

PSCI 3606 A  
Canadian Foreign Policy  
Wednesdays, 2:35 p.m. – 5:25 p.m.  
The course is ONLINE

## **I General Information**

Instructor: Dr Jeremy Wildeman

Office Hours: *By Zoom Mondays 5:00 – 7:00 pm, or by appointment*

Email: [jeremy.wildeman@carleton.ca](mailto:jeremy.wildeman@carleton.ca)

## **II Course Description**

Canada is at a crossroads in foreign affairs, at the intersection of a rapidly changing world in the wake of COVID-19, the war in Ukraine, the rise of China, and the transformation of international relations from a unipolar moment back into a multipolar reality, where for the first time in the postwar era, non-Western powers are starting to rival and outpace the economic and military might of the West. These are just several significant challenges and changes in a complex world with complex concerns, where, as we saw during the pandemic, you can never truly separate the domestic from the international. Canada itself is undergoing significant change as decades of multiculturalism and immigration have changed the face of the country and how it interacts with different regions of the world. This Canada is increasing cognisant of its diversity, intersectionality, and Indigenous relations. Meanwhile, Canada's close alliance with the United States looms particularly large over Canadians and Canadian policymakers, who have viewed with concern some of its recent foreign policy decisions and internal political dynamics, raising questions about the United States' stability and commitment to a postwar liberal international order it helped erect. Yet, if the world is retreating from that order into protectionist regional blocs, systemic global issues like climate change require global, multilateral responses.

This all portends a new world fraught with potential perils that requires great nuance, skill, and vision to navigate it. Yet, Canada has been accused in recent years of not having a coherent foreign policy, despite once being one of the most sophisticated diplomatic actors on the world stage, playing an outsized role in developing the architecture of the liberal international order.

This course explores the traditions, domestic influences, objectives, capabilities, and decision-making processes, and analysis of select contemporary issues. While becoming further equipped with theoretical knowledge and practical skillsets to conduct research analysis and convey our findings, we will greatly expand our knowledge of Canadian foreign policy and consider together in our exercises how Canada should respond to these changes in global affairs.

The course will be broad in its geographic considerations and thematic scope, and inclusive of both more mainstream topics and understandings, and under-covered themes and critical perspectives. It includes classroom discussions (including breakout rooms and group exercises), guest speakers, a research project, and group work intended to shed light on different facets of Canadian foreign policy and Canada's place in the international community. Throughout, we are asked to consider what Canada's foreign policy currently is, how it has evolved over time, and if its foreign policy is suited for the world today. These and many other questions will be raised and explored, as students will be

encouraged to actively contribute their ideas and to highlight important, emerging, and neglected issues in Canadian foreign policy.

In weeks 1 through 4, we will develop and improve our understanding of Canadian Foreign Policy and Canada's Place in the World. In weeks 5 through 7, we will consider some key contemporary challenges for Canadian Foreign Policy. The Fall Break is week 8. In weeks 9 through 11, we explore key drivers, premises, and elements in the architecture of global affairs that Canada has been influenced by, contributed to, and interacted with since the end of World War II and after the Cold War. Finally, in weeks 12 through 14, we conclude the course considering critical and subaltern perspectives of Canada, how Canada is changing, what Canada may look like in the future, and its place in a changing world.

- *Prerequisite(s) for this course are Prerequisite(s):* third-year standing and one of [GPOL 1500](#), [PSCI 2002](#), [PSCI 2003](#), [PSCI 2601](#) or [PSCI 2602](#).

### **III Course Format**

#### ***Key Dates***

1. Sep 6: First Class
2. Sep 27: Research Topic and Question exercise due
3. Oct 18: Research Plan due
4. Oct 23-27: Fall break. No classes.
5. Nov 8-29: Presentations (Group Work)
6. Dec 6: Final Class
7. Dec 8: Research Paper Due

#### **Classes**

Classes begin at 2:35pm on Zoom. You will be asked to register by Zoom the first class you join, but only that one time. You will need a Carleton University account for authentication to join the seminar. There is a 10-minute break roughly every 50 minutes (3:25-3:35pm and 4:25-4:35pm), with exceptions, like when we have guest speakers.

- Zoom registration link- <https://carleton-ca.zoom.us/meeting/register/tJ0uf-6rqj0vHt1EegaqJepJxoYs6tAAVM-a>
- The office hours Zoom link will be posted on Brightspace.

Classes are comprised of a mixture of lecture, multimedia, group work, and discussion of the topics being covered. Students are expected to prepare in advance of each class to participate in the discussion and to make the most out of the learning exercise. Outlines for each class can be found in the course readings list and online on Brightspace each week. Laptops and smartphones should be used for participation, and smartphones silenced during class. Key university Fall term dates and deadlines can be found online here: <https://carleton.ca/registrar/registration/dates/academic-dates/>

#### **Brightspace**

This course uses Brightspace, Carleton's learning management system, where you will be able to view the required readings for this course, class outlines and all course announcements. To log in to Brightspace, and to find help and support with the system, go to <https://carleton.ca/brightspace/>. Any unresolved technology questions can be directed to Information Technology Services (ITS) at Carleton: <https://carleton.ca/its/>

## **Communications and Procedure to Deliver Academic Submissions**

Throughout this course, you may come upon general questions about the course and its components. You are invited to contact me at [jeremy.wildeman@carleton.ca](mailto:jeremy.wildeman@carleton.ca) with any questions about the course, the course readings, the assignments, or any other material. I will try to answer your inquiry within *24 hours on weekdays outside holidays*. You are also encouraged to come and speak to me in-class or during my office hours (posted above). Office hours will be conducted online or by telephone. Critical comments and feedback about the course, evaluation requirements, readings, the relevance of lecture topics and assignments are encouraged. Comments and feedback will always be held in confidence.

