

PSCI 2602A

International Relations: Global Political Economy

Every Monday → Weekly ASYNCHRONOUS Lecture Content Posted to Brightspace

Every Wednesday → LIVE SYNCHRONOUS Lecture on Zoom from 2:35pm – 5:25pm EST

GENERAL INFORMATION

Instructor: Hailey-Ann Walker

Office Hours: Every Wednesday from 12:30pm-2:30pm on Zoom (or by appointment).

Email: haileywalker@gmail.com

COURSE DESCRIPTION & LEARNING OUTCOMES

Course Description:

This course provides students with a comprehensive introduction to international political economy (IPE) as a field of study. The main objectives of the course include offering students a detailed account of the history of IPE, a close examination of key theoretical approaches in IPE, and a dynamic engagement with key and timely issues pertaining to IPE today. More concretely, the course is designed to help students understand and critically reflect on our increasingly globalized world by closely analyzing the complex and dynamic intersection of international politics & economics. The course is designed to help students make sense of the political-economic linkages and ruptures that are constitutive of pressing international issues including environmental sustainability, public health, labour, migration, trade, war, production, finance, wealth distribution, and more. The course will also include an examination of the key issues, challenges and opportunities that exist in the context of global governance and international networks of resistance.

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

- Demonstrate a dynamic understanding of the historical development of the global political economy and IPE as an academic discipline.
- Demonstrate a critical and reflexive ability to analyze leading theoretical approaches to the study of IPE.
- Identify the key features and forces of the global political economy and the dynamics of evolution and stagnation that transform and/or reproduce it.
- Assess the significance and form informed perspectives on key issues and events pertaining to the global political economy.

COURSE FORMAT

This is a condensed summer course that will take place in the ‘late summer’ term, spanning six weeks from the start of July until mid-August. It is important that students understand a condensed course means we will be covering 12 weeks of material in 6 weeks. This means that the weekly reading load is higher than that in a regular 12-week term. Additionally, assignments will be due in shorter time frames than usual. Students should be prepared to complete a significant amount of weekly reading and should manage their time effectively to ensure all assignments and quizzes are completed on schedule.

Course Delivery

The course is being offered entirely online in a hybrid synchronous-asynchronous format. This means that students will meet with the professor once during the week but will also be responsible for engaging with asynchronous course content on their own time. The course also requires students complete weekly readings. Students are encouraged to stay up to date on asynchronous course materials and required readings order to be sufficiently prepared for weekly live lecture discussions and course assignments.

Course delivery will be broken down as follows:

- Every Monday *asynchronous*, pre-recorded lecture content will be posted to Brightspace.
- Every Wednesday, the professor will host a live, *synchronous* lecture on Zoom where attendance from students is required from 2:35 – 5:25pm.
- An *asynchronous* discussion forum will also remain active on Brightspace for the duration of the course where students will be expected to respond to weekly discussion questions/prompts, engage in dialogue with their colleagues and make connections between course materials and current affairs/real-world events.

COURSE TEXTBOOK & READINGS

There is one required textbook for this course:

Robert O'Brien & Marc Williams (2020). *Global Political Economy: Evolution & Dynamics*, 6th Edition. Houndmills, Basingstoke & Hampshire: Palgrave Macmillan.

****PLEASE NOTE:** This textbook is available for purchase in the university bookstore, however, if you prefer to purchase it elsewhere, feel free. Please try to get the 6th edition. If purchasing the course textbook is an inaccessible financial constraint for you, please reach out to me via email**

Additional Readings

In addition to the textbook, there will be other required reading materials for this course. These additional readings will be provided to students at no cost in the form of downloadable PDF documents. Additional readings can be found on Brightspace under the tabs for each reading's corresponding week.

Current Affairs

Students are also expected to keep an eye on international news stories and events, especially those pertaining to the global economy. Students are encouraged to read news from credible online or print sources. This should include a mix of both mainstream and independent credible sources. A list of credible sources will be posted on the course Brightspace page.

COURSE EVALUATION AT A GLANCE

Assignment	Due Date	Value
Course Participation	Ongoing	10%
Weekly Quizzes	1 quiz/week for 5 weeks	5% each quiz, total 25%
News Analysis	Sunday July 16 th by 11:59pm	25%
Research Paper Proposal	Sunday July 30 th by 11:59pm	10%
Final Research Paper	Sunday August 13 th by 11:59pm	30%

COURSE EVALUATION IN DETAIL

1. Participation

All students are expected to be active participants in the course. Participation in the course will account for 10% of your final grade. Because this is an online course, assessment of participation will happen in three ways:

