

PSCI 4604B

Selected Problems in IPE - Capitalism, Market, Power: The Issue of Technology

Tuesday 8.35am – 11.25 am

Please confirm location on Carleton Central

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OBJECTIVES AND LEARNING OUTCOMES

IPE is an approach to political science that fuses together politics, economics and history in the study of international relations. In this course we bring in and focus on another layer of international political economy: technology. The main objective of this seminar is to introduce students to the relations between technological change and its role in a capitalist, market based society in IPE. Since the Industrial Revolution, rapid technological change and the drive towards automation has been one of the main characteristics and a focus point of international political economy. Ideas of technological change have pervaded political and economic thinking and continue to dominate our concerns. In this course students will study leading theoretical approaches and ideas dealing with technology and technological change, production, distribution, development and automation. We will try to define and study the understanding, use and effects of technological change and will learn to critically engage with underlying assumptions. Finally, we will critically engage with a range of authors who question the direction, drive and necessity of technological change and its relation to individuals, groups and states in the international political system. Students will develop their analytical and comprehension skills by completing the assigned readings, written assignments and final research paper and by participating in discussion.

In terms of learning outcomes, students who successfully complete this course will be able to:

- demonstrate knowledge of the history of ideas of technological change in IPE and the main theoretical approaches
- demonstrate knowledge of the historical development of the global political economy and relations to technology

- identify the main issues and features relating to technological change and the global political economy and explain how they are changing
- assess the significance of selected issues and/or developments

COURSE REQUIREMENTS AND ASSESSMENT

The course consists of a combination of weekly readings, participation in discussion and written assignments. Students are expected to attend class regularly and to actively contribute to class discussion. In preparation for each seminar, you will be asked to read between 120 – 200 pages per week. Please note that the readings are the basis for your contribution to in-class discussions and form an important element of your written assignments and final research paper. Students are expected to be fully conversant with all of the readings and able to demonstrate their relevance to the assignment and research paper questions that you will answer.

Grades for the class will be based on the following contributions:

<u>Percentage</u>	<u>Assignment</u>	<u>Due Date</u>
20%	Attendance and participation	Ongoing
20%	Short essay assignment (1000 - 1200 words)	Feb. 4
10%	Proposal	Feb. 11
15%	Draft of research paper	Mar. 17
35%	Final research paper (3500 words)	Mar. 31

Please keep in mind that your final grade is a composite of regular, timely and meaningful participation in seminar discussion and on-time submission and quality of written work. Both will require forward thought, preparation and research, so it is unwise to come unprepared for class or wait until the due date to begin work on your assignments.

Written Assignments

The written component of the course is composed of a short essay (1000 - 1200 words) and a research paper (3500 words). The assignments are designed to test your knowledge of the readings and familiarity with theoretical approaches and main debates as well as organizational, analytical and articulation skills. For the short essay assignment, students will be provided with a list of topics to choose from and resources to draw upon related to the first four weeks (theoretical component) of the course. The research paper assignment is a step up from the short assignment in terms of length and expected quality. The final product will be delivered in several steps, each designed to provide students with feedback on content, organization and presentation of final product. Students are to choose a topic of their own interest which is to be confirmed with the instructor. A two-page proposal and a complete draft will be submitted before the final work is handed in. More detailed instructions will be posted on CuLearn and discussed in class.

Completed assignments are to be posted to the appropriate CuLearn assignment dropbox by 11.55pm on the due date. There is a late penalty of 3% per day, including weekends, beginning

from 12.00am on the first calendar day following the due date (ie, approximately 5 minutes after your essay is due). Extensions can only be granted by the instructor, and are normally granted for medical reasons only. Please also note that assignments will not be accepted for marking more than 10 days after the due date without an extension.

