 (May 2016), pp. 422-442.

Richard Fontaine and Mira Rapp-Hooper, “How China Sees World Order: Can Beijing be a ‘responsible stakeholder’?” *The National Interest*. (May-June 2016).

[<http://nationalinterest.org/feature/how-china-sees-world-order-15846>]

Marc Lanteigne, “Chinese Foreign Policy - an introduction,” and “Who makes Chinese foreign policy today,” from his *Chinese Foreign Policy: An Introduction* 2nd Edition (New York: Routledge, 2013), pp. 1-38. [JZ1734]

Stephen G. Brooks and William C. Wohlforth, “The Rise and Fall of the Great Powers in the Twenty-first Century: China’s Rise and the Fate of America’s Global Position,” *International Security*. Volume 40, Number 3 (Winter 2015/2016), pp. 7-53.

Week 9 (02 November 2018) – *The People’s Republic of China* (continued)

Required reading:

- Oliver Stuenkel, “10th BRICS Summit Johannesburg Declaration: An analysis,” *Post-Western World* (29 July 2018). Link: <http://www.postwesternworld.com/2018/07/29/johannesburg-declaration-analysis/>
- Cyril Prinsloo, “South Africa: Driving the BRICS Agenda,” *global policy* (July 19, 2018). Link: <https://www.globalpolicyjournal.com/blog/19/07/2018/south-africa-driving-brics-agenda>
- Rajiv Bhatia, “Restating the case for BRICS,” *Gateway House* (India). (19 July 2018). Link: <https://www.gatewayhouse.in/restating-brics-case/>
- Ravi Dutt Bajpai, “Civilizational Perspectives in International Relations and Contemporary China-India Relations,” *E-International Relations* (April 26, 2018). Link: <https://www.e-ir.info/2018/04/26/civilizational-perspectives-in-international-relations-and-contemporary-china-india-relations/>
- “One Year After They Almost Went to War, Can China and India Get Along?” *A ChinaFile Conversation*. June 14, 2018). Link: <http://www.chinafile.com/conversation/one-year-after-they-almost-went-war-can-china-and-india-get-along>

Week 9 Suggested Readings:

Zheng Wang, “Chinese Discourse on the ‘Nine-Dashed Line’: Rights, Interests, and Nationalism,” *Asian Survey*. Vol. 55, No. 3 (May/June 2015), pp. 502-524.

Wang Yizhou (trans. Chan Yang), “‘Creative involvement’: a new direction in Chinese diplomacy,” Yan Xuetong, “The weakening of the unipolar configuration,” and Wang Jisi (trans. Chan Yang), “China’s grim international environment,” in Mark Leonard (ed). *CHINA 3.0. The European Council on Foreign Relations*. (2012), pp. 106-124. Link: http://www.ecfr.eu/page/-/ECFR66_CHINA_30_final.pdf

Richard Fontaine and Mira Rapp-Hooper, “How China Sees World Order: Can Beijing be a ‘responsible stakeholder’?” *The National Interest*. (May-June 2016). Link: <http://nationalinterest.org/feature/how-china-sees-world-order-15846>

Shahar Hameiri and Lee Jones, "Rising powers and state transformation: The case of China," *European Journal of International Relations*. Vol. 22 Issue 1 (March 2016), pp. 72-98.

Lyle Goldstein, "Rocks, Reefs, and U.S.-China Relations," *Brown Journal of World Affairs*, Vol. 22, Issue 1 (Fall/Winter 2015), pp. 271-288.

Evan A. Laksmana, "Here's why Jakarta doesn't push back when China barges into Indonesian waters," *The Monkey Cage blog - Washington Post* (April 28, 2016). Link: <https://www.washingtonpost.com/news/monkey-cage/wp/2016/04/28/heres-why-jakarta-doesnt-push-back-when-china-barges-into-indonesian-waters/>

Week 10 (09 November 2018) – Canada as a global actor

*******Critical Book Review due*******

Required reading assignments:

- Paula Dolata, "Review Essay: Canada and/in the World," *Canadian Journal of Political Science/Revue canadienne de science politique*. Vol. 50, No. 1 (2017), pp. 351-367.
- Paul Poast, "These surprising countries could emerge as the heroes of NATO — and the liberal world order," *The Washington Post - Monkey cage blog*. (July 10, 2018). Link: <https://www.washingtonpost.com/news/monkey-cage/wp/2018/07/10/middle-powers-could-emerge-as-the-heroes-of-the-liberal-world-order-and-nato/>
- Foreign Policy Magazine's 2018 Diplomat of the Year Chrystia Freeland - Transcript of remarks. (June 14, 2018). Link: <https://foreignpolicy.com/2018/06/14/2018-diplomat-of-the-year-chrystia-freeland-read-the-transcript/>
- Address by Minister Freeland on Canada's foreign policy priorities. (June 6, 2017). Link: https://www.canada.ca/en/global-affairs/news/2017/06/address_by_ministerfreelandoncanadasforeignpolicypriorities.html
- Adam Chapnick and Christopher J. Kukucha, "Conservative Foreign Policy in the Harper Era," in their *The Harper Era in Canadian Foreign Policy: Parliament, Politics, and Canada's Global Posture* (UBC Press, 2016), pp. 3-18.

Week 10 Suggested Readings:

Stephen Saideman, "Introduction," "Alone in Kandahar? Canada in Comparative Perspective," and "Learning Lessons and Drawing Conclusions," in his *Adapting in the Dust: Lessons Learned from Canada's war in Afghanistan*. (University of Toronto Press, 2016), pp. 3-28 & 112-128. DS371.41252 .C2 S23 2016.

Colin Robertson, "'Canada is Back': Justin Trudeau's Foreign Policy," *Policy Magazine* (2017). Link: <http://policymagazine.ca/canada-is-back-justin-trudeaus-foreign-policy/>

Catherine Tsalikis, “Freeland’s Foreign Policy Speech: Short on Specifics but Strong on Principles,” *Open Canada* (June 6, 2017). Link: <https://www.opencanada.org/features/freelands-foreign-policy-speech-short-specifics-strong-principles/>

Jonathan Paquin, “Is Ottawa Following Washington’s Lead in Foreign Policy?” *International Journal*. Vol. 67, No. 4 (2012), pp. 1001-1028.

Robert W. Cox, “A Canadian Dilemma: The United States or the World,” *International Journal*. 60, No. 3 (2005), pp. 667-684.

Term Break ~ (Sunday-Saturday, November 11-17)

Week 11 (23 November 2018) – Canadian Foreign Policy ~ a critical approach

*******Integrated Literature Review (ILR) due*******

Required reading assignments:

- Todd Gordon, “Canada and the Third World: The Political Economy of Intervention,” in Jerome Klassen and Greg Albo (eds). *Empire’s Ally: Canada and the war in Afghanistan*. (University of Toronto Press, 2012), pp. 211-240. [DS371.412 .E47 2013]
- Greg Albo, “Fewer Illusions: Canadian Foreign Policy Since 2001,” in Jerome Klassen and Greg Albo (eds). *Empire’s Ally: Canada and the war in Afghanistan*. (University of Toronto Press, 2012), pp. 241-276. [DS371.412 .E47 2013]
- Sebastian Hierl, “Questioning Canada’s Middle-Power Status and its Possible Impact on the UNSC Bid,” *iAffairs Canada* (2017). Link: <http://www.iaffairscanada.com/2017/questioning-canadas-middle-power-status-and-its-possible-impact-on-the-unsc-bid>

Week 11 Suggested Readings:

Philippe Lagassé and Stephen M. Saideman, “Public Critic or Secretive Monitor: Party Objectives and Legislative Oversight of the Military in Canada,” *West European Politics*. Vol. 40, No. 1 (2017), pp. 119-138.

Hawes & Kirkey, “Understanding the Significance of Structure on Foreign Policy Behavior Unipolar World’s Impact on Canadian International Engagement,” in M. Hawes and K. Kirkey (eds.). *Canadian Foreign Policy in a Unipolar World* (Oxford: Oxford University Press, 2017), pp. 1-15.

Lasha Tchantouridzé, “Unipolarity: End of an Error,” in M. Hawes and K. Kirkey (eds.). *Canadian Foreign Policy in a Unipolar World* (Oxford: Oxford University Press, 2017), pp. 37-52.

Matthew Bondy, “The Last Neocon,” *Foreign Policy*. (September 2, 2015).
Link: <http://foreignpolicy.com/2015/09/02/the-last-neoconcanadas-stephen-harper/>.

Srdjan Vucetic, “Why Did Canada Sit out of the Iraq War? One Constructivist Analysis,” *Canadian Foreign Policy Journal*. Vol. 13, No. 1 (2006), pp. 133-153.