- **Participation in live lectures on Wednesday.** This includes asking questions or offering comments/opinions on course materials, raising points for discussion, or making connections between course materials and real-world events. While I encourage students to participate via their microphone and with their cameras on, I will also accept participation from students in the Zoom chat as long as it is relevant and consistent.
- **Participation in the online discussion forum on Brightspace.** Every week, discussion questions and prompts will be posted in our discussion forum on Brightspace. Students are expected to offer opinions and insights, engage in discussion with their peers, and make connections to course materials and real-world events. While students are encouraged to participate in *both* the live lectures and the discussion forum chats, the discussion forum may be used if you are unable to attend a live lecture one week but still want to secure some participation marks. However, the discussion forum *should not* be used weekly as a substitute for live lecture discussion.
- **Participation in assignments and assessments.** This one is quite simple: in order to get full participation marks, you must submit all course assignments and take all course quizzes. Unless extenuating circumstances have been discussed, students will not get the full 10% for participation if any assignments or quizzes are outstanding at the end of the term.

2. Weekly Quizzes

Every Friday (starting Friday July 14th) a quiz on the week's material will open on Brightspace. Quizzes will remain open from 9am on Friday morning until 9pm Sunday evening. Each quiz is worth 5% of your final grade and there will be a total of 5 quizzes throughout our 6-week term (meaning quizzes will count for 25% of your final grade, cumulatively).

Every quiz will be 10 questions long. Please note that the quizzes are open book, meaning you are permitted to use your readings, lecture content, and notes during the quiz. However, please understand that you only get one chance to take each quiz and once you begin you must complete it within 25 minutes. As such, it is advisable to prepare and get yourself organized before sitting down to complete the quiz so you're not wasting time frantically searching through course materials to find answers. It is highly recommended that you complete all readings, review all recorded lecture content, and attend live lectures ahead of each quiz.

Please note, each quiz will only be accessible from Friday morning until Sunday evening each week. If you do not complete the quiz in this window, you will not be permitted to take it at another time (unless extenuating circumstances have been discussed with the professor *ahead of time*).

3. News Analysis

This assignment asks students to connect real-world events with theoretical approaches to IPE. Your task is to choose an international news story that you find compelling and connect it with a theoretical approach to IPE. The goal here is for you to choose the theoretical approach that you think best explains the news story in question and demonstrate your comprehension of that theory by using it to analyze the story you have chosen. It is very possible that more than one theoretical approach can help us understand the news story you choose, but your goal is to select the one you think *best* explains the political economy of your case and make an argument for why you think so.

You will not be marked on your ability to choose the “right” theoretical approach. Instead, you will be marked on your ability to argue in favour of the theoretical approach you have chosen by making connections with theoretical assumptions and the facts of your case. It should include a *concise* summary of the news story (no more than a paragraph or two) and a short summary of the theoretical approach you will use to explain the case (no more than a paragraph or two). In the remainder of the assignment, students should make connections between their case and their selected theory and should organize their thoughts into a cohesive argument for why their selected theory best explains the case. Ultimately, you are being graded on your comprehension of theory and your ability to apply it in the form of a focused argument on a specific case.

No outside sources are required for this assignment (besides the news article selected). Course materials should be used and cited. It is crucial that students understand they are not being asked to merely describe or summarize the theoretical approach they choose – *do not merely tell me about the theory or summarize sources about the theory*. Instead, focus on making dynamic connections that demonstrate your ability to *apply* the theory in a way that enriches your understanding of real-world international events and circumstances.

This assignment should be 3-5 pages long, double-spaced and using Times New Roman 12-point font. Spelling, grammar, punctuation, sentence structure, and argumentative coherence will be assessed. Make sure to proofread your work for before submitting. **This assignment is due on Sunday July 16th at 11:59pm via Brightspace.**

4. Research Paper Proposal

This assignment is designed to help students prepare for the final research paper. The research paper proposal asks students to indicate the topic they will write about, the research question they will ask, a rough sketch of the argument and sub-arguments they will make in the paper. Students will also be asked to provide a list of 3-5 secondary sources and a small blurb about how each source will be used to support their argument. Students are permitted to choose their own topic entirely, but a list of suggested topics will be provided on Brightspace.

The following components should be included in the assignment:

- The international topic/event/crisis you plan to write about.
- A provisional title for your paper.
- A succinct and focused research question that you hope to ‘answer’ with your argument.
- A succinct and focused thesis statement that includes the main argument you are trying to make, a brief summary of the reasoning behind that argument, and the larger significance of your argument for the study of IPE.
- A brief breakdown of your sub-arguments and how they will be used to develop your main argument.

- A list of 3-5 secondary sources with a small blurb (2-3 sentences max.) explaining how you will use the source in service of your argument.