Please send messages using your official Carleton email account. Instructors are not supposed to respond to email sent from personal email addresses.

Academic work will be submitted via Brightspace by the deadline. *If* an alternative format is required, such as a hard copy of your paper, please contact the professor to see what is possible. However, hard copy submissions are strongly discouraged. It is possible to submit via email, if required, to: [jeremy.wildeman@carleton.ca](mailto:jeremy.wildeman@carleton.ca)

## **In the Event of Changes ...**

Any changes made to the course calendar, weekly topics, or assigned work will be communicated to students in class, by email, and/or over Brightspace, and where applicable appropriate accommodations will be made.

## **Classroom Interaction**

Throughout this course, there will be opportunities for you to interact with your instructor and your classmates! Students will interact with their peers and have opportunities to learn from each other during learning activities, which include group work and discussions in breakout rooms. You are expected to behave with integrity and etiquette at all times, both during face-to-face interactions and when engaging with each other online.

### *Etiquette*

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognise and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

## **IV Learning Outcomes**

We want to support you in your development as a student by equipping you with important skills and knowledge. With that in mind, course learning objectives include:

1. To develop a broad understanding of Canada's foreign policy and key concepts intrinsic to it.
2. To understand how Canadian foreign policy has changed over time, and to consider ways it may evolve in the future.

3. To assess Canada's relationship with global affairs and the international community, how they have influenced Canada, and to interrogate how this has affected Canadians' articulation of their own national identity.
4. To learn how better to unpack our pre-existing assumptions and approach our understanding of global affairs through a more comprehensive articulation of appropriate theoretical lenses and important conceptual tools.
5. To better understand how to apply theory and develop methods for research in fields such as foreign policy, international relations (IR), Canadian studies, and political science more generally (e.g., What is theory and why do we need to take it into consideration? What is a methodology and how do I use it in research? Etc...)
6. To enhance important practical skills in analysis, writing, constructing arguments, speaking, and conveying knowledge through policy papers, essays, group work and presentations
7. To have fun learning new material, to share our thoughts with our classmates and professor, and to add to the body of knowledge on Canadian foreign policy.

*Don't worry, you won't need to become perfect at all these and mistakes are a key part of learning! Our goal is simply to strengthen your overall capacities together.*

### **Time Commitment**

As a general rule at university, you should expect to spend at least 3 hours of time working out-of-class, for every one hour in-class. For this course, you should expect to invest on average 8 to 10 hours per week. This will include the time you spend studying course material, practicing course objectives, and participating in course activities and assessments.

Sometimes we forget that **reading** is not only the cornerstone to learning in higher education, but a skill in and of itself. On average, it should take about one afternoon to cover the readings assigned in this course and understand them for conversation. Not everyone reads as effectively as they could, and this affects how well they manage their schedule. Poor reading skills can mean lost time that could be allocated from your schedule in better ways.

- Carleton University offers workshops on developing your academic skills, including for academic reading: <https://carleton.ca/csas/learning-support/learning-support-workshops/>
- For advice on effective reading see: <http://sass.queensu.ca/reading/>

You are encouraged to adhere to a pre-determined study schedule as you will be more likely to complete the course on time successfully. Throughout the term, *we will talk in class to see how everyone is doing with the schedule and workload*, because managing your own schedule is never easy, yet a brilliant skill to develop. It also offers us an opportunity to know if we need to adjust anything. *Do not be afraid to reach out for advice, including to your peers and instructor!*

## **V Texts**

### **Course Materials**

There is a selection of required readings that are necessary to read for classroom participation and learning objectives. You can access these readings for free online in the Carleton library via ARES (<https://reserves.library.carleton.ca/ares/>).

The reading list follows in this syllabus under Course Schedule. These readings will be supplemented on occasion by other material, which the instructor will note on Brightspace and/or in-class. The instructor reserves the right to alter the class schedule and reading list. Students can expect a rich multimodal approach to learning making use of readings, robust discussions, presentations, group

work, and multimedia. While nothing can be guaranteed, during the course we should be joined in some seminars by guest speakers with a professional foreign policy background, inside and outside government, to offer additional experiences and perspectives. Profiles for any guest speakers will be shared during the course. Past guest speakers have included former Director Generals, Ambassadors, UN-staff, NGO personnel, and community activists.

Note: students are encouraged to share research articles or current events with the instructor that they think could be of relevance to the in-class discussion. *All ideas are welcome for consideration!*

## **VI Evaluation at a Glance**

### **Graded Work**

The course is structured around two primary learning exercises. The first is specialised work on a research topic about Canadian Foreign Policy, which you will select in-course. Through it, we will hone your research skills by fostering your ability to select, conduct research on, write-up, and present your informed analysis on a research topic. This will comprise 60% of your grade but broken up into different parts to make sure you have different opportunities to do well and to learn from your mistakes. There is also a general knowledge element with 40% of your grade awarded for your broader understanding of Canadian foreign policy, through in-class participation and group work on a presentation.

The graded course work consists of the following:

1. Identify Research Topic (Issue) and Question: 5% -- Due September 27<sup>th</sup>
2. Develop Research Plan: 20% -- Due October 18<sup>th</sup>
3. Presentation: 20% -- taking place November 8<sup>th</sup> to 29<sup>th</sup>
4. Major Paper: 35% -- December 8<sup>th</sup>
5. Class Participation: 20%

## **VII Evaluation in Detail**

### **1. Identification of a Research Issue and Question: 5%**

In this course, you will have the opportunity to develop a better understanding of International Relations and issues in Global Politics while learning about Canadian Foreign Policy, and significantly develop your research and writing skills while so doing. Specifically in this course, you are being asked to identify an important emerging issue in global affairs and to offer research driven guidance how you think Canada should respond to it. This begins with identifying an issue for research inquiry.