Attendance and Participation

In class attendance and participation in discussion form an important part of your final grade. Think of it as your opportunity to broadcast and debate your thoughts on relevant social themes. The seminars will be organized in the form of general discussion. Students will prepare a number of questions for each reading to be discussed during class. Assessment of your participation grade is evenly divided between class attendance and quantity and quality of contributions to in-class debate. Students are expected to provide thoughtful comments based on their reflections on reading assignments, current events and other relevant topics. Conduct during tutorial discussion is expected to conform to normal rules of civil engagement. Each class will focus on a relevant discussion question that connects the week's readings to broader theoretical and practical themes. You will also have the opportunity to discuss the assignments. The readings are available online through the MacOdrum library and CuLearn. Attendance of the seminar is not compulsory. However, grades cannot be made up after the fact. As with the writing component, exceptions to the rule are normally allowed for medical reasons only. Think of each tutorial session as worth approximately 1.75% of your final grade, and keep in mind that at Carleton every 3-4% equals one letter grade.

READING MATERIAL AND SCHEDULE

WEEK 1: *Introduction – (January 7)*

Theme: Introductory session/short discussion on the ideas underpinning the course.

Definitions of technology and meaning for IPE.

Question: What is technology? Can we define it?

Readings

Aristotle. 1998. *Politics*. Cambridge: Hackett Publishing. Book I, Ch. 4, pp. 6 – 7 (2 pages)

Thomas Hobbes. 1998. *Leviathan*. Oxford: Oxford University. The Introduction. Ch. 1 Of Man. p. 7 – 10 (3 pages)

Jean-Jacques Salomon. 1984. "What is Technology? The Issue of Its Origins and Definitions." *History and Technology: An International Journal*. 1, no. 2: 113 – 156. (43 pages)

Eric Schatzberg. 2006. "Technik Comes to America. Changing Meanings of Technology." *Technology* 47, no 3 (July): p. 486 – 512 (26 pages)

David Nye. 2006. *Technology Matters: Question to Live With*. Cambridge: MIT. Ch. 1 Can We Define Technology? (15 pages)

David A. Smith. 1993. "Technology and the Modern World System, Technology & Human Values." *Sage*. 18, no. 2 (Spring): pp. 186-193 (8 pages).

Anat Itay. 2008. "Conceptions of Progress: How is Progress Perceived? Mainstream Versus Alternative Conceptions of Progress." *Springer Science+Business Media B.V* (19 pages)

(116 pages)

WEEK 2: *Liberalism, Realism and Technology – (January 14)*

Theme: politics vs. economics; international regimes, state interest, international collaboration, free trade

Question: Are liberal ideals of growth through free trade and cooperation still tenable? What is the role of the state in the international arena and how does technology relate to it?

Readings

Joel Mokyr. 1995. "Urbanization, Technological Progress and Economic History." In *Urban Agglomeration and Economic Growth*, 3 – 33. Springer. pp. 3 – 33 (30 pages)

Joel Mokyr. 2006. "Innovation and Its Enemies: The Economic and Political Roots of Technological Inertia." In Mancur Olson, Satu Kahkonen (eds). *Not So Dismal a Science: A Broader View of Economies and Societies*, 61 – 91. Oxford: Oxford University Press (30 pages)

John G. Ruggie. 1982. "International Regimes, Transactions and Change: embedded liberalism in the postwar economic order," *International Organization*. 36, no. 2: 379-415. (36 pages)

John Gerard Ruggie. 1975. "International Responses to Technology: Concepts and Trends. *International Organization*." 29, No. 3 (summer): 557-583 (26 pages)

Nye, J. S., & Keohane, R. O. 1971. "Transnational relations and world politics: An introduction." *International Organization*, 25, No. 3: 329–349 (20 pages)

Robert Gilpin. 1987. "Hegemonic War and International Change." Chapter 5 In *The Political Economy and International Relations*. New York: Princeton University Press: 186 – 210 (24 pages)

(166 pages)

WEEK 3: *Critical Theory and Technology – (January 21)*

Theme: Technologies of exploitation, control of means of production; international class

conflict; private vs. social interests; control over production and distribution
Question: What is the role of technology in capitalist wealth production and social conflict?

