

## PSCI 1200A World Politics

This course will consist of

1. Pre-recorded lectures available on Brightspace and
2. Live online tutorials, Class Zoom, Mondays, July 4<sup>th</sup> – August 15<sup>th</sup> 6:05-7:05pm

### *Course Outline*

This course will consist of

1. Pre-recorded lectures and
2. Live online tutorials Class Zoom, Mondays, July 4<sup>th</sup> – August 15<sup>th</sup> 6:05-7:05pm

### **Class schedule:**

In order to ensure that all students have access to lectures and that potential barriers such as internet connectivity or time zone differences are overcome, the online schedule for this class is as follows:

**1. Pre-recorded Lectures:** available the **Sunday prior to class** on brightspace and only posted for 2 weeks, please do not reproduce, record or distribute. These lectures are carefully crafted to ensure an easy to follow and informative discussion of theorists, ideas, and phenomena in the discipline.

**2. Live Online Tutorials** Class Zoom, Mondays, July 4<sup>th</sup> – August 15<sup>th</sup> 6:05-7:05pm

\*Please do not record, in order to ensure the privacy of fellow students. These sessions are intended to address any questions and to discuss topics in the lectures and readings.

### **I General information**

Instructor: Dr. Tamara Kotar

**Professor's office hours:** Mondays 8-9pm online Via Zoom (email to schedule an appointment)

**E-mail:** tamara.kotar@carleton.ca

### **Teaching assistants**

For emailed questions on assignments, once you have reviewed the syllabus and the Intro. Videos, email your TA, ask during tutorials or during TA office hours, based on your tutorial section (see above).

**TAs Office Hours** – TAs will hold their online office hours on the tutorial zoom.

Office hours at 3:30-3:55pm on Thursday unless otherwise indicated by your TA.

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

## **II Course description**

In this course students will engage with international relations and comparative politics in theory and practice. We will focus on political institutions, cultures, public policy making, gender and conflict in international relations among states, international organizations, and other actors.

### **Course Goals and Expectations**

At its best, politics is the pursuit of figuring out how people can live together better. In this course we will examine core ideas, issues and the role of institutions, groups, and individuals in political life. Students will familiarize themselves with the political studies sub-fields of international relations and comparative politics enhancing their grasp of theoretical tools to navigate complex debates in world politics.

Students are compelled to raise their consciousness of core political ideas in international relations and comparative politics and apply their knowledge to research, advocacy, policymaking, action, and change.

My hope is that you find this course engaging and that you successfully complete this course with theoretical and analytical tools that you will employ in your future endeavors.

### **Course Goals and Expectations**

Students are challenged to consider

- If there is a trade-off between freedom and security?
- How can we accurately compare diverse peoples, states and societies?
- What theories and foundational concepts in international relations are most compelling to them?
- You can use the class as an opportunity to develop their ability to engage in academic writing and research.

## **III Course Format**

In order to ensure that all students have access to lectures and that potential barriers such as internet connectivity or time zone differences are overcome, the online schedule for this class is as follows:

**1. Pre-recorded Lectures:** available the **Sunday prior to class** on brightspace and only posted for 2 weeks, please do not reproduce, record or distribute. These lectures are carefully crafted

to ensure an easy to follow and informative discussion of theorists, ideas and phenomena in the discipline.

**2. Live Online Tutorials** held during the time scheduled for students on their Carleton Central class timetable and described on page 2 of the syllabus.

\*Please do not record, in order to ensure the privacy of fellow students. These sessions are intended to address any questions and to discuss topics in the lectures and readings.

#### IV Learning outcomes

- Students are challenged to understand and apply the foundations of international relations and comparative politics to their studies.
- Students are compelled to develop their ability to engage in academic writing and research.

#### V Texts

##### Required Texts

Required Texts are available at The Carleton Bookstore. Some required texts and all journal articles are available through the library's electronic search engine. For example, if a link to an article is not working, search the title and author in the library search engine.

The books may also be available in other online bookstores.

