

COURSE OUTLINE

Carleton University
Department of Political Science
<https://carleton.ca/polisci/>

Fall 2022

PSCI 1200 (A)
Politics in the World
9:35 a.m. – 11:25 a.m. Wednesday
Please confirm location on Carleton Central.

I General information

Instructor: Professor Amanda Shankland
Office Hours: *Wednesday 1-3 (in person) and Monday 10-12 (online)*
Phone number: 613-869-4595
Email: amandashankland@cmail.carleton.ca

All email communication is to be via official Carleton university e-mail accounts and/or cuLearn, not personal emails.

Communication Preferences: I prefer to answer student questions during office hours. However, email me with regard to accommodations, medical emergencies and issues with grades. All other questions can be responded to during office hours.

II Course description

○ *Content*

PSCI 1200 is one of two introductory courses to world politics. While PSCI 1100 focuses on democracy and state politics, PSCI 1200 introduces students to the study of world politics. The course will examine political phenomena between and within states. Students will be introduced to two of the main disciplines in political science: International Relations (IR) and Comparative Politics. The first half of the course will explore themes covered in IR including international organization, war and peace, international political economy and foreign policy. In the second half of the course, we will explore themes within comparative politics including democratization, nationalism, and contentious politics. Drawing from current events we will explore some of the most difficult political issues of our time; including migration, national security, food security, and the environment.

○ *Aims*

The aims of this course are to (a) provide students with an introduction to the study of political science; (b) engage students in contemporary debates in world politics and; (c) help students develop critical reading, writing, and oral expression skills through a combination of lectures, independent study (reading, writing and analysis), and discussion.

III Course Format

This course will be taught in person. Office hours will be held in-person and online.

IV Learning outcomes

By the end of this class, students will be able to:

- Identify major theoretical approaches in political science
- Recognize the diversity of views and approaches in discussing key issues in politics
- Undertake research using scientific literature from scholarly (peer-reviewed) journals.
- Assess an argument in response to a key topic in political science
- Apply a theoretical framework to develop a coherent thesis
- Develop academic writing skills, by writing clear, organized, and persuasive analytical essays

V Texts

All Required Readings for this course will be made available on Brightspace.

Students will be required to access supplementary learning materials like academic publications and books through the Carleton University database.

To ensure engagement in the learning process, this course will expose students to ideas using different formats beyond readings and lectures; these will include videos and guest speakers. I encourage students to engage with course material through reflective writing, class discussion, and their research projects. I also ask students to engage with social media and alternative media sources to bring current issues and events into the discussion.

VI Evaluation at a glance

Evaluation Format	Weight %	Due Date
Tutorial participation	10 %	In tutorials
Research paper outline	15 %	September 29, 2022
Research paper	30 %	November 16, 2022
Three reading reflections	15 % (5% each)	Throughout the term
Exam	30 %	Scheduled during the formal exam period

VII Evaluation in detail

Tutorial participation 10%

Attendance is required to understand the course and receive high marks on the final exam. Student should have done the required reading and be prepared to contribute or respond to questions during tutorial discussions. Your responses should present your own analysis and insights from the readings, and can include one or more of the following: Did you understand the article(s)? Did you agree or disagree with the author's arguments? What did you learn or what surprised you? How is the article helpful in understanding current issues?

Your participation grade will be based on attendance in weekly class as well as your ability to actively engage in discussions. More than one absence will only be excused if you can provide suitable documentation (e.g. doctor's note).

Critical reading reflections 5% each (15 % total)- Due throughout the term

Students will submit three 500-word reading responses at the beginning of any three classes. The response will be for that days reading and must be submitted before the class. The responses must be submitted on Brightspace, Times New Roman, 12 font, double spaced (no title page). The reading response will include: a short summary of the reading (100-200 words); a critical response to the reading that includes analysis and insights (100-200); and a paragraph that relates the reading to a current event or issue (100-200 words). The reading response should demonstrate that you have a working knowledge of the main arguments in the reading. The responses will be graded out of 10 and the mark will depend on the quality and originality of the insights presented.

Please keep direct quotations from the reading to an absolute minimum (or avoid them entirely). You do not need to use full footnotes/endnotes when referring to specific elements from the reading; a simple reference to the page number in brackets/parentheses after the sentence will suffice. You do not need a bibliography, either, as long as the reading is identified in the title of your assignment.

The reading responses will help to encourage dialog in the classroom and identify issues for further discussion. Reading responses will therefore only be accepted at the beginning of class, late responses will not be accepted. You will not receive written feedback on the reading responses but are encouraged to meet with your TA or myself to discuss the assignment. Students will have the option to submit a fourth reading response to replace one of their grades and increase their overall grade. This is the only make-up assignment available to students.

Retain a copy of your reading response as a guide to helping you contribute to class discussions.

Essay Outline 15% - September 29, 2022

Students will write a research proposal outline that includes an annotated bibliography about any issue related to world politics. I encourage students to choose a very narrow research topic. The outline and annotated bibliography should be between 600 and 800 words.

The outline will include the following:

- Thesis statement
- A background of the topic (one paragraph)
- Two to four key arguments
- A description of the theoretical framework which you will be using to write your paper and why you have chosen this framework (i.e. Liberalism, Realism, Marxism, Feminism etc.) (one paragraph)
- An annotated bibliography of eight academic sources that you have gathered from the Carleton library (APA format)

Students must submit an outline and receive approval for their topic from the teaching assistant or myself before submitting their final research paper.

