

PSCI 4801B

Selected Problems in Global Politics: Political Economy of the Environment

Monday 11:35- 14:25

Please confirm location on Carleton Central

Instructor: Alda Kokallaj
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Course Description:

Global environmental governance has become a key term in environmental and resource politics. The environment has traditionally been approached from an institutional angle in international politics. The concept of governance helps to show how broader global political forces and trends shape environmental politics. Global environmental governance describes world politics that go beyond states as actors to include other actors such as multinational corporations, international organizations, civil society groups and networks of experts and local communities. While the concept of global environmental governance allows us to capture this multiplicity of actors, environmental governance is not a uniform political process. On the contrary, variance and fragmentation can be identified as characteristics of global environmental governance.

This seminar aims to explore these characteristics of environmental politics. It focuses on the exploration of environmental governance in various geographic contexts. It analyzes the theory and practice of "sustainable development" with a focus on the role of international financial institutions, transnational corporations, civil society organizations and trade agreements among nation states. Some of the questions that will be addressed are: how is the term global environmental governance used? What are the implications of shifts in global political economy for ecological change? What has been the shape of environmental governance under different historical and geographical circumstances? How have international economic processes affected environmental outcomes? Who have been the actors that have determined particular forms of environmental governance? How can we think of more democratic forms of environmental governance? How and who can deliver a more effective environmental governance? Does the multiplicity of actors participating in global environmental governance imply a more democratic system or does it raise questions regarding democracy, and environmental and social justice?

We will focus on the role played by the United Nations in bringing environment into the international community; global trade and the environment; global finance and the environment, with a focus on the development of the World Bank's environmental policy and other multilateral lending institutions such as IMF, EBRD, ADB, IADB and AfDB; and global investment and the

environment, focusing on Transnational Corporations and environmental governance. In order to explore these facets of environmental governance we will look at specific environmental issues and case studies related to infrastructure and resource extraction projects. This course aims to achieve three objectives: 1) to offer a broad introduction to the growing field of global environmental governance; 2) to provide the tools that will help students to understand the links between global political economy and ecological change; and 3) to engage in a deeper and critical analysis regarding global economic processes, and social and environmental challenges that arise from them.

Readings: The required readings for the course include journal articles and chapters from books, which can be found on reserve in MacOdrum Library. All assigned readings are compulsory unless stated otherwise.

Course Requirements

Evaluation

Attendance and participation:	30%
Reading responses:	20%
News Analysis (presentation and written briefing):	10%
Essay proposal: (Due February 8, in-class)	10%
Research Essay: (Due March 21, in-class)	30%

Participation and attendance: 30%

Your participation grade will be divided between attendance and class participation. 10 % will be based on attendance in weekly class. Absences will be excused if you can provide documentation (e.g. a doctor's note). Attendance will be taken in the first half of the class. The other 20 % is based on the quality of your contributions to class discussions and your ability to interact with your fellow classmates in a respectful manner. This class is of a seminar format and regular student participation is a requirement.

Reading responses: 20%

At least one day before each class for 8 of the 12 weeks for which there are readings assigned, each student should submit electronically a short (200-250 words, excluding references) response to that week's readings to the instructor. An electronic copy of the reading response should be submitted to the CU Learn site. This short piece should present your own analysis and insights on at least three or more of the readings for that week and it should fulfill one of the following tasks: a) to respond to an issue raised by the author(s), what is your assessment of the piece? Did you find it convincing, interesting, or useful in understanding the topic? Why or why not? ; b) to relate the readings to the topic you are researching for your essay; c) to pick a representative quote and critiquing it in reference to other readings for the week or previous week's readings; and/or d) to raise questions for further discussion. The primary purpose for reading responses is to generate discussions and to identify issues that need further elaboration. It should also demonstrate that you have a working knowledge of the central arguments of **three** or more of the readings for that week. Come prepared to read (or have your response read out) in class, and to contribute to discussions based on the readings. Failure to be present in class, at the appropriate

time, to discuss your reading response results in a grade of 0 for that response. Reading responses are graded out of 2.5, with the grade depending on the quality and originality of the insights presented. Responses which do not demonstrate consideration of at least 3 readings will not receive a passing grade. Reading responses will not normally receive written feedback. Grades and occasional written feedback will be posted to CU Learn. Frequent failure to submit responses can have repercussions beyond your reading response grade. It can also be expected to affect your participation grade. Reading responses will not be accepted after 5:00 PM on Sunday unless supported by documentation (e.g. a doctor's note). In those cases, a hard copy of the response, along with a photocopy of the documentation, should be submitted to the instructor. The following information should also appear on the hard copy submitted in-class to the instructor: a) your name; b) author, title or chapter of reading, publication data.

