

PSCI 4504A/ EURR 4209A
Politics of the Caucasus and Caspian Basin
Wed. 2:35-5:25
Please Check Location on Carleton Central
DRAFT: READINGS WILL CHANGE

Professor Jeff Sahadeo
Office: 3312 River Building
Office Hours: M 1:30-2:30 and W 1-2 and by appointment (in person or online)
Phone: 613-520-2600 ext.2996
E-mail: jeff.sahadeo@carleton.ca

Objectives: Content

The Caucasus—Azerbaijan, Georgia, and Armenia, as well as Russian-controlled regions to the north, including Chechnya—holds immense geostrategic importance but remains one of least stable, and least understood, regions of Eurasia. This course will analyze these states and societies from the time of tsarist control to the present. Russia’s invasion of Ukraine has scrambled domestic and international politics alike, with manifold consequences that might reset these state’s futures. We will investigate colonial legacies and the complicated inheritance of the Soviet Union. From Azerbaijan, blessed (or cursed?) with oil and gas, to isolated North Caucasus mountain villages, the region struggles with poverty, corruption and social transformation. Frozen conflicts in Georgia and a hot one in Nagorno-Karabakh produce significant violence and international tension. Ethnicity and religion play key roles in informing identities and conflicts. Other issues we will discuss include political power, the region’s role in the international stage, gender and, not least, everyday life.

Objectives: Skills

This course develops skills that will assist students in further academic pursuits or the early stages of their careers. Included among these are critical thinking; public speaking (oral participation/ reports/ role plays); ability to write concise, focused papers/ briefings (short writing assignments); ability to conduct and integrate primary and secondary research (long writing assignment). We will also do small group work (project management). We will discuss over the semester how to leverage classroom skills on the job/ academic markets.

Required Texts:

Readings will be available through Brightspace.

Requirements and Grading: (all submissions to be uploaded to Brightspace)

Oral Participation:	25%
Oral Presentation (5 minutes):	10%
2 Short Papers (300-500 wd.) (see due dates below):	10%
1 Medium Paper (800-1000 wd.) (see due dates below):	10%
Simulation briefing and participation:	10%
Major Assignment Proposal and Source Analysis (~900 wd.) (due Nov 10):	15%
Major Assignment (due Nov. 28) (~2500 wd. or equivalent):	20%

Diversity

This class aims to foster diversity in identity, profession and outlook. Please contact the professor if you wish to be referred by different pronouns than in Carleton Central. Contact the professor directly with any questions/concerns on this (or any other) issue—we will discuss in class in the first weeks.

Oral Participation

Students will be graded on in-class participation. Consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory**: penalties for not attending (without medical attestation) are: 1 absence= 10% deduction of overall participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Each **late arrival** (after 2:40) will cost 25% of that day's attendance/ participation grade for every 15 minutes late. Ringing cellphones, note passing, texting, using a device for non-class material and other disruptions will also result in a loss of the participation mark on the same scale as absences. Students who do not use a device in class will receive a 10% bonus to their participation mark. Students absent with a medical attestation will be given a chance to earn participation marks through a short, informal discussion paper on the week's readings.

Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that: (i) displays awareness of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and (iv) offers critical analysis of the topic.

Oral Presentation

Each student will give one **SHORT** (5 minute) presentation over the semester, on a topic of their choice, usually (but not necessarily) related to the week's material. The presentation should be designed to stimulate discussion. It might be presented as a simulation; for example, an analytical briefing of an important current event, based on news sources, such as an area-studies expert would give to a politician, minister, NGO director etc. Another option would be to present an "artefact"—e.g. a song, image of a monument, map, short video clip—and briefly discuss its importance, as might a museum director or other professional. The student could also lobby as a human rights representative or an entrepreneur. Students will sign up for individual weeks.

Short and Medium Papers

The short and medium papers will analyze the individual week's readings—**more than one but not necessarily all**. *Only one paper may be handed in for each week*. The essays will involve identification of a selected theme that runs across the readings and development of an argument that will involve critical analysis of the authors' views and use of their findings. Papers will be due on the day of discussion, or one week later; in the latter case, the student will not receive credit for ideas discussed in class. Papers may be handed in on any week, BUT **the first short/medium paper must be handed in ON OR BEFORE Oct. 6, the second, Nov 3; the third, Dec 6. (Early submissions are encouraged).**

Major Project and Proposal

The major project may take various forms. Students can write a "traditional" research paper of approximately 2500 words. This will be based on primary sources (most likely in translation) or secondary sources (in this case, you are expected to engage debates of the issue). There are other variants that would equate to the workload of this research paper. This might include a podcast or online project; extended briefing notes; guides to a museum exhibit; proposals for development projects, etc. Details will be discussed in class and new ideas are welcome.