Thomas Juneau, “A Realist Foreign Policy for Canada in the Middle-East,” *International Journal* Vol. 72, No. 3 (2017), pp. 401-412.

Week 12 (30 November 2018) – Foreign Policy and non-state actors

Required reading:

- Frank A. Stengel and Rainer Baumann, “Non-State Actors and Foreign Policy,” in Cameron Thies (ed). *Oxford Research Encyclopedia of Foreign Policy Analysis* (Oxford University Press, 2017). Pre-print provided by author(s): http://psm.du.edu/media/documents/reports_and_stats/journal_articles/reports_journal_authors_stengel_baumann_nonstate_actors_foreign_policy.pdf
- Neil Winn and Alexandra Lewis, “European Union anti-piracy initiatives in the Horn of Africa: linking land-based counter-piracy with maritime security and regional development,” *Third World Quarterly*. Volume 38, Issue 9 (2017), pp. 2113-2128 or <https://doi.org/10.1080/01436597.2017.1322460>
- Helge Staff, “The emergence of private security governance. Assessing facilitating conditions in the case of Somali piracy,” *Global Change, Peace & Security* (formerly *Pacifica Review: Peace, Security & Global Change*). Volume 29, Issue 1 (2017), pp. 21-37 or <https://doi.org/10.1080/14781158.2016.1231174>

See: *Stolen Seas* (2012) (90 min)
Site: <http://stolenseas.com/>
Trailer: <https://vimeo.com/ondemand/stolenseas/75354146>
IMDB: <https://www.imdb.com/title/tt1981690/>

Week 12 Suggested Readings:

Jeremy Moses, “Sovereignty, (Ir)responsibility and Intervention,” in his *Sovereignty and responsibility : power, norms and intervention in international relations* (Palgrave Macmillan, 2014), pp. 52-76. [TFDL JZ6369 .M67 2014]

Dan E. Stigall, “Ungoverned Spaces, Transnational Crime, and the Prohibition on Extraterritorial Enforcement Jurisdiction in International Law,” *The Notre Dame Journal of International and Comparative Law*. Vol. 2013, No. 1 (February 2013), pp. 1-50.

Week 13 (07 December 2018) – Foreign Policy in the shadow of state collapse

Required reading:

- Bassel F. Salloukh, “Overlapping Contests and Middle East International Relations: The Return of the Weak Arab State,” *PS: Political Science & Politics*. Volume 50, Issue 3 (July 2017), pp. 660-663. or <https://doi.org/10.1017/S1049096517000348>
- Sophia Dingli, “After two years of war, Yemenis face cholera, famine and state collapse,” *The Conversation*. (May 31, 2017). Link: <https://theconversation.com/after-two-years-of-war-yemenis-face-cholera-famine-and-state-collapse-77902>
- Joost Hiltermann, “The Middle East in Chaos: Of Orders and Borders,” Crisis Group | Originally published in Al-Sharq Forum. (May 25, 2018). Link: <https://www.crisisgroup.org/middle-east-north-africa/middle-east-chaos-orders-and-borders>
- Joost Hiltermann, “Tackling the MENA Region’s Intersecting Conflicts,” Crisis Group commentary (February 13, 2018). Link: <https://www.crisisgroup.org/middle-east-north-africa/eastern-mediterranean/syria/tackling-mena-regions-intersecting-conflicts>
- Rami Khouri, “Exploring the 4 Ds that will shape our future, or our collapse,” Agence Global. (January 23, 2018). Link: <https://www.belfercenter.org/publication/exploring-4-ds-will-shape-our-future-or-our-collapse-1>

Week 13 Suggested Readings:

Andrew Parasiliti, Kathleen Reedy, Becca Wasser, “Preventing State Collapse in Syria,” *The RAND Corporation - Perspectives* (2017). Link: <https://www.rand.org/pubs/perspectives/PE219.html>

Daniel Lambach, Eva Johais and Markus Bayer, “Conceptualising state collapse: an institutionalist approach,” *Third World Quarterly*. Volume 36, Issue 7: Aid to Support Fragile States: The Challenge of Chronic Weakness (2015), pp. 1299-1315 or <https://doi.org/10.1080/01436597.2015.1038338>

Daron Acemoglu and James A. Robinson, “10 Reasons Countries Fall Apart,” *Foreign Policy* (June 18, 2012). Link: <https://foreignpolicy.com/2012/06/18/10-reasons-countries-fall-apart/>

