

CAMOSUN COLLEGE
School of Arts & Science
Department

Political Science 222 – Fall 2004
International Politics

COURSE OUTLINE

The Approved Course Description is available on the web
@<http://www.camosun.bc.ca/calendar/psc.php#104>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records.

1. Instructor Information

- (a) Instructor - Ross Lambertson
- (b) Office hours - Monday, Tuesday, Wednesday, and Thursday, 2:00-3:00; and by appointment
- (c) Location – Paul Building, room 226A
- (d) Phone – 370-3373 Alternative (home) – 384-3390
- (e) E-mail – lamberts@camosun.bc.ca

2. Intended Learning Outcomes - At the conclusion of the course the student should be able to describe and explain (and in some cases critically assess):

- 1. the main theories of international relations, including realism, neorealism, institutionalism, liberal theory, and constructivism;
- 2. the relationship of the state to the international community, including issues such as security and war;
- 3. the role of international organizations such as the United Nations, the IMF, and the World Bank;
- 4. certain contemporary trends, such as globalization and human rights.

3. Required Materials

Text: Daniel Madar, *Canadian International Relations* (for sale in the College bookstore.)

4. Course Content and Schedule

Lectures: Monday and Wednesday – 3:00-4:20 – Young 211

5. Basis of Student Assessment (Weighting)

- (a) Assignments – one term paper, worth 40% of the final grade; this paper can be rewritten and resubmitted after your instructor has graded it. The higher of the two grades will be official.
- (b) Quizzes – three multiple choice tests, each worth 20%, for a total of 60%.
- (c) Exams – none during examination week.
- (d) Class participation – an optional 2%.

6. Grading System

The following percentage conversion to letter grade will be used:

A+ = 95 - 100%	B = 75 - 79%	D = 50 - 59%
A = 90 - 94%	B- = 70 - 74%	F = 0.0 - 49%
A- = 85 - 89%	C+ = 65 - 69%	
B+ = 80 - 84%	C = 60 - 64%	

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

ACADEMIC CONDUCT POLICY

There is an Academic Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

TENTATIVE TIMETABLE

Monday	Sept 6	No class - Labour Day
Wednesday	Sept 8	Introduction to the course
Monday	Sept 13	Lesson 1 - Chapter 1 - Introduction
Wednesday	Sept 15	Seminar A – United Nations
Monday	Sept 20	Lesson 2 - Chapter 2 - Neorealism
Wednesday	Sept 22	Seminar B – World Court, International Court of Justice, and International Criminal Court
Monday	Sept 27	Lesson 3 – Chapter 3 - Liberal Theory
Wednesday	Sept 29	Seminar C – International Monetary Fund and World Trade Organization
Monday	Oct 4	Review
Wednesday	Oct 6	TEST #1 - Lessons 1-3; seminars A-C, and pretest
Monday	Oct 11	NO CLASS – Thanksgiving Day
Wednesday	Oct 13	Seminar D - NATO
Monday	Oct 18	Lesson 4 - Chapter 4 - Constructivism
Wednesday	Oct 20	Seminar E – EU and OSCE
Monday	Oct 25	Lesson 5 – Chapter 5 - Critical Theory
Wednesday	Oct 27	Seminar F - NGOs
Monday	Nov 1	Lesson 6 - Chapter 6- Territoriality
Wednesday	Nov 3	Lesson 7 – Chapter 7- State and Ethnicity
Friday	Nov 5	TERM PAPER DUE - 10:00 A.M.
Monday	Nov 8	Review
Wednesday	Nov 10	TEST #2 - Lessons 4-7; Seminars D-F; pretest
Monday	Nov 15	Lesson 8 - Chapter 8 - Statehood and Unity
Wednesday	Nov 17	Lesson 9 – Chapter 9- Government and Foreign Policy
Monday	Nov 22	Lesson 10 – Chapter 10 - Sources of Peril
Wednesday	Nov 24	Lesson 11 – Chapter 11 - Sources of Safety
Monday	Nov 29	Lesson 12 – Chapter 12 - Wealth
Wednesday	Nov 30	Lesson 13 - Chapter 13 – Human Rights
Friday	Dec 1	TERM PAPER REWRITE DUE - 10:00 A.M.
Monday	Dec 6	Review
Wednesday	Dec 8	TEST #3 - Lessons 8-13; pretest

CLASSES

- Students are expected to read the material *before* the lectures so they will be ready to ask and answer questions.
- As much as possible, the classes should be a dialogue between the instructor and the students, with the instructor helping the students understand the readings, and responding to questions and arguments.

