

Carleton University
Department of Political Science
<https://carleton.ca/polisci/>

Fall 2023

PSCI 4603A

Analysis of International Political Economy

Fridays 11:35 a.m. – 2:25 p.m.

Please confirm location on Carleton Central

We acknowledge Carleton University is located on the traditional and unceded territory of the Algonquin Nation and the Anishinaabeg people. As Treaty People continuing to occupy this land as settlers, we must remain steadfast and committed to preserving Turtle Island's natural environment and the culture of its first peoples. It is our responsibility to counteract the legacy of colonialism in Canada and specifically the role of institutions of higher learning in upholding the formal exclusion and violent erasure of Indigenous knowledge.

1. General Information

Instructor: James Patriquin

Location: Online (Synchronous)

Office: Zoom link

Office hours: Thursdays 12:30 p.m.-2:30 p.m., or by appointment

Email: JamesPatriquin@cunet.carleton.ca

2. Course Description

International Political Economy (IPE) is a subfield of International Relations attending to the intersections of wealth and power in global governance. This is an advanced course designed to explore and critically evaluate the political economy of globalization: as a grand narrative of modernity touting industrial capitalism as rational and republicanism as enlightened, and, in another sense, as a discourse which functions in service of authority and to its preservation.

In this course we examine the social and historic dimensions of globalization going beyond parsimonious binaries such as politics/economics, states/markets, national/international, core/periphery, etc. We will engage this formidable topic by emphasizing two structural trends which have guided globalization's contemporary course and are supported by advances in information technology and the computerization of economic governance. The first trend is the increasing power and influence of private capital and financial markets in global governance; and the second is the growing significance of informal sectors and precarious labour supporting growth in postindustrial economies. These trends disturb modernist, masculine, and materialist narratives of historic progress and they challenge orthodox theories by highlighting the limits of economistic IPE, which emphasizes the behavior of industrial states and other unitary actors. Our engagement with IPE will be guided by historical and historiographical research as well as heterodox theorizing which is sensitive to social forces and dynamics of change – and more variegated units of analysis – while preserving the systemic, macro-level considerations of IPE. We will also assess the IPE literature to ask important reflexive and disciplinary questions, such as whether some approaches to IPE now mislead, are less salient, or otherwise hinder understanding rather than enable it.

3. Course Format

This is a synchronous online course which meets in a seminar format every week. The course schedule consists of one combined mini-lecture/seminar class for our first meeting, followed by eleven seminars that consider different dimensions of globalization and globalization studies in IPE. These seminars are student-driven, discussion-oriented, and each consist of presentations on the assigned readings and weekly themes, followed by broader engagements with the class. We will also try to incorporate current events where applicable.

Students are expected to attend every seminar and read all of the assigned materials every week, which is usually between 50-75 pages on average. All required reading materials can be found through Carleton's MacOdrum library search portal, or through the ARES tab of the Brightspace course webpage. Beyond the required readings, students are strongly encouraged to consult the recommended readings provided each week as a supplement for discussion, to expand your literary knowledge, and as a potential research aid for your final essay.

4. Learning Outcomes

The goal of this course is to equip students with the knowledge and insights necessary to critically evaluate the political economy of globalization using insights derived from historical IPE. Specific learning objectives include:

- Familiarizing students with different approaches to IPE
- Identifying the connection between globalization and modernity
- Recognizing the impact of colonial, capitalist, and gendered power relations in the historical construction of globalization
- Outlining the growing literature on postmodern and decolonial IPE
- Evaluating critical theories of globalization and integrating their varied points of emphasis and literary intervention
- Developing research and communicative skills by devising, organizing, and executing a piece of independent research

In this course students should expect to deepen their knowledge of how liberal political economies are organized and how they operate in conjunction with one another on a global basis. Students will engage with different aspects of the IPE literature as a means to explore the structures and practices of globalization and to extend their knowledge of - and ability to critique - different approaches to the study of IPE.

5. Course Texts

All readings assigned as "required" are available via the library and online for no cost.

