

GPOL1500 A  
Debates in Global Politics  
Wednesday 14.35 – 16.25  
Room: ME 3328 (Please confirm location on Carleton Central)

Professor: Piotr Dutkiewicz  
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### Course Description and Objectives

Globalization has as many supporters as enemies. Some suggest that there is no such phenomenon as “globalization”. Some argue that it emerged in the late 1970s, while some devoted many books to show that globalization is as old as trade. We can show some remarkable successes of globalization, as well as disturbing failures. In other words the notion of globalization has penetrated our minds and created a situation that everyone talks about, but in most cases the debate is visibly shallow and unbalanced. This seminar is designed to provide an introduction to theories, concepts and key issues in global politics. It will examine the notion of globalization and navigate through key aspects such as democracy, regional integration, poverty, migration, urbanization, environmental crisis, fundamentalism and war.

### Readings:

- Piotr Dutkiewicz and Richard Sakwa (eds.), *22 Ideas to Fix the World. Conversations with the World's Foremost Thinkers*. New York and London: New York University Press, 2013.
- Jenny Edkins and Maja Zehfuss editors, *Global Politics: A New Introduction*. 2nd edition. London: Routledge, 2013.
- Steven L. Lamy, John S. Masker, John Baylis, *Introduction to Global Politics: Brief Second Edition*. Oxford: OUP, 2014.

Other assigned materials are available in MacOdrum Library at Carleton University

### Evaluation

Class / tutorials participation:	30%
Written assignment:	25%
Term Paper:	30%
Final Exam:	15%

## Course Requirements for the Winter Term, 2020:

- 1) **Class participation:** Students are expected to attend all classes. Each class will start with a lecture type presentation followed by a group discussion and/or guest lecture.
- 2) **Written assignment – due in class on February 5 2020**
- 3) **Term paper:** 8-10 pages original research paper **due in class on March 25<sup>th</sup>, 2020**  
Topics to be distributed in class by the end of January, 2020.  
ALL WRITTEN ASSIGNMENTS ARE DUE IN PAPER FORM: DO NOT SEND BY E-MAIL.
- 4) **Note : Winter Term – final exam – during last class ON April 1<sup>st</sup>, 2020**

### Instructions for written assignments:

Papers should be organised so as to answer a question, explain a puzzling development, or develop an argument, rather than simply describe events. Written assignments should demonstrate that a student has read carefully and understood the assigned course readings, a broad range of relevant books, articles and other sources. All papers should use footnotes or endnotes as appropriate to indicate where one has referred to ideas, facts or research from published sources. This requirement applies also to the World Wide Web: if students use the Internet in their research, then Web sites must be cited appropriately and fully. Students must write in their own words, citing all sources consulted. Any direct quotations from a source should be clearly indicated in quotation marks. As a general rule, however, direct quotations should be kept to a minimum and should not exceed fifty words from any one source. A complete bibliography of sources consulted should be included at the end of the paper. Students who are unsure about how to use footnotes or bibliography should consult the instructor.

- **NOTE:** Papers must be **received by** the instructor on or before the due date. Papers that are submitted late will get a grade deduction of 2% for each day of delay.

### Weekly List of Lecture Topics and Readings

**Week 1:** Wednesday, January 8

#### **Topic: Introduction**

Course content and grading requirements.

How to write a successful essay?

How to prepare for the discussion?

How to prepare for the exam?

**Week 2: Wednesday, January 15**

#### **Topic: Global politics – Possible Interpretations.**

**For the first part of the class :**

What is globalization? What are the main approaches studying globalization? What are controversies surrounding globalization?

Readings:

1. Jan Art Scholte, **Globalization: A Critical Introduction** 2000. Chapters 1 and 2, pp.13 – 61.
2. Jenny Edkins and Maja Zehfuss, ‘**Introduction**’ in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction, 2nd edition*. London: Routledge 2013, (Chapter 1, Textbook)
3. John Baylis et al, ‘**Chapter 1: Introduction to Global Politics**’ in Steve L. Lamy et al, *Introduction to Global Politics: Brief Second Edition*. Oxford: OUP, 2014.

