

PSCI 3204A

Politics of Latin America 11:35 p.m. – 14:25 p.m. Fridays

Online, Blended format (part synchronous, part asynchronous)

Instructor: Laura Primeau
Office Hours: Thursdays 2:00 to 3:00 pm or by appointment, through Zoom
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Overview of the Course

Bienvenid@s! Welcome to the study of Latin American politics. This course provides an introduction to the dynamic politics of Latin America and will provide students with the basic tools for analyzing the changing political dynamics of that region. Latin America is an exciting area of the world with a wide variety of patterns of political and economic development. The first part of the course will provide a brief overview of historical developments in state and economy in the region since the pre-Conquest period. We will look at the roots of economic underdevelopment and political authoritarianism, at changing state-society relations, and at some of the main actors in Latin American politics (including external actors like the U.S.). Discussion of general trends will be accompanied by case studies from specific Latin American countries.

The second part of the course will focus on recent trends in Latin American politics. In recent decades, Latin America has been undergoing a rapid process of political and economic transition. Authoritarian regimes have been transformed into democracies, although significant authoritarian tendencies continue to prevail, and some countries face possible reversal of democratic reforms. As well, the market-oriented economic policies that were imposed after the debt crisis of the early 1980s were challenged by “new left” regimes in many countries of the region during the early 2000s, but more recently we have seen a swing back toward the right side of the political spectrum in some countries.

This course will use a mixture of synchronous (on-line discussion on Zoom during the assigned class time on Fridays) and a-synchronous (on-line but you will access the content on your own schedule). Students are expected to watch the recorded lectures, which will be posted every Monday, and completed the assigned readings prior to discussion groups on Fridays.

Learning Objectives

This course helps students develop a better understanding of Latin American politics and the diverse political challenges faced by the region. Specifically, this course seeks to:

- Improve your knowledge of Latin America: its history, political systems, and some of the social, political and economic policies adopted by different governments in the region;
- Gain appreciation of the ethnic, racial, and cultural diversity of the region;
- Increase your knowledge of the challenges that Latin Americans face in areas such as economic development, democratization, security and crime, social inclusion (including issues related to gender, ethnicity, race, and class), and the COVID pandemic;
- Help you understand how Latin American political systems developed and have changed over time;
- Improve your academic skills: critical reading, listening and note-taking; collaborative classroom learning; sound analytic research and writing; communication; and time management.

By the end of this course, you will be able to:

- Explain different types of political systems in Latin America;
- Analyze the impact of colonialism and post-colonial structures on contemporary political, economic and social developments in Latin America;
- Interpret the challenges to democratic development and sustainable and inclusive development in the region;
- Employ more effectively your research skills (including library, web-based research, academic reading, writing, and referencing); and
- Employ more effectively your multimodal learning skills, including the critical analysis of visual, aural, and written texts, using traditional and new media.

Textbook

Harry E. Vanden and Gary Prevost (2017), *Politics of Latin America: The Power Game*, 6th ed., New York: Oxford University Press.

The text is available through the Carleton University bookstore (see their website for details about how to order on-line)

All other readings will be available through Ares (<https://reserves.library.carleton.ca/ares/>). Links to news article are provided in the syllabus.

Grading

The final grade for this course will be divided as follows:

Class participation (via Zoom discussion groups and discussion forum) 10%

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Presentation (during Zoom discussion groups)	10%
Reading Reports (two to be submitted throughout the term)	10%
Country Report	15%
Final Research essay:	
• Research plan	20%
• Final Research essay	35%

Assignments

1. Participation (10%)

Throughout the term

The class will be divided into 3 groups of 15-20 students, and will hold an on-line, synchronous discussion session on Zoom at the time the lecture is scheduled. Discussion groups will be held each week beginning Week 2 for 45 minutes each. The Schedule will run as follows:

- Group 1 will run from 11:35 to 12:20;
- Group 2 will run from 12:35 to 1:20;
- Group 3 will run from 1:35 to 2:20.