Required Reading:

Peterson, V. Spike. (2003). *A Critical Rewriting of the Global Political Economy: Integrating reproductive, productive and virtual economies*. London, UK: Routledge. **(Available online)**

Although we do not undertake any formal economic analysis in this course, nor are students expected to, we do encounter such concepts and vocabulary on a regular basis. If you are

concerned about your command of the basic concepts associated with IPE, you may consider a good upper-level introduction to international economics. I would recommend:

Paul Krugman, Maurice Obstfeld, Marc J. Melitz. *International Economics: Theory and Practice*. Pearson Education. (Any edition).

Steve Suranovic. (2012). *International Economics: Theory and Policy*. Saylor Foundation. Available online through Open Textbook Library: <https://open.umn.edu/opentextbooks/textbooks/276>

6. Evaluation Matrix*,**

CLASS COMPONENT (50%)		
Percentage (%)	Assignment	Due Date
20%	Participation	Ongoing
15% total / 7.5% each	Critical Reading Response (Best 2/3; 550 words max.)	Fridays @ 11:25 a.m. EST (i.e., before class)
10%	Seminar Presentation and Discussion Lead	To be scheduled on the first day of class
5%	Group Feedback Exercise	November 10

RESEARCH COMPONENT (50%)		
5%	Essay outline and approval (500 words max.)	October 13
10%	Research essay draft (1000-1500 words max.)	November 3
35%	Research essay (4000 words max.)	December 8

*Late penalties are calculated at 3% per day including weekends [see 7.3.A]. Extensions must be requested and received prior to due dates.

**Please note there is a 5% overlength penalty [see 7.3.B].

7. Student Evaluation: Assignments, Due Dates, and Penalties

7.1. CLASS COMPONENT: 50% [20 + 15 + 10 + 5]

All formal written assignments are to be submitted via the appropriate drop box on our Brightspace course webpage.

A. Participation (20%):

Seminar classes are based on the principle of learning through informed discussion and active participation. In order for this course format to be successful, students are expected to come to each session prepared for active engagement with their peers on the required readings for that week. Preparation for each seminar requires every student to complete the assigned readings in advance of the seminar, with adequate time to reflect on the text. Accordingly, your participation mark will reflect your comprehension of the materials covered (10%) as well as your ongoing commitment to the course (10%). You will be assessed on a combination of attendance, the frequency of your interventions, and the quality of these interventions. For the sake of transparency, I will keep a record of seminar discussions and you may inquire about the status of your participation grade at any time.

When utilized properly, your participation grade is an excellent opportunity to raise your mark. However, in order for this to be the case, you are expected to attend every class and regularly contribute to the discussion in a manner reflecting your comprehension of the assigned materials and seminar presentations.

B. Critical Reading Response (15%) [Best 2/3]:

It can be difficult to improve our critical thinking and communication abilities without consistent practice and direct, enumerated feedback. The critical reading response is an exercise to ensure students are reading the assigned materials and thinking critically about them. It is an opportunity to practice reading comprehension and prepares students for in-class discussion.

This exercise is not about summarizing or describing the text(s) under review. **Your critical reading response should offer a persuasive argument and specific analysis about an assigned text, which can be demonstrated using evidence from the text.** Responses need to provide an interpretation, assessment, or evaluation of the text focusing on what the author is actually saying (as opposed to, for example, their omissions). When properly utilized these responses give students a chance to receive regular feedback and practice formulating ideas and critiques which can be expanded into research and/or analytical essays. Critical reading responses are due prior to the beginning of our Friday seminar, at or before exactly 11:25 a.m. EST.

All critical reading responses should consist of four parts: (1) an argumentative thesis or topic sentence to serve as your introduction*, (2) evidence from the text in the form of quotations (good) or paraphrasing (best), (3) your interpretation of the evidence as it relates to your thesis or topic sentence, and (4) a strong concluding statement. Students are also encouraged to frame their reading response in the form of supplementary questions appropriate for class discussion.

*A weak introduction offers a statement of fact rather than an argument to be measured. A weak opener is one that is too broad or unruly to say anything with meaningful precision, and a bad opener is a statement which leads to summary and description. A strong opener will give clear and specific purpose to your response, and ensure your chosen topic is circumscribed in such a way that you can deliver a meaningful point both concisely and convincingly.

C. Seminar Presentation and Discussion Lead (10%):

Presentation and public speaking skills come naturally to some, but for most these skills need to be honed by practice and repetition. The seminar presentation allots each student roughly 10-12 minutes to present on an element of research problems identified in the required readings. Ideally, we will have a maximum of one or two presenters per week.