News Analysis (Presentation and Written Briefing): 10%

Each student is required to present one short (10 minutes) news analysis over the span of the term. Students will sign up for individual weeks at the beginning of the term and will offer an analytical briefing on an issue that is related to the theme of the week. The news could be related to the issue being discussed in that week or it can be news related to the theme, but not covered by the week's readings. The **written analysis** should be a briefing that an expert on the issue would give to a politician, a government representative, the corporate social responsibility representative of a corporation, an international organization, NGO director, or informing members of local community.

Essay proposal: 10%

In this assignment you are required to do preliminary research on an aspect of the themes explored in this class. This exercise should set the stage for an original piece of writing. The topic has to be related to course themes and can be developed in consultation with the instructor. The proposal is intended to assist you with developing a research question and a frame of analysis for your research essay. The proposal must include the following elements: 1) a statement topic and an explanation of how this relates to course themes; 2) a preliminary thesis suggesting the directions you will pursue in this paper; 3) a brief summary of what you have learned regarding key issues and debates in the relevant scholarly literature; 4) a proposed bibliography including seven sources (a minimum of three primary sources and four scholarly articles is required). The length of this assignment is 5 pages, double space, 12 pt font. **Note:** This assignment is expected to be of a short essay format. Essay proposals presented in a point or bullet format are discouraged and will be considered as incomplete assignments. **The essay proposal is due in class on February 8, 2016.**

Research Essay: 30%

The research paper will be an original piece of writing that builds and develops on the research conducted for the essay proposal. You are required to use at least 12 sources including at least 7 secondary sources (i.e. academic journal articles or books, course readings are acceptable but not sufficient) and 5 primary sources (i.e. government documents, international organizations, civil society, MNCs documents). Papers will be graded on effectiveness of writing as well as analysis. The first marking criteria will be on the power of the argument, organization and logic. The second marking criteria will be related to research and use of evidence and documentation. Papers that simply assemble or reiterate information, or which do not demonstrate sufficiently

rigorous research will not be considered satisfactory assignments. Further details about marking criteria will be provided in-class. The essay should show that feedback received on the essay proposal has been taken into account. The paper should be 12 pt font, and between 3,000-3,500 words. Word count should be indicated. **Note: The research essay is due on March 21, 2016 in class. Marked essays will be returned in class on April 4, 2016.**

Late essays (only) may be submitted to the Political Science department's mail box outside B640 Loeb and will be penalized one-third of a letter grade per business day (e.g. a B paper handed in two day late would be reduced to a C+). Retain a copy of all written assignments. The departmental drop box cut off time is 4 pm. Assignments submitted after 4 pm will be date stamped for the following weekday.

SCHEDULE OF CLASS MEETINGS

Week 1 (January 11): Course introduction; history of global environmental politics

-Victor Galaz, Frank Bierman, Carl Folke, Mans Nilsson, Per Olsson (2012) "Global Environmental Governance and planetary boundaries: An introduction" *Ecological Economics*. Vol. 81 pp:1-3.

-Maurice F. Strong (1973), "One Year after Stockholm: An Ecological Approach to Management", *Foreign Affairs*, 51, pp: 690-707.

-Gill Seyfang, (2003). "Environmental mega-conferences – from Stockholm to Johannesburg and beyond", *Global Environmental Change*, 13(3), pp: 223-228.

Week 2 (January 18): Concepts and approaches - international relations, sustainable development, nature of environmental governance problem, assessing limits;

-Garret Hardin "The Tragedy of the Commons" in John S. Dryzek and David Schlosberg (eds.) (2005) *Debating the Earth The Environmental Politics Reader. Second Edition*. (New York: Oxford University Press), pp: 25-36.

-Lester Brown "A Planet Under Stress" in John S. Dryzek and David Schlosberg (eds.) (2005) *Debating the Earth The Environmental Politics Reader. Second Edition*. (New York: Oxford University Press), pp: 37-48.

-Jennifer Clapp and Eric Helleiner (2012) "International political economy and the environment: back to the basics?" *International Affairs* 88 (3): 485-501.

-Lucas Seghezze (2009) "The five dimensions of sustainability" *Environmental Politics*. 18(4):539-556.

-Arthur P.J. Mol (2015) "The environmental nation state in decline" *Environmental Politics*.

