

With clear minds and respect, we would like acknowledge that Champlain College Saint-Lambert is located on the unceded lands of the Kanien'kehá:ka Nation. The Kanien'kehá:ka people are acknowledged as the custodians of the lands and water on which we gather. Tiohtiá:ke/Montreal has long been a place of gathering for Indigenous peoples and we recognize the diversity of indigenous people who now reside on the land. We continuously recognize the importance of fostering positive relationships with the Indigenous peoples of the land and their future generations.

War Games: Simulating Military Strategy

385-S06-LA

Course Information

Course title	War Games: Simulating Military Strategy		
Course number	385-S06-LA		
Teacher:	Mark Paradis, PhD		
Class Hours:	Mondays, 11:00-12:15 in A-114; Wednesdays, 9:30-10:45 in A-114		
Office hour:	Wednesdays from 11:00-12:00 in G-238		
Contact information:	The best way to reach me is through Mio.		
Credits:	2.00		
Hours:	45		
Weighting:	2-1-3		
Modality:	Blended (40%)		
Prerequisites:	385-S01-LA	Co-requisites:	None

Ministerial Competency

0ANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

Course Description

Strategic studies deals with the use of military power by governments and non-governmental actors to serve political ends. Students are introduced to the concepts and theories of strategic studies, including strategy and tactics; the use of land, sea, and air power; the use of nuclear weapons; escalation and de-escalation of war; and terrorism. They gain practical experience in applying these theories and concepts through a variety of interactive simulations and case studies. Students also explore the effects of military strategy games, first-person shooter games, and role-playing games on perceptions of the military and politics.

Course Material

Statecraft Simulations: Interactive International Relations Simulation

- Sign-up link will be made available on Lea. Cost: Approximately \$50.

A small number of readings will be made available on Lea.

Assessment Guidelines

Theory Tests (1 x 20%; 2 x 15%) 50%

- Summative; Mid-Course Assessment; Final Summative
- Test 1: February 9 (20%)
- Test 2: April 1 (15%)
- Test 3: May 4 (15%)

Simulation Quizzes (2 x 5%) 10%

- Formative; Mid-Course Assessment
- Quiz 1: February 20
- Quiz 2: February 27

Simulation Memo 15%

- Formative; English Proficiency
- Due: May 6

Simulation Debriefing 15%

- Summative; Final Summative; English Proficiency
- Due: May 15 at 17:00

Simulation Performance 10%

- Formative
- Awarded at the end of the simulation based on performance

Assignment Descriptions:

Theory Tests (Summative; Mid-Course Assessment; Final Summative):

- Tests to assess understanding of Introduction to Strategic Studies, Topics in Strategic Studies, and War in Games and Pop Culture.
- Tests will be during class time and should last no longer than 75 minutes.
- Will include a variety of question types (e.g., multiple choice, short answers).
- Individual assessment.

Simulation Quizzes (Formative; Mid-Course Assessment):

- 2 quizzes to assess understanding of simulation roles and procedures.
- Quizzes will be homework.
- Individual assessment.

Simulation Memo (Formative; English Proficiency):

- For each week in the simulation, groups should prepare a brief memo that summarizes their activity for the round.
- At the end of the simulation, groups will present a document that includes all memos.
- While this is a group activity, each individual is responsible for reporting their individual contributions to the group's actions.
- Grades will be based on the group memo and their individual contributions to the memo.
- Note: 10% of the grade for the position paper and debriefing paper will assess English proficiency

Simulation Debriefing (Summative; Final Summative; English Proficiency)

- Individual assessment
- Debriefing paper should be 3-5 pages.
- You will be provided with a list of questions about their experience in the simulation. You will need to select relevant questions and describe what they learned through the simulation.
- Note: 10% of the grade for the position paper and debriefing paper will assess English proficiency.

Simulation Performance

- Group assessment
- At the end of the semester, students will be awarded performance points based on how they perform on the simulation. A list of the different awards, their values, and how performance points will be translated into grades will be provided on Lea.
- In case of unfair play, the instructor reserves the right to adjust performance points.

Style Guide

Students will be introduced to the APA (author-date) and the Chicago (author-date) Manual Style in this course. They will be evaluated on their ability to reference and cite correctly.

Standards of Literacy and Proficiency in Written English

All classes and course material are given in English and students submit assessments in English. This does not apply to courses where the learning objectives specify that the language of instruction is other than English.

