

**PSCI 2602A**  
**INTERNATIONAL RELATIONS: GLOBAL POLITICAL ECONOMY**  
**Monday 9.35am – 11.25am**  
**Please confirm location on Carleton Central**

**Instructor:** Randall Germain  
**Office:** D689 Loeb  
**Office Hours:** Monday 12noon – 2pm (in person without appointment)  
Friday 10am – 12noon (online by appointment)

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**OBJECTIVES AND LEARNING OUTCOMES**

The main objectives of this course are to introduce students to the academic study of international political economy (IPE), to study the organization and operation of key features of the global political economy, and to further develop a range of critical reading, writing and oral expression skills. We do this by canvassing leading theoretical approaches to IPE and the concepts employed by these approaches, by examining the historical development of the global political economy to outline its main structural features, and by exploring selected issues and developments. Students will develop their analytical and comprehension skills by completing the assigned readings, written assignments and final examination; and by participating in tutorial discussion.

In terms of learning outcomes, students who successfully complete this course should be able to:

- engage with the disciplinary history of IPE and some of its leading theoretical approaches
- demonstrate a working knowledge of the historical development of the global political economy
- identify the main structural features of the contemporary global political economy and explain whether they are changing
- assess the significance for the global political economy of selected issues and/or developments

By taking this course students will learn more about the political economy of their world and prepare themselves for more advanced study in IPE.

## **ORGANIZATION OF COURSE**

The course is organized around a combination of weekly lectures and tutorials. You are asked to read a certain amount of material for each lecture and tutorial topic, normally between 25-50 pages per week. This is not an onerous amount of reading, so the expectation is that you will be able to complete them prior to our weekly meeting. Each week also features a further reading, which you are encouraged to take up, especially if you are doing an assignment connected to that week's theme. Please note: completing these readings in advance will not only help you to understand the lectures, it will also prepare you to participate in tutorial discussions. For the final exam I expect you to be fully conversant with an appropriate cross-section of these readings and to be able to demonstrate their relevance to the exam questions which you answer.

Attendance at lectures and tutorials is not mandatory; however, it is highly advisable and strongly encouraged. In the case of tutorials, moreover, if you do not attend you forfeit the opportunity to earn oral participation marks.

### **Course Evaluation Summary**

<b>Course element</b>	<b>Percentage of grade</b>	<b>Due date</b>
Class Participation	15%	Throughout semester
Assignment 1 1000 word reaction paper	15%	Friday October 4 <sup>th</sup>
Assignment 2 1500 word review	20%	Friday November 1 <sup>st</sup>
Assignment 3 2000 word essay	30%	Friday November 29 <sup>th</sup>
Final Exam	20%	During Exam Period

Your assessment is spread across three different components. There is an oral contribution component worth 15% of your final mark that is assessed during tutorials. Your oral participation is evaluated to assess your comprehension of the material being covered and your ongoing commitment to the subject. Accordingly, assessment for oral participation is evenly divided between attendance, the quantity of interventions in tutorial discussion and the quality of these interventions. Conduct during tutorial discussion is expected to conform to normal rules of civil engagement; inappropriate and/or unacceptable behaviour will be subject to disciplinary action and/or penalty from the instructor.

The tutorial component of the course runs from Monday September 16<sup>th</sup> until Monday December 2<sup>nd</sup> and covers ten topics. Each tutorial seminar is about one hour and focuses on a set of discussion questions that connect that week's reading to the lecture topic. **Please note that you are expected to have completed the readings in advance of the discussion.** The tutorial seminars will be organized around a combination of small group work and general discussion. You will also have the opportunity to discuss the assignments. All the readings are available online through the MacOdrum Library or through the Ares tab on the Brightspace platform for this course. While attendance at tutorials is not compulsory, your grade **cannot be made up after the fact**. Each tutorial you miss will affect your final grade. Think of each tutorial session as worth about 1.5% of your final grade, where every 3-4% equals one letter grade. In other words, for every 2-3 tutorial seminars that you miss, you lose an entire letter grade which you cannot make up.

The written component for the course is spread across three assignments, varying between 1000 and 2000 words in length and differentially weighted at 15%, 20% and 30% of your final grade. They are designed to test your lecture absorption and familiarity with the readings as well as to allow you to develop your analytical, research and writing skills. Instructions are posted to Brightspace and will also be discussed in class and tutorial seminars. In order to do well in these assignments you will need to follow the assignment instructions; so if you have questions ask! All assignments are posted to a Brightspace dropbox by 11.59pm on the due date.