1. Mingst, Karen A., Elko McKibben and Arreguin-Toft, Essentials of International Relations (IR), 9<sup>th</sup> Edition, (Toronto: W.W. Norton, 2018).

\*9<sup>th</sup> Edition Available <https://digital.wwnorton.com/essir9>

\*Only use the edition of the book noted in the syllabus.

2. Mingst, Karen A., Snyder and Elko McKibben, Essential Readings in World Politics, 8<sup>th</sup> Edition, (Toronto: W.W. Norton, 2019).

\*Only use the edition of the book noted in the syllabus.

**\*Please see links in the syllabus and/or search for the articles on the University Library Omni search engine or our course ARES links.**

Recommended Sources (not required but helpful)

- The Oxford Research and Writing Guide for Political Science  
<https://global.oup.com/ushe/product/research-and-writing-guide-for-political-science-9780199890545?cc=us&lang=en&>
- Good databases for scholarly articles include JSTOR & Project MUSE which are both accessible through the library.

#### VI Evaluation at a glance

Students should pay special attention to the **Assignment Due Date Matrix below**, which clearly delineates assignment due dates and mark weight. The course is arranged by week on Brightspace. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

**Recordings**

**In order to respect the privacy of all participants online live sessions will not be recorded. I ask that students do the same and refrain from recording any live sessions.**

**Please do not copy, record or distribute pre-recorded online lectures. They are only intended to aid students in this course and are not for redistribution.**

**Assignment Due Date Matrix**

Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	July 10th	3%	
Quiz 1 – 1 <sup>st</sup> Half of Course	Available from July 13 <sup>th</sup> and closes on July 24 <sup>th</sup>  The quiz includes material from the start of the course, up to and including July 20 <sup>th</sup>	10%	Multiple choice answers. Students may choose when during the dates provided they wish to complete the quiz. <b>The quiz is timed. Students have one chance to complete the quiz, there are no-retakes. There is no extension of the quiz date.</b> The material students should be familiar with encompasses the video lectures and readings. <b>See detailed instructions in syllabus.</b>
<a href="#">Academic Briefs</a>	July 17 <sup>th</sup> July 31 <sup>st</sup> August 14 <sup>th</sup>	74%	<b>2 assignments worth 37% each. **There are 3 assignments listed because only your best 2 results will count toward your final mark.</b> Your worst mark will be eliminated.** <b>You do not need to hand in all 3 assignments.</b> You can choose not to hand in one assignment and that will be a 0, your worst mark and it will be eliminated.  Use the Academic Brief Format (listed in the syllabus) to easily

			create your briefs.
<b>Feedback</b>	July 26 <sup>th</sup>	3%	Answer the feedback questions on Brightspace
<b>Quiz 2 – 2<sup>nd</sup> Half of Course</b>	Available from August 8 <sup>th</sup> Closes on August 15 <sup>th</sup>  The quiz includes material from July 18 <sup>th</sup> up to and including the end of the course	10%	Multiple choice answers. Students may choose when during the dates provided they wish to complete the quiz. <b>The quiz is timed. Students have one chance to complete the quiz, there are no-retakes. There is no extension of the quiz date.</b> The material students should be familiar with encompasses the video lectures and readings. <b>See detailed instructions in syllabus</b>

\*All written assignments are due in the appropriate brightspace drop boxes. **Late assignments will be marked 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

## VII Evaluation in detail

### Teaching Approach and Course Format

Students should **pay special attention to the Assignment Due Date Matrix**, which clearly delineates assignment due dates and mark weight. The course is arranged by week on Brightspace. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

### Do Not Record nor Distribute Course Videos or Discussion Sessions

- **In order to respect the privacy of all participants online live sessions will not be recorded. I ask that students do the same and refrain from recording the class.**
- **Please do not copy, record or distribute online lecture Video Series and Episodes. They are only intended for use in this course and are not for redistribution.**

### Intellectual Property Protection and Online Security:

All information and materials in this course are intended for use by course students only. We emphasize that the protection of intellectual property, the confidentiality of information, the privacy of each individual and the security of the virtual classroom are essential to the smooth running of the course. Therefore, out of respect for intellectual property, course sessions should not be recorded without the

explicit consent of the professor. Also, out of respect for intellectual property, privacy and safety of others in the course, please do not distribute links to the course, do not record all or parts of the course sessions, and do not distribute or post course materials via the Internet. The consequences of distributing this information outside the course could be very serious. It should be noted that those whose participation in the course would be disclosed to repressive governments could be exposed to danger. If you have any concerns about the course, we invite you to communicate them directly to the instructor.