In this opening exercise, we will decide what issue you will explore in our research papers in this course. You will identify a topic that you wish to research in-depth and write a 250–300-word rationale for exploring it. This exercise is worth *3% of the course grade* and will be graded on the level of effort and thought put into completing the exercise. Note, the Library offers advice on how to choose a research topic: <https://library.carleton.ca/guides/help/choosing-essay-topic>

For this exercise, you will also identify three different potential research questions that you could use to explore the issue you have selected, which helps you provide foreign policy guidance for Canada by exploring and responding to it. You will provide a brief explanation why you chose each. This exercise is worth *2% of the course grade* and will be graded on level of effort and thought put into completing the exercise. Note, the library offers advice on how to choose a research question: <https://library.carleton.ca/guides/help/choosing-essay-topic>

We will discuss together in-class the different topics we are considering exploring. The instructor and TA will provide feedback and, outside class, either approve your topic or work with you to refine it for your Research Plan. Likewise, the instructor and TA will decide with you what question is best to use, then approve and, if necessary, refine it.

The due date is **September 27<sup>th</sup>**. (Contact the instructor if you joined the course late.)

## 2. Research Plan: 20%

A research paper is a scholarly work where you are meant to offer an insightful survey or critical analysis about current developments on a topic, issue, or event relating to Canadian foreign policy. Specifically in this course, you are being asked to identify an important emerging issue in global affairs and to offer research driven guidance how you think Canada should respond to it, building on the work you did identifying an issue and question.

Any significant research paper should be planned out. A research plan outlining a paper before writing it helps you to maintain a cohesive argument in the paper, by referring consistently back to the plan while researching and writing the paper. For this important graded exercise, we will practice developing a research plan. We will discuss the structure of research plans in-class, too. An outline of that plan should include the following:

1. An appropriate and descriptive title.
2. Identification of the paper's argument (i.e., hypothesis) and main objectives.
  - A [hypothesis](#) is a research question that also includes the predicted or expected result of the research.
3. Justification for why the topic (issue) is being explored (i.e., why is it important?)
4. The methodology by which the argument is made, with a section describing your positionality (we will discuss in class what a '[methodology](#)' is).
5. A brief literature review of primary and secondary sources (<https://library.carleton.ca/guides/help/primary-secondary-and-tertiary-sources>).
6. Subsections exploring the argument (i.e., an outline of your paper).
7. Advance consideration of what your conclusion may look like (guided by your hypothesis).
8. An initial brief bibliography.

You can expect the research plan to be between 1,200 and 1,500 words long, though you may exceed the limit by up 700 words without prior permission. The aim of this exercise includes attention to course readings, quality of research, planning of quality academic writing, critical analysis, the ability to build an argument (i.e., choose a theory and hypothesis), the inclusion of methodology and literature review sections, development of scholarly writing skills, and an understanding of your chosen material. It will be worth *20% of the course grade* and will be graded on the level of effort and thought put into completing the exercise, and the quality of the work. There are 2.5 points available to be awarded per each of the eight points in the outline.

The research plan is due on **October 18<sup>th</sup>**.

In the research plan and paper, you will be asked to write in the methodology section how your own *positionality* may affect how you carry out this research. This will count towards your grade. The term [positionality](#)<sup>1</sup> 'both describes an individual's world view and the position they adopt about a research task and its social and political context'. It reflects the position that a researcher has chosen to adopt within a given research study, and influences how their research is conducted, its outcomes, and its results.

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<sup>1</sup> <https://files.eric.ed.gov/fulltext/EJ1268044.pdf>

As [Holmes](#)<sup>2</sup> writes, ‘Student researchers working towards a PhD or Master’s qualification in the social sciences are usually required to identify and articulate their positionality. Frequently assessors and supervisors will expect work to include information about the student’s positionality and its influence on their research. Yet for those commencing a research journey, this may often be difficult and challenging, as students are unlikely to have been required to do so in previous (undergraduate) studies’. It is a vital skill to master in effective research and future forecasting.

### 3. Presentation (Group Work): 20%

This will be a chance to develop important professional skills. This activity is meant to strengthen your ability to present research-driven analysis for your peers and to hone your ability to work together on projects in groups– key skillsets in most workplaces. For this graded activity, in groups of four you will be asked to pose what you think are the key foreign policy challenges Canada faces in the next 10 years, to justify why you think those are critical, and to offer guidance on what policies Canada should develop to respond to them. You will have 10 minutes altogether to make your case, and each group member is expected to present for part of the allotted time. PowerPoint and other multimedia are welcome, though not obligatory. There will also be 10 minutes allocated for your peers to ask you questions in class after your presentation.

You will notice the presentations run parallel to the work you are doing in your research papers. That is done on purpose. The knowledge you are gaining from your papers will inform and assist you to contribute directly to your group presentations.

The presentations will take place in class **November 8<sup>th</sup> to November 29<sup>th</sup>**. Dates for presentations will be assigned in advance in-class on October 11<sup>th</sup>. This exercise will constitute *20% of the course grade*.

