

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

Fall 2024

PSCI 4603A

Analysis of International Political Economy

Thursdays 2:35 p.m. – 5:25 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 who continue 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 provided via Brightspace
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 that focuses on the intersections of wealth and power in global governance. This is an advanced IPE course designed to critically evaluate the IPE of globalization: as a grand narrative of modernity which touts the rationality of industrial capitalism and republican government, and, in another sense, as a progressive logic which functions in service of power and to its preservation.

In this course we shall examine the social and historical dimensions of globalization beyond parsimonious binaries such as politics/economics, states/markets, national/international, core/periphery, etc. We will engage this formidable topic by analyzing two structural trends which have guided globalization's contemporary course. The first trend may be specified as the increasing power of private capital and financial markets in the 'rule-making' functions of global governance; and the second, as the growing significance of informal sectors, namely of precarious and gendered forms of labour, for maintaining growth in 'postindustrial' political economies. These trends disturb modernist, masculine, and materialist narratives of historical progress and help us challenge orthodox theory, specifically by highlighting the limits of economistic IPE which privileges the behavior of states and industrial firms. Our engagement with globalization will instead be guided by historical and historiographical IPE scholarship, as well as heterodox/interpretive theory which is sensitive to social change – and more variegated units of analysis – while also preserving the systemic, macro-level perspective which is characteristic of IPE. This sort of framework also enables a number of 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 its extant study in IPE. These seminars are student-led and discussion-oriented. Each class will consist of student presentations on the assigned readings for that week, followed by a broader engagement with the class. We will also try to incorporate current events where relevant.

Students are expected to attend every seminar and read all of the assigned materials, which is usually between 50-75 pages on average per week. All required reading materials can be found through Carleton's MacOdrum library search portal, or through the ARES tab of the course webpage on Brightspace. Students are strongly encouraged to consult the Expanded Course Schedule & Recommended Readings list as a supplement for our weekly discussions, as well as to expand your literary knowledge and serve as a potential resource for your final essay.

4. Learning Outcomes

The goal of this course is to equip students with the knowledge and understanding required to critically evaluate the contemporary form 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 a 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 scale. Students are expected to engage different aspects of the IPE literature as a means to explore the theory and practice of globalization, and to extend their knowledge of – and ability to critique – different approaches to its study in IPE.

5. Course Texts

All readings assigned as “required” are available online and via the library 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 either:

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

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

6. Evaluation Matrix*,**

CLASS COMPONENT (50%)		
Percentage (%)	Assignment	Due Date
15%	Participation	Ongoing
15% total / 7.5% each	Critical Reading Response (Best 2/3; 550 words max.)	Thursdays @ 2:35 p.m. EST (i.e., before class begins)
15%	Seminar Presentation and Discussion Lead	To be scheduled on the first day of class
5%	Group Feedback Exercise	November 17

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 5

*Late penalties are calculated at 3% per day including weekends [see 7.3.A]. Extensions must be requested and received prior to specified 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% [15 + 15 + 15 + 5]

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

A. Participation (15%):

Seminar classes are based on the principle of learning through informed discussion and active participation. In order for this course format to be successful in a virtual setting, all students are expected to attend weekly sessions and be prepared for active engagement with their peers on the assigned readings for that week. Preparation for each seminar requires every student to complete the assigned readings in advance, allowing for adequate time to reflect on the text/s. Accordingly, your participation mark will reflect your comprehension of the materials covered (7.5%) as well as your ongoing commitment to the course (7.5%). In other words, students will be assessed based on their attendance, the frequency of their interventions, and the quality of these interventions. For the sake of transparency, I will keep a record of seminar discussions and students may inquire about their 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 that reflects your comprehension of the assigned materials and seminar presentations.

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

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 skills like argumentation and reading comprehension, and it also 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 practice formulating ideas which can be expanded into research and/or analytical essays, and to receive feedback. Critical reading responses are due each week prior to the beginning of our Thursday seminars, at or before exactly 2:35 p.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 as supplementary questions appropriate for class discussion.

*A weak introduction offers a statement of fact rather than an argument to be demonstrated. A weak opener is one that is too broad 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 (15%):

Presentation and public speaking skills come naturally to some, but for most of us, 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 the required readings for a given week. Ideally, we will have a maximum of one or two presenters per week.

Students should not simply summarize the assigned texts. Instead, you will need to provide a structuring argument about the readings or weekly theme to frame your intervention and assist in the delivery of your presentation. Instead of accepting the claims of the text at face value, try to engage these claims and say something about them. Evaluate the author's explicit and/or implicit aims, their main argument, methodology, theoretical framework, and the type of evidence they use. 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?" Presenters are also expected to raise some questions that would be appropriate for class discussion. Visual

media such as slides 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. The presenter(s) are expected to come fully prepared and also 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 (i.e., know more than you are sharing), depending on where the discussion leads. Attention to one or two of the recommended readings will be looked upon favorably.

D. Peer Review Exercise (5%):

Students will present their essay drafts during a special Peer Review Seminar on **November 7 (Week 9)**. Each student is 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 the following week on November 14 (Week 10).**

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 scholarly interest in IPE. Your outline should contain the following: 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 to be included in the word count. **This is due on October 10 (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 October 31 (Week 8).**

Your essay draft will be circulated to thematically-organized groups 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 or before December 5.**

7.3. PENALTIES

A. There is a **late penalty of 3% per day** (including weekends) for all written work submitted 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 essay.

8. Course Schedule

There is an expanded course schedule and reading list available on Brightspace which includes both the required and recommended readings for each week.

Week 1 - September 5 - 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 12 - 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. (1996). The Worlds of Finance: A Braudelian Perspective on IPE. *European Journal of International Relations*. 2, 2: pp. 201-230.

Hobson, John M. (2013b). Part 2 - Reconstructing the non-Eurocentric foundations of IPE: From Eurocentric 'open economy politics' to inter-civilizational political economy. *Review of International Political Economy*. 20, 5: pp. 1055-1081.

Week 3 - September 19 - 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 26 – 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 3 – Global Money and Finance

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 10 – Digital Political Economy – 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 17 – 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*. 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.

Interlude – October 23 – NO CLASS – FALL READING WEEK

Week 8 – October 31 – 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*. 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 9 – November 7 – Peer Review Seminar

Format and groups will be determined by individual research topics.

Week 10 – November 14 – 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*. Routledge. (Available online)

Hosseini, Caroline Shenaz. (2016). Money Pools in the Americas: The African Diaspora's Legacy in the Social Economy. *Forum for Social Economics*. 45, 4: pp. 309-328.

Week 11 – November 21 – 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*. 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 12 – November 28 – 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*. Routledge. (Available online)

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

Postscript – December 5 – 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*. Routledge. (Available online)

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

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any

minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the [Self-Declaration form](#) to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

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](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

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 the 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.