

**PSCI 1200A**  
**Politics in the World**  
Thursdays 3:35pm – 5:25pm  
Location: Confirm Location on Carleton Central

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## **I      General information**

**Instructor:** Dr. Aaron Ettinger

**Office:** Loeb B649

**Office Hours:** Fridays 9:00am–12pm, or by appointment via Zoom, almost anytime

**Email:** [aaron.ettinger@carleton.ca](mailto:aaron.ettinger@carleton.ca)

**Teaching Assistants:** introductions will be made in the tutorials

All email communication is to be via official Carleton University e-mail accounts and/or Brightspace, not personal emails.

### Contact Policy

Email is the best way to get in touch with the professor or TA outside of usually scheduled office hours. Students should remember the following things when emailing:

**ALWAYS** use your Carleton email account! Non-Carleton messages don't always get through

**INCLUDE** the subject line "PSCI 1200A"

**ADDRESS** emails to the professor or TA (i.e. Dear Dr. Ettinger).

**SIGN OFF** with your first and last name and student number.

Email should be used for brief questions that can be answered quickly. If students want to discuss course material, assignments, or another matter in greater detail, they should see the professor during office hours or make an appointment.

## **II      Course description**

This class examines world order in an age of crisis. In the 2020s, the world is experiencing multiple and overlapping crises that are challenging the foundations of political and economic order. The American-led system of global order that has prevailed since the end of World War II seems to be coming undone. Cracks in the US-led global order are growing wider as the world

faces unprecedented and simultaneous crises: climate change, economic collapse, the return of war in Europe, disillusionment, a breakdown in civic trust, and the perfect storm that is/was the COVID-19 pandemic. It appears as if world politics is on the brink of a transition from a US-led system of world politics to something different. PSCI 1200A aims to make sense of our present moment through the analysis of historical and contemporary trends. It introduces students to the study of global politics and is a starting point for further study of World Politics and International Political Economy.

### **III     Course Format**

This course will be held in-person and will feature lectures and roundtable discussions.

### **IV     Learning outcomes**

By the end of this course, students should be able to:

1. Understand key concepts, actors, institutions, and processes that shape world politics
2. Identify and understand the evolution of contemporary world politics
3. Develop academic capabilities in reading, research, and writing, including the ability to summarize complex texts
4. Research and write effectively about specific topics in world politics

### **V     Texts**

There is no textbook for this course. All course readings are available online via the library search engine or Brightspace.

### **VI     Evaluation at a glance**

<b>Assignment</b>	<b>Due Date</b>	<b>% of Final Grade</b>
Midterm Exam	October 9	20%
In-Class Essay	November 20	35%
Final Exam	December 8-20	35%
Participation	Ongoing	10%
		Total = 100%

## The Course at a Glance

Date	Topic	Event
September 4	Introduction & Power in Global Politics	Lecture only
September 11	The Rise of the US-Led Liberal International Order 1945-2001	Lecture & Tutorials
September 18	Forever Wars & Economic Crisis 2001-2008	Lecture & Tutorials
September 25	Economic Inequality & the Pandemic 2008-2025	Lecture & Tutorials
October 2	Ukraine, Gaza, and World Order	Lecture & Tutorials
<b>October 9</b>	<b>Midterm Exam</b>	<b>No tutorial</b>
October 16	Climate Change	Lecture & Tutorials
<b>October 20-24</b>	<b>Reading Week – No Class</b>	
October 30	Democratic Backsliding	Lecture & Tutorials
November 6	Non-Western Conceptions of Order	Lecture & Tutorials
November 13	The Rise of China	Lecture & Tutorials
<b>November 20</b>	<b>In-Class Research Essay</b>	<b>No tutorials</b>
November 27	Global Social Movements	Lecture & Tutorials
December 4	Technology & World Order	Lecture & Tutorials
<b>December 8-20</b>		<b>Final Exam</b>

## *Citations and Bibliography*

Ordinarily, all written assignments must provide a full list of sources used and avoid plagiarism or other violations of academic integrity. The November 20 in-class essay is the only assignment that requires a bibliography. There are many different ways of citing your work. While I have no style preference, the MacOdrum Library website has a useful how-to guide.

<https://library.carleton.ca/help/citing-your-sources>. Learning proper citation techniques is an important academic skill that will develop with practice.

## *Policy on the use of Artificial Intelligence*

The official policy of Carleton University is that using AI-generated text as a substitute for your own work is plagiarism. The ethical principle from previous generations still stands: representing work that you did not produce as your own is cheating and it will be treated accordingly. In PSCI 1200, all submitted work will be written by hand so there will be no opportunity to use generative AI in the production of submitted work. In any event, generative AI is

counterproductive to your own learning in this class. Violations will be handled according to the policies outlined in the Appendix below.

