



Faculty of Social Sciences Political Science

Course Number: POLI 2F20
Term/Year/Duration: Fall/Winter 2017/18
Course Title: Introduction to International Relations

Fall term Instructor Name: Dr. Blayne Haggart
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Office Hours: Wednesdays, 3-5 pm

Winter Instructor Name: Dr. Laura Harris
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Office Location: TBA
Contact: Thursdays, 4-5 pm

Note: Emails will be answered within one business day

Times and Locations:

Lectures: *Thursdays, 1-3 pm, AS 216*

Note: Classes at Brock University end ten minutes ahead of the hour or half hour to facilitate transfer time.

Course Description:

This course provides students with an overview of the field of International Relations. It covers the various theoretical approaches used in the study of International Relations, and examines the myriad issues that comprise this field, including war and peace, nationalism and international political economy.

Learning Objectives/Outcomes:

By the end of this course, students should be able to:

- Understand the differences between the various theoretical lenses used in the study of International Relations, and apply them to current events;
- Understand how different theoretical lenses can lead observers to dramatically different conclusions even when observing the same event;
- Understand the basic functions of the various organizations and actors that comprise the international system;
- Understand and critically evaluate policy issues as they relate to international relations;
- Critically evaluate the functioning of the international system in specific issue areas, such as the global economy and the international security regime;

- Make brief presentations on the material to their peers;
- Initiate class discussion of the material covered in lecture and seminar;
- Develop precise thesis statements and soundly constructed essay outlines;
- Write formal essays in a competent manner;
- Understand and avoid problems of plagiarism and other forms of academic misconduct; and
- Develop skills necessary to discuss and debate critically.

Required Readings or Texts:

The following texts are required for all students taking this course. They can be purchased at the bookstore:

John Baylis, Steve Smith, Patricia Owens, *The Globalization of World Politics: An Introduction to International Relations*, 7th ed. Oxford: Oxford University Press, 2017.

Daniel W. Drezner, *Theories of International Politics and Zombies*, revived edition (2nd edition). Princeton: Princeton University Press, 2014.

Seminar and other required and supplementary readings will be made available on the course Sakai page.

If you have any problem accessing these readings, please notify the instructor *immediately*.

Course Communications:

Note: Consider adding information pertaining to emergency communications. How will students be notified in the event of class cancellations, inclement weather, and other issues? For class communications, how should students communicate (Brock email, Sakai) and when can responses be expected?

Evaluation Components and Due Dates

Fall term

Evaluation Component	Grade Weight	Due Date
Seminar participation	20%	n/a
In-class midterm	20%	Oct. 19
Reaction piece	30%	Nov. 23
Progress exam	30%	TBA
Total (Fall)	100%	

Winter term

Evaluation Component	Grade Weight	Due Date
Seminar participation	20%	n/a
In-class midterm	20%	Feb. 15
Final exam	30%	TBA
Main assignment		
Research paper	30%	Mar. 22
BMUN studies: alternative to Winter research paper		
Country background and committee position paper	20%	TBD – Jan. 2018
Model UN conference report	10%	TBD – early Apr. 2018
Total (Winter)	100%	

NOTE: Each term is worth 50% of your final grade.

Seminar participation

The seminar sessions are a very important component of this course, supplementing and expanding on the material covered in lectures and providing you with important essay development and writing skills.

Attendance is mandatory. Students need to be aware that seminar participation is not synonymous with seminar attendance: your attendance at seminars is the very minimum expectation and attendance alone will not ensure you a passing seminar participation grade. Attendance will be recorded, and students **will receive a zero for each unexcused absence.**

Students are expected to come well prepared for seminars by completing the weekly seminar and lecture readings and reflecting upon issues and questions that will stimulate discussion. Students are expected to be active participants, making weekly contributions to seminar discussions. Students are also expected to engage their discussions in a respectful manner, feeling free to explore and debate a variety of issues and ideas, but never resorting to personal slights or attacks.

