

# POL381W: Global Governance

Mondays and Wednesdays: 4:25 PM – 5:45 PM

3 credit hours

**Instructor:** Keith A. Preble, Ph.D.

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## Course Description

This course will introduce students to theories, ideas, and empirical realities of global governance. The United Nations (UN) defines global governance as “...the totality of institutions, policies, norms, procedures and initiatives through which States and their citizens try to bring more predictability, stability and order to their responses to transnational challenges.”

Throughout the semester, we will study how the UN and other international organizations works to provide this predictability, stability, and responses to transnational challenges. We will critically explore when and if these institutions are achieving their respective aims and seek to understand the complex relationships between state and nonstate actors and how these complexities make global governance challenging but also an important avenue for tackling global challenges in the 21<sup>st</sup> century.

This section of Global Governance has a “**W**” **designation**, which means that it is also a writing course. Students will develop a short research memo that utilizes the principles of social science research by developing a research question, testing/generating a theory, and developing a testable hypothesis.

## Learning Outcomes

1. Our students will be able to define and explain political science concepts, theories and approaches.
2. Our students will demonstrate skill in evidence-based reasoning from identifying the appropriate data or evidence necessary to construct a convincing argument to constructing and communicating that argument.
3. Our students will be able to identify the appropriate methodology, design and analysis for a given problem and understand the ethical components of research choices.
4. Our students will be able to apply political science knowledge to contemporary political issues and problems and be able to identify and evaluate alternative political science-based solutions.
5. Our students will be able to formulate, propose and advocate possibilities for positive change in democratic society as engaged and informed citizens.

## Textbooks and Required Materials

Students should purchase the following books for the course. Note that several copies are also be on reserve in the King Library:

1. Linda Fasulo (2021). *An Insider's Guide to the UN*. **Fourth Edition**. Yale University Press.

All other readings will be provided by the instructor via Dropbox and/or Canvas.

## Course Assessments

**Attendance, Class Participation, and Discussions (10%):** Our class will be a mixture of **discussion and lecture**. Discussions are indicated in the syllabus where rather than me lecturing, I pose some questions to the class that we answer together to understand conceptual and political issues in key issue areas throughout the course. Students are expected to come prepared. Students will be asked to sign up to make short presentations on key readings on discussion days.

Each class meeting is worth **4 points**. To receive all 10 points toward your final grade, you must attend at least 25 sessions. There are 27 sessions in total, so students can miss two classes without any consequences to their final grade. Keep in mind that sessions related to our simulation are required as they are a key assessment in the course. Absences will be excused for illness, bereavement/deaths in the family, child and/or elder care, university sanctioned events, such as athletics, concerts, field trips (be sure that you get documentation, which most faculty/programs will provide).

**Quizzes and Activities (20%):** We will not have a final exam in the course, so there will be low stakes quizzes on the readings and lectures to test that you are keeping up with the reading. Also, students will be asked to provide short summaries on days we have discussions. These very short quizzes should take 10-15 minutes to complete and features at maximum 3-4 questions. Summaries should provide bullet points of the assigned reading. **Quizzes and summaries are always due before class begins via Canvas.**

**Research Memo (40%):** Students will develop a *scaffolded* research paper that develops an argument (theory) and a testable hypothesis related to an international organization, international institution, or global policy issue being addressed by global governance using social scientific methods (which we will learn about throughout the semester). Students first develop a provisional topic and research questions, further develop that question by developing a preliminary theory and hypothesis, complete an annotated bibliography, and produce a final draft. The assignment will be broken up into several benchmarks throughout the semester:

1. Provisional topic selection and research question (5%): Choose a topic and develop a research question. Topic selection and question should be no less than 1 page. Due October 2, 2023, by 11:59 PM.
2. Research Question, Theory, and Hypothesis (10%): Due October 16, 2023, by 11:59 PM. Students should meet with the instructor for an in-person consultation on developing a theory and hypothesis.
3. Literature Review (10%): Due November 1 by 11:59 PM. *Students should use Chicago or APSA-style for in-text citations and bibliography.*
4. Provisional Draft (10%): A provisional draft is due before Thanksgiving on Monday, November 20 by 11:59 PM.

