

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.

World Politics

385-S02-LA

Course Information

Course title	World Politics		
Course number	385-S02-LA		
Teacher:	Mark Paradis		
Class Hours:	Tuesdays, 8:00-9:15 in A-114; Thursdays, 9:30-10:45 in A-114		
Office hour:	Thursdays from 12:30-13:30 in G-238		
Contact information:	The best way to reach me is through Mio.		
Credits:	2.00		
Hours:	45		
Weighting:	3-0-3		
Modality:	20% 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

<i>Research Paper Outline (due March 13; formative; English proficiency)</i>	5%
<i>Research Paper (due May 15 at noon; summative and final summative)</i>	35%
<i>Tests (3 x 20%; summative and final summative)</i>	60%

Assignment Descriptions:

Research Paper Outline – due March 13 (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 15 at noon. 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)

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.

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 (response papers).

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

Thursday, January 23 – **Introduction to the Course and Introduction to International Relations**

WEEK 2

Tuesday, January 28 – **Realism**

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

Thursday, January 30 – **Liberalism**

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

WEEK 3

Tuesday, February 4 – **Neoliberal Institutionalism**

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

Thursday, February 6 – **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

Tuesday, February 11 - **Foreign Policy**

Thursday, February 13 - **Midterm Study Day**

WEEK 5

Tuesday, February 18 – **TEST #1 (Covers material up to and including February 13)**

Thursday, February 20 – **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 6

Tuesday, February 25 – **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.

Thursday, February 27 – **International Conflict**

- Levy, Jack S. 1998. "The Causes of War and the Conditions of Peace." *Annual Review of Political Science* 1: 139-165.

WEEK 7

Tuesday, March 4 – **Reading Week (NO CLASS)**

Thursday, March 6 – **Reading Week (NO CLASS)**

WEEK 8

Tuesday, March 11 – **Paper Outline Writing Day**

Thursday, March 13 – **Civil War**

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

WEEK 9

Tuesday, March 18 – **International Organizations**

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

Thursday, March 20 – **International Organizations (continued)**

WEEK 10

Tuesday, March 25 – **International Law**

Thursday, March 27 – **Terrorism**

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

WEEK 11

Tuesday, April 1 – **Midterm Study Day / Writing Day**

Thursday, April 3 – **TEST #2 (Covers material from February 20 up to and including March 27)**

WEEK 12

Tuesday, April 8 – **Environment Simulation**

Thursday, April 10 – **Environment and Tragedy of the Commons**

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

WEEK 13

Tuesday, April 15 – **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>.

Thursday, April 17 – **Money and Business**

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

WEEK 14

Tuesday, April 22 – **No Class (Friday Schedule)**

Thursday, April 24 – **Money and Business (continued)**

WEEK 15

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

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

Thursday, May 1 – **Midterm Study Day / Writing Day**

WEEK 16

Tuesday, May 6 – **TEST #3 (Covers material from April 8 up to and including April 29)**

Thursday, May 8 – **Writing Day**

WEEK 17

Tuesday, May 13 – **Writing Day**

AFTER SEMESTER

Thursday, May 15 – **FINAL PAPER DUE at noon**

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](#).