Please note that all of the seminar readings will be made available on the course Sakai page under the 'Resources' tab on the left side of the page. A list of the Fall 2016 readings has been posted on Sakai, and may be updated if needed. Winter 2017 seminar readings will be made available before the start of the Winter term.

Fall Reaction Piece

Your first written assignment will be a 1,000-word "reaction piece" to a classic article from the following list:

- Kenneth N. Waltz, "Structural Realism after the Cold War," *International Security* 25, no. 1 (2000): 5-41.
- John J. Mearsheimer, "The False Promise of International Institutions," *International Security* 19, no. 3 (1994/5): 5-49.
- John G. Ikenberry, "Liberal Internationalism 3.0: America and the Dilemmas of a Liberal World Order," *Perspectives on Politics* 7, no. 1 (2009): 71-87.
- J. Ann Tickner, "You Just Don't Understand: Troubled Engagements between Feminists and IR Theorists," *International Studies Quarterly* 41, no. 4 (1997): 611-632.
- Ted Hopf, "The Promise of Constructivism in International Relations Theory," *International Security* 23, no. 1 (1998): 171-200.
- Lene Hansen, "A case for seduction? Evaluating the Poststructuralist Conception of Security," *Cooperation and Conflict* 32, no. 4 (1997): 369-397.

In this three-part assignment, you are asked to:

- situate the author within the theoretical traditions discussed in class (September 26-November 8);
- outline the main theoretical arguments raised in the reading; and
- discuss and assess their strengths and weaknesses, and raise (and attempt to answer/think through) any questions you have about the article.

You do not need to read and cite more than the above reading together with the relevant chapters from the textbook, but your essay will undoubtedly benefit from doing so. Further instruction on completing this assignment will be provided in Fall Workshop #2 during regularly scheduled seminar time.

The due date, listed above, is firm and it is the responsibility of students to plan ahead and submit their paper on time (see below for the policy on late essays). All essays are to be written in formal academic style, must be fully referenced and should include a title page featuring an original title. All references must be completed

using the APA (parenthetical) referencing format and bibliographies must be constructed using the APA referencing format.

This reaction piece must be submitted to turnitin.com to authenticate their originality before it will be graded. Specific instructions on using turnitin.com will be provided in class by the course instructor. All essays must also be accompanied by a signed Statement on Academic Integrity, available under the 'Resources' tab on the course Sakai page.

Essay proposal (For personal essay development, but will not be graded)

To facilitate and improve essay development, each student is encouraged to submit one essay proposal and annotated bibliography. The proposal should include a draft thesis statement outlining the general argument of the paper, a brief overview of the subject, and at least three supporting arguments (in point form) that will be used to help prove the essay's thesis. Each supporting argument should make reference to some logical and/or empirical evidence that illustrates it.

Research essay assignment

Students in this course are required to prepare and submit a 2,500-word research essay at the due date is listed above. This due date is firm and it is the responsibility of students to plan ahead and submit their paper on time (see below for the policy on late essays). All essays are to be written in formal academic style, must be fully referenced and should include a title page featuring an original title. All references must be completed using the APA (parenthetical) referencing format and bibliographies must be constructed using the APA referencing format.

All essays must be submitted to turnitin.com to authenticate their originality before they will be graded. Specific instructions on using turnitin.com will be provided in class by the course instructor. All essays must also be accompanied by a signed Statement on Academic Integrity, available under the 'Resources' tab on the course Sakai page.

Subjects can be chosen from the list of topics to be provided at the beginning of the winter term, or on a subject cleared with the instructor when working on their essay proposal. This assignment requires at least **six scholarly sources**. Students are encouraged to submit an essay proposals, including sources and arguments, in preparing this assignment. Your essay should be analytical (not just descriptive) and should develop an original thesis aimed at resolving your chosen topic question.