5. *Final Draft* (5%) (8-10-pages (excluding bibliography), double-spaced): Due December 1 by 11:59 PM.

While the individual parts may be worth small amounts and may seem unimportant, each piece is critical for the final paper. I will provide feedback as we go along; failing to submit a portion of the paper will make it difficult to provide timely feedback. **Late penalties** of 5-points per day apply for students who fail to turn in scaffolded assignments indicated in the syllabus. You can easily avoid late penalties by negotiating a new due date with the instructor.

**UN Security Council Simulation and Debriefing Memo (30%)**: Students will participate in a two-week course simulation and gaming activity during class time related to the challenges of climate change, one of the most daunting and pressing global policy issues of our time.

Premise: As members of the UN Security Council, students will develop, as a class, a UN Security Council resolution that addresses many of the issues of climate change being faced by the international community based on scenario devised by the instructor. Students will work in teams as delegates to the US, China, Germany, Zimbabwe, Brazil, and the Maldives. At the end of the simulation (taking place during the last two weeks of the course), students will submit a 2-page **debriefing memo** based on a list of questions (of which the student chooses one). **The debriefing memo is due by the end of the final exam period and serves as our course's final exam.**

## Course Schedule and Readings:

### 0: Monday, August 28 – Introductions and Syllabus Review

### 1: Wednesday, August 30 – What is global governance and why does it matter?

- *Reading:*
  - Finkelstein, Lawrence S (1995). "What is global governance?" *Global Governance* 1(3): 367-72.
  - Weiss, Thomas G. and Rorden Wilkinson (2014). "Rethinking global governance? Complexity, authority, power, change." *International Studies Quarterly* 58: 207-217
  - Kelly-Kate S. Pease (2018). *International Organizations: Perspectives on Global Governance*. Chapter 1, pp. 1-14.

### 2: Monday, September 4 – NO CLASS – LABOR DAY HOLIDAY

- *No Reading – Please Enjoy the Holiday*

### 3: Wednesday, September 6 – Introduction to the United Nations (1)

- *Reading:*
  - Linda Fasulo (2021). *An Insider's Guide to the UN*. Yale University Press.
    - Chapters 1-2 (pp. 1-25)
    - Chapter 14 (pp. 212-223)
    - Chapter 18 (pp. 251-260)
  - UN Charter (available in the appendix of Fasulo or you can find it online)
    - You don't need to memorize it but read through it!

### 4: Monday, September 11 – Global Governance in International Relations Theory (1)

- *Reading:*
  - Kelly-Kate S. Pease (2018). *International Organizations: Perspectives on Global Governance*. Chapter 3, pp. 47-72.

### 5: Wednesday, September 13 – Global Governance in International Relations Theory (2)

- IO Focus: **UNESCO**
- *Reading:*
  - Martha Finnemore (1996). *National Interests in International Society*. Chapter 1, pp. 1-33.

### 6: Monday, September 18 – Norms and rules in global governance

- *Reading:*
  - Michelle E. Jurkovich (2019). "What isn't a norm? Redefining the conceptual boundaries of 'norms' in the human rights literature." *International Studies Review*, pp. 1-19.
- **In-class Activity: Norm Brainstorm!**

#### 7: Wednesday, September 20 – Discussion #1: Gender Equality in IR & Global Governance

- IO Focus: **UN WOMEN**
- Reading:
  - Cynthia Enloe (2014). *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Berkeley: UC Press, Chapter 1 (“Gender makes the world go round: where are the women?”)

#### 8: Monday, September 25 – Introduction to the UN (2)

- Reading:
  - Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles (2015). *International Organizations: The Politics and Processes of Global Governance*. Lynne Rienner, Chapter 1 (Introduction), pp. 8-19.
  - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press.
    - Chapter 3: Secretary-General and the Secretariat, pp. 25-41
    - Chapter 4: The American Ambassador, pp. 43-54
    - Chapter 6: UN General Assembly, 84-98

#### 9: Wednesday, September 27 – Compulsory Library Instructional Session in King Library (compulsory)

- Reading: *None* but do come prepared to do some brainstorming activities for the first paper assignment.
- There will be a graded assignment due at the end of the session based on your work during the instructional session.