Please inform me as soon as possible if you are unable to join one of these groups for an extraordinary reason, otherwise students will be assigned randomly. The discussion will focus on that week's recorded lecture, readings, questions that I will post before the class and case study, if applicable.

Your participation will be graded based on the frequency and quality of your comments and questions, and how prepared you are for the discussion. Attendance will count for 25% of your total participation grade. There will also be opportunities to gain participation grades through the online Discussion Forum but contributions made through the forum do not replace interactions during discussion groups.

2. Presentation (10%)

Date TBD during first discussion group

Students are required to do a 10 minute presentation on a reading of their choice (excluding chapters from the textbook and news article). A sign up sheet will be provided at the beginning of the term. The presentation should contain the following:

- A brief overview of the argument of the text;
- A brief explanation of the relevance of the text for the week's topic;
- A critical analysis of the article (what are the limits of the article? What aspects may have been addressed more in-depth? etc.);
- A central discussion question and follow up questions to start class discussion.

3. Reading Reports (5% each, two in total)

Two, to be submitted throughout the term (by Fridays 11:35am)

Students are required to write two reading reports on two assigned readings of their choice (excluding chapters from the textbook and news article). Students may not submit a reading report for the same week they do a presentation. The reading reports should contain the following:

- A brief overview of the argument of the text;
- A brief explanation of the relevance of the text for the week's topic;
- A critical analysis of the articles (what are the limits of the article? What aspects may have been addressed more in depth? etc.);

4. Country Report (15%)

Due February 17th by 11:59pm

You will produce a 5-6 page report on a Latin American country of your choice, focusing on one of the two central themes of the first part of the course:

- **Political culture**
 - o What factors have affected changes in political culture since independence?
 - o How did the COVID pandemic affect recent changes in political culture in the country you have chosen?
- **Political Economy**
 - o How was the country integrated into the global economy? How did local populations affected by these changes?
 - o How did the COVID pandemic affected recent trends in political economy in the country you have chosen?

For each theme, your essay will need to provide a brief context for the topic and address all the questions listed here. You will be expected to write in an essay format and cite all material properly. You should include at least 5 sources with at least 2 of them being from academic sources. You may use any of the recognized citation styles, as long as you use it consistently and correctly.

5. Research Plan (20%)

Due March 3 by 11:59pm

Students are required to submit a research plan outlining the topic for their final paper and preliminary research information. Research plans should 5-6 pages in length and contain these 4 components:

1. **The scope of the research project:** clearly identify the topic, research question, and thesis statement (around one page). Note: students will be provided with a list of topics for the final essay.
2. **The context of the research:** provide any information necessary to contextualize your topic, situate your topic within the main themes of the course and explain the relevance of your topic for the study of Latin America (around two pages).
3. **A tentative outline for your final paper.** Provide an approximate outline of your paper that reflects the issues and arguments to be discussed. Briefly note your goals for each section and any other pertinent information (around one page). Note: you can use a bullet points format for this section

4. **An annotated bibliography.** Provide a preliminary bibliography of 4 academic sources (book chapters or journal articles). Do NOT include textbooks, news articles, grey literature or non-academic books in this section (but you can use them in other parts of the assignment (e.g. the context section)). Wikipedia is not a valid source. Be careful about using dated sources.

For each source, identify, in a paragraph, the argument of the piece and discuss its relevance to your research paper.

Zero tolerance for plagiarism: if you copy or plagiarize abstracts from journals, you will be subject to university regulations on plagiarism.

The Carleton University Library has a helpful guide and video for writing an annotated bibliography.

6. Final Research essay (35%)

Due April 12 by 11:59pm

Students will write one research essay on a topic from a list of questions to be posted to Brightspace. Research papers should be 12 to 13 pages in length (double-spaced, 12 point font, regular margins) and should use a range of scholarly sources and research materials (at least 8-10 sources, 5 from academic sources). This paper is expected to show original analysis, and a sustained argument supported with credible evidence. The paper should demonstrate careful and critical consideration of a broad range of carefully chosen, quality research sources (especially but not exclusively peer-reviewed scholarly publications).