It is important that students understand that this is merely a *planning* assignment. You should not be writing an actual paper or trying to defend your argument at length here. The entire goal is to help you create a game-plan or a roadmap for your final paper. It is also important for students to understand that this assignment is not a binding contract. That is, while the assignment is designed to prepare you for the final research paper, you are not entirely beholden to the proposal. If you develop new ideas or questions after the proposal has been submitted, you are more than welcome to make these changes when writing the final paper. If you are unsure about how changes will impact your argument, please reach out to me by email before writing the paper.

This assignment should be no more than 1-2 pages long, double-spaced and using Times New Roman 12-point font. In addition to the grading metrics listed above, spelling, grammar, punctuation, sentence structure, and structural cohesion will be assessed. **This assignment is due Sunday July 30th by 11:59pm via Brightspace.**

5. Final Research Paper

This assignment asks students to write a research essay and form a concrete and original argument on a topic related to the global economy and IPE. Students are allowed to choose their own topic, but a list of suggested topics will be provided on Brightspace. This paper should be written based on the roadmap created in the *Research Paper Proposal* assignment listed above.

Again, while students are not entirely beholden to their *Proposal* assignment, it is strongly recommended that students use the *Proposal* assignment and the feedback they receive on that assignment to structure their final research paper. Research paper's will be graded based on the quality of each student's writing, research, analytic depth, comprehension of course materials, argumentative coherence & originality.

This assignment should be no more than 10-12 pages long, double-spaced, using Times New Roman, 12-point font. In addition to the grading metrics listed above, spelling, grammar, punctuation, sentence structure, and structural cohesion will be assessed. **This assignment is due Sunday August 13th by 11:59pm via Brightspace.**

Extension Requests & Late Assignments

Students are expected to complete and submit all assignments by the designated due date. However, I understand that sometimes life takes us by surprise. If you require an extension on an assignment or quiz, **please reach out to me at least 3 days before the due date wherever possible.** Please note that if you do not reach out to me ahead of time, extensions will not be granted after-the-fact. This is especially the case with quizzes. If you are unable to take one of the 5 quizzes you must reach out to me ahead of the quiz date in question. Students who only approach me to have quizzes reopened *after* they have been closed will not be permitted to take the quiz late.

There is a 24-hour grace period after each assignment due date (quizzes do not have a 24 hour grace period as they automatically close at the specified time). Any assignments submitted later than this will receive a one-time deduction of 10%. Any outstanding assignments not submitted by Monday August 14th will not be accepted and will be graded at 0.

COURSE SCHEDULE

Week 1 – July 3rd – 9th 2023 – Introduction to IPE & IPE History

- *Introductory asynchronous lecture content to be posted to Brightspace Monday July 3rd*
- *Live synchronous Zoom lecture on Wednesday July 5th from 2:35pm – 5:25pm*
- *Brightspace discussion board forum weekly prompts/questions open all week*

Required readings:

O'Brien & Williams (2020), Chapters 3 & 4

Cohen, Benjamin (2007). "The Transatlantic Divide: Why are American and British IPE so Different?" *Review of International Political Economy*, 14(2): 197-219.

Underhill, Geoffrey (2000). "State, market and global political economy: genealogy of an (inter-?) discipline", *International Affairs*, 76(4): 805-24.

Week 2 – July 10th – 16th 2023 – Theoretical & Methodological Approaches to IPE

- *Introductory asynchronous lecture content to be posted to Brightspace Monday July 10th*
- *Live synchronous Zoom lecture on Wednesday July 12th from 2:35pm – 5:25pm*
- *Brightspace discussion board forum weekly prompts/questions open all week*

Required readings:

O'Brien & Williams (2020), Chapter 1

Harlen, Christine Margerum (1999), "A Reappraisal of Classical Economic Nationalism & Economic Liberalism," *International Studies Quarterly*, 43: 733-744.

Cox, Robert (1983). "Gramsci and International Relations Theory: an essay in method," *Millennium*, 12(2): 162-75.

de Goede, Marieke. (2006). "Introduction: International Political Economy and the Promises of Poststructuralism" in *International Political Economy and Post-Structural Politics*, edited by Marieke de Goede. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, pp. 1-20.

Rojas, Cristina (2016). "Contesting the Colonial Logics of the International: Toward a Relation Politics for the Pluriverse" *International Political Sociology*, 10: 369-382.

QUIZ # 1 – Friday July 14th via Brightspace – Quiz opens at 9am Friday and remains open for 24 hours. You have two attempts to complete the quiz.

NEWS ANALYSIS DUE – Sunday July 16th – Submit via Brightspace by 11:59pm.