Brock Model United Nations assignment

Students who attend the Brock Model United Nations conference in March 2018 have the option to replace the essay proposal/annotated bibliography and research essay assignments with two papers related to the conference. The first will be a research paper based on the Brock Model United Nations' selected country for the 2018 Model United Nations conference, including the position paper for their specific Model UN committee assignment. The second paper will be a report on the conference.

Those students who are interested in this option must register with the instructor in October 2017. Further details will be announced around that time.

Late Submission Policy:

The penalty for late submission of assigned coursework (e.g., papers, assignments) is **FOUR PERCENT** per day, unless accompanied by medical documentation. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>

Relationship between attendance and grades:

Students are expected to attend all classes and must submit all assignments in order to pass this course.

Important dates: (check the section on sessional or important dates in the relevant online University calendar at <http://brocku.ca/webcal/>)

January 19, 2018, is the date for withdrawal from the course without academic penalty.

January 12, 2018, is the date you will be notified of 15% of your course grade (Note: this date should be at least one week before the date for withdrawal listed above).

Academic Policies

Academic Integrity:Statement for undergraduate courses

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

Plagiarism software:

If plagiarism software is used (Turnitin.com), a statement to that effect must be included on the outline including an option to opt out.

Sample statement regarding Turnitin.com

This course may use Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

Intellectual Property Notice:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>

Fall Class schedule

Part I. Globalization, history and theories of International Relations: The primary fact about the international system is that it is composed of sovereign states. State sovereignty is the ability to exercise exclusive jurisdiction and to make independent decisions. This states system has come into being over hundreds of years and continues to change. To understand our globalized world, therefore, requires understanding how it emerged and how this past has shaped its continued evolution. While the interaction of state politics is the historical basis of international relations, International Relations is not only about what state leaders do. Many other people, including students, terrorists and activists shape international relations.

There are also many different ways of looking at international relations. Each of these theories emphasize a different aspect of global politics and can often highlight different parts of the same issue. They can also have different opinions about what drives human behaviour and about the rank of different international issues. Often, the task of the International Relations scholar is not to determine whether a theory is “right” or “wrong” about an issue, but rather in selecting the most appropriate theory for what you want to study.

Part II. The international system, war and security: War and security is another area that continues to change. Because states may act according to their interests, because those interests may collide with those of other states, because recourse to armed force is always possible, and because the international system has no equivalent of domestic law enforcement and justice systems, states must always reckon with actual and potential threats to their security. Changes in the composition of armed forces - acquiring nuclear weapons, for example - may transform security relations both regionally and globally. Domestically, the failure of sovereign control opens the prospect of civil war and the threat of terrorism has extended the list of possible perils and the tasks of governments. At the same time, when states seek to advance security through military intervention as well as domestic legal and policy measures, it is not always clear whether they successfully increase their own security or that of the civilians who reside in such locales. Furthermore, contributors to security have expanded to include not only physical security, but “human security,” including environmental production. Consequently,

questions abound over whether security should continue to be defined primarily by states and their interests or whether it should be expanded to account for humanity in general.

Week 1: Introduction

September 7

- Lecture: Why do we have states? Introduction to International Relations
 - Readings: *Globalization of World Politics*, chapters 1-2.
- Seminar (Sept. 7-12): Academic workshop #1: Making a successful class presentation
 - Reading: Sukhvinder S. Obhi, *Success in Seminars & Tutorials*. Don Mills: Oxford University Press, 2016, pp. 10-17; 28-36.

NOTE: FALL SEMINARS BEGIN ON SEPTEMBER 7

Week 2: From International to global relations – and back again?

September 14

- Lecture: How did the current international system come into being?
 - Readings: *Globalization of World Politics*, Chapters 3 – 5.
- Seminar (Sept. 14-20): *Debate*: Has globalization been a positive or negative development?
 - Readings: *Globalization of World Politics*, Chapters 1-5.

