



2019-2020 Academic Year
Winter 2020



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 502 L01
SELECTED TOPICS IN POLITICS:
POLITICS OF INTERVENTION**

INSTRUCTOR: Chris W. J. Roberts

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OFFICE: SS 702

OFFICE HOURS: Tuesday 1030-1130 & Thursday Noon-1300 or by appointment

EMAIL: christopher.roberts@ucalgary.ca

COURSE D2L: <https://d2l.ucalgary.ca>

COURSE DAY/TIME: Thursdays 1700-1945

COURSE LOCATION: SA 235

COURSE PRE-REQUISITES: Three units in Political Science at the senior level.

COURSE DESCRIPTION:

This course explores the tension in world politics between the rights of sovereign political communities to control their own destiny and the rights of individuals and minority groups not to suffer under or be persecuted by their own sovereign political communities. The course will trace the history of this tension since the 19th Century, review various theoretical and ethical debates (including how statehood itself has been constituted in the 20th Century), and then focus on the development of international law and practice around intervention since the end of the Cold War.

The concept of intervention will also be broadened and deepened well beyond a focus on explicit military or coercive forms. Thus, what does intervention entail? Is it always just a weapon of the strong against the weak, that is, a monopoly of great powers or international coalitions? A range of theoretical frameworks will be applied and case studies investigated as we construct a spectrum of interventionary practices that shape contemporary domestic and global politics.

COURSE OBJECTIVES & LEARNING OUTCOMES:

By the end of the course, students will ...

- understand the historical variation, evolution, practices, and actors involved in international inventions.
- understand and apply different theoretical, ethical, and methodological approaches to conceptualize and assess interventionary discourses, practices, and consequences.
- develop competencies to assess historical and current international discourses, practices, capabilities, and institutions in terms of their evolving relationship with sovereignty as a core organizing principle of world order (e.g., civilization, empire, colonialism, self-determination, postcolonialism, development, responsibility to protect, etc.).
- improve their critical reading, verbal/presentation, and written analytical skills relevant to political science and the social sciences generally.
- further develop and refine their conceptual and research capabilities to undertake significant, original projects that require integration of primary and secondary sources.

REQUIRED TEXTBOOK:

There is no required textbook for this course. Core required readings are listed below in the class schedule, and will be available on D2L or through the University of Calgary library. Additional readings will be selected by students for presentation to the class.

COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Class Participation: includes one short presentation of a selected reading or case study	20% 5%	Throughout the course. One short, written critical synopsis of a selected and presented article or book
Research paper proposal	10%	Due Saturday, Feb. 29th (11:59pm on D2L Dropbox)
Mid-term	30%	Thursday, March 19th (2 hours)
Research paper presentation	5%	During the last three weeks of the course
Major research paper	30%	Due Sunday, April 19 th (11:59pm on D2L Dropbox).
Total	100%	

CLASS PARTICIPATION INCLUDING SHORT PRESENTATION (25%)

Given the mixed lecture-seminar style of this course, class participation and accountability is a vital element. This means coming to class prepared to discuss the assigned readings, key themes and concepts, to ask questions, to contribute knowledge and perspectives from your own specialized research, and to engage with presenters (both the instructor and other students). Your contribution will be assessed every class in terms of quality and relevance over sheer quantity. You will be expected to select and present a critical synopsis of a relevant reading (from a list) and submit a written critical synopsis

that will be shared on D2L as a reference for the rest of the class. The quality of questions and feedback on student research paper presentations will also be assessed.

MID-TERM EXAMINATION (30%)

A mid-term exam will be done in class on Thursday, March 19th. It will comprise matching and short answer questions, plus an essay, and be scheduled for two hours.

Note: This will be a closed book exam. No notes, laptops, cell phones, etc., will be allowed.

RESEARCH PAPER ASSIGNMENT (10+5+30%)

Each student will complete a three-part research essay assignment during the term. The first part is a 3-4 page research proposal following a structure and topic choice guideline that will be distributed in class, and refined in consultation with the instructor. This is worth 10% and will be due on Saturday, Feb. 29th (11:59pm on D2L Dropbox).

Students will then prepare a short 10-15 minute presentation about their topic, including core literature applied and/or challenged and case(s), for panels that will be organized during the last three weeks of class. That will be worth 5%, and give both the instructor and other students an opportunity to ask questions, learn something new, and provide feedback.

The final research paper will then be submitted on Sunday, April 19th via D2L Dropbox and will be worth 30% of the final grade. This will be approx. 12-16 double-spaced pages, plus title page, appendices, and reference list.

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>.

GRADE SCALE:

The following grading scale will be used:

A+ (95+)	B+ (80-84)	C+ (66-69)	D+ (54-57)
A (90-94)	B (75-79)	C (62-65)	D (50-53)
A- (85-89)	B- (70-74)	C- (58-61)	F (0-49)

LATE PENALTIES:

Late penalties of five percent (5%) will be applied to your research paper proposal and ten percent (10%) for your final research paper for each 24 hours past the respective deadline, including weekends.

COURSE SCHEDULE, TOPICS, & READING LIST: The schedule is tentative and may change as the need arises.