#### 10: Monday, October 2 – Global and Regional Security in Global Governance

- IO Focus: **UN Security Council, NATO, ECOWAS**
- Reading:
  - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 5 (pp. 56-83) and Chapter 9 (pp. 137-53).
  - Julian Lindley-French (2015): *The North Atlantic Treaty Organization: The Enduring Alliance*. New York: Routledge. Introduction (pp. 1-7) and Chapter 6 (pp. 106-126).

#### 11: Wednesday, October 4 – Discussion #2: Is NATO Responsible for Russia’s Invasion of Ukraine?

- Reading:
  - Mearsheimer, John J. (2014). “Why the Ukraine crisis is the West’s fault: the liberal delusions that provoked Putin.” *Foreign Affairs* 93(5): 77-84; 85-89. <https://www.jstor.org/stable/24483306>
  - “Why does Russia want Ukraine?” Q&A with Hein Goemans (University of Rochester) <https://www.rochester.edu/newscenter/putin-russia-invading-ukraine-explained-512642/>

- Chotiner, Isaac (2022). “Why John Mearsheimer blames the U.S. for the crisis in Ukraine?” <https://www.newyorker.com/news/q-and-a/why-john-mearsheimer-blames-the-us-for-the-crisis-in-ukraine>

#### 12: Monday, October 9 – Global Governance of Trade

- IO Focus: **World Trade Organization (WTO), GATT**
- Reading:
  - Cathleen D. Cimino-Isaacs (2022). “World Trade Organization.” *Congressional Research Service*: <https://crsreports.congress.gov/product/pdf/IF/IF10002/33> (pp. 1-2).
  - Amrita Narlikar (2005). *The World Trade Organization: A Very Short Introduction*, Chapters 1 (pp. 1-21).
  - Jessie Poon and David L. Rigby (2017). *International Trade: The Basics*. Routledge, Chapter 1 (Introduction), pp. 1-11.

#### 13: Wednesday, October 11 – Discussion #3 – Food for Thought – Regulating GMOs or Solving Hunger? Key Issues in a Complex Debate

- IO Focus: **IFAD, FAO, WFP**
- Reading:
  - Robert Faulkner (2006). “International Politics of Genetically Modified Food,” Chapter 1 (Introduction), pp. 1-13.
  - Robert Vos (2015). “Thought for Food: Strengthening Global Governance of Food Security.” Background Paper, pp.1-20. [https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/bp2015\\_29.pdf](https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/bp2015_29.pdf)
  - Michelle Jurkovich (2020). *Feeding the hungry: Advocacy and Blame in the Global Fight Against Hunger*. Cornell University Press. Chapter 1, Introduction.

#### 14: Monday, October 16 – Global Governance and International Development

- IO Focus: **IMF, World Bank**
- Reading:
  - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 13, pp. 190-211.

#### 15: Wednesday, October 18 – Discussion #4: Is sustainable development through aid sustainable?

- Reading:
  - Dambisa Moyo (2009). *Dead Aid: Why Aid is not Working and How There is a Better Way for Africa*. New York: Farrar, Strauss, and Giroux.
    - Selections
  - Tanja R Müller (2013). “The Long Shadow of Band Aid Humanitarianism: revisiting the dynamics between famine and celebrity.” *Third World Quarterly* (34)3, 470-484.

- Alexandra Cosima Budabin, Louise Mubanda Rasmussen & Lisa Ann Richey (2017). “Celebrity-led development organisations: the legitimating function of elite engagement.” *Third World Quarterly* 38:9, 1952-1972
- **Video:** Lionel Richie and Michael Jackson (composers); Quincy Jones and Michael Omartian (producers) (1985). “[USA For Africa – We are the World.](https://www.youtube.com/watch?v=s3wNuru4U0I)”
- **Video:** Bob Geldof and Midge Ure (composers), and Band Aid (super group) (1984). “[Do they know it’s Christmas?](https://www.youtube.com/watch?v=s3wNuru4U0I)”

#### 16: Monday, October 23 – Rational Design of International Institutions

- Reading:
  - Barbara Koremenos et al. (2001). “The Rational Design of International Institutions.” *International Organizations* 55(4): 761-99.
- **In-class Activity: IO Design Workshop**