Week 3: Realism, Liberalism and the “neos” (I)

September 21

- Lecture: How do the dominant IR theories “see” the world?
 - Readings: *Globalization of World Politics*, Chapters 6-7.
- Seminar (Sept. 21-27): *Which theory best prepares us for the inevitable zombie apocalypse? (I)*
 - Reading: Drezner, *Theories of International Relations and Zombies*, Chapters 5 and 6 (pp. 37-64); Recommended: Preface-Chapter 4 (pp. ix-36)

Week 4: Realism, Liberalism and the “neos” (II)

September 28

- Lecture: How do the dominant IR theories “see” the world? (cont’d)
 - Readings: *Globalization of World Politics*, Chapters 6-7.

- Seminar (Sept. 28-Oct. 4): *Which theory best prepares us for the inevitable zombie apocalypse? (II)*
 - Reading: Drezner, *Theories of International Relations and Zombies*, Chapters 10-12, pp. 89-119.

OCTOBER 12: FALL BREAK – NO CLASSES SCHEDULED

Week 5: Social constructivism

October 5

- Lecture: How do our ideas about the world influence the world? Or, what can *The Godfather* teach us about International Relations?
 - Readings: *Globalization of World Politics*, chapter 9; Drezner, *Theories of International Relations and Zombies*, Chapter 7, pp. 65-74.
- Seminar (Oct. 5-18): Academic workshop #2: Reading and critiquing journal articles
 - Readings: Obhi, *Success in Seminars & Tutorials*, pp. 19-26. (recap from Week 2)

Alexander Wendt, “Why a World State is Inevitable” (short version) *European Journal of International Relations* 9, no. 4 (2003): 491-542.

Week 6: Midterm; Post-structuralism

October 19

- Lecture: In international relations, are we our brothers’ (and sisters’) keepers?
 - Reading: *Globalization of World Politics*, chapter 13.
- Seminar (Oct. 19-25): Was the Charleston attack an act of “terrorism”?

Note: Topic subject to change depending on current events.

 - Readings: Yes: Conor Friedersdorf, “Why it matters that the Charleston attack was terrorism.” *The Atlantic*, June 22, 2015. <http://www.theatlantic.com/politics/archive/2015/06/was-the-charleston-attack-terrorism/396329/>
 - Anthea Butler, “Shooters of color are called ‘terrorists’ and ‘thugs’. Why are white shooters called ‘mentally ill’?” *Washington Post*, June 28, 2015. https://www.washingtonpost.com/posteverything/wp/2015/06/18/call-the-charleston-church-shooting-what-it-is-terrorism/?tid=pm_pop_b&utm_term=.69b56cc9360b
 - No: Philip Bump, “Why we shouldn’t call Dylann Roof a terrorist,” *Washington Post*, June 19, 2015. <https://www.washingtonpost.com/news/the-fix/wp/2015/06/19/why-we-shouldnt-call-dylann-roof-a-terrorist/>

John McWhorter, “Were the Charleston killings ‘terrorism?’ Politico.com, June 20, 2015.
<http://www.politico.com/magazine/story/2015/06/the-killings-in-charleston-werent-terrorism-119233>

Week 7: Post- colonialism; International ethics

October 26

- Lecture: The View from the Bottom; Considering “the Other” in International Relations
 - Readings: *Globalization of World Politics*, chapters 10-11.
- Seminar (Oct. 26-Nov. 1): *How useful is Just War Theory?*
 - Reading: Ideas, “Just War Theory: So what?” CBC.ca podcast (59 minutes)
 (<http://www.cbc.ca/radio/ideas/just-war-theory-so-what-1.2914198>; link also in Sakai)

Week 8: Gender and world politics

November 2

- Lecture: What does power look like in a gendered world?
 - Readings: *Globalization of World Politics*, chapters 12 & 17.
- Seminar (Nov. 2-8): Evaluating the Liberal government’s new feminist development policy
 - Readings: Drezner, *Theories of International Relations and Zombies*, Chapter 8, pp. 75-86.
 - Valerie Percival, “What a real feminist foreign policy looks like,” Opencanada.org, May 12, 2017.
<https://www.opencanada.org/features/what-real-feminist-foreign-policy-looks/>
 - John Sinclair, “Canada’s new feminist development policy: the good, the bad and the next steps,” Opencanada.org, June 16, 2017. <https://www.opencanada.org/features/canadas-new-feminist-development-policy-good-bad-and-next-steps/>