POLI 683 ~ Term project proposal ~ Presentation Rubric (10% of final grade)

	0–Unsatisfactory	2–Satisfactory	3–Proficient	4–Outstanding
<p>Organization Is the presentation easy to understand? (4 points)</p>	<p>Presentation has no sequence. Audience cannot follow the material.</p>	<p>Presentation has limited organization. Beginning, middle, and end are present, but unclear. Audience has difficulty following the presentation.</p>	<p>Presentation has a logical, interesting sequence. Order of presentation makes sense. Beginning, middle, and end are obvious. Most details are in the right place.</p>	<p>Presentation has a logical, interesting sequence. Clear direction moves audience through the presentation. Beginning gains attention. Details fit and build to main point. Provokes thought.</p>
<p>Subject Knowledge Does the presenter have a clear understanding of their subject? (4 points)</p>	<p>Limited or no grasp of subject. Can provide only vague or no answers to questions.</p>	<p>Student has limited knowledge, is uncomfortable with material. Provides only limited answers to questions.</p>	<p>Demonstrates clear knowledge of material. Elaboration or explanation may be limited. Can answer questions when asked.</p>	<p>Demonstrates full knowledge of subject (more than required). Explanations are thorough and clear. Provides excellent answers to questions.</p>
	0–Unsatisfactory	1–Satisfactory	2–Proficient	3–Outstanding
<p>Support Materials Did the electronic or paper support materials enhance the presentation? (3 points)</p>	<p>No or limited materials. Poorly selected information. Materials are unclear. Sloppy work.</p>	<p>Materials connected to presentation, but may lack clarity, be too limited, or lack insight. Editing may be needed.</p>	<p>Materials reinforce presentation and generally effective. Information presented provides insight and informs audience. Graphics are appropriate. Limited editing needed.</p>	<p>Materials reinforce presentation and are visually pleasing. Information presented provides insight and informs audience. Graphs and charts are appropriate.</p>
<p>Delivery Was the presentation effective? Did the presenter engage the audience? (3 points)</p>	<p>No connection to material or audience.</p>	<p>Limited connection to material or audience. Indifferent. Presentation is flat, stiff.</p>	<p>Personality, flavor, style of presenters show sometimes. Pleasant and acceptable. Connection with audience more less clear.</p>	<p>Confident, honest style gives viewer a clear sense of presenters’ convictions. Engages audience with eye contact, an engaged voice, and positive body language.</p>

<p>Language Use Did the presenter use clear, correct, appropriate English? (3 points)</p>	<p>Language detracts from the presentation. Language may be inappropriate.</p>	<p>A mixture of effective and ineffective language. May use slang or jargon. May use too complex language for the audience.</p>	<p>Presented in generally effective language. Only minor problems in grammar, word choice, pronunciation, or tone. Technical terms are explained.</p>	<p>Presented in natural, smooth language. No distracting problems in grammar, word choice, pronunciation, or tone. Technical terms are explained.</p>
<p>Classroom Discussion Did the presenter engage students, ask penetrating questions, and link material to contemporary examples? (3 points)</p>	<p>Classroom discussion was brief, lacked substance, and failed to engage students.</p>	<p>Limited success engaging students in discussion and keeping it topical. Discussion questions demonstrate weak understanding of central concern of reading. Weak link between reading and contemporary concerns/issues.</p>	<p>Classroom discussion on topic and sustained. Discussion questions demonstrate and understanding of the reading. An effort was made to link the reading to contemporary concerns/issues.</p>	<p>Classroom discussion was engaging and lively. Questions challenged students to think deeper about the material and their own perspectives. Presenter linked the discussion questions to contemporary examples, moral dilemmas, or public policies. A true exchange of ideas was evident.</p>

Rubric for Integrated Literature Review (ILR)

	Main Area of attention	Expectations
<p>Introduction</p> <p>Marks= 4 (10%)</p>	<ul style="list-style-type: none"> • Purpose statement • Research question 	<ul style="list-style-type: none"> • Introduction • Succinct purpose statement of the ILR • Explanation of significance of research question as it relates to purpose and to course
<p>Content</p>	<ul style="list-style-type: none"> • Methods • Contextual Synthesis and integration of literature • Critical examination in terms of course objectives 	<ul style="list-style-type: none"> • Description of research methods, focussing on data bases, search terms, inclusion/exclusion criteria. Details may be provided in text or in appendices. [Marks=20%] • Compare and contrast the literature in terms of methods, major themes, purpose, argumentation & evidence, etc. [Marks=30%] • To understand the comparative public policy perspective and the global forces and patterns it reflects MSW Program Learning Objectives: Policy Analysis and development • a critical perspective on the economic, political, and social forces that impinge on people’s lives and impact social policy choices. MSW Program Learning Objectives: Diversity • A critical perspective on the issues of justice and injustice in Canadian society, and the role of social policy in changing the balance between them. MSW Program Learning Objectives: Promote Human Rights and Social Justice • an introduction to key skills involved with influencing policy