#### 17: Wednesday, October 25: Human Rights in Global Governance

- IO Focus: **Human Rights Council, Office of the High Commissioner**
- Reading:
  - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 10 (pp. 154-172).
  - Philip Alston (2006). “Reconceiving the UN Human Rights Regime: Challenges confronting new UN human rights council.” *Melbourne Journal of International Law. Focus on pp. 186-198.*

#### 18: Monday, October 30: Humanitarian Interventions

- IO Focus: **UN Peacekeeping**
- Reading:
  - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 8 (pp. 154-172).
  - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 12 (pp. 180-188).

#### 19: Wednesday, November 1: Discussion #5: When should the international community intervene (if ever)?

- Reading:
  - Alan J. Kuperman (2000). “Rwanda in retrospect.” *Foreign Affairs* Jan/Feb (79:1), pp. 94-118.
  - S. Neil Macfarlane, Carolin Thielking, and Thomas Weiss (2004). “The responsibility to protect: is anyone interested in humanitarian intervention?” *Third World Quarterly* 25(5): 977-992.
  - Jon Western and Joshua S. Goldstein (2011). “Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya.” *Foreign Affairs* Nov/December (90:6), 48-50; 51-58; 59.

## 20: Monday, November 6 – Discussion # 6: UN Reform: Pipe Dream or Reality?

- Reading:
  - Natalino Ronzitti (2012). “The reform of the UN Security Council.” *The EU, The UN, and Collective Security*. Routledge. Chapter 4
  - Thomas G. Weiss (2003). “The Illusion of UN Security Council Reform.” *The Washington Quarterly* 26(4): 147-61.
  - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 17 (pp. 243-249).

## 21: Wednesday, November 8 – Financial Governance and Soft Law

- IO Focus: **Financial Action Task Force (FATF)**
- Reading:
  - Mark T. Nance (2018). “The regime that FATF built: an introduction to the Financial Action Task Force.” *Crime, Law, and Social Change* 69: 109-129.
  - Mark T. Nance (2015). “Naming and Shaming in Financial Regulation: Explaining Variation in the Financial Action Task Force on Money Laundering.” *The Politics of Leverage in International Relations*, Palgrave MacMillan, pp. 123-42.

## 22: Monday, November 13 – European Union

- IO Focus: European Union, OSCE, OECD
- Readings:
  - Christophe Crombez (2003). “The democratic deficit in the European Union: Much ado about nothing?” *European Union Politics* 4(1): 101-120.
  - Katharina Holzinger and Thomas Sommerer (2011). “‘Race to the Bottom’ or ‘Race to Brussels’? Environmental competition in Europe.” *Journal of Common Market Studies* 49: 315-339.

## 23: Wednesday, November 15 – Alternatives to the International Liberal Order

- IO Focus: **liberal international order, AIIB, OBOR, BRICS**
- Reading:
  - G. John Ikenberry (2019). “The end of liberal international order?” *International Affairs* 94(1): 7-23.
  - Matthew Stephen and David Skidmore (2019). “[The AIIB in the liberal international order](#).” SSOAR.
  - Sudip Chakraborty (2018). “Significance of BRICS: Regional power, global governance, and the roadmap for multipolar world.” *Emerging Economy Studies* 4(2): 182-191

## 24: Monday, November 20 – Climate Change Policy & Simulation Preparation

- Reading:
  - Shyam Saran (2009). “Global governance and climate change.” *Global Governance* 15, pp. 457-60.
  - Ross Mittiga (2021). “Political legitimacy, authoritarianism, and climate change.” *American Political Science Review*, pp. 1-14.

- Linda Fasulo (2021). *An Insider's Guide to the UN*. Yale University Press, Chapter 15 (pp. 225-234).
- Each group should also begin reading their country packets; please complete your reading by the start of the simulation day on 11/27.