<b>Presentation Grading Rubric</b>			
<b>Category</b>	<b>Possible Considerations</b>	<b>Maximum Points</b>	<b>Awarded Points</b>
1. Opening / Introduction	-The start of your presentation clearly lays out what topic and overarching research question(s) and objectives you are addressing. - It pitches your ideas in such a way as to effectively elicit interest from your audience.	<b>2</b>	
2. Argument and Focus	-The focus and main arguments are well formulated, relevant, thought-provoking, and original. -The presentation argument(s) is (are) logical and clear. They consist of a series of sub-arguments, or a combination of both statements and question(s). -The presentation argument(s) is (are) well-structured and different sources of information are well-integrated.	<b>5</b>	
3. Context and Depth of Analysis	- Important themes and background information are provided so that your audience understands the argument and ideas presented.	<b>6</b>	

<sup>2</sup> <https://files.eric.ed.gov/fulltext/EJ1268044.pdf>

	<ul style="list-style-type: none"> <li>- The focus of the argument, research questions, and follow-up questions in your presentation are appropriately discussed.</li> <li>- The policy solutions are logical and well supported.</li> <li>-You make reference to secondary and primary sources, and media.</li> </ul>		
4. Conclusion	<ul style="list-style-type: none"> <li>- The conclusion highlights the main argument</li> <li>- The main research questions and ideas, including policy guidance, are summarised.</li> <li>- The conclusion's points are research-driven and recommendations well-argued.</li> </ul>	<b>3</b>	
5. Technical Aspects	<ul style="list-style-type: none"> <li>-The presentation is organised and well prepared.</li> <li>-The speaking style is accurate, fluid, and in compliance with academic expectations.</li> <li>-The talk is well-formulated, intelligible, innovative, and professional in appearance.</li> </ul>	<b>4</b>	
<b>Final Score</b>		<b>20</b>	

Speaking comes with varying degrees of ease and difficulty for all of us. Regardless of our comfort level, effectively conveying research analysis by speaking is a challenging yet important skillset. It is a transferrable skill to communicate all kinds of ideas and can be a difference-maker for you to be taken seriously, including for future employment. Some advice on giving presentations can be found here: <http://sass.queensu.ca/presentation-skills/>

Above all else, your instructor recognises how difficult speaking is and that you may not have much experience. They will take this into consideration while supporting you in completing this useful exercise. *Please, reach out if you have any questions or concerns.*

#### **4. Research Paper: 35%**

The research paper is intended to demonstrate analytical skill, the development of coherent arguments, and an effective writing style sustaining those arguments. It will comprise *35% of the course grade*. You will use your research plan as guidance when completing it.

You are being asked to identify an important emerging issue in global affairs and to offer research driven guidance how you think Canada should respond to it. The paper must be at least 2,500-3,000 words long, including citations and bibliography. It can only exceed 3,000 words with prior permission of the instructor. For this work, you will be asked to provide a 150-word abstract summarising your paper, which does not count against the word limit. You may choose to cite in any widely adopted citation style of your choice (e.g., Chicago, APA, etc...), but it must be consistent throughout the paper. Guidance on research scope, writing style, citations, the preparation of a bibliography and format will be offered routinely during the course.

The research paper is due on **December 8<sup>th</sup>**. It will be assessed on the following criteria, with an emphasis being placed on the quality of argument, based on how it is researched and presented (i.e., writing, research and citations).



<b>Research Paper Grading Rubric</b>			
<b>Category</b>	<b>Possible Considerations</b>	<b>Maximum Points</b>	<b>Awarded Points</b>
1. Title, Cover Page including Name of Author and Date, Abstract, Table of Contents, and List of Abbreviations	<ul style="list-style-type: none"> <li>-The title is succinct, interesting, and engaging and clearly explains the project.</li> <li>-The paper is attributed clearly to the author</li> <li>-The abstract clearly summarizes the project.</li> <li>-A list of 3-5 keywords demonstrates the core focus of the project.</li> <li>-The table of contents with page numbers illustrates the structure of the project.</li> <li>-All acronyms used in the project are referenced in a separate list of abbreviations.</li> </ul>	<b>3</b>	
2. Hypothesis, Research Question(s), and Focus	<ul style="list-style-type: none"> <li>-The working hypothesis is logical and clear. It consists of a series of questions, or a combination of both statements and a question(s). (This is the foundation of any research assignment.)</li> <li>-The focus and research question(s) are well formulated, relevant, thought-provoking, and original.</li> <li>-The hypothesis argument is well-structured and different sources of information are well-integrated. Sub-questions and arguments are referenced, discussed and accurate.</li> </ul>	<b>4</b>	
3. Methodology	<ul style="list-style-type: none"> <li>-The most appropriate methods to deal with the questions raised in relation to the topics are well-noted and explained (observation, content analysis, interview, etc).</li> <li>-The student researcher reflects on their positionality to the topic, explaining what the research topic and question(s) raised mean to them.</li> <li>-The researcher reflects on what possible cognitive bias they may have on the research topic and raises questions about their own positionality to it, and how this may affect their analysis.</li> </ul>	<b>5</b>	
4. Literature Review	<ul style="list-style-type: none"> <li>-The paper includes appropriate and relevant information, background secondary (academic) sources, indicating familiarity with some key publications on the topic.</li> </ul>	<b>4</b>	
5. Context and Depth of Analysis	<ul style="list-style-type: none"> <li>-Important themes and background information are provided so that the reader understands the research question(s) and its/their place within the field of research.</li> <li>-The focus of the hypothesis, research</li> </ul>	<b>6</b>	

	question(s), and follow-up questions and arguments are appropriately discussed. -The findings are linked to research in the field (i.e., citations, so <i>literature reviews matter</i> .) -Individual reflections raised on the research topic are included; they are logical and coherent and make sense to the reader.		
6. Conclusion	-The conclusion highlights the main results of the research. It is clearly linked to the hypothesis. -The main research questions and arguments are summarised. -The conclusion's points are research-based and recommendations well-argued.	<b>3</b>	
7. In-text Citations and Bibliography	-In-text citations and bibliography are done correctly and consistently with the appropriate style (in this case, a style of the student's choice). -Key ideas, quotations, and evidence supporting the paper's overarching argument (hypothesis) and question are cited. -The bibliography consists of references including primary sources, secondary sources, and media sources.	<b>5</b>	
8. Technical Aspects	-The paper is organised into major sections. -There are no mistakes in writing, grammar, and spelling. -The writing style is accurate, fluid and in compliance with academic expectations. -The paper is clean, legible, well-formatted, and professional and aesthetically pleasing in appearance.	<b>5</b>	
<b>Final Score</b>		<b>35</b>	