COURSE SCHEDULE (Subject to change)		
DATE	TOPICS & THEMES	REQUIRED READINGS BEFORE CLASS
Class 1 January 16th	<p>Course Introduction Instructor & student introductions Syllabus, assignments, D2L, expectations Rethinking frameworks of intervention ---</p> <p>Contested historical and normative visions of sovereignty</p>	<p>Andreas Osiander (2001), "Sovereignty, International Relations, and the Westphalian Myth," <i>International Organization</i> 55(2): 251-287.</p> <p>Luke Glanville (2013), "The Myth of 'Traditional' Sovereignty," <i>International Studies Quarterly</i> 57: 79-90.</p>
Class 2 January 23st	<p>Majestas, Natural Law, Just War, Positive Law, Sovereignty & Intervention</p>	<p>Alexander Moseley (n.d.), "Interventionism," <i>Internet Encyclopaedia of Philosophy</i> [online]</p> <p>William A. Dunning (1896), "Jean Bodin on Sovereignty," <i>Political Science Quarterly</i> 11(1): 82-104.</p> <p>Alexis Heraclides and Ada Dialla (2015), Chapter 2, "The origins of the idea of humanitarian intervention: just war and against tyranny," in <i>Humanitarian Intervention in the Long Nineteenth Century</i> (Manchester University Press).</p> <p>Alexis Heraclides and Ada Dialla (2015), Chapter 5, "Intervention and non-intervention in international political theory," in <i>Humanitarian Intervention in the Long Nineteenth Century</i> (Manchester University Press).</p>
Class 3 January 30th	<p>The "Long 19th Century" Interventions & Non-Interventions: 1815-1919</p>	<p>Core Reading: Alexis Heraclides and Ada Dialla (2015), Chapter 4, "International law and humanitarian intervention," in <i>Humanitarian Intervention in the Long Nineteenth Century</i> (Manchester University Press).</p> <p>[plus 3-4 student selected readings]</p>
Class 4 February 6th	<p>Locking down sovereignty and non-intervention in the Cold War and post-colonial eras (1920s-1990): law, ethics, rights, & self-determination</p>	<p>Core Reading: Mikulas Fabry (2015), "New States in Decolonization After 1945," Chapter 5 in <i>Recognizing States: International Society and the Establishment of New States Since 1776</i> (New York: Oxford University Press).</p> <p>[plus 3-4 student selected readings]</p>

<p>Class 5 February 13th</p>	<p>Human Security, intervention, & world order after the Cold War</p>	<p>Core Readings: Jennifer Welsh (2011), “A normative case for pluralism: reassessing Vincent’s views on humanitarian intervention,” <i>International Affairs</i> 87(5): 1193-1204.</p> <p>Adekeye Adebajo (2016), “The revolt against the West: intervention and sovereignty,” <i>Third World Quarterly</i> 37(7): 1187-1202.</p> <p>[plus 3 student selected readings/presentations]</p>
<p>Week 6 February 17-21</p>	<p>READING BREAK</p>	<p>No Classes</p>
<p>Class 6 February 27th</p>	<p>Critical rethinking of intervention in IR theory</p> <p>Saturday, February 29th, 11:59pm</p>	<p>Core Reading: Catherine Lu (2006), Chapters 1, 2, & 8 in <i>Just and Unjust Interventions in World Politics: Public and Private</i> (New York: Palgrave Macmillan).</p> <p>[plus 3-4 student selected readings/presentations]</p> <p>Upload Research Paper Proposal to D2L Dropbox</p>
<p>Class 7 March 5rd</p>	<p>Development & Stabilization as Routinized Intervention: interests, justifications, practices, actors</p>	<p>Core Reading: Ricardo Soares de Oliveira & Harry Verhoeven (2018), “Taming Intervention: Sovereignty, Statehood and Political Order in Africa,” <i>Survival</i> 60(2): 7-32.</p> <p>[plus 3-4 student selected readings/presentations]</p>
<p>Class 8 March 12th</p>	<p>21st Century Global Governance, Sovereignty as Responsibility & the Responsibility to Protect</p>	<p>Core Reading: Roland Paris (2014), “The ‘Responsibility to Protect’ and the Structural Problems of Preventive Humanitarian Intervention,” <i>International Peacekeeping</i> 21(3): 569-603.</p> <p>[plus 3-4 student selected readings/presentations]</p>
<p>Class 9 March 19th</p>	<p>Mid-Term</p>	<p>Two hours for mid-term</p>
<p>Class 10 March 26th</p>	<p>Student Research Presentations (organized into two thematic panels)</p>	<p>Students will present their research-in-progress in a 10-15 minute presentation, and respond to feedback from instructor and students</p>

Class 11 April 2nd	Student Research Presentations (organized into two thematic panels)	Students will present their research-in-progress in a 10-15 minute presentation, and respond to feedback from instructor and students
Class 12 April 9th	Student Research Presentations (organized into two thematic panels)	Students will present their research-in-progress in a 10-15 minute presentation, and respond to feedback from instructor and students
Sunday, April 19th	Research Paper Due	Upload Research Paper to D2L Dropbox by 11:59pm

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or office hours. Should you wish to meet outside of office hours, please email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. **Always include the course name (Poli 502) in the subject header of your email.** If you cannot make it to office hours, please request a one-on-one meeting outside of these hours. It is imperative that students regularly check their UofC email accounts and D2L for course related information and announcements. If you have sent the instructor an email but have not received a reply within 24 hours, please resend.

Students may use laptops and other electronic note-taking devices in this course, though there will be times when you'll be asked to turn the technology off. No recording of lectures (audio and/or video) is permitted without prior approval of the instructor, with exceptions of course made in the case of approved accommodations. Please be considerate of others and switch off all phones when you enter the classroom. Sending/receiving texts and browsing social media is extremely disruptive to others, and your own performance will also suffer.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons 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.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

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 Tower Room 116.

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: askgsa@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/>

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the:

Student Wellness Services (Room 370, MacEwan Student Centre):
<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

and the Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.