

WINTER 2021

385-203-LA

International Politics

IMPORTANT INFORMATION

Academic Discipline for this Course
Political Science (Social Science)

Credits, Course Length, and Hours

- Credits: 2.00
- Hours: The weighting for this course is 3-0-3. This means that the course requires 3 hours per week of lecture time, 0 hour a week of lab time, and an average of 3 hours per week of homework.

Prerequisites

Political Science 385-101-LA

Evaluations

End of Week Syntheses: 10%
Research Paper Outline: 10%
Research Paper: 35%
Tests: 45%

Reading Material

Goldstein, J.S., J.C. Pevenhouse and S. Whitworth. 2013. *International Relations* (3rd Canadian edition). Toronto: Pearson.

About the instructor

- Name: Mark Paradis
- Email: MIO
- Office hours:
 - M 12:15-13:15
- Office: Zoom

This Level II course helps the student understand the interesting and complex world of international politics. It explains the foundations of the international system, by using theoretical frameworks to analyze the behaviour of its players and institutions. It helps the student analyze themes such as the end of the North-South relations, ethnic conflicts, armed conflicts, democratic waves, global terrorism, global economic interdependence, the role of the United Nations, humanitarian intervention, environmental decay and the erosion of state sovereignty by new transnational forces.

REQUIRED READINGS

The following textbook can be purchased at the bookstore or online (digital edition is available from publisher):

Goldstein, J.S., J.C. Pevehouse and S. Whitworth. (2013). *International Relations, (Third Canadian Edition)*. Toronto: Pearson.

There are other required readings (articles or book chapters) available on the course LÉA webpage. All readings are mandatory. Furthermore, students are encouraged to keep up with current events at the international level.

STUDENT EVALUATION

<i>End of Week Syntheses (10 x 1%; summative)</i>	10%
<i>Research Paper Outline (due March 8; summative)</i>	10%
<i>Research Paper (due April 29; formative)</i>	35%
<i>Tests (3 x 15%; summative)</i>	45%

Assignment Descriptions:

End of Week Syntheses (summative)

On each of 10 designated weeks, students must identify in writing what they judge to be the main points covered during that week's readings, as well as a description of the points they found most confusing. Each synthesis should be 8-10 lines in length.

Research Paper Outline (due March 8; summative)

In a one page document, students must provide an outline of their proposed research paper. Outlines 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. If students do not hand in a paper outline, they will receive a 0 on both their paper outline and on the research paper.

Research Paper (formative)

The research paper is due on April 29. 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.

Tests (summative)

Each test will cover approximately 5 weeks of material. 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.*

Note on class format: The course will be a mixture of asynchronous video lectures posted on Lea and synchronous group discussions held on Zoom. Since I understand that not all students may always have stable internet access and may have complex schedules, most classes (and all classes covering material for tests) will be held asynchronously. Discussions are optional forums for students to further their knowledge, ask questions, participate in activities, and participate in the class community. Only tests will be held at a specific time (during class periods), but students will not need to be logged in to Zoom to complete the tests.

SCHEDULE

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

Notes: [Asynchronous Lecture](#); [Synchronous Discussion](#); [Test](#); [No Class](#)

WEEK 1

Monday, January 18 – [Introduction to the Course](#) and [Introduction to International Relations](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 1

Thursday, January 21 – [Realism](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 2

WEEK 2

Monday, January 25 – [Liberalism](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 3 (except section on constructivism)

Thursday, January 28 – [Neoliberal Institutionalism](#)

- Assignment: Synthesis 1 due

WEEK 3

Monday, February 1 – [Constructivism and Critical Theory](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 3 (section on constructivism), Chapter 4
- Assignment: Synthesis 2 due

Thursday, February 4 – Review of Theories

WEEK 4

Monday, February 8 – Foreign Policy

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 5

Thursday, February 11 – Public Opinion

- Reading: Holsti, Ole R. 1992. Public Opinion and Foreign Policy. *International Studies Quarterly* 36: 439-466.
- Assignment: Synthesis 3 due

WEEK 5

Tuesday, February 16 – Militaries and Use of Force

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 7
- Assignment: Synthesis 4 due

Thursday, February 18 – Test #1 (Covers material up to and including February 16)

WEEK 6

Monday, February 22 – Power and Uses of Forces

Thursday, February 25 – Nuclear Weapons class discussion

WEEK 7

Monday, March 1 – Reading Week (NO CLASS)

Thursday, March 4 – Reading Week (NO CLASS)

WEEK 8

Monday, March 8 – International Conflict

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 6
- Assignment: **RESEARCH PAPER OUTLINE**

Thursday, March 11 – Civil War

- Reading: Collier, Paul. 2003. The Market for Civil War. *Foreign Policy* 136: 38-45.
- Assignment: Synthesis 5 due

WEEK 9

Monday, March 15 – Syrian Crisis

- Reading: Lawson, F. H. 2014. Syria's mutating civil war and its impact on Turkey, Iraq and Iran. *International Affairs* 90 (6): 1351–1365.
- Reading: Berti, B., & Paris, J. 2014. Beyond Sectarianism: Geopolitics, Fragmentation, and the Syrian Civil War. *Strategic Assessment* 16 (4): 21–34.