<p>Mark = 32 (80%)</p>		<p>and larger contexts as a core dimension of SW practice. MSW Program Learning Outcomes: Professional Identity</p> <p>[Marks=30%]</p>
<p>Conclusion</p> <p>Marks= 4 (10%)</p>	<ul style="list-style-type: none"> • Summary and conclusions 	<ul style="list-style-type: none"> • What was learned from the integrated literature review, and reflection on its contribution to your learning and potential usefulness in practice.

POLI 683 ~ Integrated Literature Review ~ Student Assessment Form

Score: (/40)	Student: _____		
	Submission analysis and content		
Introduction (5 points)			
Organization (6 points)			
Subject(s) themes / thesis, methods and argumentation (6 points)			
Contextual synthesis of subject literature(s) (6 points)			
Critical examination of subject literature(s) <i>within the terms of course learning objectives</i> (6 points)			
Conclusion (5 points)			
	Submission writing and style (six points)		
Submission Style (3 points)			
Submission Writing Mechanics (3 points)			

POLI 683 *Critical Book Review* Assignment Sheet

Weight: 10% of final grade
 Due: Friday November 09, 2018
 Length: Maximum five (5) pages in length

Each student will be responsible for selecting one (1) of the following books for review and crafting a critical essay-style book review – not to exceed five pages in length. The book review will see you ‘situate’ the book in relation to the other course components (required readings, lectures, documentaries etc.) as well as acknowledge any outside sources you consult as you complete the review.

(1) Step one: select one of the following books to review [note: these books have not been ordered into the University of Calgary Bookstore. They are widely available in bookstores and online – should any single volume pose a concern please inform the instructor]:

Who Rules the World?
 Noam Chomsky
 (Metropolitan Books, 2016)
 ISBN-10: 162779381X | ISBN-13: 978-1627793810

The Limits of Power: The End of American Exceptionalism
 Andrew J. Bacevich
 (Holt Paperbacks, 2009)
 ISBN-10: 0805090169 | ISBN-13: 978-0805090161
 JK271 .B24 2008

Chaos and Counterrevolution: After the Arab Spring
 Richard Falk
 (Just World Books, 2015)
 ISBN-10: 1935982508 | ISBN-13: 978-1935982500

The New Arab Wars: Uprisings and Anarchy in the Middle East
 Marc Lynch
 (PublicAffairs, 2016)
 ISBN-10: 161039609X | ISBN-13: 978-1610396097

<over>

(2) Step two: read the book and craft your review! As with all of your writing assignments remember that your book review is written for an audience – who is your reader? In this case a fellow student from POLI 683, who is knowledgeable in the discipline of political science and is interested not just in the coverage and content of the book being reviewed, but also in your critical assessment of the ideas and argument(s) that are being presented by the author. The review should not be a summary of the book. Instead it should state what the book sets out to do and assess how well the author achieves that goal. Largely, the exercise we are all pursuing is asserting a truth claim – whether that is in an article, book, presentation or discussion in class: what is the central truth claim of your chosen author? Is there more than one?

Several ideas might well guide you as you read the book and develop your critical analysis – with any additional course components or outside materials kept in mind to support and inform your decisions: what does the author(s) set out to accomplish with the book – why did they write it and what do they mean to get across to a reader? Is there a theoretical framework found – is it explicit or are there theoretical and conceptual assumptions made by the author(s) you can take note of? What are those guiding concepts – are they clearly defined? Does the author(s) acknowledge the strengths and weaknesses’ of the chosen approach? What is the thesis or central argument(s) found in the book? Are they presented as hypotheses? What methods are employed to test hypothesis, argument or assertions found in the book? The author’s style – writing, expression, clarity etc. may play a role in your assessment – especially if it ‘gets in the way’ of understanding the material(s) or persuading a reader. What evidence is marshaled and is it critically evaluated – do you find the author’s evidence persuasive in support of the overall argument? Does the book fit within the broader literature you have read in political science – are patterns and ‘schools of thought emerging’ as you develop your disciplinary knowledge? If so, where does this book fit? Does the book advance our knowledge of the subject?