**Questions for discussion:**

It is a rare find to come across a textbook that treats globalization as a settled concept for one simple reason: Globalization is a term loaded with meaning. The task of this week’s workshop session is to unpack some of these meanings so that we can gain a better grasp of the major issues and debates that make-up the broader research and policy-agenda associated with the term. To start, look over the questions below and keep in mind that globalization is a contested concept that may not have the same effects on all people, in all places, at all times.

- 1) How can we understand the process of globalization? Is it a natural process? If not, who or what is the engine that drives globalization?
- 2) Does globalization have any synonyms? What terms would you consider equivalent to, or inseparable from, globalization? Back-up your answers with explanations.
- 3) How does globalization affect the structure of political, social and economic cleavages around the world? Consider the following in your answer: a) American hegemony; b) Western culture; c) the wealth gap.
- 4) Evaluate the following statement: “While markets have become global, politics remain firmly rooted in the sovereignty of the state.” How does this scenario affect governance in the 21st century?
- 5) Find pros and cons to the following two statements: a) “Globalization is a rather positive phenomenon.” b) “Globalization is a politically neutral project that does not involve any ideology or particular conceptual approach – it is rather a fact of modernity.”

***And during the second half :***

**Topic: New 21<sup>st</sup> Century and Global Politics**

Late 20<sup>th</sup> century global macro shifts of power and influence and “globalization trends”. Causes and Consequences.

Readings:

1. Tim Dunne et al, ‘**Chapter 3: Theories of Global Politics**’ in Steve L. Lamy et al, *Introduction to Global Politics: Brief Second Edition*. Oxford: OUP, 2014.

2. Michael Hardt and Antonio Negri, *Empire*, 2000, **Part 4: The decline and Fall of the Empire**, pp.351 -393
3. Ha-Joon Chang with Manuel F. Montes “**If you make consistent, gradual changes, they can add up to something enormous**” in “22 Ideas to Fix the World” Textbook

**Questions for discussion:**

- 1) Which regions benefited most and suffered most as a result of last half-century global shifts?
- 2) Why some countries succeeded and others did not? Is that a matter of culture, governance, environment or resources?

*Week 3: Wednesday, January 22*

**Topic: Wealth, Poverty and Global politics**

Readings:

- 1) Zygmunt Bauman with Vincent Della Sala “**Re-create the social state**” in “22 Ideas to Fix the World”, Textbook.
- 2) Bob Deacon with Rianne Mahon “**Create global social policy**” in “22 ideas to Fix the World” Textbook.
- 3) Paul Cammack “Why are some people better off than others?” in Jenny Edkins and Maja Zehfuss editors, *Global Politics: A New Introduction*. 2nd edition. London: Routledge, 2013.
- 4) Caroline Thomas, Steven L. Lamy and John Masker, **Poverty, Development, and Hunger** in Steven Lamy, John S. Masker, John Baylis, *Introduction to Global Politics, Brief Second Edition*. 2014.

**Questions for discussion:**

Poverty as a national phenomenon has proven difficult to resolve. Even some of the richest countries in the world with well-developed systems of governance and infrastructure find it difficult to distribute wealth in a manner that ensures a basic minimum standard of living. Poverty as a global phenomenon has proven even more difficult. Without a well-developed system of global governance and infrastructure how can the development of regions stricken with poverty be coordinated? This week’s workshop aims to tease out what policy mechanisms are available and how they should be used in the alleviation of global poverty.

- 1) Consider the following statement: “Sovereign states have a responsibility to their constituents that exists above and beyond considerations of the global community at large. They cannot, therefore, be responsible for the coordination of global poverty alleviation.”
- 2) Official Development Assistance (ODA) is often criticized for creating dependence rather than self-sustaining wealth. How would you respond to this criticism? If you agree with the criticism, how would you justify it? If you disagree with the criticism, how would you respond to it?

3) Does urbanization amplify the negative consequences of poverty? How can we manage the phenomenon of urban slums?