-John Vogler, (2011) "International Relations theory and the environment" (Chapter 1) in Gabriela Kutting (ed) *Global Environmental Politics. Concepts, theories and case studies*, USA and Canada: Routledge, pp: 11-26.

-Adil Najam, Ioli Christopoulou and William R. Moomaw, (2004) "The Emergent "System" of Global Environmental Governance" *Global Environmental Politics*, 4(4), pp: 23-35.

Week 3 (January 25): Concepts and approaches (cont.) - international relations, sustainable development, globalization, and "global", "environmental", "governance".

-Paul Wapner (2014) "The Changing Nature of Nature: Environmental Politics in the Anthropocene" *Global Environmental Politics*. 14(4):36-54.

-Robyn Eckersley, (2004), "Introduction" in *The Green State: Rethinking Democracy and Sovereignty*. Cambridge, MA:MIT Press, pp: 1-17.

-David L. Levy and Peter Newell, (2005) "A Neo-Gramscian Approach to Business in International Environmental Politics: An Interdisciplinary, Multilevel Framework" (Chapter 3) in David L. Levy and Peter Newell (eds) *The Business of Global Environmental Governance*. Cambridge, MA: The MIT Press, pp: 47-69.

-Jennifer Clapp and Peter Dauvergne (2011) "Perils or Prosperity? Mapping Worldviews of Global Environmental Change" and "The Ecological Consequences of Globalization" (Chapter 1 and 2) in Jennifer Clapp and Peter Dauvergne, *Paths to a Green World The political Economy of the Global Environment, 2nd Edition*. Cambridge, MA: The MIT Press, pp: 1-45.

-David Cipler (2014), "Contesting Climate Injustice: Transnational Advocacy Network Struggles for Rights in UN Climate Politics" *Global Environmental Politics*, 14(2):75-96.

-Ulrich Brand & Markus Wissen (2013), "Crisis and continuity of capitalist society-nature relationships: The imperial mode of living and the limits to environmental governance" *Review of International Political Economy*. 20 (4):687-711.

Week 4 (February 1): Strong states- the role of the nation-state; powerful states; shifts over time

-John Vogler, "The European contribution to global environmental governance", *International Affairs*. (2005), 81(4), pp: 835-850.

-Maria Ivanova and Daniel C Esty (2008) "Reclaiming U.S. Leadership in Global Environmental Governance" *The SAIS Review of International Affairs*. 28(2) pp:57-75.

-J. Timmons Roberts, "Multipolarity and the new world (dis)order: US hegemonic decline and the fragmentation of the global climate change", *Global Environmental Change*, (2011), 21(): 776-784.

-Mihaela Papa and Nancy W. Gleason, "Major emerging powers in sustainable development diplomacy: Assessing their leadership potential" *Global Environmental Change*. (2012) 22(4):915-924.

-Andrew Hurrell and Sandeep Sengupta (2012) "Emerging powers, North-South relations and global climate politics" *International Affairs* 88 (3): 463 – 484.

- Andrea Lenschow, Jens Newig & Edward Challies (2015) "Globalization's limits to the environmental state? Integrating telecoupling into global environmental governance", *Environmental Politics*. 1-24.

Week 5 (February 8): Essay Proposal Due in Class

Intergovernmental organizations United Nations and global environmental governance; UN Commission on Sustainable Development, Rio+20, COP21.

-Mukul Sanwal, (2007) "Evolution of Global Environmental Governance and the United Nations" *Global Environmental Politics*, 7(3): 1-12

-Steven Bernstein, (2013) "Rio+20: Sustainable Development in a Time of Multilateral Decline". *Global Environmental Politics*, 13(4):12-21.

-Sylvia I. Karlsson-Vinkhuyzen (2010), "From Rio to Rio via Johannesburg: Integrating institutions across governance levels in sustainable development deliberations", *Natural Resources Forum*, 36 (1): 3-15.

-Maria Ivanova, (2012), "Institutional design and UNEP reform: historical insights on form, function and financing" *International Affairs*, 88 (3) : 565-584.

-Mattias Hjerpe and Katarina Buhr (2014) "Frames of Climate Change in Side Event from Kyoto to Durban" *Global Environmental Politics*, 14 (2):102-121.

- Marcel Hanegraaff (2015), "Transnational Advocacy over Time: Business and NGO Mobilization at UN Climate Summits" *Global Environmental Politics*, 15 (1): 83-104.