Students should not simply summarize the assigned texts. You should provide some sort of structuring argument about the readings or weekly theme to assist in the delivery of your presentation. Instead of accepting the claims of the text at face value, try to engage these claims and demonstrate something about them. Evaluate the author's explicit and/or implicit aims, their main argument, their methodology, theoretical framework, and the type of evidence used. You might also engage some comparative questions, such as "How do these readings relate to, or differ from one another?", "What issues are the authors responding to?", or "How effective is the author in accomplishing their stated goals, and why?" Students are also expected to raise

some questions about the readings and weekly themes that would be appropriate for class discussion. Visual aids such as slides or media can be useful for the seminar presentation but are not required. Seminar presentations will be scheduled on the first day of class.

Presentations are an important part of any seminar or colloquium. Presenter(s) are expected to come fully prepared and ready to lead our seminar as the discussant(s) for that week. This includes making sure you read and comprehend all of the assigned readings and are prepared to speak to different readings depending on where the discussion leads. Attention to one or two of the recommended readings will be looked upon favorably. It is good practice to bring some extra talking points and discussion prompts, to edit your content to the most important points which can be elaborated, if necessary (i.e., know more than you are sharing), and to pace yourself over the course of your presentation. Students are encouraged to let their own interests and curiosities toward IPE guide their engagement with the texts.

D. Peer Review Exercise (5%):

Students will present their essay drafts during a special Peer Review Seminar on **November 10 (Week 10)**. Each student will be required to provide feedback on one of their peer's preliminary essay draft and presentation. The peer review exercise will be guided by a rubric made available on Brightspace, and we will discuss the parameters of this assessment in person. **Peer review feedback is due on November 17 (Week 11).**

7.2. RESEARCH COMPONENT: 50% [5 + 10 + 35]

Separate documents with specific instructions for the Research Essay and Peer Review Exercise will be made available on Brightspace.

A. Essay Outline and Topic Approval (5%): The first stage of your research process requires you to obtain approval for your choice of topic by submitting a 500-word (max.) outline.

The topic you choose to write about may follow from one of the seminar themes, or it may reflect more closely your own IPE research interests. Your outline should contain a working title, thesis and/or research question, a brief and tentative summary of your argument, an overview of your essay's organization, as well as an indication of some of the relevant literature you will engage with a select bibliography. Your bibliography is not included in the word count. **This is due on October 13 (Week 6).**

B. Research Essay Draft (10%): The second stage requires you to elaborate in 1000-1500 words (max.) your topic of choice into a foundation for your final paper. The work you submit in this draft can be duplicated in your final research essay. This exercise is to ensure students are keeping up with their project and working to identify new sources and materials that can be compiled into their final research. **This is due on November 3 (Week 9).**

Your essay draft will be presented and shared during the **Peer Review Seminar**. Each student will have a chance to present their draft (no more than 10 minutes), and each presentation will be followed by a 10-minute question and answer period.

C. Final Research Essay (35%): The third and final stage of your research requires you to submit a 4000-word (max.) final research essay. **This is due on December 8.**

7.3. PENALTIES

A. There is a **late penalty of 3% per day** including weekends for all written work handed in after the due date, unless an extension is requested from, and received, by the instructor. Extensions must be requested before a specified due date in order to be granted, unless the student is able to provide documentation of an emergency.

B. There is also an **over-length penalty of 5%**, which starts at 501 for the essay outline, 551 for the critical reading response, 1501 for the preliminary draft, and 4001 for the final essay. There are no exceptions to these penalties. It is incumbent on you to use your best judgment when deciding what should and should not be included in your submitted work.

C. If students fail to participate in the peer review seminar, they will forfeit that component of their grade (5%). No exceptions can be made, as this is a group exercise which requires the advance submission of a draft.

8. Course Schedule

There is an expanded course schedule and reading list available on Brightspace which includes the required and recommended readings. Students are encouraged to engage the recommended reading list, and particularly as a resource for your seminar presentation and final essay.

Week 1 – September 8 – A Re-Introduction to IPE

Blyth, Mark., and Matthijs, Matthias. (2017). Black Swans, Lame Ducks, and the mystery of IPE's missing macroeconomy. *Review of International Political Economy*. 24, 2: pp. 203-231.

