

PSCI 4503A/EURR 4207A
Politics of Central Eurasia
Tuesday 11:35-2:25
Richcraft Hall 3220

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Office Hours: Wed. 11-12 and 1-2pm and by appointment

Course Format

In person

Content

Central Eurasia—Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan (the five former Soviet “stans”), as well as Afghanistan and East Turkestan, the latter ruled by China as Xinjiang province—is a geopolitical hotspot. National leaders bargain with global powers while their peoples struggle to overcome poverty, corruption and repression. This course will analyze Central Eurasian states and societies from the late nineteenth century to the present. We will investigate the legacies of Russian, British and Chinese colonialism as well as examine the region in contemporary transnational and international contexts. The course will emphasize the relationships between politics, identities and societies in fields that include: political power; the role of networks; the benefits and curses of natural resource wealth; the philosophy and practice of Islam; the rise of radicalism; poverty and uneven development; gender and the roles of women; and everyday life. Finally, we will consider recent developments, such as unrest in Kazakhstan and the fallout of Russia’s invasion of Ukraine.

Skills and Learning Outcomes

This course will develop skills to assist students in further academic pursuits or at the early stages of their careers. Included among these are critical thinking; public speaking (oral participation/ reports); ability to write concise, focused papers (short writing assignments); ability to conduct and integrate research or perform other experiential learning tasks in a critical, thoughtful manner (major assignment). We will also do small group work (project management). We will discuss, including with guest speakers, over the semester how to leverage classroom skills on the job/ academic markets.

Required Texts:

Texts will be made available through Brightspace

Requirements and Grading:

Oral Participation:	25%
Oral Presentation:	10%
2 Short Papers (1-2 pp) (see due dates below):	10%
1 Medium Paper (3-4 pp) (see due dates below):	10%
Simulation briefing and participation:	10%
Major Assignment Proposal (2 pp) (due Oct 31, on Brightspace):	10%
Major Assignment (due Nov. 28) and presentation (Nov. 29):	25%

Oral Participation

Students will be graded on in-class participation and written assignments. Consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory**: penalties for not attending (without medical attestation) are: 1 absence= 10% deduction of entire participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Each **late arrival** (after 11:40) will cost 25% of that day's attendance/ participation grade for every 15 minutes late. Ringing cellphones, note passing, texting and other disruptions will also result in a loss of the participation mark on the same scale as absences.

Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that: (i) displays awareness of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and (iv) offers critical analysis of the topic.

Oral Presentation

Each student will give one **SHORT** (5 minute) presentation over the semester, on a topic of their choice, related to the week's material. The presentation should be designed to stimulate discussion. It might be designed as a simulation; for example, an analytical briefing of an important current event, based on news sources, such as an area-studies expert would give to a politician, minister, NGO director etc. Another option would be to present an "artefact"—e.g. a song, image of a monument, map, short video clip—and briefly discuss its importance, as might a museum director or other professional. The student could also lobby as a human rights representative or an entrepreneur. Students will sign up for individual weeks.

Short and Medium Papers

The short and medium papers will analyze the individual week's readings—more than one but not necessarily all. *Only one paper may be handed in for each week.* The essays will involve identification of a selected theme that runs across the readings and development of an argument that will involve critical analysis of the authors' views and use of their findings. Papers will be due on the day of discussion, or one week later; in the latter case, the student will not receive credit for ideas discussed in class. Papers may be handed in on any week, BUT **the first short/medium paper must be handed in ON OR BEFORE Oct. 4, the second, Nov 8; the third, Dec 6.**

Major Project, Proposal and Presentation

The major project may take various forms. Students can write a "traditional" research paper of 10-12 pp. This will be based on primary sources (most likely in translation) or secondary sources (in this case, you are expected to engage debates of the issue). There are other variants that would equate to the workload of a 10-12pp research paper. This might include a podcast or online project; extended briefing notes; guides to a museum exhibit; proposals for development projects, etc. Details will be discussed in class and new ideas are welcome.

The major project proposal will be 1-2 pages. It will include (a) a paragraph on your topic, its central "puzzle"/ inspiration/justification and your approach (b) a paragraph on research strategy (how you went about finding sources); (c) a paragraph (or annotated bibliography) with how 5-7 sources you have collected will be used for your paper.

Students will then present major findings through a poster display or other channels at our class on November 29. Further details on major assignments will be given mid-late September.