Readings

Donald MacKenzie 1984. "Marx and the Machine". *Technology and Culture*. 25: 473-502.
(29 pages)

Karl Polanyi. 2001 (1944). *The Great Transformation*. Beacon Press. Part II Rise and Fall of Market Economy: I. Satanic Mill, pp. 45 – 135 (90 pages)

Robert Cox. 1987. *Production, Power, and World order: social forces in the making of history*. New York: Columbia University Press. Part I, pp. 11 – 34 (23 pages)

(142 pages)

Recommended:

Nitzan & Bichler. 2009. *Capital as Power*. Ch. 4 Deflections of Power. pp. 45 – 64 (19 pages)

WEEK 4 *Technological Determinism* – (January 28)

Theme: Technology as fate; autonomous technology/technique vs. technology as means
Question: Do humans control technology or does it control us?

Readings

Martin Heidegger. 1977. "The Question Concerning Technology." in *The Question Concerning Technology and Other Essays*, trans. William Lovitt, NY: Garland Publishing: 3 – 35. (32 pages).

Jacques Ellul. 1967. *The Technological Society*. Vintage: New York. Ch. 1 "Situating the Technical", pp. 3 – 22 (19 pages)

Herbert Marcuse. 2006 (1964). *One-Dimensional Man*. Routledge. Ch. 1 "New Forms of Control" pp. 4 – 20 and Ch. 6 "From Negative to Positive Thinking: Technological Rationality and the Logic of Domination" pp. 147 – 173 (26 pages)

Lewis Mumford. 1970. "The Polytechnic Tradition." in *The Myth of the Machine: The Pentagon of Power*. NY: Harcourt Brace Jovanovich: 130-163 (33 pages)

(110 pages)

Recommended:

Bruno Latour. 1996. *Aramis or the Love of Technology*. Harvard University Press. Preface. pp. 250 – 300 (50 pages)

WEEK 5: *Technology and Power – State/Private Nexus – (February 4)*
(Short essay assignment due)

Theme: Technological Governance. Role of the state in technological advancement/distribution; privacy and freedom in the technological age
Question: Is there a balance between private enterprise and social intervention?

Readings

Karl Polanyi. 2001 (1944). *The Great Transformation*. Beacon Press. Part II Rise and Fall of Market Economy and Part III: Transformation in Progress (specific pages TBA in class)

Sarah Bannerman & Angela Orasch. 2018. “A Strange Approach to Information, Network, Sharing and Platform Societies.” in Blayne Haggart, Kathryn Henne, Natasha Tusikov (eds.) *Information Technology and Control in a Changing World*, Palgrave Macmillan: 56 – 77 (21 pages)

Natasha Tusikov. 2017. *Chokepoints*. University of California Press. Ch. 4 Access Chokepoints, pp. 116 – 155 (39 pages)

Daniel J. Solove. 2001. “Privacy and Power: Computer Databases and Metaphors for Information Privacy.” 53 *Stan. L. Rev.*: pp. 1393 – 1462 (69 pages)

(129 pages)

WEEK 6: *Technology and Empire – (February 11)*
(Research Essay Proposal Due)

Theme: Competition for technological superiority; control of resources and markets; sources of power
Question: How has technology helped shape the international order?

Readings

John Law. “Technology and Heterogeneous Engineering: The Case of Portuguese Expansion.” In Wiebe Bijker, Thomas P. Hughes, Trevor Pinch (eds.) *The Social Construction of Technological Systems*. Cambridge: MIT Press: 111 – 132 (21 pages)

Susan Strange. 1987. “The Persistent Myth of Lost Hegemony,” *International Organization*. 41, No. 4: 551-574. (23 pages)

Daniel Headrick. 2010. Ch. 8 “The Age of Air Control”. In idem, *Power Over Peoples: Technology, Environments, and Western Imperialism 1400 to Present*. New Jersey: Princeton University Press, pp. 302 – 328 (26 pages)

Clark Miller. 2004. "Resisting Empire: Globalism, Relocalization, and the Politics of Knowledge." In S. Jasanoff and M. Martello, eds., *Earthly Politics*. MIT: 82 – 99 (17 pages)