You may use any of the recognized citation styles, as long as you use it consistently and correctly.

You will produce the final research essay incorporating any feedback you receive on your research plan. You should not change your topic without consultation with the instructor.

Late Penalties

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of 3% a day (including weekends). Papers will not be accepted two weeks after the due date. Exceptions will be made only in those cases where the student has written documentation, (e.g. medical reasons).

Useful Resources

Latin America Network Information Center at the University of Texas, Austin <http://www.lanic.utexas.edu>.

Political Database of the Americas at Georgetown University <http://www.georgetown.edu/LatAmerPolitical/home.html>.

United Nations Economic Commission for Latin America www.eclac.org.cl

Organization of American States www.oas.org

Washington Office on Latin America www.wola.org
Latin America & The Caribbean Weekly Situation Updates
<https://www.unocha.org/media-centre/humanitarian-reports>

I **strongly encourage** you to sign up for this weekly update on Latin American news in English: Latin America News Roundup, produced by Center for Economic Policy Research (in English) -Free subscription available at:
<http://org.salsalabs.com/o/967/t/9788/signUp.jsp?key=1013>

WEEKLY READING LIST

Part 1: Overview of Latin America

Week 1 – January 13 – Introduction to the course and to Studying Latin America

Vanden and Prevost, Introduction (pp. xxiii - xxix) and Chapter 1, pp. 1-18.

Al Jazeera, "Latin America Faces 'Prolonged Crisis' Following Pandemic: UN," *Al Jazeera*, (November 24, 2022), <https://www.aljazeera.com/news/2022/11/24/latin-america-faces-prolonged-crisis-following-pandemic-un>

No discussion groups

Week 2 – January 20 – Overview of Latin American History

Vanden and Prevost, Chapter 2 and Chapter 3, pp. 43-66.

Charles C. Mann, "Introduction: Holmberg's Mistake," in *New Revelations of the Americas Before Columbus* (New York: Vintage, 2011), pp. 1-23.

Discussion groups begin

Week 3 – January 27 - Latin American Political Economy: Modernization and Dependency

Vanden and Prevost, Chapter 7 (first part), pp.157-174.

J. Samuel Valenzuela and Arturo Valenzuela, "Modernization and dependency: Alternative Perspectives in the Study of Latin American Underdevelopment," *Comparative Politics*, 10, no. 4 (1978): 543-557.

Eduardo Galeano, "Introduction: 120 Million Children in the Eye of the Hurricane"

in *Open Veins of Latin America: Five Centuries of the Pillage of a Continent* (New York: Monthly Review Press, 1997), pp. 1-9.

Week 4 – February 3 – Political Regimes in Latin America

Vanden and Prevost, Chapter 8.

Carlos de la Torre, "Populism in Latin American Politics," *Research in Political Sociology*, 22 (2014): 79-100.

Case studies: Argentina and Brazil

Argentina: Aldo C. Vacs, "Argentina: in Vanden and Prevost Chapter 13.

Video: Al Jazeera, "Argentina: Peronism Movement Persists 70 years on," 2:50 minutes, <http://www.youtube.com/watch?v=R4c7dSXGeoY>

Brazil: Wilbert Albert Jaffee, "Brazil," in Vanden and Prevost Chapter 14.

Video: The Brazilian Institute, "The Military in Politics in Brazil," 10:03 Minutes, <http://www.brazilinstitute.org/military-in-politics-in-brazil-network>

Week 5 – February 10 – Neoliberalization

Vanden and Prevost, Chapter 7 (continued) pp. 174-191.

Laura Macdonald, "Neoliberal Governance in South America," in *The Handbook of South American Governance*, Christopher Wylde and Pia Riggirozzi, eds. (London and New York: Routledge, 2017), 56-69.

Thomas, Perreault and Patricia Martin, "Geographies of Neoliberalism in Latin America," *Environment and Planning*, 37, no 2 (2005): 191-201.

Case study: Chile

Chile: Eduardo Silva, "Chile," in Vanden and Prevost chapter 15.

