

Carleton University
Winter 2019
Department of Political Science

Political Science 4104B
Development in the Global South – Theory and Practice

2:35 p.m. - 5:25 p.m. (14:35-17:25) Tuesdays
Please confirm location on Carleton Central

Instructor: Paola Ortiz Loaiza

Office:

Office Hours: Tuesdays 1:30pm – 2:30pm

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Course Description

This seminar course is designed to explore the following questions:

What is development? Why is it desirable? How do we measure it and how do we achieve it? How have different sets of ideas (theories) about development changed over time? And, how have those ideas informed and shaped practices to promote development in the Global South? Why do we brand some countries as ‘the Global South’? How is that relevant for development? What have been some of the main outcomes of development practices, in specific countries, in the Global South?

The main objective of this seminar course is twofold

First, the seminar introduces students to the main theoretical approaches to development from a *multidisciplinary perspective*. The classical theories include imperialism/colonialism, modernization theory, structuralist economics, dependency theory, neoliberal economics, and post-colonial and post-modern theory (exploring contributions from economics, political science, sociology and anthropology). The students will explore the historical progression and major debates related to these key theories, their strengths, weaknesses, and critical responses including the feminist, gendered and social movement perspectives.

Second, this seminar will enable students to explore and assess relevant examples of policies and practices to promote development in the Global South. By exploring concrete examples, the students will be able to critically discuss: how development theories and ideas have been implemented, how much the practice is coherent with the theory, and whether it is possible to assess the impact of specific development policies in particular contexts.

Both perspectives, theory and practice, will be explored in tandem during each seminar session.

Additional objectives

In addition to focusing on mastery of content, this seminar course will provide opportunities for students to develop and sharpen skills such as informed critical thinking, theory and evidence-based argumentation, written and oral communication, presentation, among others.

All the assignments, evaluations, discussions and presentations described below are designed to support the objectives of this seminar. For example, instead of a final exam, the students will elaborate a theoretical research essay and a policy brief throughout the term.

Learning Outcomes

By the end of the course, students will be able to:

- Explain key concepts, principles, and assumptions of development theories
- Discuss (critically) the strengths and weaknesses of the main theories of development
- Analyze the influence of theory in contemporary development practice using specific case examples
- Critically assess the coherence between theory and practice, as well as between desirable vs. possible outcomes of development practice
- Present and discuss development issues in an informed and coherent manner (orally and written)
- Argue an interpretation of a chosen development problem in the Global South and its links with development theory

Materials

All readings are found in Ares through the CuLearn course page.

Online Component

Please consult the CuLearn system regularly as a complement to this outline, for outline updates, assignment requirements, dates, grading rubrics, and any other important updates and information.

Assessment components:

Assignments at a Glance	Value	Due
Attendance and participation	30%	Throughout weekly
Seminar presentation	10%	2 students per week
Seminar brief (critical review)	10%	Due week after presentation
Research paper proposal	10%	Due February 26 (week 8)
Research paper (theory)	20%	Due April 2 (week 12)
Policy brief (practice) (take home-exam)	20%	Due April 16
Total	100%	

Students must complete all assignments to receive a passing grade.

Assessment components explained:

We will review assignment expectations the first day of class.

Please review the scoring rubrics posted on CuLearn in advance, before submitting any assignment.

Attendance and participation (30%)

Attendance is mandatory. Attendance will be recorded and marked as 1/3 of your participation grade (i.e. 10% of 30%). Marks will be deducted if you consistently arrive late or consistently you are not fully present in the classroom (i.e. distracted by phone, media, etc.). Please let me know in advance (in person or by email) if you will be missing a class for urgent and justifiable reasons.

Regular and active participation in this fourth-year seminar course is fundamental to receive a passing grade. Participation will be assessed on the quality (not quantity) of your contributions, respectful and informed interventions, directly related to class readings and material. Students need to carefully read the required readings, prepare weekly reading notes, including questions for discussions, and actively participate in discussions. Demonstrating active listening, asking questions on course material, and offering thoughtful reflections are excellent ways of participating in class.

Seminar presentation and brief (critical review) (10% + 10%)

Seminar presentation: Two students will be responsible for leading each seminar on their chosen date (date will be determined the first day of class). The pair of students leading the seminar will provide a brief introduction to the required texts and will identify at least four questions to discuss in class. Their presentation will be divided into two parts:

During the first half of the seminar, students will present the main theoretical arguments and main concepts in the readings and class materials and will raise at least two questions to contribute to understanding and discussing the theoretical approaches.

During the second half of the seminar, the two students leading the seminar will present at least one concrete example of policy and practice of development in the Global South, related to the theory and readings of that day. They will also provide at least two questions for discussion regarding how the theory informs the practice, analyzing concrete examples (e.g. by country, development topic, international agency, policy, among others). Students can use short videos, posters or any suitable online materials (videos should be no longer than 5 minutes), as well as any other creative techniques (e.g. debates, direct questions, etc.) to encourage lively discussions.

Seminar brief (critical review): After their seminar presentation each student, individually, will submit **an electronic and a hard and copy** of a written 1000-word critical analysis of one or more of the texts discussed in class during their presentation. It is recommended to write this critical review in a “review paper” format, suitable for publication in a peer-reviewed journal. Provide analysis of the merit of the theory/author in explaining specific contemporary development challenges. The students have a maximum of **5 days after their presentation date (by the following Sunday at noon)**, to complete this assignment. The extra days are intended to give the students the opportunity to include the class discussions in their analysis. (You must send the electronic copy by the deadline through the CuLearn portal and must bring the hard copy at the beginning of next class).

Research paper (10%+20%)

Research paper proposal: The research proposal must demonstrate a clear engagement with the literature and will develop a tentative research question and working hypothesis **on development theory** and critique (for example analyzing/comparing one theory, concept, or argument).

Students will also provide an initial outline, explaining each aspect of it, clarifying how they will develop their argument. Please confirm your topic with the professor in advance of submission. The research proposal is **due February 26, 2019, and must be submitted in hard copy** at the beginning of class.

Important: essays on applied policy issues are not permitted.

Research Paper: The final research paper based on your revised proposal will address the proposed question, hypothesis and critique in approximately 4000 words. It is expected that papers demonstrate rigorous research skills and have developed and supported a convincing argument, made in a clear and coherent way, using at least 7 solid theory related refereed journal articles, books or book chapters (you may also include properly quoted internet sources). Bibliographic references must be included following APA style guidelines and are not included in the 4000-word count. The research paper is **due April 2, 2019, and must be submitted in hard copy** at the beginning of class.

Policy brief (practice)- (take home-exam 20%)

This final assignment will be posted online the last day of class (April 9). Students will receive additional instructions in class. Students will choose one from two questions, and following a policy brief format, **in less than 2000 words**, they will critically review a concrete development policy or country case study. Building on course readings and discussions, students will: briefly explain the particular policy or practice and its main characteristics; identify the theoretical background or perspectives underlying that particular issue; elaborate a critique identifying strengths and weaknesses; assess some of the implications of that policy or issue; and finally recommend some potential steps/solutions to improve or change that policy or development practice. Students also need to identify the ideal recipient of the policy brief and address it to a specific institution, organization, community or person (using the appropriate clear language to explain the issue). **The policy brief is due by April 16**, through the CULearn portal.

Course Policies:

Late Policy

Assignments are due on the **dates and in the way** specified in the course outline. Late papers will be subject to a penalty of 3% a day not including weekends. This penalty will apply to all papers submitted in the dropbox of the Political Science Department, even on the due date. Assignments will not be accepted 10 days after the due date. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment. Exceptions may be made only in those cases of special unforeseen circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

Policies on Assignments

All assignments in this course must be 12 pt font, double-spaced and have standard one-inch margins. They should be free of spelling and grammatical errors. They must include appropriate citations and bibliography. Assignments that do not have any citations from academic sources will be returned to the student ungraded. You must use APA style format consistently (See: <http://www.carleton.ca/sasc/peer-assisted-study-sessions/workshop-handouts/week-ten/writing-resources/citation-styles/>). (<https://www.apastyle.org/>)

E-mail

Students can come to designated office hours and/or make appointments to visit in-person to solve course-related issues. Emails are welcome, however, please note that I may reply in 48 (and during weekdays). This means that questions about assignments must be asked well in advance of due dates. **Please be sure that you read the syllabus and the rubrics carefully before making any inquiries.**

Course materials and 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 the prior written consent of the author(s).

Weekly topics and readings (Winter 2019):

January 8 (week 1) – What is development? Why theory vs. practice?

Key questions: What is development? How do we measure it? How do we get it? Who are the agents of development? Why different theories? Why studying theory and practice?

Introduction:

- Self-introductions and expectations;
- Review the syllabus, course overview, assignments & expectations;
- Sign up for student-facilitated seminars (especially weeks 2 – 4)

Readings:

- Thomas, A (2000). “Meanings and views of development.” In T. Allen and A. Thomas (Eds.), *Poverty and Development Into the 21st Century*. Oxford: Oxford University Press. HC59.72.P6 P67 2000 (Read pp. 23-48).
- Amartya Sen (1999). *Development as Freedom*. New York: Anchor Books. HD75.S455 2000
 - Introduction and Chapter 1
- Wolfgang Sachs, (ed.) (1992), *The Development Dictionary*, London: Zed Books. HD75.D4868:
 - Gustavo Esteva, “Development”
- Haslam, Paul Alexander; Beaudet, Pierre; Schafer, Jessica (2017). Introduction to international development: approaches, actors, and issues, HD82 .H327 2017 (2017 edition available in Carleton Library)
 - Chapter 1

Skim:

- The Sustainable Development Agenda.
<https://www.un.org/sustainabledevelopment/development-agenda/>

Watch:

- Martha Nussbaum, "Creating Capabilities: The Human Development Approach."
<https://www.youtube.com/watch?v=sYfFGDhbHUK> (Watch minute 1 to 22)

January 15 (week 2) – Colonialism and imperialism

Key questions: What are the historical and material roots of inequality? How has capital accumulation shaped poor and rich countries and societies? Are there still current examples of colonial practices? Who are the trustees of development?

- Michael Cowan and Robert W. Shenton. *Doctrines of Development*, New York: Routledge, 1996. (confirm electronic access)
 - Chapter 1: “The Invention of Development”
- Bill Warren, “Imperialism and Capitalist Industrialization” *New Left Review* 1/87/88 (1973): 3-44
- Ellen Meiskins Wood (2003). *Empire of Capital*. London: Verso (confirm access)
- Ann M. Carlos and Stephen Nicholas, “‘Giants of an Earlier Capitalism’: The Chartered Trading Companies as Modern Multinationals” *The Business History Review* 62: 3 (Autumn 1998): 398-419.
- Constantine, Stephen (1984). *The making of British colonial development policy, 1914-1940* (eBook available online via Carleton University Library)
 - Introduction
- Gilbert M. Joseph, Catherine C. LeGrand, and Ricardo D. Salvatore (eds) (1998). *Close encounters of empire: writing the cultural history of U.S.-Latin American relations*. Durham, N.C.: Duke University Press. F1418.C64
 - Introduction

January 22 (week 3) – Modernization theory

Key questions: Keeping in mind the historical roots of inequality, is there a recipe for development? Is there a path toward development? Are there necessary conditions for development to occur? Is the influence of modernization theory still visible today in development practices?

- Rostow, W.W. (1971). The five stages-of-growth - a summary. In *The Stages of Economic Growth: A Non-Communist Manifesto* (pp. 4-16). Cambridge: Cambridge University Press. (Or W.W. Rostow “The Stages of Economic Growth” *Economic History Review*, New Series, 12:1 (1959): 1-16)
- Rist, G. (2002). Modernization poised between history and prophecy. In *The History of Development: From Western Origins to Global Faith* (pp. 93-108). London: Zed Books. HD78 .R5713 2002

Debate Sachs versus Easterly:

- Sachs, Jeffrey D. (2005). *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books. HC59.72.P6 S225 2005
 - SKIM chapters 1, 14 and 15
- Easterley, William (October 2006). “Reliving the 50s: the Big Push, Poverty Traps and Takeoffs in Economic Development” (<http://www.nyudri.org/research-index/2006/reliving50s?rq=Reliving%20the%2050s%3A%20the%20Big%20Push>)
- Regmi, K.D. & P. Walter (2017). Modernisation theory, ecotourism policy, and sustainable development for poor countries of the global South: perspectives from Nepal. *International Journal of Sustainable Development & World Ecology* 24 (1), 1-14.

January 29 (week 4) – Dependency theory

Key questions: Do global systems promote and perpetuate underdevelopment? Is dependence inevitable in a capitalist system? How have dependent relations changed in current global conditions? Are core-periphery notions still useful?

- Andre Gunder Frank, (1966). “The Development of Underdevelopment,” *Monthly Review* 18, (September, 1966) 4 17-31. <http://s3-euw1-ap-pe-ws4-cws-documents.ri-prod.s3.amazonaws.com/9781138824287/ch10/1. Andre Gunder Frank, The Development of Underdevelopment, 1966.pdf>
- Cardoso, F.H. & E. Faletto (1979) *Dependency and development in Latin America* (pp. 1-28). Berkeley: University of California Press (confirm access).
- Evans, Peter (1979). *Dependent Development: The Alliance of Multinational, State and Local Capital in Brazil*. Princeton: Princeton University Press. HC190.C3E92
 - Chapter 1
- Fischer, A.M. (2015). The end of peripheries? On the enduring relevance of Structuralism for understanding contemporary global development. *Development and Change* 46 (4), 700-732.

February 5 (week 5) – Neoliberalism

Key questions: What is the role of the market in development? What are the fundamental principles of liberal/neoliberal theories? Is neoliberal theory the dominant paradigm in development now? Why?

- Anne Kruger (1974). “The Political Economy of the Rent-Seeking Society” *American Economic Review*, vol. 64, no. 3.
- David Harvey (2007). *A Brief History of Neoliberalism*. Oxford: Oxford University Press. HD87 .H374 2005 (also available online through Carleton Library).
 - Chapter 1 and 3
- Michael P. Todaro and Stephen C. Smith, (2015). *Economic Development*. Boston: Addison-Wesley. HD82.T552 2015 (twelfth edition)
 - Chapter 3: “Classic Theories of Economic Growth and Development”
- John Williamson, “A Short History of the Washington Consensus” Working Paper. <http://www.iie.com/publications/papers/williamson0904-2.pdf>
- Hector Schamis, (2002). *Re-forming the State: The Politics of Privatization in Latin America and Europe*. Michigan: University of Michigan Press. HD4098.S33 2002
 - Chapter 3: From State to Market: The Chilean Policy Reform Experiment

February 12 (week 6) – State vs. Market I: the developmental state

Key questions: If the state is inefficient, is the market sufficient to bring development? Who should regulate the market and how? What is a developmental state? Who regulates the state?

- Colclough, C. (1991). “Structuralism versus neo-liberalism: an introduction”. In C. Colclough and J. Manor (Eds.) *States or markets? Neo-liberalism and the development policy debate*. Oxford: Clarendon. (Pages 1-22).
- Evans, P.B. (2010). “Constructing the 21st century developmental state: potentialities and pitfalls.” In O Edigheje (Ed.), *Constructing a democratic developmental state in South Africa, potentials and challenges*. Cape Town, HRSRC Press. (pp. 37-58).

- Page, J. (1994). The East Asian miracle: an introduction. *World Development* 22 (4), 615-625.
- Chang, H-J. (2010). “How to ‘do’ a developmental state: political, organisational and human resource requirements for the developmental state.” In O Edigheje (Ed.), *Constructing a democratic developmental state in South Africa, potentials and challenges*. Cape Town, HRSRC Press. (pp. 82-96)
- Zeng, J. & Y. Fang (2014). Between poverty and prosperity: China’s dependent development and the ‘middle-income trap’. *Third World Quarterly* 35 (6), 1014-1031.

February 19– Winter break: prepare your theory research proposal, due Feb.26!

February 26 (week 7) — State vs. Market II: a new consensus? (Proposals are due this week!)
Can the state promote development? What are the risks and opportunities? Is a balance between the state and the market possible? What is missing?

- Evans, Peter B. (1995). *Embedded Autonomy: States and Industrial Transformation* (Princeton: Princeton University Press. HD9696.C63B7345
 - Introduction & Chapter 1: States and Industrial Transformation, pp. 3-20.
- Rodrik, D. (2008). ‘Normalizing Industrial Policy’. Paper prepared for the Commission on Growth and Development. Washington DC: World Bank.
[https://siteresources.worldbank.org/EXTPREMNET/Resources/489960-1338997241035/Growth Commission Working Paper 3 Normalizing Industrial Policy.pdf](https://siteresources.worldbank.org/EXTPREMNET/Resources/489960-1338997241035/Growth_Commission_Working_Paper_3_Normalizing_Industrial_Policy.pdf)
- Carroll, Toby & Darryl S.L. Jarvis (2017). “Disembedding autonomy: Asia after the developmental state,” in Carroll and Jarvis(eds.), *Asia after the developmental state: disembedding autonomy*. Cambridge: Cambridge University Press. HC412.A7175 2017. (Chapter 1)
- Karl Polanyi, *The Great Transformation* (Boston: Beacon Press, 1967).
http://inctpped.ie.ufrj.br/spiderweb/pdf_4/Great_Transformation.pdf
 - Chapter 4: Societies and Economic Systems
- Stiglitz, J.E. (2018). ‘From Manufacturing Led Export Growth to a 21st Century Inclusive Growth Strategy: Explaining the Demise of a Successful Growth Model and What to Do About It’. Paper presented at the UNU-WIDER conference Think Development Think WIDER, Helsinki, Finland. 15 September.
<https://www.wider.unu.edu/sites/default/files/Events/PDF/Papers/Draft-paper-Juseph-Stiglitz-Sept2018.pdf>

March 5 (week 8) – New Institutionalism, Development and Path Dependence

Key questions: What is the role of institutions in development? Are they important? Why? How do institutions transcend the economic field? Can we link the neoinstitutional perspective to the state versus market debate? How? Is there a way to get institutions right?

- North, Douglass C. (1990). *Institutions, Institutional Change and Economic Performance*. Cambridge: Cambridge University Press. HB99.5.N67
 - Chapter 8: “Institutions and transaction and transformation costs.”
- Rodrik, Dani (2007). *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press. HF1359.R64 2007

- Chapter 5: “Institutions for High-Quality Growth”, pp. 153-183
- Acemoglu, Daron and James Robinson (2012). *Why Nations Fail: The Origins of Power, Prosperity and Poverty*. New York: Crown Publishers. HB74.P65 A28 2012
 - Chapter 15: “Understanding Prosperity and Poverty”
- Deonandan, Kalowatie; Ortiz Loaiza, Paola (2016) “Mining, Taxes, and Development in Guatemala: The State and the Marlin Mine,” *Latin American Policy*, 12/2016, Volume 7, Issue 2 (online through Calleton Library)

March 12 (week 9) – Critical responses I: Gender and development

Key questions: What do feminist and gender approaches bring to the study of development? What are the strengths and weaknesses of these approaches? Is feminism a universal approach? What are the consequences of (neoliberal) development policies for gender equity objectives? How have those perspectives evolved? What are viable alternatives?

- Benería, L., G. Berik & M.S. Floro (2016). Gender and development: a historical overview. In *Gender, development, and globalization: economics as if all people mattered* (pp. 1-40).
- Parpart, J. (2014). “Exploring the Transformative Potential of Gender Mainstreaming in International Development Institutions.” *Journal of International Development*. 04/2014, Volume 26, Issue 3
- Rathgeber, E. et al. eds. (2005). “Introduction: Whither GAD? New Directions in Gender and Development. *Canadian Journal of Development Studies*, 01/2005, Volume 26.
- Chant, Sylvia and Matthew Gutmann (2000). “Mainstreaming Men into Gender and Development: Developments, Reflections, and Experiences.” Oxford, Oxfam Working Papers. <https://oxfamlibrary.openrepository.com/bitstream/handle/10546/121166/wp-mainstreaming-men-gender-development-010100-en.pdf;jsessionid=03B2B13141000DEFDABE06379FAC4B54?sequence=5>
- Elson, Diane and Ruth Pearson, “‘Nimble Fingers Make Cheap Workers’: An Analysis of Women’s Employment in Third World Export Manufacturing.” *Feminist Review* 7 (Spring 1981), pp. 87-107.

March 19 (week 10) – Critical responses II: Post-modern and Post-development approaches

Key questions: How has development discourse justified certain practices? What are the main contributions of these approaches? Are we living in a post-development era? What are alternatives?

- Rist, Gilbert (2014). *The History of Development: From Western Origins to Global Faith*. London: Zed Books, 2008. HD78.R5713.
 - Chapter 1: Definitions of Development
 - Chapter 4: The Invention of Development
- Escobar, A. (1995). Introduction: development and the anthropology of modernity. In *Encountering development: the making and unmaking of the Third World* (pp. 3-20). Princeton: Princeton University Press.
- Abrahamsen, R. (2000). Democratisation and development discourse. In *Disciplining Democracy: development discourse and good governance in Africa* (pp. 1-24). New York: Zed Books.

- Ziai, A. (2015). Post-development: premature burials and haunting ghosts. *Development and Change* 46 (4), 833-854.

March 26 (week 11) – Critical responses III: Post-colonial approaches

Key questions: Is colonial power still present in the development enterprise? Is decolonization in development possible and desirable? Can we identify new practices that respond to these approaches? What are the alternatives?

- Said, Edward (2003). *Orientalism*. New York: Vintage Books 2003. DS12.S24 1994
 - Introduction
- Rojas, C. (2007). “International political economy/development otherwise.” *Globalizations* 4 (4), 573-587.
- Quijano, A. (2007). Coloniality and modernity/rationality. *Cultural Studies* 21 (2-3), 168-178.
- Kohn, Margaret and Keally McBride, eds. (2011). *Political Theories of Decolonization: Postcolonialism and the Problem of Foundations*. Oxford: Oxford University Press. (confirm availability)
 - Introduction
- Briggs, J. & J. Sharp (2004). Indigenous knowledges and development: a postcolonial caution. *Third World Quarterly* 25 (4), 661-676.

April 2 (week 12) – Civil society and social movements: resistance or participation?

Key questions: How do different theoretical approaches see the role of civil society and social movements in promoting development? What are the limits and possibilities for change as a result of their actions? How is social participation facilitated and/or made more difficult in the current global context? Why is social participation relevant?

- Sidney G. Tarrow, (2011). *Power in Movement: Social Movements and Contentious Politics* (New York: Cambridge University Press. HM291.T353 1998
 - Introduction
- James Scott (1985). *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press., HD1537.M27S38
 - Chapter 2: Normal Exploitation, Normal Resistance
- Margaret E. Keck and Kathryn Sikkink (1999). “Transnational advocacy networks in international and regional politics” *International Social Science Journal* 51:159 (March): 89-101.
- Escobar, A. (2004). Beyond the Third World: imperial globality, global coloniality and anti-globalisation social movements. *Third World Quarterly* 25 (1), 207-230.
- Runciman, C. (2016). Mobilising and organising in precarious times: analysing contemporary collective action in South Africa. *International Journal of Sociology & Social Policy* 36 (9/10), 613-628.

April 9 (week 13) – South-South cooperation: anti-hegemonic alternatives?

Key questions: How are the South-South cooperation experiences different to the traditional discourse and practice of development? What new challenges do they introduce to the fulfillment of development goals? Can we explain these with the existent theories or do they create a new perspective? How can these be theorized? Are there different South-South cooperation models?

- Carmody, P. (2013). Introduction: new models of globalization. In *The rise of the BRICS in Africa: the geopolitics of South-South relations* (pp. 1-21). New York: Zed Books.
- Nel, P. & I. Taylor (2013). “Bugger thy neighbour? IBSA and south-south solidarity.” *Third World Quarterly* 34 (6), 1091-1110.
- Lagerkvist, J. (2014). “As China returns: perceptions of land grabbing and spatial power relations in Mozambique.” *Journal of Asian and African Studies* 49 (3), 251-266.
- Caria, Sara; Domínguez, Rafael (2016). “Ecuador’s Buen vivir: A New Ideology for Development.” *Latin American Perspectives*, January, Vol.43(1), pp.18-33

Academic Accommodation Policies

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

Pregnancy obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

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

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 compete or perform 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

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence 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.

Copy rights

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 the prior written consent of the author(s).

Other Important Policies

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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:

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

Approval of final grades

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 Account

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

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. Holding social events, debates, and panel discussions, 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 numerous 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/> and our website <https://carletonpss.com/> or stop by our office in Loeb D688!"

Official Course Outline

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