**Week 4:** Wednesday, January 29

**Topic:** Environment and the politics of Global Energy Governance

**NOTE :** First Assignment topics delivered

Readings:

- 1) Paul Watson with Jan Dutkiewicz “**This is not Planet Earth; it’s Planet Ocean**” in “22 ideas to Fix the World” Textbook
- 2) Mike Davis with Joe Day “**We need to become a planet of gardeners . . . to make our cities function as integral parts of nature**” in “22 Ideas to Fix the World” Textbook
- 3) Simon Dalby, “**What happens if we don’t take nature for granted**” in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction, 2nd edition*. London: Routledge 2013, (Chapter 3, Textbook)
- 4) Dries Lesage, Thijs van De Graaf and Kristen Westphal (2010) **Global Energy Governance in a Multipolar World**. Ashgate Publishing: **Chapters 2, 6 and 7**. The Global Energy Challenge pp 15-35; The Players of the Multipolar Energy Game; The G8’s Track record in Global Energy Governance pp. 91-143.

**Questions for discussion:**

Energy security is a significant topic for 21<sup>st</sup> century politics. It’s fraught with questions of state-security, human-security and governmentality. In the past, Western countries comprised the primary energy resource importers, but this has now been complemented by the rise of the rest, with China surpassing the United States as the world’s largest importer. This threatens to place strains on relations between energy-importing countries and energy-exporting countries as well, as competition for supply intensifies. While this has a positive spin-off in the form of global economic development, it has further negative potentials. Human-security relating primarily to global environmental degradation is at issue for the populations of consuming, supplying and transit countries, raising questions regarding the health of the human population and environmental sustainability. The production and consumption of energy is also closely linked to major environmental concerns such as climate change, deforestation and broader use of natural resources. How this overall scenario will be managed locally, regionally and globally has rarely if ever been a higher priority?

- 1) Discuss possible blueprint for a global sustainable energy regime. In your opinion what are the prospects for energy cooperation in a multipolar world?
- 2) Assess the (dis)connection between energy security and environmental governance. What are some of the initiatives undertaken in this regard?

- 3) How does the issue of energy security apply to Canada with regard to development of the oil sands considering foreign direct investment and the rising demand in China and India?
- 4) How could we come to terms with the need for an increased use of natural resources in order to meet requirements for higher living standards on a global scale and the urgency to obey the limitations posed by environmental questions?

**Week 5:** Wednesday, February 5

**Topic: Global Migration: causes and consequences.**

**NOTE : Return of the first assignment**

What is migration? How migration affects globalization. What are political effects of mass migration?

Readings:

1. John P. Martin, *Migration and the Global Economy*, 2007, pp 1-6
2. Stuart Elden, ‘**Why is the world divided territorially?**’ in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction, 2nd edition*. London: Routledge 2013, (Chapter 11, Textbook)
3. Roxanne Lynn Doty, ‘**Why is people’s movement restricted?**’ in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction, 2nd edition*. London: Routledge 2013, (Chapter 10, Textbook)
4. Elena Barabantseva, ‘**How do people come to identify with nations?**’ in Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction, 2nd edition*. London: Routledge 2013, (Chapter 12, Textbook).

**Questions for discussion:**

There are a variety of factors that influence the scale and direction of global migration. Natural disasters, economic growth and decay, geopolitical shifts, etc. can all play a significant role in the movement of people within and across state boundaries. Sometimes governments are forced to respond to these events as a matter of adjustment and humanitarian accommodation, and in other cases governments design proactive policies to encourage or discourage certain types of migration into and out of their jurisdictions. This week’s workshop looks at how a particular group of states in the Organization for Economic Cooperation and Development (OECD) manage the process of global migration. Imagine that you are part of a panel that is advising the government of one of these states on how to provide the best possible migration policy for its domestic constituents while keeping in mind the welfare of the international community in general.

- 1) Evaluate the pros and cons of the following statement: “The free flow of people across state boundaries is as much a part of the global market as finance and trade in commodities.”
- 2) Evaluate the pros and cons of the following statement: “Migration policy has to be tailored to the economic needs of a state before all other considerations.”

3) What are some of the negative aspects of immigration into Canada? Consider this question in terms of the needs and values of new arrivals and the settled population.

4) What are some of the major factors that have contributed to the increased in-migration of the OECD member states?