Champlain College Saint-Lambert recognizes the importance of increasing students' ability to use written English in all areas of study and life. As such, in courses where the acquisition of English language skills is not the primary learning objective, 10% is included in the grading criteria of assessment tasks with substantial written components (response papers).

Schedule

Note: The schedule is subject to change. I will inform you of any changes through email and/or in class.

Legend: Regular Classroom; No Class; Asynchronous Class; Assessment

Week	Monday	Wednesday
Week 1		January 21: <u>Content:</u> Introduction to the Course
Week 2	January 26: <u>Content:</u> Tools of Statecraft	January 28: <u>Content:</u>

	<u>Reading:</u> Copeland, Daryl. 2018. “Rediscovering Canada’s Undervalued Statecraft Tools.” <i>Policy Options</i>. https://policyoptions.irpp.org/magazines/may-2018/rediscovering-canadas-undervalued-statecraft-tools/. U.S. Department of State. 21st Century Statecraft. https://2009-2017.state.gov/statecraft/overview/index.htm.	Anarchy, Security Dilemma, Credible Commitments
Week 3	February 2: <u>Content:</u> Defense, Deterrence, Compellence, and Mutually Assured Destruction <u>Reading:</u> Art, Robert J. 1980. “To What Ends Military Power.” <i>International Security</i> 4 (4): 3-35.	February 4: <u>Content:</u> Test #1 Preparation (Asynchronous)
Week 4	February 9: <u>Assignment:</u> Test #1	February 11: <u>Content:</u> Introduction to Statecraft Simulation
Week 5	February 16: <u>Content:</u> Introduction to Statecraft Simulation / Week 0 Simulation <u>Assignment:</u> Simulation Quiz #1 (Homework) – completed by February 20 at noon	February 18: <u>Content:</u> Strategy and Tactics
Week 6	February 23: <u>Content:</u> Simulation Activities (Week 1) <u>Assignment:</u> Simulation Quiz #2 (Homework) – completed by February 27 at noon	February 25: <u>Content:</u> Land, Sea, and Air Power
Week 7	March 2:	March 4:

	READING WEEK	READING WEEK
Week 8	March 9: <u>Content:</u> Simulation Activities (Week 2)	March 11: <u>Content:</u> Nuclear, Biological, and Chemical Weapons
Week 9	March 16: <u>Content:</u> Simulation Activities (Week 3)	March 18: <u>Content:</u> Military Intelligence
Week 10	March 23: <u>Content:</u> Simulation Activities (Week 4)	March 25: <u>Content:</u> Economic Tools of Statecraft
Week 11	March 30: <u>Assignment:</u> Simulation Activities (Week 5)	April 1: <u>Content:</u> Test #2
Week 12	Tuesday, April 7 (Monday Schedule): <u>Content:</u> Simulation Activities (Week 6)	April 8: <u>Content:</u> Video Games and Warfare
Week 13	April 13: <u>Content:</u> Simulation Activities (Week 7)	April 15: <u>Content:</u> No Class
Week 14	April 20: <u>Content:</u> Simulation Activities (Week 8)	April 22: <u>Content:</u> Film and Television
Week 15	April 27: <u>Content:</u> Simulation Activities (Week 9?)	April 29: <u>Content:</u> Science Fiction, Fantasy, and Dystopian Pop Culture
Week 16	May 4: <u>Assignment:</u> Test #3	May 6: <u>Content:</u> Simulation Activities (Week 10?) OR Simulation Debriefing (Asynchronous)

		<u>Assignment:</u> Simulation Memo
Week 17	May 11: <u>Content:</u> Simulation Debriefing (Asynchronous)	May 15 (after semester): <u>Assignment:</u> Simulation Debriefing due at 17:00

College and Departmental Policies

Attendance

In conformity with IPESL section 3.4, attendance at all classes, labs, workshops, fieldtrips, internship placements and learning team activities is mandatory to the process of learning.

Each student is registered in a specific academic program. All program courses contribute to the overall development of the student. By being present for all classes, students benefit from the learning process designed by the teacher, the acquisition of a deep understanding of the course content, involvement with peers, the subject matter, and the successful completion of assessments that measure the achievement of the learning outcomes.

Attendance is recorded by teachers for clientele confirmation and matters of safety and health.

Assessment Accommodation & Make-up Assessments

In conformity with IPESL section 4.12, when a teacher in the Day Division is informed by the Registrar's Office and/or the Student Access Centre (SAC) about a student's college-approved absence, the teacher is required to make reasonable assessment accommodations that align with the course learning outcomes.

