

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.

International Politics 385-203-LA

Course Information

Course title	International Politics		
Course number	385-203-LA		
Teacher:	Mark Paradis		
Class Hours:	Mondays, 12:30-14:00 in A-114; Wednesdays, 9:30-10:45 in A-115		
Office hour:	Mondays 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:	3-0-3		
Modality:	In-person		
Prerequisites:	385-101-LA	Co-requisites:	None

Course Description

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.

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

<i>Research Paper Outline (due March 4; formative; English proficiency)</i>	5%
<i>Research Paper (due May 10; summative and final summative)</i>	35%
<i>Tests (3 x 20%; summative and final summative)</i>	60%

Assignment Descriptions:

Research Paper Outline – due March 4 (formative; English proficiency)

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. The Research Paper Outline will be used in the Midterm Assessment Grade.

Research Paper (summative; final summative; English proficiency)

The research paper is due on May 10. 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; final 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: Midterm 1 and the Research Paper Outline will be used to calculate the Midterm Assessment Grade.

Make-Up Assessments

Students with college-approved absences will be provided make-up assessments. The form of the make-up assessment will be determined by the course teacher and may include deadline extensions and alternate assessments. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats. However, the alternative assessment must measure the achievement of the same course learning outcomes. In all cases, teachers must respect the requirements for make-up assessments listed in the IPESL.

Style Guide

Students will be introduced to the APA and Chicago 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 (paper outline and final paper).

Schedule

SCHEDULE

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

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

WEEK 1

Wednesday, January 17 – **Introduction to the Course and Introduction to International Relations**

WEEK 2

Monday, January 22 – **Realism**

- Reading: Mearsheimer, John J. 2007. "Structural Realism." In *International Relations Theories: Discipline and Diversity*, 77-94. Oxford: Oxford University Press.

Wednesday, January 24 – **Liberalism**

- Reading: Ray, James Lee. 1998. "Does Democracy Cause Peace?" *Annual Review of Political Science* 1: 27-46.

WEEK 3

Monday, January 29 – **Neoliberal Institutionalism**

- Reading: Keohane, Robert O. 1988. "International Institutions: Two Approaches." *International Studies Quarterly* 32 (4): 379-396 (discusses both neoliberal institutionalism and constructivism).

Wednesday, January 31 – **Constructivism and Critical Theory**

- Reading: Freeman, Bianca, D. G. Kim, and David A. Lake. 2022. "Race in International Relations: Beyond the "Norm Against Noticing." *Annual Review of Political Science* 25.
<https://doi.org/10.1146/annurev-polisci-051820-120746>.

WEEK 4

Monday, February 5 - **Foreign Policy**

Wednesday, February 7 - **Public Opinion**

- Reading: Aldrich, John H., Christopher Gelpi, Peter Feaver, Jason Reifler, and Kristin Thompson Shar. 2006. "Foreign Policy and the Electoral Connection." *Annual Review of Political Science* 9: 477-502.

WEEK 5

Monday, February 12 – **TEST #1 (Covers material up to and including February 7)**

Wednesday, February 14 – **Midterm Recovery Day / Writing Day**

WEEK 6

Monday, February 19 – **Militaries and Use of Force**

Reading: “Horowitz, Michael C. 2020. “Do Emerging Military Technologies Matter for International Politics.” *Annual Review of Political Science* 23: 385-400.

Wednesday, February 21 – **Power and Uses of Forces**

- Reading: Sagan, Scott, Kenneth Waltz, and Richard K. Betts. 2007. “A Nuclear Iran: Promoting Stability or Courting Disaster?” *Journal of International Affairs* 60 (2): 135-150.

WEEK 7

Monday, February 26 – **Reading Week (NO CLASS)**

Wednesday, February 28 – **Reading Week (NO CLASS)**

WEEK 8

Monday, March 4 – **International Conflict**

- Levy, Jack S. 1998. “The Causes of War and the Conditions of Peace.” *Annual Review of Political Science* 1: 139-165.
- Assignment: [RESEARCH PAPER OUTLINE](#)

Wednesday, March 6 – **Civil War**

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

WEEK 9

Monday, March 11 – **International Organizations**

- Reading: Barnett, Michael N. 1997. “The UN Security Council, Indifference, and Genocide in Rwanda.” *Cultural Anthropology* 12 (4): 551-578.