Strange, Susan. (1986). The Bondage of Liberal Economics. *SAIS Review of International Affairs*. 6, 1: pp. 25-38.

Week 2 – September 15 – IPE and the Historical Tradition

Cox, Robert W. (1983). Gramsci, Hegemony and International Relations: An Essay in Method. *Millennium: Journal of International Studies*. 12, 2: pp. 162-175.

Germain, Randall. (2019). E.H. Carr and IPE: An Essay in Retrieval. *International Studies Quarterly*. 63: pp. 952-962.

Hobson, John M. (2013a). Part 1 – Revealing the Eurocentric Foundations of IPE: A critical historiography of the discipline from the classical to the modern era. *Review of International Studies*. 20, 5: pp. 1024-1054.

Week 3 – September 22 – Forging the Global Political Economy

Bhambra, Gurinder K. (2021). Colonial global economy: towards a theoretical reorientation of political economy. *Review of International Political Economy*. 28, 3: pp. 307-322.

Chang, Ha-Joon. (2003). Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective. *Oxford Development Studies*. 31, 1: pp. 21-32.

Ruggie, John G. (1982). International regimes, transactions, and change: embedded liberalism in the postwar economic order. *International Organization*. 36, 2: pp. 379-415.

Week 4 – September 29 – Keynesianism and Neoliberalism

Abdelal, Rawi. (2011). Writing the rules of global finance: France, Europe, and capital liberalization. *Review of International Political Economy*. 13, 1: pp. 1-27.

Harvey, David. (2007). Neoliberalism as Creative Destruction. *The Annals of the American Academy of Political and Social Science*. 610: pp. 22-44.

Kirshner, Jonathan. (1999). Keynes, Capital Mobility and the Crisis of Embedded Liberalism. *Review of International Political Economy*. 6, 3: pp. 313-337.

Week 5 – October 6 – Global Money and Finance – **Essay Outline Due (5%)

Kirshner, Jonathan. (2003). Money is politics. *Review of International Political Economy*. 10, 4: pp. 645-660.

Panitch, Leo, and Gindin, Sam. (2005). Superintending Global Capital. *New Left Review*. 35: pp. 101-123.

Subacchi, Paola. (2010). Who is in control of the international monetary system? *International Affairs*. 3: pp. 665-680.

Week 6 – October 13 – Digital Currency and the Blockchain – Essay Outline Due (5%)

Bjerg, Ole. (2016). How is Bitcoin Money? *Theory, Culture & Society*. 33, 1: pp. 53-72.

Chey, Hyoung-kyu. (2022). Cryptocurrencies and the IPE of money: an agenda for research. *Review of International Political Economy*. 30, 4: pp. 1605-1620.

Zimmer, Zac. (2017). Bitcoin and Potosí Silver: Historical Perspectives on Cryptocurrency. *Technology and Culture*. 58, 2: pp. 307-334.

Week 7 – October 20 – Globalization and Modernity

Halperin, Sandra. (2016). Modernity and the embedding of economic expansion. *European Journal of Social Theory*. 19, 2: pp. 172-190.

Peterson, V. Spike. (2003). "Context and Objectives", Chapter 1 (pp. 1-20) in *A Critical Rewriting of the Global Political Economy: Integrating reproductive, productive and virtual economies*. London, UK: Routledge. (Available online)

Tribe, Keith. (2009). The political economy of modernity: Foucault's College de France lectures of 1978 and 1979. *Economy and Society*. 38, 4: pp. 679-698.

Week 8 – October 27 – FALL READING WEEK – NO CLASSES

Week 9 – November 3 – Postmodernism – Essay Draft Due (10%)

Guizzo, Danielle., and Vigo de Lima, Iara. (2017). Polanyi and Foucault on the Issue of Market in Classical Political Economy: Complementary Approaches to the Radical Theory of Social Control. *Review of Radical Political Economics*. 49, 1: pp. 100-113.

Peterson, V. Spike. (2003). "Theory Matters", Chapter 2 (pp. 21-43) in *A Critical Rewriting of the Global Political Economy: Integrating reproductive, productive and virtual economies*. London, UK: Routledge. (Available online)

Venn, Couze. (2009). Neoliberal Political Economy, Biopolitics and Colonialism: A Transcolonial Genealogy of Inequality. *Theory, Culture & Society*. 26, 6: pp. 206-233.