#### **In Consideration of the Paper's Grade ...**

- Grades in the B range are earned by fulfilling the requirements of the assignment, with the differences among the B ratings based on how complete the argument is, the inclusion of concepts learned in class, grammar, and writing style.
- Grades in the A range are earned by the inclusion of insights from additional research, from compelling arguments, out of novel insights or perspectives, and with highly effective writing.
- A grade of A+ is earned on a paper that presents an original contribution to the scholarly literature, which could be considered for some form of academic publication, such as in a student journal.
- Grades in the C range lack a cohesive argument guiding their paper, do not include key concepts, and may have poor grammar and writing style.
- Grades in D and F range do not have an argument guiding their paper, lack key concepts, exhibit a poor grasp of the research topic, and have poor grammar and writing style.

## 5. Class Participation: 20%

Attendance and participation will constitute *20% of the course grade*. Factors include:

1. Contribution to the weekly topics.
2. Contribution to class discussions from the readings, and additional insights.
3. Questions posed in class, together with suggested responses.
4. Leadership roles taken in group activities and group sessions.
5. Assistance to other students (e.g., peer review, contribution to any group sessions).

(1-5 contribute to 10% of the 20)

6. Attendance.

(6 contributes 10% of the 20)

Attendance and participation will be measured and weighted in a few ways. In addition to the professor observing your attendance during class, each student will be asked to prepare a question or idea for each of the readings, for discussion in class that week. (So, if there are 2 readings in a week, that would mean 2 ideas or questions; 1 for each reading.) These questions and ideas will be intrinsic to group discussions in break-out room exercises in-class during most weeks. These questions may also be interrogated in class in 'plenary', among the entire class. Students will also be encouraged to keep track of current affairs events for discussion in class, notably in relation to relevant weekly course material.

### Attendance, Grace Period, and Late Submission Penalties

All students should attend the majority of class to ensure that they have gained sufficient practice to deeply learn the concepts in this course, and receive credit. Remember, attendance affects your participation grade, too. However, there may be a time when you are unable to attend class for personal reasons. Family, personal and medical emergencies can be accepted as grounds for absence. A declaration for accommodations can be accessed here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf> Students with appointments relating to employment or other reasons should speak with the instructor before an absence. Unless agreed or documented, absences from class will result in *zero participation* being noted for that class. *When in doubt, reach out to your professor and TA.*

Assignments in this course have been designed with flexibility for academic consideration for all students. Each assignment will have a *three-day grace* period that each student may choose, if necessary, to invoke by request by email to the professor. That is, your assignments are expected to have been submitted to the professor on the due date posted, but will be accepted, without penalty up to 72 hours afterwards, if you make request this request before the deadline. Assignments submitted after the agreed assignment deadline will lose a value of one letter grade each day they are late. So, for example, a paper submitted one day late that would have received a B+, falls to a B; two days late to a B-; and three days late to a C+; and so forth.

Students may not miss more than one of the graded assignments worth more than 5%, or they will have failed to demonstrate sufficient mastery of the learning outcomes and therefore automatically fail the course, regardless of final grade.

**Complementarity** – Students are encouraged to build up expertise in areas that may cross multiple courses. It is acceptable to write assignments on related topics. However, you may not simply cut and paste your work from one assignment to another, or essentially submit the same work for two or more assignments in the same or different courses. If you plan on writing on related topics in different courses, you must inform the instructors and discuss what will be acceptable in terms of overlap, and what is not. Failure to notify the faculty members will be viewed unfavourably should there be a suspicion of misconduct. *If ever you are in doubt, reach out to your instructor or TA for guidance!*

### **Artificial Intelligence (AI) in this Course**

In May 2023, the Working Group on the Use of Artificial Intelligence (AI) in Teaching and Learning at Carleton University reported on the potential opportunities and challenges AI poses for post-secondary institutions. AI tools may provide opportunities for teaching innovations, re-thinking existing teaching and assessment practices, creating customized learning activities, and saving time for both students and instructors (Terwiesch & Mollick, 2023). In addition, generative AI tools force us to consider their impact on the job market, the type of skills and competencies that graduates will need so that they are prepared for and stay competitive in the workforce, and to re-examine teaching objectives and learning outcomes both at the course and degree/program levels (Arya, 2023).

On the other hand, generative AI tools cause legitimate concerns and anxieties in relation to academic integrity standards as work created by generative AI tools can be more difficult to detect, and the use of detection tools is not a viable strategy. Deeply embedded in university programs and degrees is that students develop precise writing and critical thinking skills. The temptation of AI, if not engaged with carefully, can undermine students' ability to write and think critically.