Do **NOT** cite Wikipedia or similar crowd-sourced pages in your written work and be careful and critical of websites not included on the list at the end of the syllabus (even those on the list will have their own issues/lean).

Late papers will be penalized **one letter grade (i.e. A- to B+)** per day late. No work will be accepted after the end of classes.

It is not acceptable to hand in the same assignment for two or more courses. To obtain course credit, students must meet ALL the course requirements for **attendance**, term work, and examinations.

Laptop/ tablet/ phone use will be strictly limited to uses necessary for the class. Penalties for using devices for other uses will be assessed on the same scale as absences.

Class Schedule

(I reserve the right to make minor changes to the schedule/ readings over the course of the semester)

Sep 13: Introduction

*Shoshana Keller, *Russia and Central Asia: Coexistence, Conquest, Convergence* (2021), 1-19

*current news TBA

Sep 20: Pre-Soviet History and Central Asia in the World

Imperial Histories

*Jeff Sahadeo, "Tashkent before the Russians and the Dynamics of Conquest" *Russian Colonial Society in Tashkent, 1865-1923* (2007), 22-31

*Malika Zekhni, "Invisible Bodies: Civilizing Mission, Sexuality and Prostitution in Fin-de-Siècle Russian Turkestan" *Cultural and Social History* 19, no. 2: 141-59

*Adeeb Khalid "Representations of Russia in Central Asian Jadid Discourse" Daniel R. Brower and Edward Lazzerini, *Russia's Orient: Imperial Peoples and Borderlands, 1700-1917*, 188-202

International Context

*Muhammad Nadeem Mirza and Shaukat Ayub, "Sino-Russian Competitive Collaboration for the Central Asian Sphere of Influence" *Trames* 25, no. 4 (2021): 437-50

*Ernesto Gallo, "Globalisation, Authoritarianism and the Post-Soviet State in Kazakhstan and Uzbekistan" *Europe-Asia Studies* 73, no. 2 (2021): 340-63

*Current news articles TBA

Sep 27: Central Asia in the Soviet Union

*Douglas Northrop, "The Limits of Liberation: Gender, Revolution, and the Veil in Everyday Life in Soviet Uzbekistan" *Everyday Life in Central Asia*, 89-102

*Sarah Cameron, "The Forgotten Soviet Famine" *Wall Street Journal* 1 November 2018

*Zaure Bataeva, "The Kazakh Famine: Interview with Sarah Cameron"

<https://www.zaurebatayeva.blog/post/kazakh-famine-interview-with-sarah-cameron>

*Kate Brown, "Gridded Lives: Why Kazakhstan and Montana Are Nearly the Same Place" *American Historical Review* 106 no. 1 (2001): 17-48 (**READ 17-22, 30-37**)

*Jeffrey L. Taylor, "Letter from the Aral Sea: All Dried Up" *American Scholar* Winter 2016, 6-11

*Dene Hern-Chen, "The Country that Brought a Sea Back to Life" 23 July 2018

<http://www.bbc.com/future/story/20180719-how-kazakhstan-brought-the-aral-sea-back-to-life>

Oct 4: Politics and Networks in Central Asia

*Edward Lemon and Oleg Antonov, "Responses to COVID-19 and the Strengthening of Authoritarian

Governance in Central Asia” in *COVID-19 Pandemic and Central Asia: Crisis Management, Economic Impact and Social Transformations* ed. Marlene Laruelle (2021), 51-60

- *Diana T. Kudiybergenova and Marlene Laruelle, “Making Sense of the January 2022 Protests in Kazakhstan: Failing Legitimacy, Culture of Protests and Elite Readjustments” *Post-Soviet Affairs* (preprint) DOI: 10.1080/1060586X.2022.2077060
- *Victoria Clement, “Meet the New Boss, the Same as the Old Boss: Turkmenistan’s Presidency and Serdarism” *Central Asia Program Paper* 277 (2022)
- *Edward Schatz, “Transitional Image Making and Soft Authoritarian Kazakhstan” *Slavic Review* 67, no. 1 (2008): 50-62
- *John Heathershaw, “Of National Fathers and Russian Elder Brothers: Conspiracy Theories and Political Ideas in Post-Soviet Central Asia” *Russian Review* 71, no. 4 (2012): 610-29
- *Greta Uehling, “Dinner with Akhmet” *Everyday Life in Central Asia, Past and Present* (2007), 127-140