**Week 6: Wednesday**, February 12

**Topic: Global terrorism, Genocide and Globalization.**

Readings:

- 1) Linda Melvern, 2004, **Conspiracy to Murder: The Rwandan Genocide**. Chapter 1, pp.1-19 and chapter 11, pp.245 – 265
- 2) Richard A. Clarke, 2004, **Against All Enemies: Inside America's war on Terror**. Chapter 10, pp. 227-247 and Chapter 11, pp. 347 - 289
- 3) Seyour M. Hersh 2004, Chain of Command, Chapter VIII, pp 324 -361

**Questions for discussion:**

Imagine the following scenario: your country has caught a dangerous notorious terrorist with possible knowledge about an imminent attack. Your options are either to torture the terrorist in order to retrieve valuable information that could prevent a terrorist attack or to put the terrorist on trial through legal channels which may be lengthy and ultimately result in the inability to prevent the attack. The class is divided in half. Half the class must argue for torture while the other half for trial. Students do not necessarily have to argue their personal opinion but rather engage the complexity of the argument and exercise their skills in public debate.

- 1) Is it possible for the government of a sovereign state to forfeit its sovereignty? Under what conditions is it possible?
- 2) What organizations have the responsibility to protect human life in a situation of genocide? Is there an order of precedence?
- 3) Evaluate the following statement: "It is criminal for a government not to respond to an act of genocide in a foreign stat

**February 17 - 21 : Winter Break - Classes Suspended**

**Week 7 : Wednesday**, February 26

**Topic: Global Politics and Fundamentalisms.**

Readings:

- 1) Muhammad Yunus with Piotr Dutkiewicz "**All human beings have unlimited potential, unlimited capacity, unlimited creative energy**" in "22 ideas to Fix the World" Textbook
- 2) Will Kymlicka with Raffaele Marchetti "**Minority rights are a part of human rights**" in "22 Ideas to Fix the World" Textbook
- 3) Retort – Iain Boal, T.J. Clark, J. Matthews, M. Watts. **Afflicted Powers**. 2005, Chapter 5 pp.132- 171.

### **Questions for discussion:**

Fundamentalism and globalization appear to be at odds. Fundamentalism is described as an atavistic or static perspective on social conduct and organization, while globalization is described as a progressive and dynamic phenomenon. This week's workshop explores how globalization and fundamentalism can coexist, and how an exploration of the two concepts as an ensemble might lead us to rethink their meaning and significance.

- 1) Is fundamentalism just a religious phenomenon? Provide examples of other real fundamentalisms to support a positive answer, or provide examples of other avowed fundamentalisms to support a negative answer. Explain how these examples do or do not fit the definition of fundamentalism.
- 2) What are the major causes of fundamentalism? How might an understanding of these causes help us to manage the existence of fundamentalism?
- 3) Are globalization and fundamentalism interconnected, or are the two concepts opposed?
- 4) Evaluate the following statement: "American fundamentalisms are as real and as consequential as other fundamentalisms."
- 5) Evaluate the following statement: "Canada does not have to be concerned with fundamentalism."

**Week 8:** Wednesday, March 4

### **Topic: Modern war and Warfare and Global Politics**

Readings:

- 1) Louise Amoore & Marieke de Goede, '**What Counts as Violence?**' in Jenny Edkins and Maja Zehfuss editors, *Global Politics: A New Introduction*. 2nd edition. London: Routledge, 2013. (Chapter 23, Textbook)
- 2) Joanna Bourke, 'Why does Politics turn to Violence?' Jenny Edkins and Maja Zehfuss editors, *Global Politics: A New Introduction*. 2nd edition. London: Routledge, 2013. (Chapter 22, Textbook)
- 3) John Baylis, et al. "Global Security, Military Power, and Terrorism" in Chapter 6.

### **Questions for discussion:**

- 1) How war is changing?
- 2) What are the main causes of wars; how you can prioritize them; is war inevitable?
- 3) What is the "war business model?"
- 4) Can wars be made private in the future?
- 5) Assess the possibility for eruption of new regional/global conflicts/wars in the next five years; provide rationale for your position.

**Week 9:** Wednesday, March 11

**Topic: The Future of Democracy and Global Politics**

*For the first section of the class*

Readings:

- 1) David Held, **Models of Democracy**, 2006. Chapter 3, pp. 56-95
- 2) Lucy Taylor, “**Is Democracy a Good Idea?**” in Jenny Edkins and Maja Zehfuss editors, *Global Politics: A New Introduction*. 2nd edition. London: Routledge, 2013. (Chapter 14).
- 3) V. Inozemtsev & P. Dutkiewicz (eds.) (2012) **Democracy versus Modernization**, Chapters 2, 4, 5, 10 and 11.