-A: CLASSES The purpose of the classes will be:

- to explain the more difficult concepts
 - to look at things from other perspectives
 - to bring things up to date
 - to express disagreement with the textbook
 - to show connections with the term paper topics
 - to give students a chance to ask questions
 - to give students a chance to disagree
- Each class will be run to some degree as a seminar, with students expected to answer and discuss the “General Questions” in the “Lecture Notes.”
- B. SEMINARS The purpose of the seminars will be essentially the same as that of the classes, but with more opportunity for student participation. The seminars in this course will be, for the most part, based on background materials taken from the internet; websites will be given to students ahead of time.

MULTIPLE-CHOICE TESTS

- VALUE** - there are three multiple-choice tests, each worth 20%.
- DATE** - See the time-table in this course outline.
- CONTENT** - The tests will be based upon two things:
- the “Key Terms” in the “Lecture Notes.”
 - any additional information contained in a pretest
- all of the above will be handed out at the course progresses.
- FORMAT** - The multiple-choice tests will be done on special answer sheets (supplied by your instructor), which are marked by a computer. Please bring a soft-lead pencil and an eraser.
- Each question will be worth one point.
- AFTER** - After each test you will be given the answers so that you will know immediately how well you have done. After the computer has marked the tests the grades will be posted outside your instructor’s door. Since the computer is not infallible, please check to ensure that you have been given the grade that you deserve.
- MISSED TESTS** - You are expected to write your tests at the scheduled times and place. A student will not be permitted to write at another time unless he/she has a reasonable excuse involving events beyond his/her control, such as illness, a death in the family, etc.
- Should you miss a test, and have a reasonable excuse, please consult with your instructor in order to arrange a make-up test. This should normally be done within one week of missing your test. A make-up test will normally not be a multiple-choice test, but will consist of a number of “Key Terms” that have to be defined and/or explained.

TERM PAPERS

- VALUE - One term paper, worth 40% of your final grade.
- DUE - See the time-table in this course outline (including date for rewrite).
Either hand it in personally, or slip it under your instructor's office door.
- WARNING - Any work handed in late without a *written* explanation of a reasonable excuse (i.e. illness, a death in the family, etc.) will be penalized.
- TOPIC - "International Protection of Human Rights – the Significance of Darfur" Your term paper should be based on the following:
- (a) The list of readings handed out early in the course. These readings should be the *primary focus* of your paper.
 - (b) Concepts and points drawn from the textbook, lectures, and seminars. This should demonstrate that you have learned something from the course.
 - (c) Your own research, including newspaper/magazine articles, books, and academic journals. This should bring the subject up to date, and also provide alternative ways of looking at the topic. NOTE - Do not use any internet sources, except for information from reputable news sources, specific governments, or NGOs. As much as possible, look for recent articles in academic journals.
- CONCEPT - Your paper should do the following:
- (a) Begin with a brief overview of the concept of human rights and the way in which these rights have been protected (or not protected) through international efforts.
 - (b) Provide an explanation of what has happened in Darfur this year, and also explain how the international community has responded.
 - (c) Evaluate the international responses to Darfur. What does this tell you about contemporary international relations?
- FORMAT - all term papers must be *at least* from three to six typewritten pages, double-spaced (at about 250 words per page). Number your pages, and provide citations in the form of footnotes, and a bibliography. (Refer to "Political Science Papers -- Guide to Footnotes and Bibliography" -- on reserve in the Camosun Library.)
- HELP - you may consult with your instructor before writing (bring him questions, a summary, or a rough draft).
- REWRITE - you may rewrite the paper if you are not satisfied with your mark. This version should be marked "REWRITE" and stapled to the original version. Note that you will not receive a better mark unless you pay attention to most or all of the critical comments on your first draft. However, you will certainly not lose points by attempting a rewrite; the higher of the two marks will be used.

EVALUATION

Your written work (except for your project report) will be graded as follows:

“A” level work (95-100% = A+ / 90-100% = A / 85-89% = A-)

1. AMOUNT OF WORK/RESEARCH - 8.5 to 10
 - the work is long enough (close to the maximum) and
 - it deals with all the prescribed reading materials (and additional research, if called for).
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 8.5 to 10
 - the work is free or nearly free of elementary errors in spelling, punctuation, etc.,
 - the work is well organized, and
 - there are adequate footnotes, and a bibliography done according to the instructions.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 8.5 to 10
 - the student has demonstrated a superior understanding of all the prescribed materials.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 8.5 to 10
 - the student has developed superior ideas.

“B” level work (84-80% = B+ / 75-79% = B / 70-74% = B-)

1. AMOUNT OF WORK/RESEARCH - 7 to 8
 - the work is not quite maximum length, or
 - the work deals with not quite enough of the prescribed reading materials.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 7 to 8
 - the work is at a high level, but there are still some errors in spelling, punctuation, etc., or
 - the work is well organized, but could be better, or
 - there are adequate footnotes, and a bibliography done according to the instructions, but they have not been done quite correctly.
3. UNDERSTANDING (BASED ON WHAT YOU SHOW ME) - 7 to 8
 - the student has demonstrated a high level of understanding of all the prescribed materials, but it could be better.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 7 to 8
 - the student has developed some ideas that, although not yet superior, are at a high level.