25: Wednesday, November 22 – NO CLASS – THANKSGIVING DAY HOLIDAY

26: Monday, November 27 – Simulation Day 1: UNSC Climate Change Dilemma (1)

27: Wednesday, November 29 – Simulation Day 2: UNSC Climate Change Dilemma (2)

28: Monday, December 4 – Simulation Day 3: UNSC Climate Change Dilemma (3)

29: Wednesday, December 6 – Simulation Day 4: UNSC Climate Change Dilemma (4)

- **Ground Rules for the Simulation**

- The Simulation will take place in class on Sessions 26-29. You must be present at all sessions.
- The only work you need to do is the reading *prior to the start of the simulation* is the packet reading. No work needs to be completed outside of class save for the short, final debriefing memo due on the last day of the exam period.
- The key to getting a good grade is being engaged and working in your groups.
- **Attendance at all four sessions is mandatory.** If you miss a session, there will be a significant penalty on your simulation grade. I will evaluate and waive any penalty **on a case-by-case basis and** only in exceptional circumstances (documented illness, death in the family, or some other extremely extenuating circumstance).

## Course Policies:

### Academic Accommodation:

If you are a student with a disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, you are encouraged to connect with Student Disability Services (SDS). SDS provides accommodations and services for students with a variety of disabilities, including physical, medical and psychiatric disabilities. You are encouraged to contact SDS to learn more about the affiliation process and procedures for requesting accommodations.

Oxford Campus: [SDS@MiamiOH.edu](mailto:SDS@MiamiOH.edu)

Hamilton Campus: [MUHODS@MiamiOH.edu](mailto:MUHODS@MiamiOH.edu)

Middletown Campus: [MUMDC@MiamiOH.edu](mailto:MUMDC@MiamiOH.edu)

Current SDS affiliated students should request accommodations according to SDS procedure. You are strongly encouraged to request and discuss your accommodations needs during the first 1-2 weeks of the semester.

### Academic Integrity:

All instances of academic dishonesty will be reported to the university. Please make sure you have read and abide by Miami University's academic integrity policy, which can be found in Chapter 5 of the Student Handbook. All incidents of academic misconduct including but not limited to plagiarism and cheating will be reported. **Students will be required to use Turn It In** services to check their work for plagiarism and other irregularities. It is understood that students have read and are familiar with the policy: [https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html?\\_ga=2.115620422.1393791235.1690212589-287438523.1671213312](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html?_ga=2.115620422.1393791235.1690212589-287438523.1671213312)

If you are unsure of what you are doing with respect to citations or worry about engaging in plagiarism, you should reach out to me after class, via email, or come to office hours for guidance. My job is to help you become the best scholar you can be, and I can't do that if you don't ask for help when you do not understand something.

### Attendance:

Each class period is worth 4 points unless otherwise noted. There are 29 sessions, meaning that you can miss three classes without affecting your final grade. **Days labeled Discussions in the syllabus are required; these are in-class activities that count toward your participation grade.** Please note that **attendance counts for 10% of your final grade.** After you miss three classes, each absence will lower your final grade by 0.35%. On a 100-point scale, the most you can lose on your final grade is 10%.

If you miss a significant amount of class, the university recommends that professors drop students from the roster, which I may do. Also, because this class is very hands on, excessive

absences are likely to harm your final grade. There is also the required simulation activity in class, as well, which will have an immense impact on your final grade if you skip it.

***Do I need documentation for my excused absence?*** If you are out sick, you should provide a doctor's note indicating that you should be absent from class or showing you visited a doctor. I'll typically excuse absences related to illness, although students that are frequently missing class for illnesses may be asked to provide documentation. Please note that students who miss class are responsible for completing all work. Extensions are not automatic and must be requested. Students who are out sick are responsible for initiating make-up quizzes/activities as necessary.

***I have a cold and don't think I need to go to student health, but I also don't want to come to class and get everyone else sick. What should I do?*** There is a built-in buffer in the attendance policy for you to miss no more than three classes. These are no-questions-asked types of absences.

***Do I need documentation for a funeral?*** No; if someone in your family passes or you need to be away, just send me a short email letting me know. In the past, students have sent pictures of open caskets, pictures of them attending funerals, or, in one case, a student taking selfies from hospice with their loved one in the background. *Please do not send me such pictures. I also do not want pictures of relatives who have fallen as you wait for an ambulance or pictures of yourself or relatives in the hospital or of injuries.*

***I missed a few classes, but I haven't received any make-up directions.*** Per the make-up policy, students must take the initiative and reach out and contact the instructor about make-up opportunities.