Video: Al Jazeera, "What's the flip side to Chile's economic success?" *Al Jazeera*. (March 11, 2020), 8:07 minutes, <https://www.aljazeera.com/programmes/start-here/2020/03/flip-side-chile-economic-success-start-200311132024409.html?fbclid=IwAR2HuaTd-88AIQWvl3BmQ9WUY7BQMyA9cqrCBT3hJ9a0TBUEf9ji7RJJfiM>

Romina Green Rioja "In Chile, Boric's Win Signals Victory for Social Movements and New Constitution," *NACLA Report* (December 23, 2021), <https://nacla.org/news/2021/12/23/chile-boric-social-movements-constitution>

Week 6 – February 17 - Role of the United States

Vanden and Prevost, Chapter 11

Alexander Main. "The U.S. Re-militarization of Central America and Mexico," *NACLA Report on the Americas* (Summer 2014), <https://nacla.org/article/us-re-militarization-central-america-and-mexico>.

Lynn Stephen, "Creating Preemptive Suspects: National Security, Border Defense, and Immigration Policy, 1980–Present," *Latin America Perspectives*, 45, no. 6 (2018): 7-25.

Lucia Newman, "Trump Revives Monroe Doctrine as Warning to China and Russia," *Al Jazeera* (June 19, 2019) <https://www.aljazeera.com/news/2019/6/19/trump-revives-monroe-doctrine-as-warning-to-china-and-russia>.

Country Report is due

February 24 – Reading week (no class)

Part 2: Themes in Latin American Studies

Week 7 – March 3 - Movements for Change: Revolutions and Civil Society

Vanden and Prevost, Chapter 10.

Sonia E. Alvarez et. al., "Interrogating the Civil Society Agenda, Reassessing Uncivil Political Activism," in *Beyond Civil Society*, Sonia E. Alvarez et. al., eds., (Duke University Press, 2017) pp. 1-24.

Research Plan is due

Case studies: Cuba and Venezuela

Cuba: Gary Prevost, "Cuba", Chapter 14 in Vanden & Prevost.

Venezuela: Daniel Hellinger, "Venezuela," Chapter 17 in Vanden & Prevost.

Week 8 – March 10 – Women, Gender and Family

Vanden and Prevost, Chapter 5.

Merike Blofield, Christina Ewig and Jennifer Piscopo, “The Reactive Left: Gender Equality and the Latin American Pink Tide,” *Social Politics*, 24, no. 4 (2017): 345-369.

Luis Reygadas, “The Construction of Latin American Inequality,: in *Indelible Inequalities in Latin America*, Paul Gootenberg and Luis Reygadas, eds., (Durham, NC: Duke University Press, 2010), pp. 23-49.

Francisco Sánchez, “Venezuelan Women Confront State Violence,” *NACLA Report on the Americas* (July 21, 2020), <https://nacla.org/news/2020/07/20/venezuelan-women-state-violence>

Navarrete, Marivette. “10 Latin American Indigenous Rights and Environmental Activists You Should Know.” *The Mujerista* (April 22, 2022) <https://www.themujerista.com/the-blog/10-latin-american-indigenous-rights-and-environmental-activists-you-should-know>

Week 9 – March 17 – Post-Neoliberalism

Arne Ruckert, Laura Macdonald and Kristina R. Proulx, “Post-Neoliberalism in Latin America: a Conceptual Review”, *Third World Quarterly*, 38, No. 7 (2017): 1538-1602.

Enara Echart Muñoz and Maria del Carmen Villarreal, “Women’s Struggles Against Extractivism in Latin America and the Caribbean,” *Contexto Internacional*, 41, No. 2 (2019): 303-325.

Case Study: Bolivia

Bolivia: Waltraud Q. Morales, “Bolivia,” Chapter 18 in Vanden & Prevost.

“Bolivia, the Evo Morales years.” - 17:40 minutes, <https://www.youtube.com/watch?v=scyUTKg2xVc>

Linda Farthing, “In Bolivia, the Right Returns with a Vengeance,” *NACLA Report on the Americas*, Vol. 52, No. 1, (2020): 5-12.