### **Brightspace**

**All of your written assignments are due via Brightspace drop boxes.** The syllabus and other relevant documents are also posted on Brightspace. Do not submit your assignments via email. The course is arranged by week on Brightspace. When you click on a week, you will find the assignments for the week as well as any materials associated with it.

### **Tutorials - We Will Meet Online via Zoom**

1. In order to respect the privacy of all participants, classes will not be recorded on Zoom. I ask that students do the same and refrain from recording the class. **Please do not record or distribute any course materials.**
2. To join the discussion session click on the Zoom link in the course homepage.
3. Please ensure your audio is muted. You can always turn on the audio during the discussion session. If you have a question, click the “raise your hand” icon, you can also write the question in the chat and turn on your microphone. Be sure to respect each other in any communication.
4. Below is the link for Zoom Support for Students:  
<https://carleton.ca/online/online-learning-resources/zoom-for-students-2/>

### **Discussion Board**

For the discussion board components of assignments, particularly Part III of Academic Brief posts, students will post items to the class Discussion Board on brightspace. The idea of the Discussion Board component is to have a place for collegial discussion.

### **Note on Course Materials**

The course materials, readings, videos and what is discussed are meant to introduce students to different viewpoints and concepts that have influenced discussion. **Inclusion in this course is not an endorsement of any one viewpoint. Rather the goal is to introduce different viewpoints from a variety of thinkers and mediums that students and the professor may agree or disagree with.** This is all done with the intention of sparking discussion and critical thinking.

Students will not be marked based on their political stance or viewpoint. An education in political science is not one rooted in hyper-partisanship or mutual recriminations, but rather in thoughtful, reflective discussion on how to live together better.

Marking in this course is based on demonstration of critical thinking skills, consideration of various contributions to scholarship, ability to engage in scholarly research and demonstration of scholarly writing skills. As outlined in the assignment considerations section of this syllabus, the focus is on crafting a strong thesis and as a way for students to realize their contribution to the study and practice of political science.

Our online classroom provides a space for collegial and critical exchange of ideas. Some readings, course materials or topics raised by the instructor, teaching assistants, students or guest speakers may present different and contrary viewpoints to your own. Some may be triggering, traumatizing or offensive, especially when dealing with examples of war and atrocities. It's important we discuss these topics and ideas and learn in a respectful and open environment. We must also be aware and sensitive to the impact this material could have. Please know that I focus on providing a safe, encouraging and understanding learning environment. I ask you to reach out if you have any concerns or require any accommodations related to these types of materials, ideas and topics.

### **Student Success and Course Format**

You will make the class a success! It is your responsibility to learn core concepts by doing the readings, taking notes, and taking time to consider and apply what you have learned. Reading required readings before watching lectures, taking notes when watching lectures, participation in discussion sessions and reviewing notes are essential for good grades on assignments. To really comprehend the complex issues to be discussed it takes your full attention and investigation. To excel in this class be sure to review lectures, attend discussion sessions, read the readings and review your notes, you will excel in this class if you do.

### **Electronics Policy**

Students should refrain from using cell phones streaming, surfing the web, using social media or using other applications when the class meets online.

Why?

1. Challenging Course Materials. We examine very complex phenomena in the class, particularly the challenges everyday people have faced in difficult circumstances. It is disrespectful to ignore their suffering, especially when we instead direct our attention to comparatively trivial matters.
2. Studies on multitasking, all resoundingly demonstrate that you learn far less when distracted by your devices.
3. You are here for a short time, make the best use of your time to really engage with these ideas and with your colleagues.