As generative AI tools continue to evolve, discussions about their impact on education are ongoing. However, in the Canadian context, many educators agree that instead of trying to ban the use of generative AI tools, post-secondary institutions need be able to meaningfully adapt their educational practices much like they were able to do so in the past with previous technologies that raised concerns, such as calculators, spell and grammar-checkers, search engines, Wikipedia, etc. (Kovanovic, 2023; Monash University, 2023).<sup>3</sup>

In this course, we will try to embrace the use of AI for the opportunities it offers and avoid the pitfalls. It is ground-breaking technology so we will learn how best to use it together. Students will be allowed to use ChatGPT as an assistive tool, though not for the ultimate creation of their exercises. That is, you can use it for advice and ideas, but you must still construct and complete all your graded works by yourself. So, for instance, you cannot ask ChatGPT to write parts or all your assignments, to prepare your presentations, and you must have read and be familiar with any source you cite when building your arguments, to avoid plagiarism. *Again, when in doubt, reach out to your professor or TA.*

## **VIII Course Schedule**

### **Topics Outline and Readings by Seminar Week**

Students attending this course are asked to think critically and engage in challenging debates over the research, scholarly writing, and issues in Canadian foreign policy. The goal is to improve our knowledge about Canadian foreign policy and Canada's relations with the rest the world, by exploring its engagements in global affairs through important events, key trends, and the theories that help explain the phenomena we are observing. Each class begins with a survey of the week's topic followed by a lecture, multimedia, discussions (including the week's readings), and occasional group work and periodic guest speakers. Besides the goal of improving our knowledge about Canadian foreign policy, the aim of the class is to improve our overall skillsets as students, as critical thinkers, and as emerging scholars and as practitioners in the field of foreign policy and international relations, and related programmes. This aim is outlined in the course objectives at the start of the syllabus. This will be achieved through the seminars, readings, and graded work.

Students will be asked to prepare a question or idea for each of the readings, for discussion in class that week. (So, if there are 2 readings in a week, that would mean 2 ideas or questions; 1 for each

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<sup>3</sup> These three paragraphs were taken from pages 1-2 of the May 2023 report, where the full bibliography can be found for the works cited, too.

reading.) These questions and ideas will be intrinsic to group discussions in break-out room exercises in-class during most weeks. These questions may also be interrogated in class in 'plenary', among the entire class. Students will also be encouraged to keep track of events in current affairs for discussion in class, notably in relation to relevant weekly course material about Canadian foreign policy. Readings include a combination of mainstream and critical perspectives. The class topics and schedule are as follows:

## **I. Understanding Canadian Foreign Policy and Canada's Place in the World**

We will explore key questions and aspects of Canadian foreign policy, understandings of Canada's place in the world, and how foreign policy gets formulated in Canada. This includes key theories and terminology used to describe these processes and phenomena.

### **Week 1 (September 6<sup>th</sup>) - An Overview of Canadian Foreign Policy**

*Readings:*

- 'Introduction: Analyzing Canadian Foreign Policy' (Ch. 1, pages 1-15) in Nossal, Kim Richard, Stéphane Roussel, and Stéphane Paquin. *The Politics of Canadian Foreign Policy, Fourth Edition*. McGill-Queen's Press - MQUP, 2015.
- Course Syllabus

### **Week 2 (September 13<sup>th</sup>) - Canada in the World**

*Readings:*

- Carment, David, Laura Macdonald, and Jeremy Paltiel. 'Introduction: The Global Political Economy and the Great Power Challenge' (Ch. 1, pages 3-22) in Carment, David, Laura Macdonald, and Jeremy Paltiel, eds. *Canada and Great Power Competition: Canada Among Nations 2021*. Canada and International Affairs. Cham: Springer International Publishing, 2022.
- 'Power and Status: Canada's International Influence' (Ch. 3, pages 60-86) in *The Politics of Canadian Foreign Policy, Fourth Edition*.
- Note: We will discuss what a research topic is.

### **Week 3 (September 20<sup>th</sup>) - Dominant Theories and Critical Foreign Policy Perspectives**

*Readings:*

- 'Dominant Ideas in Foreign Policy' (Ch. 5, pages 135-171) in *The Politics of Canadian Foreign Policy, Fourth Edition*.

And either:

- Klassen, J. 'Canada and the New Imperialism: The Economics of a Secondary Power'. *Studies in Political Economy*, no. 83 (Spring) (2009): 163–90.

or

- Coburn, Veldon and David P. Thomas. 'Capitalism, Dispossession, and the Canadian State' (Ch. 1) in Thomas, David P., and Veldon Coburn, eds. *Capitalism and Dispossession: Corporate Canada at Home and Abroad*. Halifax: Winnipeg: Fernwood Publishing, 2022.
- Note: We will discuss what a research question is.

## **Week 4 (September 27<sup>th</sup>) - The Domestic and Regional Politics of Canada's Foreign Policy**

### *Readings:*

- 'Society and Foreign Policy' (Ch. 4, pages 97-129) in Nossal, Kim Richard, Stéphane Roussel, and Stéphane Paquin. *The Politics of Canadian Foreign Policy, Fourth Edition*. McGill-Queen's Press - MQUP, 2015.
- Carment, David, and Joseph Landry. 'Diaspora and Canadian Foreign Policy: The World in Canada?' (Ch. 13, pages 210-22) in *The Harper Era in Canadian Foreign Policy: Parliament, Politics, and Canada's Global Posture*, edited by Adam Chapnick and Christopher J. Kukuca. Vancouver: UBC Press, 2016.
- 'The Provinces and Foreign Policy' (Ch. 11, pages 323-46) in Nossal, Kim Richard, Stéphane Roussel, and Stéphane Paquin. *The Politics of Canadian Foreign Policy, Fourth Edition*. McGill-Queen's Press - MQUP, 2015.
- Note: the identification of a Research Topic and Question exercise is due.
- Note: we will discuss in class what a Research Plan is.