Wednesday, March 13 – **International Organizations (continued)**

WEEK 10

Monday, March 18 – **International Law**

Wednesday, March 20 – **Terrorism**

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

WEEK 11

Monday March 25 – [TEST #2](#) (Covers material from February 19 up to and including March 20)

Wednesday, March 27 – **Midterm Recovery Day / Writing Day**

WEEK 12

Monday, April 1 – **No Class (Easter Monday)**

Wednesday, April 3 (Monday Schedule) – **Environment Simulation**

WEEK 13

Monday, April 8 – **Environment and Tragedy of the Commons**

- Reading: Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science* 162 (3859): 1243-1248.

Wednesday, April 10 – **Trade**

- Reading: Mutz, Diana C. 2021. “How Americans Think about Trade.” *Foreign Affairs*.
<https://www.foreignaffairs.com/articles/united-states/2021-07-30/howamericans-think-about-trade>.

WEEK 14

Monday, April 15 – **Money and Business**

- Reading: Friedman, Thomas L. 1999. “DOSCcapital.” *Foreign Policy* 116: 110-116.

Wednesday, April 17 – **Money and Business (continued)**

WEEK 15

Monday, April 22 – **Development**

- Reading: Kacowicz, Arie M. 2007. “Globalization, Poverty and the North-South Divide.” *International Studies Review* 9 (4): 565-580.

Wednesday, April 24 – **Development (continued)**

WEEK 16

Monday, April 29 – **Health and Biosecurity**

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

Wednesday, May 1 – **TEST #3 (Covers material from April 3 up to and including April 29)**

WEEK 17

Monday, May 6 – **Writing Day**

Wednesday, May 8 – **Writing Day**

AFTER SEMESTER

Friday, May 10 – **FINAL PAPER DUE at 11:00**

College and Departmental Policies

Attendance

In conformity with IPESL (p.10), students in this course are expected to commit to their learning. This means: interacting with course content, engaging in critical and analytical thinking, and applying knowledge to discussions and assignments. It also means being prepared and present in class, engaging in learning activities, supporting the learning of peers, and, when necessary, actively seeking support from one's teachers. Students should inform their teacher in advance of any absence that results in a missed activity or assessment.

Assessment Accommodation & Make-up Assessments

In conformity with IPESL (pp. 17-18), when a teacher 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. College-approved absences include authorized college activities, religious observances, personal or family emergencies, legal obligations, and significant physical and health conditions. Assessment recommendations are *not* required for absences that are not college approved.

The nature and timing of make-up assessments will be at the discretion of the instructor. It is the student's responsibility to notify the instructor as soon as possible and provide the appropriate document to the college to support the request for a make-up assessment. Depending on the type of assessment, teachers may allow students to complete the make-up assessment in alternative forms or formats.

Due to the learning structure of this course, teachers are encouraged to provide regular reminders to students about the consequences of all types of absences (college-approved or not). Teachers should also specify to students in their specific course outlines the steps they should take prior to and following an absence.

Academic Integrity

In conformity with IPESL (p.18), plagiarism and cheating are serious forms of academic dishonesty which undermine learning and erode trust within the academic community. Plagiarism, which is a form of cheating, is the use of another person's ideas, words, or material without acknowledging its source. In this course, students will learn how to paraphrase, cite and reference using the principles of academic integrity. Academic cheating, in the broadest sense, is any deceptive or dishonest practice relative to academic coursework and assessments intended to provide oneself with a dishonest academic advantage.

Teachers should report cases of plagiarism and/or cheating to the Registrar's Office and the DAA. After consultation, if the student is deemed to be at fault, they receive a grade of zero on the assessment task and a note is placed in their file. The note remains in their file throughout their college education. Additional incidents of plagiarism or cheating will result in serious academic consequences and may result in expulsion.

Student Academic Concerns and Appeals

In conformity with IPESL (pp. 19-20), 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.

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.

Appealing a Final Course Grade in the Day Division

In conformity with IPESL (pp. 19-20), 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 or 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.

Appealing an Accusation of Plagiarism or Cheating in the Day Division

Students have the right to appeal reported accusations of plagiarism and/or cheating within one week after being accused of this academic wrongdoing. If a student wishes to appeal the accusation, they must contact the Registrar's Office to complete an appeal form and submit it along 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://www.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](#).