Part II (a): The international system, war and security

Week 9: Actors and regimes in International Relations (I): International law; International organizations in world politics

November 9

- Lecture: Why do countries usually follow international law even when it’s not in their direct interest to do so?
 - Readings: *Globalization of World Politics*, chapters 19-20.
- Seminar (Nov. 9-15): TBD based on current events
 - Reading: TBD

**Week 10: Actors and regimes in International Relations (II): The United Nations; NGOs in world politics
November 16**

- Lecture: Non-state actors in global politics
 - Readings: *Globalization of World Politics*, chapters 18-19.
- Seminar (Nov. 16-22): Debate: Has the United Nations outlived its usefulness?
 - Readings: Shashi Taroor, “Is 70 too old for the UN?” Project Syndicate, Sept. 18, 2015.
Jeffrey D. Sachs, “The UN at 70,” Project Syndicate, Aug. 21, 2015.

Mark Rice-Oxley, “Happy 70th birthday, United Nations. Time for a relaunch.” *The Guardian*, Sept. 8, 2015. <http://www.theguardian.com/commentisfree/2015/sep/08/united-nations-70th-birthday-time-for-relaunch-tarnished-brand>

Chris McGreal, “70 years and half a trillion dollars later: What has the UN achieved?” *The Guardian*, Sep. 7, 2015. <http://www.theguardian.com/world/2015/sep/07/what-has-the-un-achieved-united-nations>

**Week 11: War and world politics; Terrorism and globalization
November 23**

REACTION PIECE DUE IN LECTURE

- Lecture: Is the world a safer place today than it was 30 years ago?
 - Readings: *Globalization of World Politics*, chapters 14 & 25.
- Seminar (Nov. 23-Nov. 26): *How serious is the threat of terrorism?* (Subject to change based on current events)
 - Reading: TBD based on current events

**Week 12: International and global security; Proliferation of WMDs (time permitting)
November 30**

- Lecture: What does “security” mean in the 21st century?
 - Readings: *Globalization of World Politics*, Chapters 15 and 23

Winter term lectures and topics

Part III. Global political economy: The global economy is at a turning point. The trade and finance systems put in place after the end of World War II have recently been hit by a series of financial crises since the mid-1990s, in Asia, Latin America, the United States and, most recently, in Europe. Knowledge, in forms such as intellectual property and the control over digital networks, has become increasingly important in the exercise of global power. Established powers like the United States are being challenged by rising economies, most notably China. Beyond the current crises, trade and development policies have helped to lift billions out of poverty. However, the benefits of globalization have not been distributed evenly either across or within countries. Both the origins of these crises and how to deal with them are hotly contested. Addressing these issues requires understanding how the global economic regime functions.

Part III: IPE (International Political Economy)

Week 1

January 11

- Lecture: Global Political Economy
 - Readings: *Globalization of World Politics*, chapters 9, 16 and 28.
- Seminar (Jan 11-17): Exam review, seminar presentation sign up, introductions.

Week 2

January 18

- Lecture: Marxist theories of IR
 - Readings: *Globalization of World Politics*, chapter 8.
- Seminar (Jan. 18-24):
 - Reading: Linklater, A. "Realism, Marxism, and Critical International Theory." *Review of International Studies* 12.4 (1986): 301-312.
 - Gill, S. "Two concepts of international political economy." *Review of International Studies* 16.4 (1990): 369-381.
 - Additional reading TBD.

Week 3

January 25

- Lecture: Power, hunger and development
 - Readings: *Globalization of World Politics*, chapter 29.