Oliver Balch, “Buen Vivir: the Social Philosophy Inspiring Movements in South America”, *The Guardian* (February 4, 2013) <https://www.theguardian.com/sustainable-business/blog/buen-vivir-philosophy-south-america-eduardo-gudynas>

Week 10 – March 24 – Race and Indigeneity

Vanden and Prevost, Chapter 4, pp. 94-111.

John-Andrew McNeish, "More than Beads and Feathers: Resource Extraction and the Indigenous Challenge in Latin America. In *H. Haarstad (ed.) New Political Spaces in Latin American Natural Resource Governance* (New York: Palgrave Macmillan, 2012), pp. 39-60.

Deborah Yashar "Does Race Matter in Latin America? How Racial and Ethnic Identities Shape the Region's Politics," *Foreign Affairs*, (March/April 2015).

Victoria Gonzalez Rivera "Why My Nicaraguan Father Did Not 'See' His Blackness And How Latinx Anti-Black Racism Feeds On Racial Silence," *Medium*, (June 10, 2020) <https://medium.com/@victoriagonzalezrivera/why-my-nicaraguan-father-did-not-see-his-blackness-and-how-latinx-anti-black-racism-feeds-on-738249ddd100>

Video: Stephanie Nolan, "Why Race in Brazil is a Confusing, Loaded topic", *Globe and Mail*, 1:31 minutes, https://www.youtube.com/watch?v=haw3ROMgP7g&fbclid=IwAR3SyEKa16ISr2DDrFD3mhJCWVfrhfC6_6R7eYzMqjYLBNS3GNRWYwj9I_g

Week 11 – March 31 - Human Rights, Drugs, and Insecurity

Tina Hilgers and Laura Macdonald, "How Violence Varies: Subnational Place, Identity and Embeddedness". In *Hilgers and Macdonald, Violence in Latin America and the Caribbean: Subnational Structures, Institutions and Clientelistic Networks* (Cambridge: Cambridge UP, 2012), pp. 1-39.

Diana Ojeda, "War and Tourism: The Banal Geographies of Security in Colombia's "Retaking"", *Geopolitics*, 18 (2013): 759–778.

Case Study: Colombia

Colombia: John C. Douglas, "Colombia," Chapter 16 in Vanden & Prevost.

Richard Emblin, "Petro's 100 Mays Marked by Deaths of 58 Social Leaders", *The City Paper* (November 29, 2022) <https://thecitypaperbogota.com/news/during-petros-100-days-58-social-leaders-have-been-killed/>

Adriaan Alsema. "Colombia Commemorates National Strike, Mass Killings of Social Leaders", *Colombia Reports* (April 28, 2022) <https://colombiareports.com/>

[colombia-commemorates-national-strike-mass-killings-of-social-leaders/](#)

April 7 no class (Holiday)

Week 12 – April 12 (Friday schedule) - Conclusion and Future of Latin America

Fermín Koop, “Latin America is Still the Most Deadly Region for Environmental Defenders,” *Diálogo Chino* (September 20, 2021) <https://dialogochino.net/en/extractive-industries/46451-latin-america-is-still-the-most-deadly-region-for-environmental-defenders/>

Michael Stott, “Latin America’s Stagnation ‘Worse Than the 1980s’, says UN Official”, *Financial Times* (November 27, 2022) <https://www.ft.com/content/5c50cfec-6f07-46ed-8990-3c91fc3a34ad>

John Kirk, “The US Cannot Ignore the New ‘Pink Tide’ in Latin America,” *Al Jazeera* (October 23, 2022) <https://www.aljazeera.com/opinions/2022/10/23/the-us-can-no-longer-ignore-change-in-latin-america>

Final research paper is due April 12

Covid-19 Pandemic Measures

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

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

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

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back

proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

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

Student Mental Health

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

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

• Carleton Resources:

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

• Off Campus Resources:

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

Requests for Academic Accommodation

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

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

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

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

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

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

Sexual Violence Policy

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

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or

reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

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

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

Intellectual property

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

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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