The major project proposal will be about 900 words. It will include (a) a paragraph on your topic, its central “puzzle”/ inspiration/justification and your approach (b) 1-2 paragraphs on research strategy (how you went about finding sources); (c) About 3 paragraphs (or annotated bibliography) with how 5-6 sources you have collected will be used for your paper.

Do **NOT** use Chat GPT or other AI sources in any submissions or assignments. Grading will focus on how you engage specific source material; assignments found to be generated using AI will receive a grade of 0. The instructor may request students follow their written work by an in-person conversation. Do **NOT** cite Wikipedia or similar crowd-sourced pages in written work and be careful and critical of websites not included on the list at the end of the syllabus (even these will have their own issues/lean). You may, of course, use non-academic websites, etc. as primary sources as long as you engage them critically.

Late papers will be penalized **one letter grade (i.e., A- to B+) per day late**. No work will be accepted after the end of classes.

It is not acceptable to submit the same assignment for two or more courses. To obtain credit in a course, students must meet ALL the course requirements for attendance, term work, and examinations.

Class Schedule

(I reserve the right to make minor changes to the schedule/ readings over the course of the semester.)

Sep. 6: Introduction: Course/Course Outline Overview and Major Regional Issues in 2023

Charles King, *The Ghost of Freedom: A History of the Caucasus* (2010), 3-19

Sep 13: The South Caucasus: Global Challenges following Russia’s Invasion

Tato Kvamldadze, “Russia’s War in Ukraine and Reconfiguration in the South Caucasus” Oct 2022

<https://icds.ee/en/russias-war-in-ukraine-and-reconfiguration-in-the-south-caucasus/>

Elnar Ismayil and Suhnaz Yilmaz, “Strategic Alignments and Balancing of Threats: Military and Political Alignments in the South Caucasus” *Central Asian Survey* 41, no. 3 (2022); 533-552

Cenap Cakmak and Cuyney Ozsahin, “Explaining Russia’s Inertia in the Azerbaijan-Armenian Dispute: Reward and Punishment in an Asymmetric Alliance” *Europe-Asia Survey* 75, no. 6 (2023): 972-88

Ralph S. Clem, Erik S. Herron and Ani Tepnadze, “Russian Anti-Western Disinformation, Media Consumption and Public Opinion in Georgia” *Europe-Asia Studies* 2023

<https://doi.org/10.1080/09668136.2023.2220997>

Kornely Kakachia and Bidzina Lebanidze, “Tbilisi’s Transactional Foreign Policy Leads Georgia Astray” *PONARS Eurasia Foreign Policy Memo* 844 (May 2023)

<https://www.ponarseurasia.org/tbilisis-transactional-foreign-policy-leads-georgians-astray/>

Sep 20: Genocide and Soviet Deportation/Migration

Genocide

Donald Bloxham, “Internal Colonisation, Inter-Imperial Conflict and the Armenian Genocide” in *Empire, Colony, Genocide: Conquest, Occupation and Subaltern Resistance in World History* ed. A. Dirk Moses (2008): 325-42

Jennifer M. Dixon, “Norms, Narratives and Scholarship on the Armenian Genocide” *International Journal of Middle East Studies* 47 (2015): 796-800

Early(ish) Soviet History

Norman Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth Century Europe* (2001), 85-99

Jo Laycock, "Belongings: People and Possessions in the Armenian Repatriations, 1945-49" *Kritika* 18, no. 3 (2017): 511-37

Krista Goff, "Postwar Rebuilding and Resettlements in the Soviet Union: The Case of Azeri Migration" *Slavic Review* 81, no. 1 (2022): 97-121

Sep 27: Late Soviet Rule

"Mature" Socialism

Maike Lehmann, "Apricot Socialism: The National Past, the Soviet Project, and the Imagining of Community in Late Soviet Armenia" *Slavic Review* 74, no. 1 (2015): 9-31

Bruce Grant, "Cosmopolitan Baku" *Ethnos* 75, no. 2 (2010): 123-147

Emil A. Draitser, *Taking Penguins to the Movies: Ethnic Humor in Russia* (1998), 35-55
(Warning: Soviet Ethnic Humor can be Quite Politically Incorrect!)