Research paper outlines must be submitted on CU learn on September 29 before midnight. Late assignments will be penalized one-third of a letter grade per day.

You will receive feedback from your TA and approval to complete your final paper within two weeks of submitting your outline.

Final Term Paper 30%- November 16, 2022

The objective of the final paper is to advance a specific argument that interprets an important event or trend in world politics, either recent or historical. You will use one of the theoretical frameworks that we discuss in class in order to focus your analysis. A theoretical framework allows the reader to understand the way in which you have decided to approach your analysis. More details on this will be given in lecture.

The essay will be argumentative, and you should begin with a clear introduction that provides context for the essay, proposes a research question, states the thesis, and outlines the main parts of your argument.

The essay must do the following things:

- Present an analytical argument that is a clear answer to the question
- Provide a concise account of why you chose the case(s) to examine your topic

- Use an existing theoretical approach to examine your chosen topic
- Recognise the diversity of views and approaches in the literature
- Offer some factually correct, compelling evidence to support your argument (quality of empirical research)
- Communicate the above in a clear, structured, analytical style (good outline, transitions, and writing style).

Citations must follow APA style. Essays will be graded based on a variety of factors, including strength of argument, depth of research, your ability to engage with theoretical frames/concepts, organization, writing style, grammar, spelling, and punctuation. The essay should be under 2000 words in length (please mark word count under your title) and refer to at least eight academic sources. Late papers will be penalized one-third of a letter grade per day (e.g. a B paper handed in two days late would be reduced to a C+). Retain a copy of all written assignments.

The paper will be submitted on CU learn. Put your name, student number, and course number on the front page of your paper. Papers will not be accepted by e-mail.

Exam 30%

The exam will take place during the exam period and consist of defining key terms and concepts, three short answer questions, and one essay question.

VIII Course schedule

September 7: Overview of the course: IR and Comparative

Required:

Ryan. (2018). Escaping the War of All against All: Leviathan, Thomas Hobbes. *Social Research*, 85(3), 639–649.

September 14: Global power relations and the study of IR.

Required:

Nye, J. (2012). The twenty-first century will not be a "post-American" world. *International Studies Quarterly*, 56(1), 215-217.

Mead, W.R. (2014, May-June) The return of geopolitics: The revenge of the revisionist powers. *Foreign Affairs*, 69-79.

September 21: Realism in IR

Mearsheimer. (2019). Bound to Fail: The Rise and Fall of the Liberal International Order. *International Security*, 43(4), 7–50.

September 28: Liberalism and International Organization

Ikenberry. (2018). The end of liberal international order? *International Affairs* (London), 94(1), 7–23.

October 5: International Political Economy

Boughton, Lombardi, D., & Malkin, A. (2017). The Limits of Global Economic Governance after the 2007–09 International Financial Crisis. *Global Policy*, 8(S4), 30–41.

October 12: A Marxist Approach to Studying Politics

Rupert, M. (2003). Globalising common sense: A marxian-gramscian (re-)vision of the politics of governance/resistance. *Review of International Studies*, 29, 181-198.

October 19: Post-Colonialism (or Modern Colonialism)

Chandra, U. (2013). The case for a postcolonial approach to the study of politics. *New Political Science*, 35 (3), 479-491.

October 26: Reading week, no class

November 2: Democracy

Sen, A. K. (1999). Democracy as a universal value. *Journal of Democracy*, 10(3), 3-17.

November 9: Authoritarianism

Krastev, I. (2011) Paradoxes of the New Authoritarianism. *Journal of Democracy*, 22, 2: 5-16.

November 16: Nationalism

Moskowitz. (2006). The Cultural Myth of the Cowboy, or, How the West Was Won. *Americana* (Hollywood, Calif.), 5(1).

November 23: Revolutions

Fahmy, H. (2012). An initial perspective on "the winter of discontent": The root causes of the Egyptian revolution. *Social Research*, 79(2), 349-376, 551.

November 30: Contentious Politics and Social Movements

Silva. (2015) Indigenous Peoples' Movements, Developments, and Politics in Ecuador and Bolivia, in Handbook of Social Movements Across Latin America, Almeida, P. & Ulate, A.C.

December 7: Environmental Politics

Stetson, G. (2012) Oil Politics and Indigenous Resistance in the Peruvian Amazon: The Rhetoric of Modernity Against the Reality of Coloniality. *Journal of Environment and Development*, 21(1): 76-97.

Other issues:

Lateness policy

Assignments must be submitted on time, extensions will only be granted for exceptional circumstances

Grading policy

All late assignments will be subject to a 1/3 grade reduction (e.g. B to B-) per day.

Assignments will be graded based on the students' capacity to effectively research the subject, their capacity to engage critically with the material, and their writing skills (organization, spelling, grammar, citations).

Students will be docked marks if they go over the word count by 100 words.

Attendance

Students are expected to attend all lectures and seminars, and participation is essential in order to successfully complete the course.

Inclusive and safe classroom

It is important that all students be well served by this course. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, age, and culture. I wish to sustain a classroom environment where students work together to maintain a respectful and inclusive space. Please speak with me if you have any concerns throughout the course.

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**
 - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
 - Health & Counselling Services: <https://carleton.ca/health/>
 - Paul Menton Centre: <https://carleton.ca/pmc/>
 - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
 - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 - Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- **Off Campus Resources:**
 - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to

students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are

not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.