**Questions for discussion:**

This class seeks to “re-think democracy.” Over the past years, there has been a tendency in the global policy community and, even more widely, in the world media, to focus on democracy as the “gold standard” by which all things political are measured. It became a sort of untouchable, western liberal religion. As David Held has observed, democracy, which had seemed rather triumphant (as desired ideal) for the last two decades is today experiencing intense pressures both from within and without. Questions are mounting about whether democracies can effectively deliver to their citizens everything that is expected from them – security, equality, and prosperity. The crisis of 2007 – 2009 (and its continuing aftermath) has put democratic states under severe pressure and has demonstrated a growing dissatisfaction (as demonstrated by social turmoil across the globe, from Athens to New York to London) with the way democratic regimes operate. This, in turn, has placed the whole notion of democracy under the political and analytical microscope for the first time in decades.

- 1) How do we understand democracy as a concept and as policy model?
- 2) What is the purpose of democracy? How do neoliberal policies of privatization and rolling back of the state contribute to democratic participation of citizens?
- 3) What is the relationship between democratic governance and the capitalist system? Is liberal democracy the solution to many modern problems? Discuss the role of China in the global spread of liberal democracy.
- 4) Discuss the relation between economic development and democracy. Does economic growth create the social conditions and individual aptitudes that enhance demand for democracy and a social shift toward secular-rational thinking and diverse forms of self-expression?
- 5) With reference to the following statement “in the former Soviet bloc democracy has become subverted and commodified to serve the private interests of a ruling elite, thereby losing its mass social appeal and support” discuss the experience of development of democracy in post-communist transition societies. What have been the relations between democracy, market and state in these setting?

*For the second part of the class :*

**Topic: Scenarios of the Possible Futures- Respond to Economic Crisis, Make Development Possible**

How should the institutional configuration of global governance change to meet XXI century expectations? Will we see new global alliances?

Readings:

- 1) Roland Bleiker “**Can we move beyond conflict?**” in Jenny Edkins and Maja Zehfuss editors, *Global Politics: A New Introduction*. 2nd edition. London: Routledge, 2013. (Chapter 24)
- 2) Maja Zehfuss “**Conclusion: What Can We do to Change the World?**” Jenny Edkins and Maja Zehfuss editors, *Global Politics: A New Introduction*. 2nd edition. London: Routledge, 2013. (Chapter 28).
- 3) Shimshon Bichler and Jonathan Nitzan with Piotr Dutkiewicz “**Capitalism as a mode of power**” in “22 ideas to Fix the World” Textbook
- 4) Vladimir Popov with Piotr Dutkiewicz “**Because the Chinese growth model became so successful in ensuring catch-up development it has become extremely appealing in the developing world**” in “22 Ideas to Fix the World” Textbook.

**Questions for Discussion:**

Many have argued that US hegemony has been detrimental to international order and have been advocating a return to a multipolar system. Such new system – obviously – will have more independent actors that will have to form new alliances and coalitions; that it turn might create some constrains on their behaviour; on the other hand Russia (along few other countries such as China, India, Brazil, Turkey perhaps South Africa) will play leading roles in an increasingly multilateral world.

Definitely, geopolitics is returning to the centre stage in international relations. Most probably we will see new initiatives for greater regional cooperation/integration by which smaller countries will try to achieve greater strength or security or market standing. New line of alliances may be created beyond religious, ethnic or cultural solidarities. Yet if we are indeed moving in the direction of a multilateral/multi-layer order, there are a number of questions and issues to consider bettering understanding the possible future.

1. Security and Stability

First, what are the international security implications of a return to multi-polarity? Proponents of uni-polarity fear the power struggles that will ensue if the United States loses its preeminent position and is unable and unwilling to underwrite global security. A key question to consider is what happens when states like Germany and Japan become responsible for their own security. Will this lead to arms racing, nuclear proliferation, and the potential for greater crises and conflicts? Uni-polar optimists argue that multipolar systems are prone to great power war as evidenced by World War I and II. They argue further that multipolarity would see a return

of balance of power politics which increases the possibility of conflict on both a limited and more extensive scale. Multipolarity would also change the alliance dynamics that have characterized international politics for the last twenty or so years and it is impossible to predict the nature of future alliance formation (e.g. Russia-Iran, China-Russia).