## **VII Evaluation in Detail: Assignments**

### **Syllabus Scavenger Hunt**

Since this course may have many features that you have not yet encountered in other classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions and win the scavenger hunt!

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What are the 3 parts of the Academic Brief assignment and what kind of knowledge does this assignment try to combine?
3. Do I have to submit all 3 parts for each academic brief?
4. How many Academic Brief assignments are there? Can my worst Academic Brief be dropped, even if it is one that I don't submit?
5. Under what subheading do I find the reading materials for each week?
6. How long is Quiz #1 available and how long is Quiz #2 available? Can a quiz be re-taken or stopped once it has started?

## Academic Briefs

### Why this Assignment?

- A brief in this sense is understood as “a short and concise written statement” The academic part of the brief means that there is a clear thesis statement and scholarly work that supports that statement.
- Academic Briefs will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures and discussions.
- These assignments help students focus on how to write a succinct thesis; a key skill required for future success.
- More questions = more learning. Thoughtful and reflective questions about what we discuss and what we read is the goal of this course, indeed it is a main goal of higher education.
- It is a way to combine our exploration of theoretical phenomena and ideas from scholarly works, in-class discussion/activities, and current events.
- Students have concise and condensed notes on the readings and discussions that provides them with excellent study materials for assignments and quizzes.

### How to do this Assignment?

1. The assignments are due via brightspace at 11:59pm on the due date. The submission spaces will be entitled #1 Academic Brief, #2 Academic Brief.
2. Use the format provided below and the assignment evaluation considerations at the end of the syllabus to ensure the quality of the brief. Academic Briefs require clear thesis statements and scholarly support for statements.
3. Your worst mark will be eliminated. This is an opportunity to get your best work recognized.
4. To organize your Academic Brief you can cut and paste the Academic Brief Format provided below into your own word document and fill in the material required.

### Academic Brief Format

The format provides an easy-to-use guide for completing the assignment. Copy and paste, follow the instructions and fill it in with your written work.

Each Academic Brief assignment requires that all of the 3 parts described below are submitted in one file on Brightspace. In other words, Part I, II and III of the assignment are all due at the same time in the same file with all of the requirements listed in the format included below.

#### Part I- Analyze Seminar/Lecture/Tutorial Discussion

For this component you will identify and discuss an issue discussed in video lectures or discussion sessions prior to the due date. For this section you can use any video lecture or discussion session that precedes the due date. For example, if the due date is on the 5<sup>th</sup> week of the class you can use material from the 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup> or 1<sup>st</sup> week of the class. Once you have decided what lecture or discussion session you are going to use, identify and critically engage with one idea/concept/issue dealt with in that lecture or discussion session that attracted interest and in a scholarly manner explain why it is important. It is important to critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis and supporting arguments. Refer to the Assignment Evaluations section of this syllabus.

Anything we discuss that piques your interest can be used for this part of the

assignment it all depends on the topics we discuss.

You should have a thesis and include reference to other scholarly work.

**400 words**

### **Part II Analyze Readings**

For the discuss the readings component of the Academic Brief you will write about an issue that you found interesting in the readings that precede the assignment due date or that on the same week of the assignment due date. For example, if the due date is on the 5<sup>th</sup> week of the class you can use material from the 5<sup>th</sup>, 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup> or 1<sup>st</sup> week of the class.

Choose one of the readings, required or recommended.

Using your own words, and in a critical and scholarly manner, identify and critically engage with one idea/concept/issue you found of interest in the reading. Discuss the idea or issue developed in the article that intrigued you and that you would like to discuss further in class.

**Create 2 questions** that relate to the article and larger issues discussed in the class.

These questions may be used for in-class discussion and debate.

You should have a thesis and include reference to other scholarly work.