## **VII Evaluation in detail**

### **1. Midterm Exam – October 9, in-class, worth 20%**

A midterm exam will assess your knowledge of course material so far, including concepts and case studies. It will consist of ten (10) multiple-choice questions and two (2) essay questions. The exam will be held in-class on October 9. Special accommodations must be arranged through the Paul Menton Centre (PMC).

### **2. In-Class Research Essay - November 20, worth 35%**

What is the most important issue in world politics today? You must explain your answer with reference to its implications for world order as we have discussed in this course. Your answer must refer to course readings and to your own research.

**What is this assignment?** This assignment is an essay, written in-class during the two-hour scheduled lecture, and will be based on students' prior, independent research.

**What will you do?** Students will write an argumentative essay in response to the question in the box above. Students may write on any topic in world politics. Students will research their topic in the weeks leading up to November 20. Preparation should include the ordinary activities that are undertaken before writing an academic essay - background reading, evidence collecting, thinking, analysis, and organizing and planning the composition. To make a convincing case, you must (a) describe the issue, (b) explain its implications for world order; (c) support your claims with evidence and concepts from the course. The essay should be approximately 1000 words long.

**Why you're doing it:** The purpose is to evaluate students' independent research and writing skills. Can you learn about a topic and then write about it? The in-class composition takes the place of the traditional academic essay which is researched and written outside of class time. On this occasion, students will research their topic in advance and write the essay, by hand, in-person. This assignment is intended to avoid undue use of artificial intelligence in research and essay writing. More bluntly: can you research, think, and explain yourself without AI?

#### **The basic rules:**

- a. On scheduled day, students will write their essays in the lecture hall
- b. Students must submit a bibliography/reference list along with the essay
- c. The bibliography must include at least 5 academic sources used in preparation for this essay. References may include sources from this syllabus.
- d. These references may be printed or handwritten, using a proper bibliographic style.

- e. Students may consult the reference list during the essay writing session as a memory prompt
- f. The reference list must be submitted with the essay. All sources must be authentic; any fabricated sources will earn a grade of zero and be subject to Carleton University's Academic Integrity policy. Any essay submitted without the reference list will receive a grade of zero.

Special accommodations must be arranged through the Paul Menton Centre (PMC).

### **3. Final Examination (December exam period, 35% of the final grade):**

A final exam will take place during the scheduled university examination period in December. The exam will be cumulative and consist of two essay questions and multiple-choice questions drawn from material covered in the entire course. The final exam will be written in-person, at a time and date that will be set by the examination office. You will have 3 hours to write the exam. **Student travel is not an acceptable reason for granting an alternative examination time.**

### **4. Tutorial Participation (10% of the final grade):**

Participation will be assessed in two ways:

1. Weekly required tutorials: You will meet with your teaching assistant once per week to discuss course material. These meetings will be held in-person. The discussions will be led by the TA but the sessions work best when students participate.
2. Correspondence with the Professor and TAs: Participation grades may also be earned through contact with Prof. Ettinger and teaching assistants on substantive matters related to the course. This can include contact via email, during office hours, or other scheduled meetings.

### **Late Policy and Missed Assessments:**

All assignments for this class are written during class sessions. Students are expected to be present for each assessment. Exceptions will only be considered in the event of an officially documented extenuating circumstance. See "Accommodations & Extension Policy for Assignments" below.

### **Grade Appeals:**

Any errors of addition should be raised immediately with the professor. Asking for an explanation of your grade is perfectly fine. Asking for a re-grade requires greater effort on the part of the student. If a student is concerned that an assignment was not graded appropriately, the student should first meet with the TA who marked the work. To request a review of an assignment, the student must provide a 1-page explanation of why the assignment was improperly graded (i.e. what do you think you did that should have been given more weight?). The explanation should be submitted to the student's tutorial leader no later than **2 weeks** after the assignment was made available for return. If the student is unsatisfied after consulting and discussing the matter with the TA, the assignment will be passed on to the professor for final grading. NOTE: Students must take responsibility for picking up their marked work in a timely manner. No appeals will be considered that have been initiated more than 2 weeks after the

assignment/exam was returned. **Grades may be either raised, stay the same, or lowered on appeal.**

## **VIII Course schedule**

### **Part I: The Rise and Decline of American World Order**

#### **Week 1: September 4      Power in Global Politics (21 pages)**

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This week is about big concepts that help us make sense of global politics: power, order, and levels of analysis.

*Reading tip:* this week features the hardest reading you will encounter all term. Try to understand the general argument. In the Joseph Nye piece, pay special attention to the three types of power – “three faces of power.” In the Andrew Hurrell piece, try to understand the different conceptions of order.

