

With clear minds and respect, we would like to 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.

World Politics

385-S02-LA

Course Information

Course title	World Politics		
Course number	385-S02-LA s00001		
Teacher:	Mark Paradis		
Class Hours:	Mondays, 8:00-9:15 in A-126; Wednesdays, 14:30-15:45 in A-122		
Office hour:	Tuesdays from 12:20-13:20; Thursdays from 12:20-13:20. If you plan to visit office hours, please send a Mio message at least 24 hours in advance.		
Office Location:	G-238		
Contact information:	The best way to reach me is through Mio.		
Credits:	2.00		
Hours:	45		
Weighting:	3-0-3		
Modality:	30% Blended		
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 (F).

Course Description

Why do countries go to war? Why is international cooperation so difficult to achieve, particularly on issues like climate change? What are the effects of globalization on health, inequality, society, and the global economy? What is international law and how does it function? World Politics is the study of conflict and cooperation in the world. Students are first introduced to the key concepts and theories of international relations. They then explore how these theories help explain conflict, crisis, and war; international

organizations; international law; trade, finance, and development; global health; and environmental and climate politics.

Course Material

There is no textbook for this course. All of the readings are available on Lea. The reading load will start a little heavier as we review theories, but will progressively diminish as we get further into the semester. All readings are mandatory. Furthermore, students are encouraged to keep up with current events at the international level.

Assessment Guidelines

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| • <i>Research Paper Proposal (due October 19; formative; English proficiency)</i> | 5% |
| • <i>Research Paper (due December 11 at noon; summative and final summative)</i> | 35% |
| • <i>Tests (3 x 20%; summative and final summative)</i> | 60% |

Assignment Descriptions:

Research Paper Proposal – due October 19 (formative; English proficiency)

- In a one page document, students must provide a proposal for their research paper.
- Proposals must include: 1) your research topic, 2) your research question, and 3) at least five academic references.
- All paper topics must be drawn from the course material.
- **Note:** If students do not hand in a paper proposal, they will receive a 0 on both their paper outline and on the research paper.

Research Paper (summative; final summative; English proficiency)

- The research paper is due on December 11 at noon on Lea.
- The paper must be 6-8 pages in length (excluding any cover page and your reference list).
- Papers must be double-spaced with a 12-point Times New Roman font.
- Your paper should include the following sections: 1) an introduction that introduces your topic and briefly presents your research question and thesis statement, 2) a literature review that briefly presents the literature on your topic, 3) the development of *your* argument (hypotheses), 4) a presentation of evidence to test your argument, and 5) a brief conclusion.
- For further details on writing a political science term paper, consult markparadispolitics.com/resources-writing-papers.html. For finding and judging the scholarship you will build the literature review on, see markparadispolitics.com/resources-reading-sources.html.

Tests (summative; final summative)

- Questions can be drawn from any of the material covered in class or in the assigned readings.
- Students will be judged on their understanding of the course concepts and on their ability to apply them to real-world issues.
- Test 1 will be used for the midterm assessment grade.
- Regulations for tests are set out in the College, Department, and Instructor Policies section of this outline and in the IPESL: champlainsaintlambert.ca/ipesl/.

Note: Test 1 will be used to calculate the Midterm Assessment Grade.

Style Guide

Students will be introduced to the APA (author-date) and Chicago (author-date) Manual Style in this course. They will be evaluated on their ability to reference and cite correctly. Worked examples for the source types this course uses most — government documents, treaties, international organisation reports, datasets, and polls — are in the citation guide at markparadispolitics.com/resources-citation.html.

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. **In conformity with IPESL section 4.14**, in courses where the acquisition of English language skills is not the primary learning objective, a minimum of 10% and a maximum of 20% is included in the grading criteria of assessment tasks with substantial written components. In this course, 10% of the grade is allocated to proficiency in written English on the research paper proposal and the research paper.