Dwayne R. Winseck and Robert M. Pike. 2007. *Communication and Empire*. Ch. 3 Indo-European Communication Markets and the Scrambling of Africa: Communication and Empire in the "Age of Disorder" pp. 92 – 112, and Ch. 7 Wireless, War, and Communication Networks, 1914-22, p. 228 – 256 (48 pages)

(135 pages)

Recommended

Itty Abraham. 2011. Rare Earths: The Cold War in the Annals of Travancore. In Gabrielle Hecht (ed.) *Entangled Geographies: Empire and Technopolitics in the Global Cold War*. MIT. pp. 101 – 117 (16 pages)

Week of February 18 - FALL BREAK – NO CLASSES

WEEK 7: *Technology and International organizations - (February 25)*

Theme: Role of corporation; democratic vs. authoritarian production and distribution. Role of technology for corporations.) challenges and action.

Question: Do IOs cope with technological change or try to manage it? *Cui Bono?*

Readings

Stephen A. Marglin. 1974. "What Do Bosses Do?: The Origins and Functions of Hierarchy in Capitalist Production." *Review of Radical Political Economics*, 6, no. 60: 60 – 112 (52 pages)

Stan Luger. 2005. *Corporate Power, American Democracy and the Automobile Industry*. Cambridge University Press. Read Ch. 2 "The Structure of the Auto Industry" (pp. 34 – 53) and Ch. 7 "The Triumph of Corporate Power: Trade Policy" (pp. 135 – 153) (37 pages)

Gayl D. Ness and Steven R. Brechlin. 1988. "Bridging the Gap: International Organizations as Organizations." *Spring*. 42, No. 2: 245 – 273 (28 pages)

Blayne Haggart. 2019. Ch. Taking Knowledge Seriously: Towards and International Political Economy Theory of Knowledge. in Blayne Haggart, Kathryn Henne, Natasha Tusikov (eds.), *Information Technology and Control in a Changing World*, Palgrave Macmillan, pp. 25 – 47 (22 pages)

(139 pages)

WEEK 8: *Technology and Efficiency – (March 3)*

Theme: What is ‘Capital’? How does it relate to technology? Means of production vs. knowledge storage of community. Increased productivity and efficiency vs. control.

Question: Can freedom co-exist with technological advancement?

Readings

Janet Knodler. 1997. “Veblen and Technical Efficiency.” *Journal of Economic Issues*, 23, no. 4:1011 – 1021 (10 pages)

Joseph A. Schumpeter. 1983 (1934). *The Theory of Economic Development*. Transaction Publishers, pp. 178 – 202 (24 pages)

David Edgerton. 2006. *The Shock of the Old: Technology and global history since 1900*. London: Profile Books. Read Ch. 1 “Significance,” pp. 1 – 27 (27 pages)

Arun Sundarajan. 2016. *The Sharing Economy*. London and Cambridge: MIT Press. Ch. 5-6 (pp. 117 – 179) (62 pages)

Tim Di Muzio. 2018. “Corporate Capitalism.” In idem, *The Tragedy of Human Development*. NY: Rowman & Littlefield, pp. 119 – 144 (25 pages)

(148 pages)

Recommended

David Noble. 1977. *America by Design*. NY: Knopf. Ch. 10 “A Technology of Social Production: Modern Management and the Expansion of Engineering,” pp. 298 – 368 (70 pages)

WEEK 9: *Technology and Development, Race, Gender – (March 10)*

Theme: government competition for technological superiority; issues of technology transfer; how technology affects race/gender

Question: Is technology used to maintain superiority?