EVALUATION (cont.)

“C” level work (65-69% = C+ / 60-64% = C)

1. AMOUNT OF WORK/RESEARCH - 6 to 6.5 out of 10.
 - the work is satisfactory, but fairly short, or
 - the work does not really cover enough of the required readings.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 6 to 6.5 out of 10.
 - the work is satisfactory, but has too many elementary errors in spelling, punctuation, etc., or
 - the student misuses the apostrophe, or
 - the work is not well organized, or
 - there are few footnotes and bibliography; or they are not done correctly.
3. UNDERSTANDING (WHAT YOU SHOW ME) - 6 to 6.5 out of 10.
 - this work shows a satisfactory understanding of the material, but not much more than this; it is sometimes not clear or just plain wrong, or leaves out some important points.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - 6 to 6.5 out of 10.
 - the student has tried to develop some ideas, but they are not well-reasoned and/or they are not based on correct information.

“D” level work (50-59%)

1. AMOUNT OF WORK/RESEARCH - 5 to 5.5 out of 10.
 - the work is unsatisfactory, it is below minimum length, or
 - the work shows inadequate use of the mandatory readings.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - 5 to 5.5 out of 10.
 - the work is unsatisfactory; it is full of elementary errors, or
 - it is very poorly organized.
3. UNDERSTANDING (WHAT YOU SHOW ME) - 5 to 5.5 out of 10.
 - the work is unsatisfactory; the student has misunderstood several major points,
or
 - has omitted several major points.
4. IDEAS (INCLUDING CRITICAL ANALYSIS)- 5 to 5.5 out of 10.
 - the student has made almost no attempt to develop ideas, or the ideas are inadequate.

EVALUATION (cont.)

“F” level work (below 50%)

1. AMOUNT OF WORK/RESEARCH - less than 5 out of 10.
 - the paper is below minimum length, or
 - the paper deals with less than half of the mandatory material.
2. PRESENTATION (ORGANIZATION, GRAMMAR, SPELLING, PUNCTUATION, SYNTAX, FOOTNOTES, BIBLIOGRAPHY - less than 5 out of 10.
 - there are so many elementary errors that this is unacceptable, or
 - the student has committed an act of plagiarism or quasi-plagiarism.
3. UNDERSTANDING (WHAT YOU SHOW ME) - less than 5 out of 10.
 - this shows no real understanding of the main points.
4. IDEAS (INCLUDING CRITICAL ANALYSIS) - less than 5 out of 10.
 - there is no real attempt to develop any ideas.

All grades

5. FINAL GRADE: _____ out of 40.

- The FINAL GRADE is *not* an average of the four grades. It primarily based on the lowest grade of the first three criteria, multiplied by 4. (Your grade for “Ideas” will also be taken into consideration, although primarily for papers which are B+ or A level.)

- Your instructor sees the term papers as involving a set of hurdles, each of which is equally important. To receive a passing grade you must pass each one of these hurdles -- to receive an “A” you must do first-rate work at each level, to get a “B” you must do at least second-rate work at each level, and so forth. This is not the usual way of marking papers, but it can be defended on the basis that each student can rewrite his/her paper for a higher grade, and in doing so can concentrate upon improvements where they are most needed.

- Your paper should be a very carefully written draft, representing your best effort without detailed help from the instructor. When you get it back, you will receive comments about how to improve it, and you can decide whether or not you want to put in the extra work required to raise your grade. The process of writing a paper for this course should, therefore, be seen as involving an extended conversation between your instructor and yourself.

POL. SCI. 222 - LECTURE NOTES - LESSON 1 - INTRODUCTION

READING: Chapter 1 (“Introduction”) of the textbook (Daniel Madar, *Canadian International Relations*)

KEY TERMS: (an asterisk* refers to something either not mentioned, or inadequately explained in the textbook).

1. theory / paradigm* - ordering empirical reality
2. theoretical diversity in IR:
 - neorealism* - stresses competition and differing purposes
 - institutionalism* - stresses interdependence
 - liberal theory* - competition or interdependence depends on the groups that affect each state
 - constructivism* - competition or interdependence depends upon the type of relationships that develop between states
2. ingredients of politics
 - interdependence
 - differing purposes
 - strategic behaviour (see Glossary, p. 356)
 - shared interest in results
3. domestic political relationships vs. international political relationships
 - from a state of nature to a social contract (Thomas Hobbes - 17th century) state of nature / anarchy
 - one sovereign in the state all states equally sovereign
 - an exercise of sovereignty: a limitation of sovereignty:
4. protectionism vs. free trade
 - (Macdonald’s National Policy) (Mulroney’s position in 1988 election)