Schedule

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

Legend: Regular Class; **No Class**; **Study Day / Writing Day**; **Asynchronous Class**; **Flex Day**; **Assessment**

Week	Monday, 8:00-9:15	Wednesday, 14:30-15:45
1	August 24 - Topic: Introduction to the Course and Introduction to International Relations - Readings: None - Assessments: None	August 26 - Topic: Realism - Readings: Mearsheimer, John J. 2007. "Structural Realism." In <i>International Relations Theories: Discipline and Diversity</i>, 77-94. Oxford: Oxford University Press. - Assessments: None
2	August 31 - Topic: Liberalism - Readings: Reading: Ray, James Lee. 1998. "Does Democracy Cause Peace?" <i>Annual Review of Political Science</i> 1: 27-46. - Assessment: None	September 2 - Topic: Neoliberal Institutionalism - Readings: Keohane, Robert O. 1988. "International Institutions: Two Approaches." <i>International Studies Quarterly</i> 32 (4): 379-396 (discusses both neoliberal institutionalism and constructivism). - Assessment: None
3	September 7 - Topic: Labour Day (No Class) Tuesday, September 8 (Monday Schedule) - Topic: Constructivism and Critical Theory - Readings: Freeman, Bianca, D. G. Kim, and David A. Lake. 2022. "Race in International Relations: Beyond the "Norm Against	September 9 - Topic: Flex Day - Readings: None - Assessment: None

	Noticing.” <i>Annual Review of Political Science</i> 25. https://doi.org/10.1146/annurev-polisci-051820-120746. • Assessment: None	
4	September 14 • Topic: Study Day • Readings: None • Assessment: None	September 16 • Topic: Test 1 • Readings: None • Assessment: Test 1 (covers material from August 24 to September 9)
5	September 21 • Topic: Foreign Policy • Readings: None • Assessment: None	September 23 • Topic: Public Opinion • Readings: Aldrich, John H., Christopher Gelpi, Peter Feaver, Jason Reifler, and Kristin Thompson Shar. 2006. “Foreign Policy and the Electoral Connection.” <i>Annual Review of Political Science</i> 9: 477-502. • Assessment: None
6	September 28 • Topic: International Conflict • Readings: Levy, Jack S. 1998. “The Causes of War and the Conditions of Peace.” <i>Annual Review of Political Science</i> 1: 139-165. • Assessment: None	September 30 • Topic: Intrastate Conflict • Readings: Collier, Paul. 2003. The Market for Civil War. <i>Foreign Policy</i> 136: 38-45. • Assessment: None
7	October 5 • Topic: International Organizations • Readings: Barnett, Michael N. 1997. “The UN Security Council, Indifference, and Genocide in Rwanda.” <i>Cultural Anthropology</i> 12 (4): 551-578. • Assessment: None	October 7 • Topic: International Organizations (continued) • Readings: Continued • Assessment: None
8	October 12 • Topic: Thanksgiving (No Class)	October 14 • Topic: Writing Day • Readings: None • Assessment: None
9	October 19 • Topic: International Law • Readings: None • Assessment: Paper Proposal Due by the start of class on Lea	October 21 • Topic: Flex Day • Readings: None • Assessment: None
10	October 26 • Topic: Study Day	October 28 • Topic: Test 2

	• Readings: None • Assessment: None	• Readings: None • Assessment: Test 2 (covers material from September 21 to October 21)
11	November 2 • Topic: Environment Simulation • Readings: None • Assessment: None	November 4 • Topic: Environmental Politics • Readings: Hardin, Garrett. 1968. "The Tragedy of the Commons." <i>Science</i> 162 (3859): 1243-1248. • Assessments: None
12	November 9 • Topic: Trade • Readings: Mutz, Diana C. 2021. "How Americans Think about Trade." <i>Foreign Affairs</i>. https://www.foreignaffairs.com/articles/united-states/2021-07-30/howamericans-think-about-trade • Assessments: None	November 11 • Topic: Money and Business • Readings: Friedman, Thomas L. 1999. "DOScapital." <i>Foreign Policy</i> 116: 110-116. • Assessment: None
13	November 16 • Topic: Money and Business (continued) • Readings: Continued • Assessment: None	November 18 • Topic: Thursday Schedule (No Class)
14	November 23 • Topic: Flex Day • Readings: None • Assessment: None	November 25 • Topic: Study Day • Readings: None • Assessment: None
15	November 30 • Topic: Writing Day • Readings: None • Assessment: None	December 2 • Topic: Test 3 • Readings: None • Assessment: Test 3 (covers material from November 2 to November 25)
16	December 7 • Topic: Writing Day • Readings: None • Assessment: None	December 9 • Topic: Writing Day • Readings: None • Assessment: None Friday, December 11: • Assessment: Paper Due at Noon on Lea

College, Department, and Instructor Policies

Attendance

In conformity with IPESL section 3.4, attendance at all classes, labs, workshops, field trips, 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.