Obviously proponents of multilaterality / multipolarity disagree with some of these dire scenarios and argue that unipolarity has given the United States the opportunity to expand and wage war. A return to balance of power politics and equilibrium in the international system would, proponents argue, contribute to international order. Multipolarity, especially a multipolar system of nuclear states, would instill more cautious foreign policies and might even result in greater respect for state sovereignty (as states will be less a free agents). States that are roughly equal in terms of power do not typically fight each other. A return to multipolarity does not necessarily entail the rise of revisionist powers but might create new alliances and coalitions.

Stability within new system is another key question - that is, whether or not is to be expected - as the system moves away from uni-polarity toward multi-polarity, the frequency and intensity of war should be diminish; so far there is no empirical evidence to prove such proposition.

## 2. Economy

Secondly, what would be the economic implications if US dominance erodes and the international system was characterized by a number of great powers? One scenario suggests that nothing would change. All states have benefited from the liberal economic system that the US helped to build after World War II and would continue to follow the basic rules and norms associated with globalization. It is in the interest of Russia, China, Brazil, and other powers that US decline is not too steep because the American market will continue to be the engine of economic growth. On the other hand, US decline and the rise of new great powers could result in economic chaos such was the case during the interwar period when a liberal hegemon did not exist. A loss in confidence of the US dollar could contribute to an even greater financial crisis than what we have just witnessed. There is also no guarantee that key institutions such as the World Bank, International Monetary Fund, and the World Trade Organization would be able to function without the dominant role of the United States. It is possible that new international organizations, reflecting the new multipolar dynamics, could be created, but it is doubtful that they would be as global as the current ones. It is quite possible that economic and other types of issues would be dealt with in a more regional basis and that regionalism would come to characterize the emerging multipolar system.

## 3. Power and Leadership

Finally, the issue of leadership, or the lack of leadership, needs to be considered as we ponder the transition to a multipolar system. There are a number of challenging issues—climate change, human rights, terrorism, energy, poverty, failed states—facing the global community. It is unclear how, or if, they can be dealt with in the absence of a leading state. While there has been a good deal of displeasure with the United States, there is some truth to the point that if the US does not take the lead on an issue, nobody else will either. It will be important for a single state or group of states to take the lead in dealing with global problems. This will be

difficult considering the vastly different political systems, ideologies, and beliefs of the top-tiered states in the international system. If this is not possible, then again, dealing with problems on a regional basis might have to suffice. But it is unclear if regional solutions are sufficient to address the problems and issues facing the globe.

**Week 10:** Wednesday, March 18

**Topic: Globalization and Regionalism: European Integration, EEU, OBOR**

**NOTE: Second Assignment Due in Class**

Readings:

- 1) John McCormick, *Understanding the European Union: a concise introduction*, 2011 Chapters 1, 3 and 9, pp. 1-23; 48-73; 196-219.

**Questions for discussion:**

1. The European Union is an ongoing experiment in globalization and regionalization. From humble beginnings in the 1950s, it now ties together the governments and societies of many European countries into a supra-national framework where legal, political and budgetary powers are divided. While this incredible experiment has brought about many positive results for the European continent and beyond, it has also generated many new questions and crises as multi-level governance and power sharing raise concerns regarding democratic accountability and compatibility among supranational, national and sub-national institutions. Today, the European Union is faced with a myriad of such questions, the answers to which will determine its success or failure over the coming decades.

- 1) Democratic accountability in a multi-level system of governance – what are the challenges?
- 2) Delegation of responsibilities and institutional development – who's responsible for managing the fiscal crisis?
- 3) EU as a model of global governance – evaluate in light of recent crises (survival of supranationalism or return to nationalism?)

2. Preparation for the examination.

**Week 11:** March 25

**Topic : Hegemony, Fear and Future of International Relations**

**Readings – will be provided electronically two weeks before the class**

**Week 12 Wednesday, April 1**

**IN CLASS EXAMINATION**

## **Academic Accommodations**

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### **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 obligation**

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

#### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is 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)

#### **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 compete or perform 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](https://students.carleton.ca/course-outline)

## 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. 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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

### **Official Course Outline**

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