You need to be aware of the following penalties:

- 1) there is an over-length penalty of **5%**, starting at the first word past the maximum length – there are **NO** exceptions to this penalty;
- 2) there is a late penalty of **3% per day**, including weekends, beginning about 5 minutes after your essay is due. Extensions can only be granted by the instructor, and you must request them in advance. Please also note that your assignments will not be accepted for marking more than 10 days after the due date (unless you have been granted an extension); and
- 3) for the third assignment there is a 5% penalty if you use less than five (5) scholarly references.

It is advisable to store copies of your work in a place that is separate from your laptop, such as a desktop computer, an external hard drive or a cloud account. You should back up your work on a regular basis.

One final item needs to be raised concerning written assignments. Use of AI 'large language models' to complete written assignments undermines the learning objectives of this course, which are for you to develop the skills to engage with, learn about and research themes and issues in IPE. Asking a chatbot to do this for you does not help you to learn, although under certain circumstances their use might be a step in this process. If you want to use such a program in this course, please come and speak with me (not your TA) about doing this in a manner which respects the learning objectives I have set for you. If I discover that you have used a chatbox to fulfil any of the writing assignments for this course without seeking my prior approval, it will be treated as an academic integrity violation.

The final component of your assessment is an exam worth 20% of your grade and scheduled during the regular examination period. It is designed to test your overall comprehension of the course material. The last class of the semester will be a detailed discussion of what may be expected on the exam.

### **READING MATERIAL**

We do not use a textbook for this course. All material is available through MacOdrum Library and through the Ares portal in Brightspace. The second assignment, however, is a review of a short book on the history of global capitalism:

Jürgen Kocka, *Capitalism: a short history* (Princeton University Press, 2016)

This book is also available (as an e-book) through the library and on the Ares portal in Brightspace, but only three students may access it at any one time. If you are going to access it in this way, please download what you wish to read to your device and read it as a PDF so others may also access it. Alternatively, you may purchase it (\$20-\$40 delivered) either through the publisher or your preferred online retailer. The author will thank you.

### **LECTURE AND TUTORIAL OUTLINE**

[Please note that lecture dates can overlap]

**Sept. 9<sup>th</sup>**      ***Introduction and course details***  
**Week 1**        ***Lecture: IPE as a modern academic discipline***

*Reading:*

Benjamin Cohen, "The Transatlantic Divide: why are American and British IPE so different?" *Review of International Political Economy*, Vol. 14, no. 2 (2007): 197-219.

Geoffrey Underhill, "State, market and global political economy: genealogy of an (inter-?) discipline", *International Affairs*, Vol. 76, no. 4 (2000): 805-24.

*Further reading*

Thomas Oatley, "Regaining Relevance: IPE and a changing global economy," *Cambridge Review of International Affairs*, Vol. 34, no. 2 (2021): 318-327.

### **No Tutorial Discussion**

**Sept. 16<sup>th</sup>**      ***Politics, States and Power (Realist IPE)***  
**Week 2**

*Reading:*

Jürgen Kocka, *Capitalism: a short history*, ch.1 (pp 1-24).

Robert Gilpin, "The Politics of Transnational Economic Relations," *International Organization*, Vol. 25, no.3 (Summer 1971): 398-419.

*Further reading*

Susan Strange, "International Economics and International Relations: a case of mutual neglect," *International Affairs*, Vol. 46, no. 2 (1970): 304-315.

**Tutorial Discussion #1**

Introductions. How does capitalism make states 'powerful'? Is Gilpin correct to argue that non-state actors do not have the capacity to contest state power? Where does 'power' come from? If you have read the Strange article, do you think Gilpin overcomes the 'mutual neglect' divide in his approach?

**Sept. 23<sup>rd</sup>**      ***Markets, Rules, Norms and Power (Liberal IPE)***  
**Week 3**

*Reading:*

Jürgen Kocka, *Capitalism: a short history*, ch.2 (pp 25-53).