Paata Amonashvili, "Perestroika and New Pressure Groups in Georgia: A Successful Ecological Movement" *International Journal of Urban and Regional Research* 14 no. 2 (1990): 322-26

Oct 4: South Caucasus: Politics and Leadership

Laurence Broers and Ceyhun Mahmudlu, "Civic Dominion: Nation-Building in Post-Soviet Azerbaijan over 25 Years of Independence" *Nationalities Papers* 51, no. 1 (2023): 47-63

Tamar Sharinian, "'We Don't Have a Daddy:' Marking Armenia's 2018 'Velvet Revolution' as a Site of Contesting Patriarchy" *Feminist Formations* 34, no. 2 (2022): 125-45

Aleksandar Srbinovsky, "Democracy in Armenia: One Step Forward, Two Steps Back" *Geopolitical Monitor* November 29, 2022 <https://www.geopoliticalmonitor.com/democracy-in-armenia-one-step-forward-two-steps-back/>

Sergi Kapanadze, "Anatomy of Georgia's U-Turn towards Russia" *Central Asia-Caucasus Analyst* March 28, 2023

Stephen Jones and Natalie Sabanadze, "Elections are not Enough: Georgia Needs a New Model of Democracy" *Eurasianet* March 10, 2023

<https://eurasianet.org/perspectives-elections-are-not-enough-georgia-needs-a-new-model-of-democracy>

Diana Ter-Ghazaryan, "'Civilizing the City Center:' Symbolic Spaces and Narratives of the Nation in Yerevan's Post-Soviet Landscape" *Nationalities Papers* 41, no. 4 (2013): 570-589

Oct 11: North Caucasus: Politics and Leadership

Victor Shnirelman, "The Politics of the Past in Dagestan: National Unity and Symbolic Revolt" *Europe-Asia Studies* 70, no. 6 (2018): 966-990

Jean-Francois Ratelle and Emil Souleimanov, "A Perfect Counterinsurgency? Making Sense of Moscow's Policy of Chechenisation" *Europe-Asia Studies* 68, no. 8 (2016): 1287-1314

Emil Soulemanov, "Making Jihad or Making Money? Understanding the Transformation of Dagestan's *Jamaats* into Organized Crime Groups" *Journal of Strategic Studies* 41, no. 4 (2018): 604-628

Jean-Francois Ratelle, "North Caucasus and the Russian War in Ukraine" Ponars Eurasia Policy Memo 802 (2022) <https://www.ponarseurasia.org/the-north-caucasus-and-the-russian-war-in-ukraine/> and "Ramzan Kadyrov's Gamble in Ukraine: Keeping Chechnya under Control while Competing for Federal Power" Ponars Eurasia Policy Memo 835 (2023)

<https://www.ponarseurasia.org/ramzan-kadyrovs-gamble-in-ukraine-keeping-chechnya-under-control-while-competing-for-federal-power/>

Paul Goble, "North Caucasus Descending into Violence, further Eroding Putin's Image as a Strongman" *Eurasia Daily Monitor* (April 2023) <https://jamestown.org/program/north-caucasus-descending-into-violence-further-eroding-putins-image-as-strongman/>

Oct 18: Guest Speaker (TBA)

Oct 25: Reading Week

Nov 1: Simulation—The Caucasus in the Wake of Russia’s Invasion of Ukraine
Details TBA

Nov 8: North Caucasus and Georgia: Social Issues

Ketevan Gurchiani, “Rivers between Nature, Infrastructure and Religion” *Central Asian Survey* 42, no. 1 (2023): 21-40

Suzanne Harris-Brandts and David Sichinava, “Architecture and Friendship among Nations: The Shifting Politics of Cultural Diplomacy in Tbilisi, Georgia” *International Journal of Heritage Studies* 27, no. 12 (2021): 1213-29

Lia Tsuladze, Nana Macharashvili, and Ketevan Pachulia. ‘SOS Tbilisi: Challenges to Environmental Civic Participation in Georgia.’ *Problems of Post-Communism* 65, no. 5 (2018):

Mikel J.H. Venhovens, “Foreigners in Their Own Home: De Facto Displacement and Negative Emplacement in the Borderlands of Abkhazia” *Caucasus Survey* (2023): 1-25

Alice Szczepanikova, “Chechen Women in War and Exile: Changing Gender Roles in the Context of Violence” *Nationalities Papers* 43, no. 5 (2015): 753-770

Nov. 15: Nagorno-Karabakh

Galina Yemelianova, “The De Facto State of Nagorno-Karabakh: Historical and Geopolitical Perspectives” *Europe-Asia Studies* (June 2023) DOI: 10.1080/09668136.2023.2214708

Erik Davtyan, “Lessons that Lead to War: Foreign Policy Learning and Military Escalation in the Nagorno-Karabakh Conflict” *Problems of Post-Communism* (2023)
DOI: 10.1080/10758216.2023.2183410