***I don't know what to do with my situation...*** If you aren't sure about whether you can/should miss class, just email me and ask.

### Canvas:

Canvas, the learning management system (LMS), will be used to store the syllabus, assignment prompts, readings and submit assignments. I will have a mirror site on my Dropbox account that will contain all the course readings beyond the textbook, assignment prompts, final exam questions as we develop them over the semester, and the syllabus. Please note that the "total grade" reported on Canvas may not be your actual grade but is just an approximation.

### Cell Phones and Technology:

You may use a computer in class to take notes or use your notes. Phones should not be used during class.

### Email:

I can be reached at [prebleka@miamioh.edu](mailto:prebleka@miamioh.edu). I will respond as quickly as possible. Please note that I am engaged with several conferences over the semester, may be traveling, or engaged in research projects. It is requested that students put the course number -- POL381W -- and a brief reason for the email in the subject line (example: POL381W – extension request).

### Grading:

A+: 97-100	A: 93-96	A-: 90-92
B+: 87-89	B: 83-86	B -: 80-82
C+: 77-79	C: 73-76	C-: 70-72
D+: 67-69	D: 63-66	D-: 60-62
F: 59 and below		

### Late Penalties:

**Scaffolded writing assignments:** 5-points per day with a maximum deduction of 30 points. Students can avoid late penalties by requesting extensions and discussing difficulties with the instructor.

**Quizzes:** Quizzes are due *before* the start of the next class meeting when they are assigned. Quizzes will be re-opened at the discretion of the instructor for students with legitimate reasons for missing the quiz. It is important to pay attention to the calendar on Canvas and announcements in class.

**Simulation:** The simulation is a required assessment and attendance is compulsory. If you miss a session, you'll need to coordinate with your group. I'll excuse absences for documented illnesses and other extenuating circumstances on a case-by-case basis.

### Make-Up Opportunities:

Make-up opportunities are guaranteed for students celebrating religious holidays. Make-up opportunities will be provided for students with illnesses and other extenuating circumstances (please note that documentation may be required). In all instances, students must initiate the make-up process by reaching out to the instructor for guidance and assistance.

### Title IX: Confidentiality and Responsible Employee Statement:

Miami University faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. Miami University strongly encourages all members of the community to take

action, seek support and report incidents of sexual misconduct. You may contact the Deputy Title IX Coordinator at [titleix@miamoh.edu](mailto:titleix@miamoh.edu) or learn more by visiting <https://www.miamioh.edu/student-life/office-of-dean/support-services/title-ix/index.html>.

Please be aware that under Title IX of the Education Amendments of 1972, I am required to disclose information about such misconduct to the Deputy Title IX Coordinator (for sexual misconduct involving students) and to the Title IX Coordinator (for sexual misconduct involving faculty and staff). Title IX Coordinators will reach out to offer information on resources, rights, and procedural options after receiving a report.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Student Counseling Service at 513-529-4634 to schedule an appointment. For more information about reporting options and resources at Miami University and in the community, please visit <https://www.miamioh.edu/campus-safety/sexual-assault/resource-guide/index.html>.

#### Writing Assignments and Research:

You may use any Word processing software you wish to compose your assignments, but it is requested that you export your assignment for grading as a Word document, which allows me to grade your assignment electronically where I will give detailed feedback. Students should use proper citations, preferably the American Political Science Association (APSA) citation style. Students may use APA or MLA, if they wish, as long as you are consistent. All citations should be parenthetical in-text citations; please do not use footnotes or endnotes. **Please note that bibliographies, which should be at the end of your final paper and debriefing memo if necessary, do not count toward page limits.**

Please note that the final paper has a source requirement (you must use no fewer than 10 unique sources). **Wikipedia, Investopedia, Ballotpedia, and other online encyclopedias should not be cited.** *You may use these sources to help you understand a topic, but they should not be used as sources in your research.*

Students who need help with writing and writing-related assignments should seek out the Writing Center on campus for assistance. There is also a writing center for multilingual students (this is a great service). Please do not hesitate to reach out to these offices if you need writing assistance.