Thursday, March 18 – [Syrian Crisis class discussion](#)

- Assignment: Synthesis 6 due

WEEK 10

Monday, March 22 – [International Organizations](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 8

Thursday, March 25 – [International Organizations \(continued\)](#)

- Assignment: Synthesis 7 due

WEEK 11

Monday, March 29 – [Test #2 \(Covers material from February 22 up to and including March 25\)](#)

Thursday, April 1 – [Terrorism](#)

- Reading: Pape, Robert A. 2003. The Strategic Logic of Suicide Terrorism. *American Political Science Review* 97 (3): 343-361
- Assignment: Synthesis 8 due

WEEK 12

Monday, April 5 – [Easter Monday \(NO CLASS\)](#)

Thursday, April 8 – [Trade](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 10
- Assignment: Synthesis 9 due

WEEK 13

Monday, April 12 – [Terrorism and Trade discussion](#)

Thursday, April 15 – [Paper Writing Day](#)

WEEK 14

Monday, April 19 – [Money and Business](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 11

Thursday, April 22 – [Development](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 12
- Assignment: Synthesis 10 due

WEEK 15

Monday, April 26 – [Development \(continued\)](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 13

Thursday, April 29 – [Biosecurity](#)

- Reading: Koblentz, Gregory D. 2010. “Biosecurity Reconsidered: Calibrating Biological Threats and Responses.” *International Security* 34 (4): 96-132.
- Assignment: **RESEARCH PAPER**

WEEK 16

Monday, May 3 – [Tragedy of the Commons](#)

Thursday, May 6 – [Environment and Health](#)

- Reading: Goldstein et al. 2013. *International Relations*, Chapter 14

WEEK 17

Monday, May 10 – [Test #3 \(Covers material from April 5 up to and including May 6\)](#)

COURSE POLICIES:

To ensure that you have the best possible chance of succeeding in this course and that you have the best possible learning environment, the following policies are in effect:

Email/MIO ASSIGNMENTS: Assignments sent by email WILL NOT be accepted unless otherwise specified.

LATE assignments: One of the goals of CEGEP is to help you to develop skills in managing deadlines. All assignments are to be handed in on the day assigned at the beginning of class. Late marks will be given to all assignments received after class has begun, unless official documentation is presented to the Registrar’s office. Late marks are as follows: 5% per day. Late assignments will not be accepted more than a week late.

CLASSROOM COMPORTMENT guidelines: The classroom is an educational environment. All students will be treated with respect, regarded as equals, and treated fairly without discrimination. On your part, you will be expected to respect your peers’ right to learn in the best possible environment and to act as responsible adults. To this end, completing work unrelated to the course, private conversations, talking during lectures, sleeping, and any other disruptive behaviour is not permitted. In particular, the following are prohibited during class time: using cell phones for calling, texting or photography, listening to an iPod or other audio device, using a laptop for purposes other than note-taking or unrelated to the course (laptop users must sit in front row), chatting while teacher or classmates are speaking, passing notes to a classmate(s), doing work/reading material for another course, putting your head down on the desk, sleeping in class. Note: Any meetings or discussions on Zoom are to be treated as if taking place in a classroom.

ACADEMIC INTEGRITY and EVALUATION: The College has established a comprehensive policy on the evaluation of students, which spells out the criteria on literacy, plagiarism, cheating and attendance. This policy will be applied in the course. It is your responsibility to familiarize yourself with the policy. Key excerpts are printed in the current college calendar. Disciplinary action runs from receiving a zero grade on the work in question to expulsion from the college. Here's a more constructive solution: If you are having trouble with any part of this course, come see me as soon as possible. There are usually more solutions available if we address the problem early. You should retain all copies, rough drafts, notes etc. of all your work so that should you wish to appeal a grade, you will have evidence of your work. Save all of your work on your own

data storage device.

ATTENDANCE, PUNCTUALITY AND PARTICIPATION are extremely important. They are an integral part of a positive attitude toward your academic responsibilities. Attendance has a proven positive effect on your success in the course. Students who miss more than 3 classes/meetings are usually unable to successfully pass the course because they have missed too much material. Avoid arriving late to class or leaving early as it distracts your fellow students and it will result in your being marked absent for the day. It is not enough to just hand your work in: you must attend classes and be “mentally” present during classes. Chronic absenteeism will affect your grade. If you miss a class, get the notes from a classmate. You can also see me during my office hours.

LITERACY: The proper use of English in all your work is very important and will affect your grade in this course. If I cannot understand what you are trying to say, I cannot give you a grade. In addition to disciplinary content, such written work will also be evaluated for adequate writing style and mechanics. The correction of written English is part of the quality of the teaching offered at Champlain Saint Lambert. One of the goals of this course is for students to use and develop their English-language skills in reading and oral comprehension, speaking and writing. All assignments and papers must be typed, be presented in the correct form, be well-written and organized and be printed using a computer printer unless otherwise specified. Evaluation criteria applied are academic tone, appropriate disciplinary vocabulary, flow and clarity of style, continuity, correct paragraph and sentence structures, grammar, punctuation, spelling and use of adequate in-text and end-text documentation according to Chicago, in-text style. There are language tutors and other services available at the learning center for any Champlain students in need of help in this area. It is your responsibility to get the help you need.

CLEAR GRADING: Every evaluation method will contain clear grading criteria. Numerical grades will be assigned as follows, as per the College policy: 90-100% for work that is of outstanding quality, 80-90% for very good work quality, 70-79% good quality work, 60-69% work that is of satisfactory quality, and 0-59% for work that is of unsatisfactory quality (failure).

NOTICE: World Studies Students Only

Each semester, the Champlain World Studies Option provides a programme of Seminars during the Wednesday Activities Bloc. These Seminars are scheduled, whenever possible, every second or third week. Even though these seminars are considered to be on a voluntary basis, students intending to secure a *World Studies Certificate* on graduation are expected to attend a certain minimum of seminars every semester. Details of the World Studies Option requirements will be given in the first meeting with Faculty and Students in the second/third week of classes.