John G. Ruggie, "International Regimes, Transactions and Change: embedded liberalism in the postwar economic order," *International Organization*, Vol. 36, no. 2 (1982): 379-415. [Warning: this is a difficult article so please give yourself adequate time to read and digest it]

*Further reading*

Eric Helleiner, "The life and times of embedded liberalism: legacies and innovations since Bretton Woods," *Review of International Political Economy*, Vol. 26, no. 6 (2019): 1112-1135

**Tutorial Discussion #2**

How has capitalism changed over time? Is Ruggie's argument about 'norm-governed' change persuasive? How are the 'social purposes' of international regimes different from the interests of powerful states? If you have read the Helleiner article, is his critique of Ruggie persuasive? Questions about Assignment #1.

**Sept. 30<sup>th</sup>      *Social Forces, Structures and Power (Critical IPE)***  
**Week 4      \*\* 1<sup>st</sup> Assignment Due Friday October 4<sup>th</sup> at 11.59pm \*\***

*Reading:*

Jürgen Kocka, *Capitalism: a short history*, ch.3 (pp 54-94).  
 Robert Cox, "Gramsci and International Relations Theory: an essay in method,"  
*Millennium*, Vol. 12, no.2 (Summer 1983): 162-75.

*Further reading*

Randolph B. Persaud, "Neo-Gramscian Theory and Third World Violence: a time for broadening," *Globalizations*, Vol. 13, no. 5 (2016): 547-562.

### **Tutorial Discussion #3**

Does critical IPE challenge realist and liberal conceptions of IPE? Whose account of the 19<sup>th</sup> and early 20<sup>th</sup> century global political economy do you find more persuasive: Gilpin, Ruggie, or Cox? If you have read the Persaud article, is his critique of Cox persuasive? Last chance to ask questions about Assignment #1.

**Oct. 7<sup>th</sup>      *Global Capitalism, Economic Growth and Inequality***  
**Week 5**

Jürgen Kocka, *Capitalism: a short history*, chs.4-5 (pp 95-169).  
 Branko Milanovic, "Global income inequality in numbers: in history and now," *Global Policy*, Vol. 4, no. 2 (2013): 198–208.

*Further reading*

Genevieve LeBaron, "The Political Economy of the Household: neoliberal restructuring, enclosures, and daily life," *Review of International Political Economy*, Vol. 17, no. 5 (2010): 889-912.

### **Tutorial Discussion #4**

Is capitalism reliant on economic growth for its survival? Can global capitalism generate economic growth without inequality? If you have read the LeBaron article, is gender inequality a necessary feature of capitalist social relations?

**Oct. 14<sup>th</sup>      *Thanksgiving Holiday (no class)***

**Oct. 21<sup>st</sup>      *Reading Week (no class)***  
 [Please complete Jürgen Kocka, *Capitalism: a short history*, and write the first draft of your critical review essay]

**Oct. 28<sup>th</sup>      *International Institutions in the Global Political Economy***  
**Week 6      \*\* 2<sup>nd</sup> Assignment Due Friday November 1<sup>st</sup> at 11.59pm \*\***

*Reading:*

Miles Kahler, “The Global Economic Multilaterals: will eighty years be enough?” *Global Governance*, Vol. 22, no. 1 (2016): 1-9.  
 Jack Taggart, “Global Development Governance in the ‘Interregnum’”, *Review of International Political Economy*, Vol. 29, no. 3 (2022): 904-927.

*Further reading*

Susan Strange, “The Persistent Myth of Lost Hegemony,” *International Organization*, Vol. 41, no.4 (Autumn 1987): 551-74.

### **Tutorial Discussion #5**

To what extent can international institutions help to resolve the world’s economic and political problems, or are they secondary to more powerful actors (whether firms, classes or states)? If you have read Strange’s article, would she agree with Kahler about the role of international institutions in the global political economy?

**Nov. 4<sup>th</sup>      *Transnational Production***  
**Week 7**

*Reading:*

Susan Strange, “Protectionism and World Politics,” *International Organization*, Vol. 39, no. 2 (1985): 233-259.  
 Frederick Mayer and Nicola Phillips, “Outsourcing governance: states and the politics of a ‘global value chain world’,” *New Political Economy*, Vol. 22, no. 2 (2017): 134-152.

*Further reading*

Stefano Ponte, “Governing through Quality: conventions and supply relations in the value chain for South African wine,” *Sociologia Ruralis*, Vol. 49, no. 3 (2009): 201-326 [but don’t panic – you only need to read pp 242-254].

### **Tutorial Discussion #6**

Can transnational firms and their value chains operate without the support of states (think Strange versus Mayer and Phillips here)? If you have read the Ponte article, how do global pressures shape the design of products for global consumption – and is this ‘global capitalism’ at work?