- Seminar (Jan. 25-31): Academic Workshop #3: How to search for journal articles. Workshop held by Library Services during scheduled seminar time. Location TBA.

Part IV: Selected Topics in IR: Nationalism, Human Rights and the Environment

Week 4

February 1

- Lecture: Nationalism and National self determination: Why do we still have borders?
 - Reading: *Globalization of World Politics*, chapters 22 & 27.
- Seminar (Feb. 1-7)
 - Readings: Seyla Benhabib, “Claiming Rights across Borders: International Human Rights and Democratic Sovereignty,” *The American Political Science Review* 103, no. 4 (2009):691-704.
 - Samuel Huntington, “The Clash of Civilizations? The Next Pattern of Conflict.”

Week 5

February 8

- Lecture: Race and IR
 - Reading: *Globalization of World Politics*, chapter 18
- Seminar (Feb. 8-15)
 - Reading: Doty, Roxanne Lynn. “Desert Tracts: Statecraft in remote places,” *Alternatives: Global, Local, Political* 26, no. 4 (2001):523-543.
 - Additional reading TBD.

Week 6

February 15

- Lecture: Midterm / Who controls the Internet? What is “cyberwar”?
 - Reading: Shawn M. Powers and Michael Jablonski, “The Information-Industrial Complex,” in *The Real Cyber War: The Political Economy of Internet Freedom*. 50-74. Chicago: University of Illinois Press, 2015.
- Seminar (Feb. 16-28):
 - Reading: “Google, Information and Power,” in *The Real Cyber War*, 75-98.

FEBRUARY 22: READING WEEK – NO CLASSES SCHEDULED

Week 7**March 1**

- Lecture: What is human security?
 - Readings: *Globalization of World Politics*, Chapters 29 and 30.
 -
- Seminar (Mar. 8-14).
 - Reading: Lee-Ann Louw; Hendril Johannes Lubbe, “Threats to security posed by ISIS in Syria: A Human Security Approach,” *Journal of Human Security* 13, no. 1 (2017): 16-21.
 - Additional reading TBD.

Week 8**March 8**

- Lecture: Genocide, violence and human responsibility?
 - Film: *Triage*.
- Seminar (Mar. 15-21):
 - We will discuss the film shown in during lecture

Week 9**March 15**

- Lecture: Humanitarian Intervention
 - Readings: *Globalization of World Politics*, chapter 32.
- Seminar (Mar. 29-Apr. 3):
 - Reading: Responsibility to Protect (on Sakai)
 - Stephen McLoughlin, “From Reaction to resilience in mass atrocity prevention: an analysis of the 2013 document, Responsibility to Protect,” *Global Governance*, 22, no. 4 (2016): 473-490.

Week 10**March 22: Research papers due March 22 by 4pm**

- Lecture: Are human rights universal?
 - Readings: *Globalization of World Politics*, chapter 31.
- Seminar (Mar. 22-28)

- Reading: Sen, A. "Human Rights and Capabilities." *Journal of Human Development* 6.2 (2005): 151-166.
- Nussbaum, Marthan "Capabilities and Human Rights," *Fordham Law Journal* 66, no. 2 (1997): 279-300.

Week 11
March 29

- Lecture: Environmental issues: The Paris Agreement
 - Readings: *Globalization of World Politics*, Chapter 24.
- Seminar (Mar. 1-7)
 - Readings: Doelle, M. "The Paris Agreement: Historic Breakthrough or High Stakes Experiment?" *Climate law* 6.1-2 (2016): 1-20.
 - Keohane, Robert O. "Cooperation and discord in global climate policy," *Nature Climate Change* 6.6 (2016): 570-575.

Week 12
April 4

- Lecture: Course Conclusions
 - Reading: Doyle, Michael W., "New World Disorder," *Dissent* 64, no. 1 (2017): 123-128.