Week 3 – July 17th – 23rd 2023 – Globalization & Globalized Labour

- *Introductory asynchronous lecture content to be posted to Brightspace Monday July 17th*
- *Live synchronous Zoom lecture on Wednesday July 19th from 2:35pm – 5:25pm*
- *Brightspace discussion board forum weekly prompts/questions open all week*

Required readings:

O'Brien & Williams (2020), Chapters 5 & 9

Strange, Susan. (1987). "The Persistent Myth of Lost Hegemony," *International Organization*, 41(4): 551-574.

Amoore, Louise (2000). "Introduction" in *Globalisation Contested: An International Political Economy of Work*, Manchester: Manchester University Press, pp. 1-12.

Amoore, Louise (2000). "Conclusion" in *Globalisation Contested: An International Political Economy of Work*, Manchester: Manchester University Press, pp. 158-165.

QUIZ # 2 – Friday July 21st via Brightspace – Quiz opens at 9am Friday and remains open for 24 hours. You have two attempts to complete the quiz.

Week 4 – July 24th – 30th 2023 – Trade, Transnational Production, Global Finance

Introductory asynchronous lecture content to be posted to Brightspace Monday July 24th

- Live synchronous Zoom lecture on Wednesday July 26th from 2:35pm – 5:25pm
- Brightspace discussion board forum weekly prompts/questions open all week

Required readings:

O'Brien & Williams (2020), Chapters 6, 7 & 8

Sabucchi, Paola (2010). "Who is in Control of the International Monetary System?" *International Affairs*, 86(3): 665-80.

Mayer, Frederik & Nicola Phillips (2017). "Outsourcing governance: states and the politics of a 'global value chain world'," *New Political Economy*, 22(2): 134- 152.

QUIZ # 3 – Friday July 28th via Brightspace – Quiz opens at 9am Friday and remains open for 24 hours. You have two attempts to complete the quiz.

RESEARCH PAPER OUTLINE DUE – Sunday July 30th – Submit via Brightspace by 11:59pm.

Week 5 – July 31st – August 6th 2023 – Global Inequalities & Economic Development

- Introductory asynchronous lecture content to be posted to Brightspace Monday July 31st
- Live synchronous Zoom lecture on Wednesday August 2nd from 2:35pm – 5:25pm
- Brightspace discussion board forum weekly prompts/questions open all week

Required readings:

O'Brien & Williams (2020) Chapter 10 & 11

Sen, Amartya (1999). "Introduction," in *Development as Freedom*, Oxford: Oxford University Press: pp. 3-11.

Bieler, Andreas and Adam David Morton (2014). “Uneven and Combined Development and Unequal Exchange: the second wind of neoliberal ‘free trade’?”, *Globalizations*, 11(1): 35-45.

Mezzadri, Alessandra (2016). “Class, gender and the sweatshop: on the nexus between labour commodification and exploitation,” *Third World Quarterly*, 37(10): 1877-1900.

QUIZ # 4 – Friday August 4th via Brightspace – Quiz opens at 9am Friday and remains open for 24 hours. You have two attempts to complete the quiz.

Week 6 – August 7th – 13th 2023 – Governance, Crisis & Resistance in the Global Context: Challenges & Opportunities

- Introductory asynchronous lecture content to be posted to Brightspace Monday August 7th
- Live synchronous Zoom lecture on Wednesday August 9^h from 2:35pm – 5:25pm
- Brightspace discussion board forum weekly prompts/questions open all week

Required readings:

O’Brien & Williams (2020), Chapters 12 & 15

Paterson, Matthew. (2021). “Climate change and international political economy: between collapse and transformation,” *Review of International Political Economy*, 28(2): 394-405.

Neville, Kate & Glen Coulthard. (2019). “Transformative Water Relations: Indigenous Interventions in Global Political Economies,” *Global Environmental Politics*, 19(3): 1-15.

Amoore, Louise. (2006). “There is No Great Refusal: The Ambivalent Politics of Resistance” in *International Political Economy and Post-Structural Politics*, edited by Marieke de Goede. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, pp. 255-274.

Davies, Matthew. (2006) “Everyday life in the Global Political Economy” in *International Political Economy and Post-Structural Politics*, edited by Marieke de Goede. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, pp. 219-237.

QUIZ # 5 – Friday August 11th via Brightspace – Quiz opens at 9am Friday and remains open for 24 hours. You have two attempts to complete the quiz.

FINAL RESEARCH PAPER DUE – Sunday August 13th – Submit via Brightspace by 11:59pm.

Appendix

Student Mental Health

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

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

- **Carleton Resources:**

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

- **Off Campus Resources:**

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

Requests for Academic Accommodation

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

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

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

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

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and 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](#).

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

Sexual Violence Policy

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

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).

Submission and Return of Term Work

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

Grading

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

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5

80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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