Oct 11: Gender and “Tradition” in Central Asia

Cynthia Werner, “Bride Abduction in Post-Soviet Central Asia: Marking a Shift towards Patriarchy through Local Discourses of Shame and Tradition” *Journal of the Royal Anthropological Institute* 15 (2009): 314-331

“The Rise of Non-Consensual Bride-Kidnapping in Kazakhstan: Developing a Culturally Informed and Gender Sensitive Response” Kennan Institute 7 July 2011

<https://www.wilsoncenter.org/publication/the-rise-non-consensual-bride-kidnapping-kazakhstan-developing-culturally-informed-and>

Galym Zhussipbek and Zhanar Nagayeva, “Human Rights of Daughters-in-Law (kelins) in Central Asia: Harmful Traditional Practices and Structural Oppression” *Central Asian Survey* 40, no. 2 (2021): 22-241

Juliette Cleuziou, “A Second Wife is Not Really a Wife: Polygyny, Gender Relations and Economic Realities in Tajikistan” *Central Asian Survey* 35, no. 1 (2016): 76-90

Oct 18: Social Issues in Central Asia

Morgan Liu, “A Central Asian Tale of Two Cities: Locating Lives and Aspirations in a Shifting Post-Soviet Cityscape” *Everyday Life in Central Asia*, 66-84

David Montgomery, “Relations Made over Tea: Reflections on a Meaningful Life in a Central Asian Mountain Village” *Central Asian Survey* 32, no. 4 (2013): 475-486

Madeleine Reeves “Clean Fake: Authenticating Documents and Persons in Migrant Moscow” *American Ethnologist* 40 no. 3 (2013): 508-524

Haruka Kikuta, “Mobile Phones and Self-Determination among Muslim Youth in Uzbekistan” *Central Asian Survey* 38, no. 2 (2019): 181-196

Hasan H. Karrar, “Between Border and Bazaar: Central Asia’s Informal Economy” *Journal of Contemporary Asia* 49, no. 2 (2019): 272-293

Oct 25: FALL BREAK

Nov 1: Culture and Religion in Central Asia

David Montgomery, *Namaz, Wishing Trees, and Vodka: The Diversity of Everyday Religious Life in Central Asia*, *Everyday Life in Central Asia*, 353-368

David Abramson and Elyor Karimov, “Sacred Sites, Profane Ideologies: Religious Pilgrimage and the Uzbek State, *Life in Central Asia*, 317-336

John Heathershaw and David Montgomery, “The Myth of Post-Soviet Muslim Radicalization in the Central Asian Republics” *Russia and Eurasia Research Program*, 2014, 16pp

Diana Kudaibergenova, “The Body Global and the Body Traditional: A Digital Ethnography of

Instagram and Nationalism in Kazakhstan and Russia” *Central Asian Survey* 38, no. 3 (2019): 363-380

Nov 8: Afghanistan: Legacies from Empire to the Taliban

Nazif M. Shahrani, “War, Factionalism, and the State in Afghanistan” *American Anthropologist* 2002 104(3): 715-722

Thomas Barfield, “Afghanistan is not the Balkans: Ethnicity and Its Political Consequences in Comparative Perspective” *Central Eurasian Studies Review* 4, no. 1 (2005): 2-8 (READ 5-8)

Ahmed Rashid, *Taliban: Militant Islam, Fundamentalism, and Oil in Central Asia* (2000) 1-7, 17-30, 82-8, 128-40,

Valentine M. Moghadam, “Patriarchy, the Taleban, and the Politics of Public Space in Afghanistan” *Women's Studies International Forum* 25, no. 1 (2002): 19-31

Jonathan Goodhand, “Corrupting or Consolidating the Peace: The Drugs Economy and Post-Conflict Peacebuilding in Afghanistan” *International Peacekeeping* 15, no. 3 (2008): 405-423

Nov 15: Simulation: The Future of Afghanistan

*Details to be announced

*Current news sources, including:

-Afghan Analysts Network <https://www.afghanistan-analysts.org/>

-Eurasianet: <http://www.eurasianet.org/resource/afghanistan>

[Afghan Research and Evaluation Unit](#)

*Supplementary Readings will be posted on CULearn

Nov 22: The Political Economy and the Environment of Central Asia

Asel Doolot and John Heathershaw “State as Resource, Mediator and Performer: Understanding the Local and Global Politics of Gold Mining in Kyrgyzstan” *Central Asian Survey* 34, no. 1 (2015): 93-109