February 15 – 19 Winter Break - classes suspended

Week 6 (February 22): Private environmental governance- multinational corporations; greening of business or greenwash; transparency in global environmental governance.

-David L. Levy and Aseem Prakash (2003) "Bargains Old and New: Multinational Corporations in Global Governance", *Business and Politics*, 5: 51-72.

-Jennifer Clapp, (2005) “The privatization of Global Environmental Governance: ISO 14000 and Developing World” (Chapter 9) in David L. Levy and Peter Newell (eds.) *The Business of Global Environmental Governance*, Cambridge, MA: The MIT Press: 223-248.

-Sesan Temilade (2013) “Corporate-Led Sustainable Development and Energy Poverty Alleviation at the Bottom of the Pyramid: The Case of the CleanCook in Nigeria”. *World Development*. Vol. 45:137-146.

-David Vogel, (2008) “Private Global Business Regulation”. *Annual Review of Political Science*, 11 (1): 261-282.

-Amandine J. Bled (2009) “Business to the rescue: Private sector actors and global environmental regimes’ legitimacy” *International Agreements: Politics, Law and Economics*, 9 (2): 153-171.

-Jennifer Clapp and Peter Dauvergne, (2011) “Global Investment and the Environment” (Chapter 6) in Jennifer Clapp and Peter Dauvergne, *Paths to a Green World The political Economy of the Global Environment, 2nd Edition*. Cambridge, MA: The MIT Press: 161-191.

Week 7 (February 29): Public-private partnerships; corporate social responsibility

- Kathryn Hochstetler and Genia Kostka (2015). “Wind and Solar Power in Brazil and China: Interests, State-Business Relations, and Policy Outcomes” *Global Environmental Politics*. 15(3): 74-94.

-Carola Kantz (2007) “The Power of Socialization: Engaging the Diamond Industry in the Kimberley Process” *Business and Politics* 9 (3): 1-20.

-Mike Valente (2010) “Public and Private Partnerships for Sustainable Development in Africa: A Process Framework” *Journal of African Business* 11 (1):49-69.

-Anne-Marie Reynaers and Gjalt De Graaf (2014) “Public Values in Public-Private Partnerships” *International Journal of Public Administration* 37(2):120-128.

-Rhys Jenkins and Peter Newell (2013) “CSR, Tax and Development” *Third World Quarterly* 34(3): 378-396.

-Manfred Elsig and Franck Amalric (2008) “Business and Public-Private Partnerships for Sustainability: Beyond Corporate Social Responsibility?” *Global Society* 22(3): 387-404.

Week 8 (March 7): Civil Society – the power of NGOs; social movements; ecological democracy, environmental justice and empowering local communities

-Lucy H. Ford (2003), "Challenging Global Environmental Governance: Social Movement Agency and Global Civil Society" *Global Environmental Politics*, 3 (2): 120-134.

-Peter Newell, (2008) "Civil Society, Corporate Accountability and the Politics of Climate Change" *Global Environmental Politics*, 8(3): 122-153.

-David Schlosberg and David Carruthers, (2010) "Indigenous Struggles, Environmental Justice, and Community Capabilities" *Global Environmental Politics*, 10(4): 12-35.

-Magnus Bostrom and Kristina Tamm Hallstrom, (2010) "NGO Power in Global Social and Environmental Standard-Setting" *Global Environmental Politics*, 10(4): 36-59.

-Peter Andree, (2011) "Civil Society and the political economy of GMO failures in Canada: a neo-Gramscian analysis" *Environmental Politics*, 20 (2), pp: 173-191.

-Anders Uhlin, (2011) "National democratization theory and global governance: civil society and the liberalization of the Asian Development Bank" *Democratization*. 18 (3), pp: 847-871.

-Craig M. Kauffman and Pamela L. Martin (2014) "Scaling up Buen Vivir: Globalizing Local Environmental Governance from Ecuador" *Global Environmental Politics*. 14(1) pp:40-58.

Week 9 (March 14): International trade - the position of the World Trade Organization; trade and environment case-studies

-Tana Johnson (2015) "Information revelation and structural supremacy: The World Trade Organization's incorporation of environmental policy" *The Review of International Organizations*. 10(2):207-229.

-Ken Conca, (2000) "The WTO and the undermining of global environmental governance" *Review of International Political Economy*, 7 (3), pp: 484-494.

-Kathryn Hochstetler, (2013) "South-South Trade and the Environment: A Brazilian Case Study" *Global Environmental Politics* 13(1), pp:30-48.