## **II. Contemporary Challenges for Canadian Foreign Policy**

We will apply what we have learned to *some* key foreign policy challenges Canada is facing in contemporary global affairs. These are of course just a selection of important issues. There are *many more* in a complex world. We will touch on many more in our class discussions, exercises, presentations, and papers.

## **Week 5 (October 4<sup>th</sup>) - the Rise of China and a Multipolar World**

### *Readings:*

- Bratt, Duane. 'Stuck in the Middle with You: Canada–China Relations in the Era of U.S.–China Clashes' (Ch. 13, pages 273-90) in *Political Turmoil in a Tumultuous World: Canada Among Nations 2020*, edited by David Carment and Richard Nimijean, Canada and International Affairs. Cham: Springer International Publishing, 2021.
- Paltiel, Jeremy. 'How Canada Became Hostage to Growing Sino-American Rivalry in the Affair of Meng Wanzhou and the "Two Michaels"' (Ch. 12, pages 257-71) in *Canada and Great Power Competition: Canada Among Nations 2021*
- Dade, Carlo. 'Keep Your Friends Closer: Managing Economic Relations in the Canada-U.S.–China Triangle' (Ch. 15, pages 317-38) in *Canada and Great Power Competition: Canada Among Nations 2021*.
- Note: We will discuss our research topics and questions in-class.
- Note: We will also discuss how they are used in the development of a research plan.

## **Week 6 (October 11<sup>th</sup>) – Climate Change**

### *Readings:*

- Plourde, André. 'What's a Country Like Canada to Do? Addressing the Challenge of Global Climate Change' (Ch. 10, pages 209-220) in *Canada and Great Power Competition: Canada Among Nations 2021*.
- Campbell, Claire. 'In the National Interest: Teaching About Canada and the Environment' (Ch. 3, pages 47-63) in Kirkey, Christopher, and Richard Nimijean, eds. *The Construction of Canadian Identity from Abroad*. Canada and International Affairs. Cham: Springer International Publishing, 2022. <https://doi.org/10.1007/978-3-030-86574-0>

- Roberts, Kari. 'Geopolitics and Diplomacy in Canadian Arctic Relations' (Ch. 6, pages 125–43) in *Political Turmoil in a Tumultuous World: Canada Among Nations 2020*.
- Note: We will look one more time at the Research Plan.
- Note: We will set Presentation dates.

### **Week 7 (October 18<sup>th</sup>) – Gender and Foreign Policy**

#### *Readings:*

- Hannah, Erin, Adrienne Roberts, and Silke Trommer. 'Canada's "Feminist" Trade Policy?' (Ch. 4, pages 71-93) in *Canada and Great Power Competition: Canada Among Nations 2021*.
- Tiessen, Rebecca. 'Situating Canada's Feminist Foreign Policy Priorities in the Context of the COVID-19 Pandemic and a Rapidly Changing Global Context' (Ch. 11, pages 233-46) in *Political Turmoil in a Tumultuous World: Canada Among Nations 2020*, edited by David Carment and Richard Nimijean. Canada and International Affairs. Cham: Springer International Publishing, 2021.
- Neve, Alex. 'A Sobering Look at Canada's Human Rights Record'. *The Globe and Mail*, 10 July 2015. <http://www.theglobeandmail.com/globe-debate/a-sobering-look-at-canadas-human-rights-record/article25405839/>.
- Note: the Research Plan is due.
- Note: we will discuss the Presentations.

### **Week 8 (October 25<sup>th</sup>) – Fall Break**

*No Classes*

### **III. Canada, the United States, and the Postwar World Order**

We will now explore some of the key drivers, premises, and elements in the architecture of global affairs that Canada has been influenced by, contributed to, supported, and interacted with since the end of World War II, and after the Cold War through the War on Terror.

### **Week 9 (November 1<sup>st</sup>) – Canada-US Relations**

#### *Readings:*

- Jackson, Taylor, and Christopher Sands. 'United States–Canada Relations' (Ch. 24, 537–48) in *The Palgrave Handbook of Canada in International Affairs*, edited by Robert W. Murray and Paul Gecelovsky. Canada and International Affairs. Cham: Springer International Publishing, 2021.
- Sinclair, Scott and Stuart Trew. 'Canada–U.S. Trade Relations in a Decarbonizing World: Competing and Complementary Visions for an Inclusive, Worker- and Climate-Centred North American Economy' (Ch. 3, Pages 49-65) in *Canada and Great Power Competition: Canada Among Nations 2021*.
- McKercher, Asa. 'Too Close for Comfort: Canada, the U.S. Civil Rights Movement, and the North American Colo(u)r Line'. *Journal of American History* 106, no. 1 (1 June 2019): 72–96. <https://doi.org/10.1093/jahist/jaz168>.
- Note: We will discuss the research plans and presentations.

### **Week 10 (November 8<sup>th</sup>) – Defence, Security, and Foreign Policy**

#### *Readings:*

- Sokolsky, Joel J. 'Canada's NATO: Seventy Years of Commitment and Re- Commitment' (Ch. 10, pages 197–218) in *The Palgrave Handbook of Canada in International Affairs*, 2021.

- Belo, Dani. 'Middle Power Foreign Policy in an Era of Gray Zone Conflict: Addressing the Challenges for Canada' (Ch. 13, pages 257-71) in *Canada and Great Power Competition: Canada Among Nations 2021*.
- Warner, Rosalind 'Disaster Risk Governance as a Guide to Canadian Policy Responses to a Global Health Emergency' (Ch. 7, pages 147-63) in *Canada and Great Power Competition: Canada Among Nations 2021*.
- Note: we will discuss the development of your Research Paper, based on your Research Plan.
- Note: there will be in-class student presentations.