Nye, Joseph. 2011. *The Future of Power*. New York: PublicAffairs. Ch. 1. “What is Power in Global Affairs?” Pp. 3-24.

Hurrell, Andrew. 2007. *On Global Order: Power, Values, and the Constitution of International Society*. Oxford: Oxford University Press. pp. 1-6.

#### **Week 2: September 11      The Rise of the Liberal International Order (21 pages)**

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This week is about the rise of the US to global leadership, from 1945 to the present.

*Reading tip:* These articles are more historical in their content. Pay attention to the broad historical sweep of US foreign policy. Get a sense of the major time periods in modern US foreign policy history.

Rose, Gideon. 2019. “The Fourth Founding: The United States and the Liberal Order.” *Foreign Affairs* 98 (1): 11-21.

Keohane, Robert O., and Joseph S. Nye Jr. 2025. “The End of the Long American Century.” *Foreign Affairs* 104 (4):68-79.

### **Part II: Two-and-a-Half Decades from Hell, 2001-2020s**

#### **Week 3: September 18      Forever Wars & Economic Crisis, 2001-2008 (24 pages)**

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This week is about the US-led, post-September 11 wars in Iraq and Afghanistan, which overlapped with the 2008 Global Financial Crisis.

*Reading tip:* these articles cover a wide range of issues. As you read, keep in mind the effects these events had on the US’s ability to lead the liberal international order.

Malkasian, Carter. 2020. "How the Good War Went Bad: America's Slow Motion Failure in Afghanistan." *Foreign Affairs* 99 (2): 77-91.

Leffler, Melvyn P. 2023. "Bush, 9/11, and the Roots of the Iraq War." *Foreign Affairs*, March 23. Pp. 1-7.

Economist. 2013. "Crash Course: The Origins of the Financial Crisis." *The Economist*, (3 pages)

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#### **Week 4: September 25      Economic Inequality & Covid-19, 2008-2022 (40 pages)**

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Out of the 2008 Global Financial Crisis emerged a new concern about economic inequality. When the pandemic arrived, economic inequality was a major determinant of individual and group vulnerability. This week, we discuss how the two phenomena operated in tandem and their implications for global order.

*Reading tip:* Think about what the Covid-19 pandemic changed in world politics and what remained the same.

de Zwart, Pim. 2019. "The Global History of Inequality." *International Review of Social History* 64 (2): 309-323.

Garrett, Laurie. 2017. "The Crime of Gender Inequality in Global Health." *Foreign Policy*, December 26. Pp. 1-7.

Brown, Stephen, and Morgane Rosier. 2023. "COVID-19 Vaccine Apartheid and the Failure of Global Cooperation." *The British Journal of Politics and International Relations* 25 (3): 535-554.

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#### **Week 5: October 2      Ukraine, Gaza & Global Order (32 pages)**

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This week we will address the wars in Ukraine and Gaza and observe how these otherwise local conflicts have affected the stability of the liberal world order.

Flockhart, Trine, and Elena A. Korosteleva. 2022. "War in Ukraine: Putin and the Multi-Order World." *Contemporary Security Policy* 43 (3):466-481.

Hathaway, Oona A. 2024. "War Unbound: Gaza, Ukraine, and the Breakdown of International Law." *Foreign Affairs* 103 (3):84-96.

Stent, Angela. 2022. "The West vs. the Rest." *Foreign Policy*, May 2. Pp.1-5.

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#### **Week 6: October 9      Midterm Exam**

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See page 4 for description

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**Week 7: October 16**      **Climate Change (29 pages)**

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This week is about the geopolitical implications of climate change and how responsibility is distributed in the global order.

*Reading tip:* Think about the political implications of climate change. Werrell and Femia 2016 have a great summary of how climate change influences world politics. Adow 2020 makes a powerful moral argument.

Werrell, Caitlin E., and Francesco Femia. 2016. "Climate Change, the Erosion of State Sovereignty, and World Order." *Brown Journal of World Affairs* 23 (2): 221-235.

Adow, Mohamed. 2020. "The Climate Debt: What the West Owes the Rest." *Foreign Affairs* 99 (3): 60-68.

Keohane, Robert O. 2015. "The Global Politics of Climate Change: Challenge for Political Science." *PS: Political Science & Politics* 48 (1):19-26.

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**Reading Week: October 21-25**      **No Classes**

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**Week 8: October 30**      **Democratic Backsliding**      **(31 pages)**

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This week is about the backsliding of democracy around the world and its implications for global politics.