-Gabriela Kutting, (2003) "Globalization, Poverty and the Environment in West Africa: Too Poor to Pollute?" *Global Environmental Politics*, 3(4), pp:42-60.

-Melissa Gabler, (2010) "Norms, Institutions and Social Learning: and Explanation for Weak Policy Integration in the WTO's Committee on Trade and Environment" *Global Environmental Politics*, 10(2): 80-117.

-Jennifer Clapp and Peter Dauvergne (2011) "Global Trade and Environment" (Chapter 5) in *Paths to a Green World The political Economy of the Global Environment*, 2nd Edition. Cambridge, MA: The MIT Press: 127-159.

Week 10 (March 21): Essay Due in Class

Global financing – multilateral lending, the World Bank and IMF; the World Bank's role in sustainable development; the Global Environmental Facility; Export Credit Agencies; institutional reform and problematic projects.

-Laurence D. Mee, Holly T. Dublin and Anton A. Eberhard, (2008) "Evaluating the Global Environment Facility: A goodwill gesture or a serious attempt to deliver global benefits?" *Global Environmental Change*, 18(4): 800-810.

-Susan Park (2010) "The World Bank and new norms of development" (Chapter 3) in *World Bank Group interactions with environmentalists. Changing international organization identities*. Manchester and New York: Manchester University Press: 58-126.

-J. Rosenberg and F.L. Korsmo (2001) "Local Participation, international politics, and the environment: the World Bank and the Grenada Dove" *Journal of Environmental Management*.62(3) :283-300.

-Jennifer Clapp and Peter Dauvergne, (2011) "Global Financing and the Environment"(Chapter 7) in *Paths to a Green World The political Economy of the Global Environment, 2nd Edition*. Cambridge, MA: The MIT Press: 193-225.

-Michael Goldman, (2004) "Eco-Governmentality and Other Transnational Practices of a "Green" World Bank in Richard Peet and Michael Watts *Liberation Ecologies. Environmenat, Development, Social Movements, Second Edition*. London and New York: Routledge, pp: 166-192.

-Kate Ervine, (2007) "The Greying of Green Governance: Power Politics and the Global Environment Facility" *Capitalism, Nature, Socialism* 18 (4): 125-142.

Week 11 (March 28): Case studies - large infrastructure projects, extractive industries, transparency, human rights and implications for sustainable development.

-Adam Simpson and Susan Park (2013) "The Asian Development Bank as a Global Risk regulator in Myanmar" *Third World Quarterly* 34(10): 1858-1871.

-Marieme S. Lo, (2010) "Revisiting the Chad-Cameroon Pipeline Compensation Modality, Local Communities' Discontent, and Accountability Mechanisms" *Canadian Journal of Development Studies*, 30: 153-174.

-Benjamin Sovacool, (2011) "Cursed by Crude: the Corporatist resource Curse and the Baku-Tbilisi-Ceyhan Pipeline". *Environmental Policy and Governance*. 21: 42-57.

-Evan Bowness and Mark Hudson, (2014) "Sand in the cogs? Power and public participation in the Alberta tar sands". *Environmental Politics* 23(1): 59-76.

- Raimund Bleischwitz (2014) “Transparency in the Extractive Industries: Time to Ask for More” *Global Environmental Politics*. 14 (4): 1-9.

-David Carruthers and Patricia Rodriguez (2009) “Mapuche Protest, Environmental Conflict and Social Movement Linkage in Chile” *Third World Quarterly* 30(4):743-760.

-Lucian Vesalon and Remus Cretan (2015) “‘We are not the Wild West’: anti-fracking protests in Romania” *Environmental Politics* 24(2): 288-307.

Week 12 (April 4): Taking Stock - The Future of Environmental Governance

-Sylvia I. Karlsson-Vinkhuyzen and Jeffrey McGee (2013) “Legitimacy in an Era of fragmentation: The Case of Global Climate Governance” *Global Environmental Politics*. 13(3):56-78.

-Frank Biermann and Philipp Pattberg, (2008) “Global Environmental Governance: Taking Stock, Moving Forward”. *Annual Review of Environment and Resources* 33: 277-294.

-Jennifer Clapp and Peter Dauvergne, (2011) “Paths to a Green World? Four Visions for a Healthy Global Environment” (Chapter 8) in *Paths to a Green World The political Economy of the Global Environment, 2nd Edition*. Cambridge, MA: The MIT Press, 2011, pp: 227-250.

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make

accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside

B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

Approval of final grades: 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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/>

or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.