### **Week 11 (November 15<sup>th</sup>) – Canada and a Rules Based Order**

#### *Readings:*

- Boulden, Jane. 'Canada, the United Nations and World Order' (Ch. 8, pages 161-75) In *The Palgrave Handbook of Canada in International Affairs, 2021*.
- Harrington, Joanna. 'Canada and International Law: Supporting a Rules-Based Approach to International Relations' (Ch. 12, pages 251– 67) in *The Palgrave Handbook of Canada in International Affairs, 2021*.

#### *Either:*

- McBride, Stephen and Noah Fry. 'Locked in: Canadian Trade Policy and the Declining Liberal Order' (Ch 2, pages 25-43) in *Canada and Great Power Competition: Canada Among Nations 2021*.

#### *Or*

- Kirton, John. 'Canada's Changing Role in the G7 and G20' (Ch. 11, pages 223–46) in *The Palgrave Handbook of Canada in International Affairs, 2021*.
- Note: we will discuss the Research Paper
- Note: there will be in-class student presentations.

### **III. Critical Perspectives and the Global South**

We will consider critical, Indigenous, and subaltern perspectives of Canada, how Canada is changing, what Canada may look like in the future, and its place in a changing world.

### **Week 12 (November 22<sup>nd</sup>) – Canadian Coloniality and Indigenous Relations**

#### *Readings:*

- Coburn, Veldon, and Margaret Moore. 'Occupancy, Land Rights and the Algonquin Anishinaabeg'. *Canadian Journal of Political Science/Revue Canadienne de Science Politique*, 2 November 2021, 1–18.
- Perley, Bernard C., 'Teaching Indigenous Canada: Learning from "Externality"' (Ch. 6, pages 107-20) in *The Construction of Canadian Identity from Abroad*.
- Lightfoot, Sheryl. 'A Promise Too Far? The Justin Trudeau Government and Indigenous Rights' (Ch. 165–79) in *Justin Trudeau and Canadian Foreign Policy*, edited by Norman Hillmer and Philippe Lagassé, 1st ed. Canada and International Affairs. Cham: Springer International Publishing, 2018. <https://doi.org/10.1007/978-3-319-73860-4>.
- Note: we will discuss the Research Paper
- Note: there will be in-class student presentations.



## Week 13 (November 29<sup>th</sup>) –Canada’s Changing Identity and Relations with the Global South

### Readings:

- Thompson, Debra ‘Race, the University, and Social Transformation’ (Ch. 5, pages 89-103) in *The Construction of Canadian Identity from Abroad*.
- Wildeman, Jeremy. ‘The Middle East in Canadian Foreign Policy and National Identity Formation’. *International Journal*, 6 October 2021.  
<https://doi.org/10.1177/00207020211049326>.
- Akuffo, Edward Ansah. ‘Morality as Organizing Principle: Making Sense of Canada–Africa Relations’ (Ch. 28, pages 635–57) in *The Palgrave Handbook of Canada in International Affairs*, 2021.
- Note: we will discuss the Research Paper
- Note: there will be in-class student presentations.

## Week 14 (December 6<sup>th</sup>) – What Lies Ahead? Future Forecasting

### Readings:

- Carment, David, Jeremy Paltiel, Laura Macdonald, Federman Rodríguez, and Racheal Zara Wallace ‘Conclusion: What’s Ahead for Canada? Challenges to the Liberal International Order and Great Power Rivalry’ (Ch. 16, pages 343-61) in *Canada and Great Power Competition: Canada Among Nations 2021*.
- Note: we will discuss the Research Paper, which is due December 8<sup>th</sup>.

## IX Land Acknowledgement



Carleton University is located in Ottawa on the unceded, unsurrendered Territory of the Anishinabe Algonquin Nation, whose presence here reaches back to time immemorial. We recognize the Algonquins as the customary keepers and defenders of the Ottawa River Watershed and its tributaries. We honour their long history of welcoming many Nations to this beautiful territory and uphold and uplift the voice and values of our Host Nation. Further, we respect and affirm the inherent and Treaty Rights of all Indigenous Peoples across this land.

Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols. We will continue to honour the commitments to self-determination and sovereignty we have made to Indigenous Nations and Peoples. We further

acknowledge the historical oppression of lands, cultures and the original Peoples in what we now know as Canada and fervently believe in the healing and decolonizing journey we share together.

Check out *Native Land* for an interactive mapping project of Indigenous territories worldwide: <https://native-land.ca>

### **Terminology in Indigenous Studies**

Carleton University states: 'There has been a national move to embrace the term Indigenous as the preferred way to refer to First Nations, Inuit and Métis peoples as a collective. In adopting this change, Carleton joins the many individuals, groups, organizations, universities and governments, both nationally and internationally, who have chosen to use the term Indigenous. ... The term recognizes the shared and separate histories of First Nations, Inuit and Métis peoples. Refining our language and terminology is a way of strengthening relationships and establishing greater connections with Indigenous peoples and communities'. [UBC's Indigenous Foundations](#)<sup>4</sup> programme has a useful resource that provides an overview of different terms that are used when writing or speaking about Indigenous peoples and explains why terminology is important.

## **X 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>

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<sup>4</sup> <https://indigenousfoundations.arts.ubc.ca/about/>

### **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](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](#).

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

### **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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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.

Prepared by Jeremy Wildeman on 2023 August 4<sup>th</sup>.  
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