There is no Week 12 seminar

Department of Political Science

POLICY ON LATE ESSAYS

Late essays received by the instructor or deposited in the Political Science department essay boxes after 4:00 p.m. of the date on which they were due will be penalized **four per cent** per day. No paper will be accepted two weeks after the due date. **Individual instructors may impose different penalties and submission requirements. Be sure to check your course outlines.**

An essay is considered received when the **original** hard copy of the paper is in the hands of the instructor or in the box outside the Political Science Department's office. (ALL ESSAYS MUST INCLUDE A TITLE PAGE WITH THE FOLLOWING INFORMATION CLEARLY MARKED: STUDENT NUMBER, TA and INSTRUCTOR'S NAME, COURSE NAME and NUMBER).

Having an essay date-stamped by security, or the library, or anyone else does **not** constitute receipt of the essay by the Political Science Department. Instructors may require that essays be submitted electronically. In this case, students must consult with the instructor on what constitutes a late essay.

Instructors may establish more restrictive deadlines or more severe penalties in particular courses – check the course outline. Extensions of due dates are granted only in circumstances that are beyond the student's control, such as health problems that are supported by a Brock medical certificate or other, clearly equivalent, situations.

Time management problems are not grounds for extensions. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own target dates for completion that are several days before the due date; and by carefully budgeting your time.

POLICY ON RETURNING MARKED ESSAYS

Marked essays will normally be returned during class meetings or at the final examination. Students who are not in class to receive their essays or do not receive them at the final examination can obtain them in three ways:

- directly from the instructor during his/her office hours (unless the instructor specifies in the course outline or by notice on his/her office door that this option is not available), and/or
- directly from the instructor on specific days and at specific times announced in class or posted on his/her office door.
- after the term has ended students should contact their instructor for specific instructions for collecting their papers.

Note: Essays that are not picked up within a year after the end of term will be shredded.

UPDATED March 2017

STATEMENT OF ACADEMIC INTEGRITY

Please read and sign the following statement, and submit this sheet with your paper. Your paper will not be graded until you have submitted this form.

I, the undersigned, confirm that I understand that all the following constitutes academic misconduct according to Brock University's policy on academic misconduct, which in turn is consistent with general academic practice:

- Quoting someone's words without using quotation marks
- Quoting someone's words without acknowledging the source
- Citing someone else's ideas in my own words but without citing the source
- Using someone else's organization of ideas
- Allowing someone else the opportunity to borrow material from my paper (e.g., by letting them have access to my paper when they are writing their own paper)
- Writing the paper for another student, or doing some of the work for them (such as, but not limited to, reading the articles for them and providing them with notes on the articles)
- Allowing someone else (or paying someone else) to write part or all of my paper, or do some of the work for me. The exceptions to this are that it is acceptable to allow someone to type the paper for me or make editorial comment on it. However, if someone types the paper for me, or if I incorporate an editorial suggestion, and there are errors in the typing or the suggestion was misguided, I take full responsibility for those errors.
- Submitting this work to another course without both instructors' permission.

I confirm that I have not done any of the above forms of academic misconduct.

Name (please print): _____

Signature: _____

Date: _____

Mental Health Support Services

Confidential Personal Counselling on Campus

- To make an appointment to see a counsellor call 905-688-5550 extension 4750 during regular
- office hours (8:30 - 12:00, 1:00 - 4:30) or visit the Student Development Centre (ST400)
- during office hours.
- <https://brocku.ca/personal-counselling>

Student Justice Centre

A space safe on campus that provides listening, support, and referral services. Services are available Monday through Friday 9:00-5:00 (TH252A) by appointment or drop in.

www.brocksjc.ca

I.M. Well App

The I.M. Well app aims to address the stigma surrounding mental wellness by connecting students to the appropriate services on campus and within the community. This is an educational tool that covers a wide variety of topics such as anxiety, depression, transition and addiction. This app also offers a 24/7 live chat with mental health professionals.

<https://play.google.com/store/apps/details?id=com.eapexpert.iamwell&hl=en>

<https://itunes.apple.com/ca/app/im-well/id1150435727?mt=8>