In conformity with IPESL section 3.4.1, attendance is recorded by teachers for enrolment verification and matters of safety and health. While attendance alone cannot be used to assign grades, students are expected to attend and participate in all scheduled classes and learning activities, and chronic absenteeism is considered an indicator of being at risk of failing a course. Students are responsible for keeping up with course content, meeting deadlines, and communicating with their teachers if they are absent. In-class learning activities may only be completed during class time and cannot be made up if missed.

Absences

In conformity with IPESL section 3.5, students are responsible for informing their teachers through MIO of any absence, either in advance or within 48 hours of the absence. When a student is absent, they are responsible for making up any missed course content; the teacher is not obligated to provide make-up instruction. An absence from an in-class graded activity or evaluation qualifies for a make-up assessment only in the circumstances listed below; otherwise the student will normally receive a grade of zero.

In conformity with IPESL section 3.5.1, college-approved absences include documented authorized college activities; religious observances; Indigenous cultural practices, observances, or ceremonies; legal obligations; significant physical or mental health conditions; and personal or family emergencies. Students seeking a college-approved absence must submit their request through the official validation process and may be asked to provide supporting documentation. Requests are monitored and recorded, and excessive or improper use may be flagged. Due to government directives, medical notes are required for absences of five (5) consecutive days or more.

Early Alert System

In conformity with IPESL section 3.4.2, Champlain College Saint-Lambert uses an Early Alert System to support student success and well-being. If a College employee becomes concerned about a student's frequent absences, unusual behaviour, disengagement, or any other issue that may be affecting their academic performance or overall experience in the classroom, they can submit an alert to Student Services. This system is not disciplinary. It is a supportive measure: a staff member follows up with the student directly to offer assistance and explore available support, in strict adherence to confidentiality protocols. Students are encouraged to communicate with their teachers and seek help early if they are facing challenges that affect their ability to attend or engage in class.

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 alternative arrangements for assessment 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. Re-assessments

or re-submissions of individual assessments must align with the generic course outline; cases that do not will be at the discretion of the department.

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 alternative arrangements for assessment 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.

In conformity with IPESL section 6.3, a record of the infraction, including any incident related to the unauthorized or unethical use of Artificial Intelligence, is maintained in the student's file for the duration of their college education at CCSL. If a student has already been accused of cheating or plagiarism, any further instance of academic dishonesty could lead to more severe academic consequences, potentially culminating in expulsion from the college.

Artificial Intelligence (AI) Usage and Academic Integrity

IPESL section 6.1 treats the unauthorized or unethical use of Artificial Intelligence as a form of plagiarism. The paragraphs below define what is authorized in this course. The full version of this policy — with examples, worked cases, and answers to the questions students ask most often — is available at markparadispolitics.com/resources-ai-policy.html. Where an individual assignment sheet sets a stricter or more permissive rule, the assignment sheet governs.

The short version. You may use generative AI to help you understand things. You may not use it to produce the work I am assessing. Whenever you use it for anything that touches an assignment, say so. If you are unsure whether a use is allowed, ask me before you do it — that question has never once gotten a student in trouble.

Permitted, no disclosure needed

- Asking an AI tool to explain a concept, a theory, or a method you did not understand in class or in the readings.
- Asking it to quiz you, generate practice questions, or check your understanding before an assessment.

- Using spelling and grammar checkers, including the ones built into your word processor, and translation tools to understand a source in another language.
- Asking it to explain feedback you received, or what a marking criterion means.
- Checking that citations you have already written are correctly formatted. These tools get citation formats wrong with some regularity, particularly for government documents and reports, so verify the output against the citation guide rather than trusting it. Asking a tool to produce a reference for something you have not read is fabrication, and falls under the prohibited list below.

Permitted, but you must disclose it

- Brainstorming topics, angles, or counterarguments at the start of a project.
- Asking for feedback on a draft you wrote — is my thesis clear, does this paragraph support my argument, where is my reasoning weak.
- Reorganising or tightening prose you wrote yourself, provided the ideas, structure, and evidence remain yours.
- Using it as a starting point for finding literature, provided you locate, read, and verify every source yourself.