**Nov. 11<sup>th</sup>**      ***International Trade***  
**Week 8**

*Reading:*

Kirsten Hopewell, “Trump and Trade: the crisis in the multilateral trading system,” *New Political Economy*, Vol. 26, no. 2 (2021): 271-82.

Gregory Chin, “Canada Amid the U.S.–China Trade War: what happened to the Canada–China free trade agreement?,” in Laura Macdonald, Jeremy Paltiel and David Carment, eds, *Canada and Great Power Competition: Canada Among Nations 2021* (Cham, Switzerland: Springer 2022), pp 235-255.

*Further reading*

James Scott and Rorden Wilkinson, “Re-globalizing Trade: progressive global governance in an age of uncertainty,” *Globalizations*, Vol. 18, no. 1 (2021): 55-69.

**Tutorial Discussion #7**

Given that multilateral free trade seems under threat in today’s global political economy, what should Canada do: pursue bilateral or regional trade agreements? If you have read the Scott and Wilkinson article, how might Canada contribute to the ‘deeper reform’ of global trade they sketch out?

**Nov. 18<sup>th</sup>**      ***World Money and Global Finance***  
**Week 9**

*Reading:*

Paola Sabucchi, “Who is in Control of the International Monetary System?” *International Affairs*, Vol. 86, no. 3 (2010): 665-80.

Richard Pettis, “The High Price of Dollar Dominance,” *Foreign Affairs*, June 2023.

*Further reading*

Eric Helleiner, “Downsizing the Dollar in the Age of Trump? The Ambiguities of Key Currency Status,” *Brown Journal of World Affairs*, Vol. 23, no. 2 (2017): 9-27.

**Tutorial Discussion #8**

Do we really have a ‘global’ monetary and financial system, or is it still largely shaped by the United States and American power? Could another currency replace the US dollar as world money? If you have read the Helleiner article, do you agree that the biggest threat to the global role of the dollar comes from American domestic politics? Questions about Assignment #3.

**Nov. 25<sup>th</sup>**      ***The Political Economy of the Environment***  
**Week 10**      **\*\*3<sup>rd</sup> Assignment Due Friday November 29<sup>th</sup> at 11.59pm \*\***

*Reading:*

Jennifer Clapp and Eric Helleiner, “International Political Economy and the Environment: back to the basics?” *International Affairs*, Vol. 88, no. 3 (2012): 485-501.

Matthew Paterson, “Climate Change and International Political Economy: between collapse and transformation,” *Review of International Political Economy*, Vol. 28, no. 2 (2021): 394-405.

*Further reading*

Peter Dauvergne, *Will Big Business Destroy the Planet?* (This is a very short and easy-to-read book; if you are interested dip into it because it will provoke you).

### **Tutorial Discussion #9**

How do Clapp and Helleiner’s arguments compare to Paterson’s? How do we evaluate the importance of environmental concerns as against the many other issues we have explored over weeks 7-9? If you have read any of the Dauvergne book, will big business destroy the planet?

Last chance to ask questions about Assignment #3.

**Dec. 2<sup>nd</sup>**      ***Globalization and (American) Power***  
**Week 11**

*Reading:*

Sean Starrs, “American Economic Power hasn’t Declined—It Globalized! Summoning the data and taking globalization seriously,” *International Studies Quarterly*, Vol. 57, no. 4 (2013): 817–830.

Christopher Layne, “The US–Chinese Power Shift and the End of the Pax Americana,” *International Affairs*, Vol. 94, no. 1 (2018): 89–111.

*Further reading*

Matthew Stephen, “States, Norms and Power: emerging powers and global order,” *Millennium*, Vol. 42, no. 3 (2014): 888-896.

**Tutorial Discussion #10**

Who has the more compelling argument about the future of American power: Starrs or Layne? If you have read the Stephen article, is his call to take the role of norms seriously as a ‘power benchmark’ compelling? How might Starrs and Layne better incorporate norms into their arguments?

*Dec. 6<sup>th</sup>      Review of course and explanation of final exam*  
**Week 12**

**No Tutorial Discussion**

## Appendix

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### **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**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For

considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***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](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, 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 to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://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](https://carleton.ca/sexual-violence-support).

### **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The 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.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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).

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.

### **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 the 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.

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