**400 Words**

### **Part III Connect Analysis of Current Events**

Students will include all of the part III requirements in their single brightspace submission for the academic brief. Part I, II and III of the assignment are all due at the same time in the same file with all of the requirements listed in the assignment. Students need only copy and paste urls for the discussion board component.

1. Cite the url and title of one media item (article, podcast or video clip) that relates to issues discussed during this class or in the readings. Only post the url on the brightspace Discussion Board.

However, you must include your 150-200-word commentary in the brightspace submission.

200 Words (For the 1<sup>st</sup> part of Part III)

2. Cite the url and title of a media time (article, podcast or video clip) that you found interesting, posted by anyone else (from any class or even the prof.) on the class Discussion Board. Do not post any commentary on the class Discussion Board. However, you must include your 150-200-word commentary in the brightspace submission.

200 Words (For the 2<sup>nd</sup> part of Part III)

400 Words in Total for Part III

### **Feedback**

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about.

Students will answer the following questions with 1-3 sentences for each question:

1. What is the most significant thing you learned in the most recent video lectures or discussion sessions?

2. What question is at the top of your mind at the end the most recent video lectures or discussion sessions?
3. What have you enjoyed learning about most in the class (including the video lectures) so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What aspects of the syllabus, assignments or assignment structure work well for you and what would you recommend changing?

### **Multiple Choice Quizzes, Instructions for Quiz 1 and Quiz 2**

There are two multiple choice quizzes this semester (see assignment Evaluation at a Glance). Both quizzes contain 20 multiple choice questions. Students will pick the answer that best matches the question being asked, based on course lectures and readings. The quizzes are automatically marked, and the student will receive their mark upon completion.

Both quizzes can be taken by students anytime that suits them best, within the date range that the Quizzes are scheduled for as noted in the Evaluation at a Glance section of the syllabus. Each quiz will be worth 10% of your final mark, will consist of 20 questions with a time limit of 26 minutes.

#### **Quiz 1 – 1<sup>st</sup> Half of Course**

For Quiz 1 the material students should be familiar with encompasses the video lectures and readings up to and including the day the quiz is open.

#### **Quiz 2 – 2<sup>nd</sup> Half of Course**

For Quiz 2 the material students should be familiar with encompasses the video lectures and readings that quiz 1 did not cover (see due date matrix for exact dates).

Once a student opens the quiz the timer will begin, the timer cannot be paused. Do not click onto the quiz before you plan on taking it, if you click on the quiz and it starts then you must complete the quiz, there is no re-do.

Each quiz must be completed in a single session, within the time limit. Quizzes submitted after the time limit will be given an automatic mark of 0%.

Each quiz is multiple-choice, for each question a number of possible answers will appear, you choose only one answer, the answer that is the most correct. Each question will be awarded one mark for each most correct answer you choose, and zero marks for all other possibilities.

Be sure to follow all instructions carefully as you go through the quiz

Prior to taking the quiz be sure that you have completed watching all of the Video Series and Episodes and all of the readings that the quiz covers (as noted in the Evaluation at a Glance section). Be sure to have made notes, and study those notes for all of the video and written

materials so that you are prepared for the quiz. If there is something you do not understand fully, be sure to re-watch the lectures, re-read readings and ask questions in discussion sessions.

The quizzes are timed, once the time limit has been reached the system will automatically submit whatever answers you have provided. Once you open the quiz the timer will begin, and it will not pause if you close the window. Each quiz must be completed in a single session, within the time limit. Quizzes submitted after the time limit will be given an automatic mark of 0%.

Each quiz has randomized questions, so that students will receive different questions of equal difficulty.

If you are registered with the Paul Menton Centre (PMC) with an accommodation for timed quiz, contact the Prof. and your TA with the exact accommodation extra time required on this quiz. Please do so before the quiz opens so that your accommodation can be entered into the system before the quiz opens for you.