Week 10 – November 10 – Peer Review Seminar

Format and groups will be determined by individual research topics.

Week 11 – November 17 – Productive Economies – Group Feedback Due (5%)

de Goede, Marieke. (2003b). Hawala discourses and the war on terrorist finance. *EPD: Society and Space*. 21: pp. 513-532.

Peterson, V. Spike. (2003). "The productive economy", Chapter 3 (pp. 44-77) in *A Critical Rewriting of the Global Political Economy: Integrating reproductive, productive and virtual economies*. London, UK: Routledge. (Available online)

Pollard, Jane., and Samers, Michael. (2007). Islamic banking and finance: postcolonial political economy and the decentering of economic geography. *Transactions of the Institute of British Geographers*. 32: pp. 313-330.

Week 12 – November 24 – Reproductive Economies

LeBaron, Genevieve. (2010). The political economy of the household: Neoliberal restructuring, enclosures, and daily life. *Review of International Political Economy*. 17, 5: pp. 889-912.

Peterson, V. Spike. (2003). "The reproductive economy", Chapter 4 (pp. 78-112) in *A Critical Rewriting of the Global Political Economy: Integrating reproductive, productive and virtual economies*. London, UK: Routledge. (Available online)

Alcantara, Christopher., and Dick, Caroline. (2017). Decolonization in a Digital Age: Cryptocurrencies and Indigenous Self-Determination in Canada. *Canadian Journal of Law and Society*. 32, 1: pp. 19-35.

Week 13 - December 1 - Virtual Economies

Dodd, Nigel. (2017). The Social Life of Bitcoin. *Theory, Culture & Society*. 35, 3: pp. 35-56.

Peterson, V. Spike. (2003). "The virtual economy", Chapter 5 (pp. 113-146) in *A Critical Rewriting of the Global Political Economy: Integrating reproductive, productive and virtual economies*. London, UK: Routledge. (Available online)

Schneider, Nathan. (2019). Decentralization: an incomplete ambition. *Journal of Cultural Economy*. 12, 4: pp. 265-285.

Postscript - December 8 - NO CLASS - Final Essay Due (35%)

Peterson, V. Spike. (2003). "The power of value", Chapter 6 (pp. 147-173) in *A Critical Rewriting of the Global Political Economy: Integrating reproductive, productive and virtual economies*. London, UK: Routledge. (Available online)

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements. 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, please contact 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.

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.

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, please visit 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.

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 available services and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Artificial Intelligence Policy

The use of artificial intelligence (AI), e.g., ChatGPT (or any similar language models), in class work, assignments, and assessments is strictly prohibited within the context of this course. This policy aims to maintain the integrity of students' academic achievements and promote fair evaluation of their learning progress.

The primary purpose of class work and assignments is to assess students' understanding of course material and encourage critical thinking and problem-solving

skills. Relying on AI language models hinders your genuine learning experiences and deprives you of the opportunity to demonstrate knowledge and creativity, along with the skills you would have developed in doing so. This is the opportunity cost of using AI language models.

All students should be evaluated based on their individual efforts, research, and comprehension of the subject matter. Utilizing a large language model such as ChatGPT or similar AI technologies could lead to potential concerns of academic dishonesty, as students may be tempted to copy or paraphrase content generated by the model without proper attribution.

By adhering to this policy, we aim to foster an environment where students are encouraged to develop their intellectual skills, engage in thoughtful discussion, and embrace the principles of academic integrity which are essential for personal and professional growth.

Plagiarism

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

Examples of plagiarism include, but are not limited to:

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

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work

has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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

Intellectual Property

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

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Centre for Indigenous Support and Community Engagement

The CISCE (<https://carleton.ca/indigenous/cisce/>) supports students, faculty, and staff by providing culturally safe spaces for dialogue and learning, and by developing resources for the Carleton community about Indigenous experiences, histories, and

worldviews. In 2020, CISCE published the Kinàmàgawin Report which outlines 41 Carleton-specific Calls-to-Action in response to Canada's Truth and Reconciliation Commission: <https://carleton.ca/indigenous/kinamagawin/>

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.