Prohibited

- Generating any text, in whole or in part, that you submit as your own writing. This includes generating a draft and then rewriting it.
- Generating an outline or argumentative structure that you then fill in.
- Using AI to summarise a reading in place of reading it, and then writing about that reading as though you had read it.
- Any use at all during in-class assessments, quizzes, tests, and exams, unless I have said otherwise in writing.
- Submitting AI-generated citations, quotations, data, or statistics. These tools fabricate sources that look entirely plausible, and a fabricated citation is treated as academic dishonesty whether or not you knew it was fabricated. If you cite it, you are vouching for it.
- Using AI to translate an entire text you wrote in another language and submitting the output as your own English prose.
- Any AI use on the research paper proposal, including the five academic references. The proposal exists to demonstrate that you have located and read real scholarship on your topic, and a tool cannot do that part for you.

How to disclose

Disclosure is a short statement at the end of the assignment, after your reference list. It does not count toward your word limit, and it does not cost you marks. Name the tool, say what you used it for, and say what you did with the output. For example:

AI use statement: I used Claude to generate a list of possible counterarguments to my thesis after I had written my first draft. Two of them prompted me to add the paragraph on page 6; the wording of that paragraph is my own. No AI-generated text appears in this paper.

If you did not use AI at all, write “AI use statement: none,” or leave it out entirely; a missing statement is read as “I did not use it.” Disclosing a prohibited use does not make it permitted, but it is always better than concealing it. In group assignments the disclosure statement covers the whole group, and every member is responsible for what is submitted.

When I think the policy has been broken

I do not use AI detectors as evidence. They are unreliable, they produce false positives at rates that would be unacceptable in any other assessment context, and they are biased against students writing in a second

language. No student in this course will be accused on the basis of a detector score. What I look at instead is the work itself: citations that do not exist or do not say what they are claimed to say, claims about readings that were not in the readings, a sudden discontinuity in voice, specificity that vanishes exactly where specificity would require having done the research. When something does not add up, my first step is a conversation, not an accusation. If I conclude that work was submitted that is not yours, IPESL sections 6.2 and 6.3 require me to assign a grade of zero and to report the incident.

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, students who wish to have a grade reconsidered for an evaluation other than a final assessment must contact their teacher through MIO within one week of receiving the grade. If, after communicating with the teacher, the issue remains unresolved, the student may contact the department coordinator, at which point the department's internal grade review process will be applied. If concerns persist, the student may submit an appeal form to the Registrar's Office, which will forward it to the DAA to ensure that IPESL procedures have been followed.

In conformity with IPESL section 7.3, a mark review is a formal process that applies only to a student's final summative assessment or final course grade, including potential calculation errors. It is not a mechanism to re-submit work, complete missed assessments, or improve a grade. It 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. Before submitting a formal request, students are expected to first communicate their concerns to their teacher through MIO.

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.

In conformity with IPESL section 7.7, students have the right to appeal a reported accusation of plagiarism and/or cheating within one week after being accused. To appeal, the student contacts the Registrar's Office to complete an appeal form and submits it with supporting documentation. The DAA, in consultation with the teacher and the student, determines its validity. The teacher can invite the department to participate in the appeals 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 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.

Course Guides and Student Resources

I maintain a set of guides for students at markparadispolitics.com/resources.html. They are not required reading, but they answer most of the questions that come up about the assignments in this course, and the marking of your written work assumes the standards they describe. If a guide and this course outline ever disagree, the course outline governs.

- [Policy on Generative AI](#) — the full version of the AI policy reproduced in this outline, with worked examples and answers to common questions.
- [Citation and Referencing](#) — when to cite, how to paraphrase without plagiarising, and worked examples for the sources students get wrong most often — government documents, treaties, datasets, and polls.
- [Reading and Evaluating Sources](#) — how to read an academic article in three passes, how to find scholarly sources, and how to judge journalism, think tank reports, polls, and statistics.
- [Writing Political Science Papers](#) — from research question to final draft: what makes an argument, how to structure a paper, how to use evidence, and the mistakes that cost the most marks.
- [Requesting a Reference Letter](#) — who I can write for, how much notice I need, and what to send me. Worth reading before you ask, not after.