The form of the make-up assessment will be determined by the course teacher and may include, but is not limited to deadline extension, deferred test, alternate assessment, and re-weighting of grades. Processes for re-assessments or re-submissions of individual assessments will be at the discretion of the department that offers the course.

Make-up assessments may require special consideration and extra time to complete. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in an alternative form or format. An alternative assessment must measure the achievement of the same course learning outcomes.

No assessment accommodations are required for absences that are not college-approved.

Academic Integrity

In conformity with IPESL section 6.1, plagiarism and cheating are serious forms of academic dishonesty which undermine learning and erode trust within the academic community. Academic cheating, in the broadest sense, is any deceptive or dishonest practice relative to academic coursework and assessments intended to provide oneself or another with a dishonest academic advantage.

Plagiarism, which is a form of cheating, is the use of another person's ideas, words, or material without acknowledging its source. Common forms of plagiarism found in assessments include copying or paraphrasing texts and media published in print or online without citing its source, or the unauthorized or unethical use of Artificial Intelligence.

A student will be accused of cheating and plagiarism if they copy or include another person's work as their own, receive unauthorized assistance on any type of assessment, take credit for work they did not create, or share work with other students who may use it as their own.

In conformity with IPESL section 6.2, teachers in the Day Division report cases of plagiarism and/or cheating to the Registrar's Office. When a student is accused of cheating, plagiarism, or the unauthorized or unethical use of Artificial Intelligence, the teacher is responsible for informing the student of the accusation and immediately assigning a grade of zero for the assessment in question.

Artificial Intelligence (AI) Usage and Academic Integrity

Students are allowed to use AI tools such as ChatGPT, Gemini, and Microsoft Copilot for generating ideas and initial drafts. However, all AI-assisted content must be reviewed, edited, and properly cited by the student. Failure to disclose AI assistance will be considered plagiarism.

AI tools are intended to augment your learning experience. AI tools should not, and are generally not suited to, replace your role as a student. For example, generative AI tools can be highly beneficial in generating and structuring ideas through an iterative conversational process. However, AI tools should not be used to write final essays (and will often produce sub-optimal essays).

Student Academic Concerns and Appeals

In conformity with IPESL section 7.1, if a student has concerns about assessment methods, criteria, weighting, accommodations and/or deadlines that are inconsistent with the course outline, they should speak with the teacher. If the issue is not resolved, the student can contact the department coordinator from the department to which the course belongs. The department will apply its internal process for reviewing course outlines and assessment criteria. If the student's concern is not resolved, they may contact the DAA who will ensure that the IPESL has been applied.

In conformity with IPESL section 7.2, if a student wants to have a grade explained and/or reconsidered during the semester, prior to the exam period, they should speak with their teacher or communicate through MIO about their concerns within one week after receiving the grade. If, after communicating with the teacher, the issue is not resolved, the student can contact the department coordinator to which the course belongs and the departmental internal process for reviewing assessment grades will be applied. If the concern is not resolved, the student can contact the Registrar's Office to complete and submit an appeal form. The form will be forwarded to the DAA who will ensure that the IPESL has been applied.

In conformity with IPESL section 7.3, appealing a final grade is a serious process which involves the student, the teacher of the course for which the grade is being appealed, the Registrar's Office, the Department Coordinator, and the respective mark review committee. In the case of reporting a calculation error, the student is encouraged to speak with the teacher or communicate through MIO to resolve the situation.

To appeal a final grade, the student completes an appeal form, provides a valid reason for the appeal, and submits it with supporting documentation to the Registrar's Office. The deadline to submit an appeal of a final grade is indicated in the academic calendar. The Registrar's Office forwards the appeal to the department coordinator who then relays the information to the department's Mark Review Committee. The contested grade can remain the same or be raised unless academic dishonesty is discovered during the appeal process.

Institutional Code of Student Conduct

<https://www.champlainsaintlambert.ca/wp-content/uploads/2022/12/Institutional-Code-of-Student-Conduct.pdf>

Institutional Policy on the Evaluation of Student Learning (IPESL)

<https://champlainsaintlambert.ca/ipesl/>

Additional Resources

Academic Support – Tutoring

Tutoring is available, free of charge, on an individual or group basis. Please contact the Learning Center via this link <https://clctutoring.ca/home> Room B-300, Library, Upper Floor) to schedule a meeting with a tutor. You can also make an appointment at the Writing Centre for help with English writing skills by clicking [here](#).