### **If you have any questions, or experience any technical difficulties, contact the ITS Service Desk**

- The ITS Service Desk is your point of contact for all IT issues, requests and inquiries. See a full list of services provided by the ITS Service Desk. Email: [its.service.desk@carleton.ca](mailto:its.service.desk@carleton.ca) (Monitored: Monday to Friday 8:30 am – 7:30 pm) Phone: 613-520-3700 Chat: [carleton.ca/its/chat](http://carleton.ca/its/chat) Hours: Monday to Friday: 8:30 am – 10:30 pm Saturday – Sunday: 12:00 pm – 8:00 pm

If this technical difficulty negatively impacted your quiz writing ability, please include the correspondence with brightspace support in a message to both your TA and Prof. This will then be evaluated to find the most appropriate means to address it. Remember, brightspace, the prof. and TAs will be able to see your quiz progression, if the quiz did crash, if there were technical difficulties where and when the difficulties happened.

## **VIII Course Schedule**

### **Introduction**

#### **July 4<sup>th</sup>**

Course structure, assignments and expectations.

Required

- Mingst et. al. – Essential Readings in World Politics

Chapter 1 – Jack Snyder. “One World Rival Theories.” *Foreign Policy*, No. 145 (Nov. - Dec., 2004), pp. 52-62. (available through the library online search)

<http://proxy.library.carleton.ca/login?url=https://www.jstor.org/stable/4152944>

(use this link or search for the article on the **University Library Omni search engine or our course ARES links**).

- Appiah, Kwame, "Chapter 6: Education for Global Citizenship." *The Yearbook of the National Society for the Study of Education*, vol. 107, no. 1, Wiley, 2008, pp. 83–99 (search for the article on the **University Library Omni search engine or our course ARES links**).

### **Theory – Contending Perspectives – Realism**

**July 6<sup>th</sup> & 11<sup>th</sup>**

#### **Required Readings**

- Mingst et. al. – *Essentials of International Relations – Textbook*  
Chapter 1 – Approaches to International Relations
- Mingst et. al. – *Essential Readings in World Politics*  
Chapter 1 – Thucydides, Melian Dialogue, from Peloponnesian War, available:  
<https://www.mtholyoke.edu/acad/intrel/melian.htm>

(use this link or search for the article on the **University Library Omni search engine or our course ARES links**).

Sources to consider – not required – these are extra resources for students

- Morgenthau, H., Thompson, K., & Clinton, W. (2006). *Politics among nations: the struggle for power and peace* (7th ed. / revised by Kenneth W. Thompson and W. David Clinton.). Boston: McGraw-Hill Higher Education.
- Machiaveli, Nicolo, (2014). *The Prince* (Toronto: Penguin).
- Waltz, K. (2008). *Realism and international politics*. New York: Routledge.
- Wendt, A. (2015). *Quantum Mind and Social Science: Unifying Physical and Social Ontology*. Cambridge: Cambridge University Press.
- Thomas Hobbes, & Marshall Missner. (2016). *Thomas Hobbes: Leviathan* (Longman Library of Primary Sources in Philosophy).

### **Theory – Contending Perspectives**

#### **Liberalism, Conflict Theories and Constructivism**

**July 13<sup>th</sup>**

#### **Required Readings**

- Mingst et. al. – *Essentials of International Relations – Textbook*  
Chapter 3: Contending Perspectives: How to Think about International Relations
- Mingst et. al. – *Essential Readings* in World Politics
- Kant, from *Perpetual Peace* or Kant, from *Perpetual Peace*, pp. 106-117- available  
<http://www.gutenberg.org/files/50922/50922-h/50922-h.htm>

(use this link or search for the article on the **University Library Omni search engine or our course ARES links**).

Sources to consider – not required – these are extra resources for students

- Parashar, S., Tickner, J., & Jacqui True. (2018). *Revisiting gendered states: feminist imaginings of the state in international relations*. Oxford University Press. Available electronically through the Library portal
- Niang, Amy, *The Postcolonial African State in Transition: Stateness and Modes of Sovereignty*, 2018, Rowman Littlefield. Available through the Library Portal

- Jervis, R. (1976). Perception and misperception in international politics. Princeton, N.J: Princeton University Press.
- Lenin, V. (1975). Imperialism, the highest stage of capitalism: a popular outline, Moscow: Progress Publishers.

### **International Relations and Comparative Politics in Practice – Ancient to Medieval**

**July 18<sup>th</sup>**

#### **Required Reading**

- Mingst et. al. – Essentials of International Relations – Textbook  
*Chapter 2: The Historical Context of Contemporary International Relations*
- Mingst et. al. – Essential **Readings** in World Politics
- *Ted Hopf, The Promise of Constructivism in International Relations Theory*  
*Available: Carleton University Library, J Stor search*

Muiu, M. and G. Martin, A New Paradigm of the African State, chapter 2 Indigenous African Political Systems and Institutions, 2009, Palgrave. (search for the article on the **University Library Omni search engine or our course ARES links**).

Sources to consider – not required – these are extra resources for students

- Steiner, B. (2018). Diplomatic theory a focused comparison approach.
- Krasner, S. (2009). Power, the state, and sovereignty: essays on international relations. London: Routledge.
- Scott, James, Against the Grain (2017). A Deep History of the Earliest States, Yale University Press.

### **International Relations and Comparative Politics in Practice – Monarchies and Nation States**

**July 20<sup>th</sup>**

#### **Required Reading**

- Mingst et. al. – Essential **Readings** in World Politics  
Chapter 2 - Woodrow Wilson, "[The Fourteen Points](#)"
- Mingst et. al. – Essential **Readings** in World Politics
- *George F. Kennan, "The Sources of Soviet Conduct"*  
*Available: <http://slantchev.ucsd.edu/courses/pdf/Kennan%20-%20The%20Sources%20of%20Soviet%20Conduct.pdf>*

(use this link or search for the article on the **University Library Omni search engine or our course ARES links**).

Sources to consider – not required – these are extra resources for students

- Jawaharlal Nehru, "Speech to Bandung Conference Political Committee, 1955
- Vietnamese Declaration of Independence
- The Battle of Algiers (1966, dir. Gillo Pontecorvo)

### **International Relations and Comparative Politics in Practice – Cold War to Present**

**July 25<sup>th</sup>**

#### **Required Reading**

- Mingst et. al. – Essential **Readings** in World Politics  
Chapter 2 - Huntington, Clash of Civilizations
- *John Ikenberry. The End of Liberal International Order?*

Available:

[https://scholar.princeton.edu/sites/default/files/gji3/files/inta94\\_1\\_2\\_241\\_ikenberry.pdf](https://scholar.princeton.edu/sites/default/files/gji3/files/inta94_1_2_241_ikenberry.pdf)

(use this link or search for the article on the **University Library Omni search engine or our course ARES links**).

- Lightfoot, Sheryl, Indigenous Politics as Global Change in Global indigenous Politics, Chapter 1. (search for the article on the **University Library Omni search engine or our course ARES links**).

Sources to consider – not required – these are extra resources for students

- Wang Jisi. “China’s Search for a Grand Strategy: A Rising Great Power Finds its Way.” Foreign Affairs, March/April, 2011. pp1-12
- Snyder, Timothy. Bloodlands : Europe Between Hitler and Stalin. Basic Books, 2010.
- Carson, A. (2018). Secret wars, covert conflict in international politics. Princeton: Princeton University Press.
- Kalyvas, S. (2006). The logic of violence in civil war. Cambridge: Cambridge University Press.
- Greskovits, B. The Hollowing and Backsliding of Democracy in East Central Europe” Global Policy Volume 6., 2015.

### **Comparative Politics and International Relations - The State & International Relations**

**July 27<sup>th</sup>**

#### **Required Readings**

- Mingst et. al. – Essentials of International Relations – Textbook Chapter 5: The State and the Tools of Statecraft
- Julia Smith, Nathan Sears, Ben Taylor & Madeline Johnson, “Serious games for Serious crises: Reflections from an infectious disease outbreak matrix game” Globalization and Health, no 18, 2020, (search for the article on the **University Library Omni search engine or our course ARES links**).