Thomas Hoch, “The Roots of Ethno-Political Mobilization in Nagorno-Karabakh” *The Soviet and Post-Soviet Review*, 47 no. 3 (2020): 306-332

Nona Shahnazarian and Ulrike Zeimer, “Women Confronting Death: War Widows’ Experiences in the South Caucasus” *Journal of International Women’s Studies* 19, no. 2 (2018): 29-43

Nov 22: Armenia and Azerbaijan: Social Issues

Dmitry Chernobrov and Leila Wilmers, “Diaspora Identity and a New Generation: Armenian Diaspora Youth on the Genocide and the Karabakh War” *Nationalities Papers*, 48, no. 5 (2020): 915-30

Sascha Roth, “Ideologies and Informality in Urban Infrastructure: The Case of Housing in Soviet and Post-Soviet Baku” In *Post-Socialist Urban Infrastructures* (2019): 54-71

Tamar Shirinian, “The Nation-Family: Intimate Encounters and Genealogical Perversion in Armenia” *American Ethnologist* 45, no. 1 (2018): 45-59

Susanne Fehlings, “The Ignoble Savage in Urban Yerevan” *Central Asian Survey* 35, no. 2 (2016): 195-217

Nov 29: Migration/ Diaspora (class will be held via zoom)

Jennifer Wistrand, “A Development Approach to a Protracted IDP Situation: Lessons from Azerbaijan” *Journal on Migration and Human Security* 11, 1 (2023): 21-40

Florian Muhlfried, “Between Hospitality and Hostility: Russian Citizens in Georgia” *Anthropology Today* 39, no. 3 (2023): 17-20

Tsyppylma Darieva, “Rethinking Homecoming: Diasporic Cosmopolitanism in Post-Soviet Armenia”

Ethnic and Racial Studies 34, no. 3 (2011): 490-508

Peter Kabatchnik, Joanna Regulska and Beth Mitchneck, "Where and When is Home? The Double Displacement of Georgian IDP's from Abkhazia" *Journal of Refugee Studies* 23, no. 3 (2010): 315-336

Dec 6: Guest Speaker and/or Current Events and/or Discussion of Final Papers

Social Media

<https://twitter.com/hansgutbrod?lang=en>

https://twitter.com/Giorgi_Gogia

https://twitter.com/joshuakucera?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

Websites to Consult

News and Analysis:

[Eurasianet:](#)

Sponsored by the Open Society Institute, Eurasianet publishes a broad range of news from the entire former Soviet Union, has special reporting and ongoing research projects on Central Asia, and covers some more unusual topics such as arts and culture in some depth.

[Radio Free Europe/ Radio Liberty](#)

Excellent reporting and in-depth coverage of Caucasus. US-funded organization uses local stringers in reporting.

[Caucasian Knot](#)

English version of Russian website with news from around the North Caucasus: treat with caution!

Research and Analysis

[Ponars Eurasia: New Approaches to Research and Security in Eurasia](#)

Commentary and Policy Notes

[Caucasus Research Resource Centers](#)

Analysis and numerous databases on the region

[Central Asia Caucasus Analyst](#)

Analytical reporting on Central Asia and the Caucasus, mostly from a security perspective.

[Human Rights Watch - Europe and Central Asia](#)

[International Crisis Group: North Caucasus](#)

In-depth journalistic reporting on key regional issues, aimed at policy makers and the broader public

International Crisis Group: South Caucasus

[International Crisis Group: South Caucasus](#)

[International Organization for Migration: South Caucasus](#)

[Economist Intelligence Unit](#) (use though Carleton library) See Individual Country Reports

[Caucasian Review of International Affairs](#)

[United Nations Development Program - Eurasia](#)

[Silk Road Studies Program: Central Asia-Caucasus Institute](#)

Incomplete List of Journals

Ab Imperio

Caucasian Review for International Affairs (online only)

Caucasus Survey

Central Asian Survey
Central Asia and the Caucasus (online only)
Central Asia-Caucasus Analyst (online only)
Communist and Post-Communist Studies
Demokratizatsiya
Eurasian Geography and Economics
Europe-Asia Studies
Nationalities Papers
Journal of Eurasian Studies
Journal of Muslim Minority Affairs
Kritika: Explorations in Russian and Eurasian History
Problems of Post-Communism
Slavic Review

Article Databases

Scopus
Historical Abstracts
J-Stor

Appendix

Student Mental Health

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

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

- ***Carleton Resources:***

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

- ***Off Campus Resources:***

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

Requests for Academic Accommodation

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

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

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

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

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

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

Sexual Violence Policy

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

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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