Suzy Blondin, “Environmental Migrations in Central Asia: A Multifaceted Approach to the Issue” *Central Asian Survey* 38, no. 2 (2019): 275-292

Nikolaos Olma, “Monotonous Motorscapes: Uzbekistan’s Car Industry and the Consolidation of a Post-Socialist Shortage Economy” *Central Asian Survey* 40, no. 2 (2021): 143-58

Diana Ibanez-Tirado and Magnus Marsden, “Trade ‘Outside the Law.’ Uzbek and Afghan Transnational Merchants between Yiwu and South-Central Asia” *Central Asian Survey* 39, no. 1 (2020): 135-54

Nov 29: Presentations of Major Projects

Dec 6: East Turkestan/ Xinjiang: China’s Muslims

Joanne Smith Finley, “Why Scholars and Activists Increasingly Fear a Uyghur Genocide in Xinjiang” *Journal of Genocide Research* 23, no. 3 (2021): 348-70

Sarah Tynen, “Dispossession and Displacement of Migrant Workers: The Impact of State Terror and Economic Development on Uyghurs in Urban Xinjiang” *Central Asian Survey* 39, no. 3 (2020): 303-23

Timothy A. Grose, “If You Don’t Know How Just Learn: Chinese Housing and the Transformation of Uyghur Domestic Space” *Ethnic and Racial Studies* 44, no. 11 (2021): 2052-73

Rachel Harris and Aziz Isa, “Islam by Smartphone: Reading the Uyghur Islamic Revival on Wechat” *Central Asian Survey*, 38, no. 1 (2019): 61-80

Websites to Consult

Current news sources

Eurasianet: <http://www.eurasianet.org/>

Sponsored by George Soros' Open Society Institute, Eurasianet publishes a broad range of news from the entire former Soviet Union, has special reporting and ongoing research projects on Central Asia, and covers some more unusual topics such as arts and culture in some depth.

Institute for War and Peace Reporting - Central Asia

IWPR is a non-profit international organization that publishes fairly in-depth reports by local journalists.

Radio Free Europe/Radio Liberty (RFE/RL)

Excellent reporting and in-depth coverage of Central Asia. US-funded organization uses local stringers in reporting.

Afghanistan news.net

Aggregates various news sources on Afghanistan

IRIN news Asia

United International Integrated Regional Information Network: some news on Afghanistan

AKI Press

Independent News Agency covering Central Asia

Research and Analysis

www.centralasiaprogram.org

New website; policy briefs, forum- an excellent starting point

Central Asia Caucasus Analyst

Analytical reporting on Central Asia and the Caucasus, mostly from a security perspective.

Human Rights Watch - Europe and Central Asia

International Crisis Group - Central Asia

In-depth journalistic reporting on key regional issues, aimed at policy makers and the broader public

Shanghai Cooperation Organization

Official Website

Central Asian Regional Economic Cooperation (Asian Development Bank)

Research and Policy Briefs: OSCE Academy, Bishkek

Economist Intelligence Unit See Individual Country Reports

Afghan Research and Evaluation Unit

Belt and Road in Global Perspective (Munk School)

Twitter Feeds

Ed Schatz, University of Toronto <https://twitter.com/schatzed?lang=en>

Bruce Pannier, Radio Free Europe/Radio Liberty <https://twitter.com/BrucePannier>

Erica Marat, National Defense University <https://twitter.com/EricaMarat>

Jen Murtashvili, University of Pittsburgh (on Afghanistan) <https://twitter.com/jmurtazashvili>

Journals

Ab Imperio

Anthropology of East Europe Review

Caucasian Review for International Affairs (online only)

Central Asian Survey

Central Asia and the Caucasus (online only)

Central Asia-Caucasus Analyst (online only)

Communist and Post-Communist Studies

Demokratizatsiia
Eurasian Geography and Economics
Europe-Asia Studies
Nationalities Papers
Journal of Contemporary China
Journal of Eurasian Studies
Journal of Muslim Minority Affairs
Slavic Review
China and Eurasia Forum Quarterly
Post-Soviet Affairs
Problems of Post-Communism

Article Databases
Historical Abstracts
J-Stor
Web of Science

Appendix

Covid-19 Pandemic Measures

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

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

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

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

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

Student Mental Health

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

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

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

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

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

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

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

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

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

Sexual Violence Policy

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

Plagiarism

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

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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

Intellectual property

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

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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