Sources to consider – not required – these are extra resources for students

- Putnam, R., & Putnam, R. (2010). Diplomacy and domestic politics: the logic of the two-level games. Revista de Sociologia e Politica, 18(36), 147–174.
- Nussbaum, M. (2013). Political emotions: why love matters for justice. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.

### **Comparative Politics and International Relations - International Organizations and Law**

**August 3<sup>rd</sup>**

#### **Required Readings**

- Mingst et. al. – Essentials of International Relations – Textbook Chapter 7: International Cooperation and International Law
- Mingst et. al. – Essentials of International Relations – Textbook Chapter 9 Intergovernmental Organizations and Nongovernmental Organizations

Sources to consider – not required – these are extra resources for students

- Sen, A. (1992). *Inequality reexamined*. New York: Russell Sage Foundation.
- Hardy, H., Harris, I., & Berlin, I. (2002). *Liberty: incorporating four essays on liberty / Isaiah Berlin*, edited by Henry Hardy, with an essay on Berlin and his critics by Ian Harris (pp. xxxiv, 382). Oxford: Oxford University Press.

**Comparative Politics and International Relations: Psychology, the State & International Relations  
August 8<sup>th</sup>**

**Required Readings**

- Mingst et. al. – *Essential Readings in World Politics*  
Chapter 4: Yarhi-Milo, *In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries*

(search for the article on the **University Library Omni search engine or our course ARES links**).

- Yarhi-Milo, K. (2019). *Who Fights for Reputation The Psychology of Leaders in International Conflict*. Princeton: Princeton University Press.

(search for the article on the **University Library Omni search engine or our course ARES links**).

- Axelrod, R., Keohane, R., & Axelrod, R. (1985). *Achieving Cooperation under Anarchy: Strategies and Institutions*. *World Politics*, 38(1), 226–226.

(search for the article on the **University Library Omni search engine or our course ARES links**).

**Comparative Politics and International Relations - War**

**August 10<sup>th</sup>**

**Required Readings**

- Mingst et. al. – *Essentials of International Relations – Textbook*  
Chapter 6: War & Security
- Mingst et. al. – *Essential Readings in World Politics*, Chapter 6, Clausewitz, *War as an Instrument of Policy*, from *On War*, also available, *Chapter VI, B. War as an Instrument of Policy*, <https://www.gutenberg.org/files/1946/1946-h/1946-h.htm>

(use this link or search for the article on the **University Library Omni search engine or our course ARES links**).

**Course-Wrap Up**

**August 15<sup>th</sup>**

**No Readings and No Lectures**

**Assignment Evaluation Considerations**

Below is a table and list of questions used to evaluate each assignment.

Keep this in mind when writing your assignments.

<b>Thesis &amp; Explanation of subject - 70%</b>
<b>A clear idea/thesis is forwarded for each question asked.</b>
<b>Identification and explanation of main points.</b>
<b>Use of Scholarly Literature - 25%</b>
<b>Scholarly literature is employed to strengthen arguments.</b>
<b>Definitions and terms should be used properly.</b>
<b>Jargon should be kept to a minimum.</b>
<b>Structure of Assignment - 5%</b>
<b>Answer the questions being asked.</b>

The assignment is an appropriate length.
The assignment employs proper grammar.

These questions are utilized to assess written assignments

- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

## Appendix

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### Covid-19 Information

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 must follow Carleton's [symptom reporting protocols](#).

**Masks:** On the recommendation of Ottawa Public Health, Carleton will be maintaining the mandatory [COVID-19 Mask Policy](#) until further notice. The policy requires masks to be worn in all university buildings, including offices, classrooms and labs.

**Vaccines:** Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, 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](mailto:covidinfo@carleton.ca).

## **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 more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***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](mailto: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 information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

***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](http://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](https://carleton.ca/sexual-violence-support).

## **Plagiarism**

The University Senate 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, 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. During the COVID-19 pandemic, 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.