*Reading tip:* think about what democracy is in the first place. Pay special attention to the big concepts used in Bermeo's article and Norris's lecture.

Bermeo, Nancy. 2016. "On Democratic Backsliding." *Journal of Democracy* 27 (1): 5-19.

Bartels, Larry M. 2024. "The Populist Phantom: Threats to Democracy Start at the Top." *Foreign Affairs* 103 (6):108-125.

The Sunday Magazine with Piya Chattopadhyay. 2023. "Maria Ressa on Facing Down Dictators, Disinformation and Standing Up for Democracy." *CBC Radio*. December 3. [Here](#)



## Part III: A More Crowded World

### Week 9: November 6      Non-Western Conceptions of Order (33 pages)

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This week we begin the second part of the course about a more crowded world. We begin by discussing conceptions of global order that are not defined by the West. This is important because of the increasing importance of major non-Western countries like India and China.

*Reading tip:* compare the ideas and interests emerging from the non-Western world to those that are part of the liberal international order.

Kendall-Taylor, Andrea, and Richard Fontaine. 2024. “The Axis of Upheaval: How America’s Adversaries are Uniting to Overturn the Global Order.” *Foreign Affairs* 103 (3):50-63.

Mohan, C. Raja. 2023. “Is There Such Thing as a Global South?” *Foreign Policy*, December 9. Pp. 1-5.

Bajpai, Kanti, and Evan A. Laksmana. 2023. “Asian Conceptions of International Order: What Asia Wants.” *International Affairs* 99 (4): 1371-1381.

Murithi, Tim. 2023. “Order of Oppression: Africa’s Quest for a New International System.” *Foreign Affairs* 102 (3): 24-29.

### Week 10: November 13      The Rise of China (45 pages)

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This week continues the theme of non-Western conceptions of order. We will focus on the next big geopolitical confrontation in world politics – the US versus China.

*Reading tip:* We all know that China is a major force in world politics. How we should think about it is another story. Pay attention to the different metaphors used to characterize US-China relations.

Economy, Elizabeth. 2024. “China’s Alternative Order: And What America Should Learn From It.” *Foreign Affairs* 103 (3):8-24.

Allison, Graham. 2015. “The Thucydides Trap: Are the US and China Headed for War?” *Atlantic*, September 24. Pp. 1-11

Weiss, Jessica Chen. 2022. “The China Trap.” *Foreign Affairs* 101 (5):40-58.

### Week 11: November 20      In-Class Research Essay

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See page 4 for description

## **Week 12: November 27      Global Social Movements (50 pages)**

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This week is about non-state actors, especially influential activist movements on the world stage.

Reading tip: Keck and Sikkink 1999 is a little dated and a bit dry. Stick with it – the actors and trends they identified back then remain important today. Blain 2020 is a good case study of Black Lives Matter. Abrahamsen et al. 2024 is a theoretical treatment of the global right wing.

Keck, Margaret E., and Kathryn Sikkink. 1999. “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal* 51 (159):89-101.

Blain, Keisha N. 2020. “Civil Rights International: The Fight Against Racism Has Always Been International.” *Foreign Affairs* 99 (5): 176-181.

Abrahamsen, Rita, Jean-François Drolet, Michael C. Williams, Srdjan Vucetic, Karin Narita, and Alexandra Gheciu. 2024. *World of the Right: Radical Conservatism and Global Order*. Cambridge: Cambridge University Press. ch. 1. “A Diverse and Global Right.”

## **Week 13: December 4      Technology & World Order (30 pages)**

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In our final week, we discuss the role that technology plays in world politics. Of course, technology has always been a factor in the nature of political order but in the twenty-first century, the speed with which technology influences politics is extraordinary.

*Reading tip:* think about technology in its historical context. Ask yourself, what is different and what is the same compared to the past?

Drezner, Daniel W. 2019. “Technological Change and International Relations.” *International Relations* 33 (2): 286-303.

Bremmer, Ian. 2025. “The Politics, and Geopolitics, of Artificial Intelligence.” *Time*, August 11. Pp. 1-3

Iyengar, Rishi. 2024. “What AI Will Do to Elections.” *Foreign Policy*, January 3. Pp. 1-10.

## Political Science Course Outline Appendix

### 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:

#### 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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

#### **Academic consideration for medical or other extenuating**

**circumstances:** Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** 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, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** 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](#).

#### **Academic Accommodations for Students with Disabilities:**

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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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).

**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 its 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:  
<https://carleton.ca/equity/sexual-assault-support-services>.

**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 will be provided to students who compete or perform at the national or international level. Write to me 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.

#### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the

Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

## 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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

## WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

## OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

**For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).**

## GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

## ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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## 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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

## RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 <sup>th</sup> floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory