

**PCSI 4207 A & 5107 W**  
**Globalization, Adjustment and Democracy in Africa**  
**Wednesday 2:35 – 5:25**  
**In-Person Seminar: Southam Hall, Room 315**

*While face-to-face classes at Carleton remain suspended because of COVID-19, this course will meet in a synchronous online format via Zoom. Please find access information on Brightspace.*

Instructor: Dr. Said Yaqub Ibrahim  
Office Hour: Virtual, by appointment  
Email: [said.yaqub@carleton.ca](mailto:said.yaqub@carleton.ca)

## **Course Description**

This course will provide a platform for studying development and democracy in contemporary Africa. A central theme will be the nature of global pressures and their political and economic consequences in Sub-Saharan Africa. The course is organized in three units. The first unit will examine the impact of dependency on the development of Africa with a special focus on China's role in political and economic development. Unit two will discuss the role of Western powers and neoliberalism in Africa and compare it with the significance of China's role in the continent. In the final unit, we will assess democratization in Africa in the context of globalization. Every unit includes theoretical and comparative discussions and case studies.

## **Course Material**

All material including journal articles, book chapters, and other listed material are available in Carleton library and the Ares system.

## **Class Format**

This is an in-person course which includes in-class lecture, student presentation, class discussion, and group work. Each class will start with a lecture and continue with one presentation followed by group work and class discussion. Group work is an opportunity for students to discuss the application of the week's readings and debates to a particular case study and share their findings and with the class. The instructor will design the group discussion and assign a case study for each group weekly.

## **Course Evaluation**

### **Participation & Group Work (35%)**

(All Classes)

Classes are structured in a “seminar” format and include class discussion, group work and reporting and discussing the result/finding of the group work. Therefore, it is expected that students come prepared to engage in class and group discussions and ask questions on the week’s topic and readings. Participation should be constructive, critical, and respectful. The purpose of class participation is to critically engage with course material and respectfully exchange understanding of assigned readings linking them to past, present, and future events and debates on globalization and democracy in Africa. Class and group discussions will be a good opportunity to assess the application and relevance of theories and debates to particular case studies.

#### **1. Presentation (10%)**

(One Presentation)

Every presentation requires one-two presenters and one-two discussants which will be assigned during the first meeting on January 12<sup>th</sup>. Every student must select one of the course topics and present it to the class in due course. The presentation should not exceed 20 minutes and should cover the main argument(s), discuss the relevant theory and method to the study of globalization, adjustment and democracy in Africa. Students should also provide a critique of the readings and highlight what is missing in the literature. A simple summarization of the assigned readings will not be considered as a good presentation. At the end of the presentation, the discussant should provide a critique of the presentation, one general question for the presenter, and two questions for the class. Students will receive 70 percent of the grade for their presentation and 30 percent of the grade for discussing and leading a particular presentation.

### **Research Proposal (15%)**

(Due February 9, electronically in Brightspace)

Proposals are an introduction to the course’s major research paper and should address three main questions as follows: What is the research about? How do you conduct the research? Why is the proposed topic worth researching? Every proposal should contain a clear research question, a hypothesis or central argument, a theoretical framework, a justification on how the topic fits the study of globalization, adjustment, and democracy in Africa. Proposals should also explain how the research paper will contribute to current debates/existing literature on the issue and include a potential bibliography of 20 to 25 scholarly sources including relevant sources from the syllabus. Proposals should not exceed **1200 to 1500** words for **graduate** students and **1000 to 1200** words for **undergraduate** students plus footnotes and bibliography. You can propose a single case study or comparative/theory-driven research, depending on your area of interest and research objective. You should write your proposal with the assumption that it is going to be an introduction to your research paper.

### **Research Paper (40%)**

(Due April 12, electronically in Brightspace)

Students are required to develop their proposal into a research paper by following the requested changes and revisions by the instructor. Students should develop the same research question, argument/hypothesis, the case study(s), and the theoretical claim that they have presented in their research proposals. The research paper should cover both theoretical and empirical aspects of the

topic and explain the policy implications of the finding. Papers should be organized in a “journal article” style and include a title, an introduction, a theoretical and/or methodological framework, a research/empirical part, and a conclusion section. The research paper must be based on 20 to 25 scholarly sources (i.e., journal articles, book chapters, and think tanks or official sources) and should not exceed **4000 to 4500** words for **graduate** students and **3500 to 4000** words for **undergraduate** student plus footnotes and bibliography. You can use any standard citation format including APA, MLA, and Chicago Manual of Style but any of these styles must be used consistently.

## **Late Submission Policy**

Assignments are due electronically in Brightspace. E-mailed assignments will not be accepted. Late submissions will be penalized daily (3 percent/day) for a maximum of 7 days. Assignments that are submitted after 7 days will receive a zero. Extensions could be granted but please contact me before the assignment’s due date.

## **Course Topics & Schedule**

### **Session 1 (January 12)**

Introduction to course and organizing the assignments

### **Session 2 (January 19)**

#### **GLOBALIZATION, DEVELOPMENT & DEMOCRACY IN AFRICA**

Ndlovu-Gatsheni, Sabelo. “Fiftieth Anniversary of Decolonisation in Africa: A Moment of Celebration or Critical Reflection?” *Third World Quarterly*, XXX, 1 (December 2011), 71-89. (Carleton library online)

Taylor, Ian. “Dependency Redux: Why Africa is Not Rising”. *Review of African Political Economy*, XLIII, 147 (March 2016), 8-25. (Carleton library online)

Ayittey, George. “Post-MDGs and Africa’s Development Conundrum”. *Journal of International Development*, XXVII (April 2015), 345-361. (Carleton library online)

Bond, Patrick. “Protests rise against World Economic Forum’s implausible ‘Africa Keeps Rising’ meme”. *Links*, 19 May 2016, <http://links.org.au/node/4694>

#### **Optional**

Ndlovu-Gatsheni, Sabelo J. “The Entrapment of Africa within the Global Colonial Matrices of Power: Eurocentrism, Coloniality, and Deimperialization in the Twenty-first Century”. *Journal of Developing Societies*, XXIX, 4 (December 2013), 331-353. (Carleton library online)

## UNIT ONE: AFRICAN DEVELOPMENT DEBATES

### Session 3 (January 26)

#### CHINA IN AFRICA - A NEW FORM OF DEPENDENCY?

- Ayers, Alison J. "Beyond Myths, Lies and Stereotypes: The Political Economy of a 'New Scramble for Africa'". *New Political Economy*, XVIII, 2 (April 2013), 227-251. (Carleton library online)
- Kaplinsky, Raphael. "What Contribution Can China Make to Inclusive Growth in Sub-Saharan Africa?" *Development and Change*, XLIV, 6 (November 2013), 1295-1313. (Carleton library online)
- Alves, Ana Cristina. "China's 'Win-Win' Cooperation: Unpacking the Impact of Infrastructure-for-Resources Deals in Africa". *South African Journal of International Affairs*, XX, 2 (July 2013), 207-222. (Carleton library online)
- Bräutigam, Deborah and Zhang, Haisen. "Green Dreams: Myth and Reality in China's Agricultural Investment in Africa". *Third World Quarterly*, XXXIV, 9 (November 2013), 1676-1696. (Carleton library online)

#### Optional

- Taylor, Ian. "Chinese Interest in Nigerian Oil and the American Context". *Canadian Journal of African Studies*, XLVIII, 3 (April 2015), 391-403. (Carleton library online)

### Session 4 (February 2)

#### CHINA AND THE WEST IN ZAMBIA

- Please watch: *Stealing Africa - Why Poverty*, 2013 58:27  
<http://www.youtube.com/watch?v=WNYemuiAOfU>
- Please watch: *Zambia: Good Copper Bad Copper*, 23 April 2012 53:05  
<http://www.youtube.com/watch?v=uamzirLswjk>
- Lungu, John. "Copper Mining Agreements in Zambia: Renegotiation or Law Reform?" *Review of African Political Economy*, XXXV, 117 (October 2008), 403-415. (Carleton library online)
- Larmer, Miles. "Reaction & Resistance to Neo-Liberalism in Zambia". *Review of African Political Economy*, XXXII, 103 (March 2005), 29-45. (Carleton library online)
- Lee, Ching Kwan. "The Spectre of Global China". *New Left Review*, 89 (September-October 2014), 29-65. (Carleton library online)
- Hess, Steve and Aidoo, Richard. "Charting the Roots of Anti-Chinese Populism in Africa: A Comparison of Zambia and Ghana". *Journal of Asian and African Studies*, XLIX, 2 (April 2014), 129-144. (Carleton library online)

#### Optional

Moorsom, Toby Leon. "The Zombies of Development Economics: Dambisa Moyo's *Dead Aid* and the Fictional African Entrepreneurs". *Review of African Political Economy*, XXXVII, 125 (October 2010), 361-371. (Carleton library online)

## **Session 5: February 9**

### **TRADE, DEPENDENCE & ADJUSTMENT IN AFRICA**

Please watch *The Cotton War* in six parts on YouTube. The first URL is:

<http://www.youtube.com/watch?v=l673CWNdGLc>

Fair Trade Foundation. *The Great Cotton Stitch-Up*. November 2010, 5-32. [http://www.cotton-acp.org/sites/default/files/docs/study/ft\\_cotton\\_policy\\_report\\_2010\\_download.pdf](http://www.cotton-acp.org/sites/default/files/docs/study/ft_cotton_policy_report_2010_download.pdf)

Flint, Adrian. "The End of a 'Special Relationship'? The New EC-ACP Economic Partnership Agreements". *Review of African Political Economy*, XXXVI, 119 (May 2009), 79-92. (Carleton library online)

Ochieng, Cosmas and Sharman, Tom. "Trade Traps - Why AU-ECP Partnership Agreements Pose a Threat to Africa's Development". *Action Aid International*, 2004.

[http://eprints.lancs.ac.uk/34763/1/Trade\\_traps.pdf](http://eprints.lancs.ac.uk/34763/1/Trade_traps.pdf)

Langan, Mark and Price, Sophia. "Extraversion and the West African EPA Programme". *Journal of Modern African Studies*, LIII, 3 (September 2015), 263-285. (Carleton library online)

#### **Optional**

Sanders, Ronald. "The EU, Economic Partnerships and Africa". *The Round Table*, CIV, 5 (October 2015), 563-571. (Carleton library online)

Watkins, Kevin and Sul, Jung ui. "Cultivating Poverty: The Impact of US Cotton Subsidies on Africa". *Oxfam Briefing Paper*, #30, 2002, pp. 1-35.

<https://oxfamlibrary.openrepository.com/bitstream/handle/10546/114111/bp30-cultivating-poverty-050902-en.pdf;jsessionid=66C04F626E2C2F3D82B935622DE6641F?sequence=1>

## **Session 6: February 16**

### **AGRARIAN ISSUES IN AFRICA**

Anseeuw, Ward. "The Rush for Land in Africa: Resource Grabbing or Green Revolution?" *South African Journal of International Affairs*, XX, 1 (April 2013), 159-173. (Carleton library online)

Haigh, Christine. *Carving Up a Continent*. London: World Development Movement, April 2014, 4-35.

[https://www.globaljustice.org.uk/sites/default/files/files/resources/carving\\_up\\_a\\_continent\\_report\\_web.pdf](https://www.globaljustice.org.uk/sites/default/files/files/resources/carving_up_a_continent_report_web.pdf)

Attwell, William. "'When We have Nothing, we all eat Grass': Debt, Donor Dependence and the Food Crisis in Malawi, 2001 to 2003". *Journal of Contemporary African Studies*, XXXI, 4 (October 2013), 564-582. (Carleton library online)

"Unravelling the 'Miracle' of Malawi's Green Revolution". *Seedling*, January 2010, Read the pdf version: pp. 1-11.

<https://grain.org/article/entries/4075-unravelling-the-miracle-of-malawi-s-green-revolution>

“Running to Stand Still: Small-Scale Farmers and the Green Revolution in Malawi”. African Centre for Biosafety, October 2014, vi-xviii. <http://acbio.org.za/wp-content/uploads/2015/02/Malawi-running-to-stand-still.pdf>

**Optional**

Baxter, Joan. “The War on Africa’s Family Farmers”. *Pambazuka*, 524, 6 June 2011, <http://pambazuka.org/en/category/features/72302>

**February 23: Winter Break, no class**

## **UNIT TWO: THE POLITICAL ECONOMY OF NEOLIBERAL REFORMS IN AFRICA**

### **Session 7: March 2**

#### **NEOLIBERALISM AND AFRICA**

Lofchie, Michael F. "The New Political Economy of Africa". *Political Development and the New Realism in Sub-Saharan Africa*, eds. David E. Apter and Carl G. Rosberg,

Charlottesville: University of Virginia, 1994, 145-183. (Electronically in Ares)

Mkandawire, Thandika. “Maladjusted African Economies and Globalisation”. *Africa Development*, XXX,1&2 (2005), 1-33. [http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/CA8763580CBBB2CEC125704A004BA535/\\$file/tm-africadev.pdf](http://www.unrisd.org/80256B3C005BCCF9/%28httpAuxPages%29/CA8763580CBBB2CEC125704A004BA535/$file/tm-africadev.pdf)

Mkandawire, Thandika. “Can Africa Turn From Recovery to Development?” *Current History*, CXIII, 763, (May 2014), 171-177. (Carleton library online)

Hanlon, Joseph. “Governance as ‘Kicking Away the Ladder’”. *New Political Economy*, XVII, 5 (November 2012), 691-698. (Carleton library online)

**Optional**

Sylla, Ndongo Samba. “From a Marginalised to an Emerging Africa? A Critical Analysis”. *Review of African Political Economy*, XLI, supp1 (January 2015), S7-S24 (Carleton library online)

### **Session 8: March 9**

#### **GLOBAL FORCES AND DEVELOPMENT IN TANZANIA**

Holtom, Duncan. "Reconsidering the Power of the IFIs: Tanzania and the World Bank 1978-1985". *Review of African Political Economy*, 106 (December 2005), 549-567. (Carleton library online)

Helleiner, Gerry. “The Legacies of Julius Nyerere: An Economist’s Reflections”. for a conference at Queen's University, 2000, 5 pp.  
<https://sites.google.com/site/intercontinentalbookcentre/tanzania-under-mwalimu-nyerere-reflections-on-an-african-statesman/appendix-ii-the-legacies-of-julius-nyerere>

- Gray, Hazel. "Industrial Policy and the Political Settlement in Tanzania: Aspects of Continuity and Change Since Independence". *Review of African Political Economy*, XL, 136 (June 2013), 185-201. (Carleton library online)
- Lange, Siri. "Gold and Governance: Legal Injustices and Lost Opportunities in Tanzania". *African Affairs*, CX, 439 (April 2011), 233-252. (Carleton library online)
- Curtis, Mark and Lissu, Tundu. *A Golden Opportunity - How Tanzania is Failing to Benefit from Gold Mining*. Dar es Salaam: Christian Council of Tanzania. 2008.  
<https://curtisresearch.org/wp-content/uploads/GoldenOpportunity2ndEd.pdf>

### **Optional**

- Butler, Paula. "Colonial Walls: Psychic Strategies in Contemporary Mining-Related Displacement". *Refuge*, XXIX, 2 (Spring 2014), 87-99. (Carleton library online)

## **Session 9: March 16**

### **OIL, POWER AND THE STATE IN GHANA**

- Kopiński, Dominik; Polus, Andrzej and Tycholiz, Wojciech. "Resource Curse or Resource Disease? Oil in Ghana". *African Affairs*, CXII, 449 (April 2013), 583-601. (Carleton library online)
- Phillips, Jon; Hailwood, Elena and Brooks, Andrew. "Sovereignty, the 'Resource Curse' and the Limits of Good Governance: A Political Economy of Oil in Ghana". *Review of African Political Economy*, XLIII, 147 (March 2016), 26-40. (Carleton library online)
- Gyimah-Boadi, E and Kwasi Prempeh, H. "Oil, Politics and Ghana's Democracy". *Journal of Democracy*, XXIII, 3 (July 2012), 94-108. (Carleton library online)
- Rupp, Stephanie. "Ghana, China and the Politics of Energy". *African Studies Review*, LVI, 1 (April 2013), 103-125. (Carleton library online)

## **UNIT THREE: RETHINKING AFRICAN DEMOCRACY**

### **Session 10: March 23**

#### **THE STATE AND DEMOCRACY IN AFRICA**

- Simiyu, V.G. "The Democratic Myth in the African Traditional Societies". *Democratic Theory and Practice in Africa*, ed. W.O. Oyugi, Portsmouth, N.H.: Heinemann, 1988, 49-70. (Carleton library on reserve under book title and electronically in the Ares system)
- Chabal, Patrick. "The Quest for Good Government and Development in Africa: Is NEPAD the Answer?" *International Affairs*, LXXVIII, 3 (July 2002), 447-462. (Carleton library online)
- Ayers, Alison. "'Demystifying Democratisation: the Global Constitution of (Neo)liberal Politics in Africa". *Third World Quarterly*, XXVII, 2 (February 2006), 321-338. (Carleton library online)



Cheru, Fantu. "Democracy and People Power in Africa: Still Searching for the 'Political Kingdom'". *Third World Quarterly*, XXX, 2 (April 2012), 265-286. (Carleton library online)

## **Session 11: March 30**

### **KENYAN DEMOCRACY**

Mueller, Susanne D. "The Resilience of the Past: Government and Opposition in Kenya". *Canadian Journal of African Studies*, XLVIII, 2 (December 2014) 333-349. (Carleton library online)

Makori, Henry. "Kenya: The return of tyranny". *Pambazuka News*, 718 (16 March 2015). <http://pambazuka.org/en/category/features/94236>

Cheeseman, Nic; Lynch, Gabrielle and Willis, Justin. "Democracy and its Discontents: Understanding Kenya's 2013 Elections". *Journal of Eastern African Studies*, VIII, 1 (January 2014), 2-21. (Carleton library online)

Cheeseman, Nic; Lynch, Gabrielle and Willis, Justin. "Decentralisation in Kenya: The Governance of Governors". *Journal of Modern African Studies*, LIV, 1 (March 2016), 1-31. (Carleton library online)

Makori, Henry. "A Date With The Machete: Looming Chaos In Kenya's 2017 Elections – OpEd". *Pambazuka News*, 766 (16 March 2016). <http://www.eurasiareview.com/19032016-a-date-with-the-machete-looming-chaos-in-kenyas-2017-elections-oped/>

## **Session 12: April 6**

### **GLOBAL FORCES AND DEMOCRACY IN NIGERIA & COURSE OVERVIEW**

Amuwo, Adekunle. "The Political Economy of Nigeria's Post-Military Elections, 1999-2007". *Review of African Political Economy*, XXXVI, 119 (May 2009), 37-61. (Carleton library online)

Owen, Olly and Usman, Zainab. "Briefing: Why Goodluck Jonathan Lost the Nigerian Presidential Election of 2015". *African Affairs*, CXIV, 456 (July 2015), 455-471. (Carleton library online)

Nwajiaku-Dahu, Kathryn. "The Political Economy of Oil and 'Rebellion' in Nigeria's Niger Delta". *Review of African Political Economy*, XXXIX, 132 (July 2012), 295-308. (Carleton library online)

Eke, Surulola James. "No pay, no peace: Political Settlement and Post-Amnesty Violence in the Niger Delta, Nigeria". *Journal of Asian and African Studies*, L, 6 (December 2015), 750-762. (Carleton library online)

Pham, J. Peter. "Boko Haram: The Strategic Evolution of the Islamic State's West African Province". *The Journal of the Middle East and Africa*, VII, 1 (March 2016), 1-18. (Carleton library online)

## **Appendix**

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### **Covid-19 Information**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g., wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

### **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 more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf).

***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, visit the Equity Services website:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

***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 information, please visit [carleton.ca/pmc](http://carleton.ca/pmc).

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

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

### **Sexual Violence Policy**

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

### **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 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, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

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

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

### **Intellectual property**

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

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

### **Grading**

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

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

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

### **Carleton E-mail Accounts**

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

### **Carleton Political Science Society**

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

### **Official Course Outline**

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