No review will be able to address **all** of these aspects of the work – your task is in crafting a review that highlights those that seem most pertinent to your reading of the work.

*Note: as with any writing assignment expectations come with minimal and maximal variations – the purpose of establishing page / word limits on assignments is to force concision. Thus, you may not be able to address all expectations and thereby manage to ‘tick’ every box – instead you will need to decide on trade-offs as to what is most valuable in your effort to craft your response, review, argument etc.**

* Adapted from: Australian National University. Writing a critical book review <https://academicskills.anu.edu.au/resources/handouts/writing-critical-book-review>
Carleton University (USA). How to Write a Critical Book Review <https://apps.carleton.edu/curricular/history/resources/study/criticalbookreview/>

Expectations and assessment rubric (by section of Book Review)

	Main area of attention	Expectations
Introduction 0.5 page	<ul style="list-style-type: none"> • Identification • Statement of purpose 	<ul style="list-style-type: none"> • Identify book and its significance as it relates to the course • State the purpose of the review as it relates to course • Where appropriate, indicate the major aspects or sections of the book that will be addressed; and explain this focus
Contents 2 pages	<ul style="list-style-type: none"> • Summary • Scope • Style 	<ul style="list-style-type: none"> • Provide a succinct summary of the range, contents, and major arguments or themes of the book • Consider what are the author's credentials and expertise to write on this topic. • Identify the author's purpose in writing the book. Explain what the main thesis of the book is; and if the author does what he/she set out to do. • Discuss the book's structure in terms of logic and orderliness of argumentation • Discuss the style in terms of its analytic, descriptive and/or prescriptive dimensions • Explain what you found most and least convincing or significant about the author's arguments, and why.
Critique 2 pages	<ul style="list-style-type: none"> • Ideological perspective • Main issues 	<ul style="list-style-type: none"> • Critically examine the theoretical and methodological approach to ferret out underlying assumptions, values and beliefs • Critically examine the main issues the author specifically examined, with particular attention to the impact of ideological perspective, and to the nature and quality of evidence the author relied on to support his/her thesis. • Critically assess gaps and biases that emerge • Critically evaluate the author's contribution
Conclusion 0.5 page	<ul style="list-style-type: none"> • Final assessment 	<ul style="list-style-type: none"> • Consider what you have learned from this book and whether or not you would recommend it to students or others interested in the topic • Assess whether the author proved the main thesis of the book, with particular attention to the nature and quality of evidence utilized • Evaluate the overall contribution of the book to your understanding of the topic

Assessment Rubric (by scoring)

	Highly Competent (4-5 points)	Competent (3 points)	Minimally Competent (2 points)	Not Competent (0-1 points)
Submission analysis and content (twenty points / 25)				
Thesis and argumentation (10 points)	Clearly identifies and critically evaluates the author’s central argument, purpose, and approach to the subject	Identifies but not does not critically evaluate the author’s central argument, purpose, and approach to the subject	Identified a few main ideas but not the thesis	Is unaware of the author’s thesis or the purpose of the book. The review is descriptive but not analytical
Organization (5 points)	The review is exceptionally well organized with an introduction, body, and conclusion and follows the thesis throughout	The review is reasonably well organized	The view has a semblance of structure but its coherence is minimized by poor organization	The review is disorganized and incoherent
Development (5 points)	A general analysis of the salient features of the book, as opposed to a general summary, and identifies the development of the author’s thesis throughout the book	Demonstrates knowledge of the topic and provides supporting evidence and adequate detail	Minimal analysis, is repetitious, or and lacks development of salient features of the book being reviewed	No analysis, but merely a description of summary of the book’s content
Submission writing and style (five points / 25)				
Submission Style (2 points)	Sophisticated sentence structure and paragraph development	Effective Use of Language	Simplistic sentence structure and imprecise use of language	Incorrect sentence structure and use of slang, jargon, or inappropriate language
Submission Writing Mechanics (3 points)	The mechanics of the paper are correct. It is well written with no grammar or punctuation errors, and little or no use of the passive voice	Few errors	Errors are present that interfere with the presentation of ideas and arguments	Excessive errors in grammar and punctuation.

IMPORTANT POLICIES AND INFORMATION

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at

<http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: ask@gsa.ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>
Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>