Readings

Rachel McCulloch. 1981. “Technology Transfer to Developing Countries: Implications of International Regulation.” *The Annals of the American Academy of Political and Social Science*, 458 (Nov.): 110-122 (12 pages)

Ruth Oldenziel. 1999. *Making Technology Masculine: Men, Women and Modern Machines in America, 1870 – 1945*. Amsterdam: Amsterdam University Press. Read Ch. 2. “From Elite Profession to Mass Occupation,” pp. 51 – 90 (39 pages)

Tim Di Muzio. 2018. "Human Development." In idem, *The Tragedy of Human Development*. New York: Rowman & Littlefield, pp. 145 – 160 (15 pages)

Dwane Winseck. 2019. "Internet Infrastructure and the Persistent Myth of U.S. Hegemony." In Haggart, Henne, Tusikov, eds., *Information Technology and Control in a Changing World: understanding power structures in the 21st century*. Palgrave – Macmillan, pp. 93 – 116 (23 pages)

Nick Bernards. 2019. "Fintech and Financial Inclusion." In Shaw, Modi, Mahrenbach, Yi-chong, eds., *The Palgrave Handbook of Contemporary International Political Economy*, Palgrave Handbooks in IPE. pp. 317 – 326 (Ch. 20) (9 pages)

(98 pages)

WEEK 10: ***Technology and the Environment - (March 17)***

(Draft of Research Paper Due)

Theme: Technology as control over the environment; relationship between humans/natural world and technology.

Question: What is the relationship between technology and the environment?

Readings

Carolyn Merchant. 2016. *Autonomous Nature: Problems of Prediction and Control from Ancient Times to the Scientific Revolution*. New York: Routledge. Read Ch. 4. "Vexing Nature: Francis Bacon and the Origins of Experimentation," pp. 81 – 97 (16 pages)

James Bridle. 2018. *New Dark Age – Technology and the End of the Future*. Brooklyn, NY: Verso. Read Ch. 3 *Climate*. pp. 46 – 76 (30 pages)

Timothy Mitchell. 2002. *Rule of Experts: Egypt, Techno-politics, Modernity*. Berkeley: University of California. Read Ch. 1 "Can the Mosquito Speak," pp. 19 – 33 (14 pages)

Tim Di Muzio and Matt Dow. 2019. "Carbon Capitalism and World Order." In T. M. Shaw et al. (eds.), *The Palgrave Handbook of Contemporary International Political Economy*, Palgrave Handbooks in IPE: 555 – 567 (Ch. 34) (12 pages)

(72 pages)

WEEK 11: ***Technology and Culture – (March 24)***

Theme: Influence of technological change on culture; redefining technology;

Question: How does technology affect culture?

Readings

Neil Postman. 1993. *Technopoly: The Surrender of Culture to Technology*. New York: Vintage Books. Read Ch. 1 “The Judgement of Thamus,” pp. 3 – 20 (17 pages)

Langdon Winner. 1978. *Technocracy. Autonomous technology: technics out of control as a theme in political thought*. Cambridge: MIT Press. pp. 146 – 172 (26 pages)

Lewis Mumford, “Authoritarian and Democratic Technics,” *Technology and Culture*, 5 (Winter, 1964), pp. 1-8. (8 pages)

James McMahon. 2013. “The Rise of a Confident Hollywood: Risk and the Capitalization of Cinema” *Review of Capital as Power*, 1. no. 1: 23-40. (17 pages)

Marcuse, Herbert. 1941. [1998]. Some Social Implications of Modern Technology. In *Technology, War and Fascism*, edited by D. Kellner. London and New York: Routledge, pp. 41-65. (24 pages)

(92 pages)

WEEK 12: *Technological Automation and Labour* – (March 31)
(Research Paper Due)

Theme: Job taker vs. job maker; corporations as job providers; labour organization vs. technological progress; profits and the sharing economy
Question: Can (should) labour resist technological advancement?

Readings

David H. Autor. 2015. “Why Are There Still So Many Jobs? The History and Future of Workplace Automation.” *The Journal of Economic Perspectives*. 29, no. 3: 3-30 (27 pages)

David Noble. 2011. *Forces of Production: A Social History of Industrial Automation*. Transaction Publishers. London. Read Ch. 2 The Setting: The War at Home, pp. 21 – 41 and Ch. 4 The Automatic Factory. pp. 57 – 76 (49 pages)

Arun Sndararajan. 2016. *The End of Employment and the Rise of Crowd Based Capitalism*. MIT Press, Cambridge, Massachusetts and London, England. Ch. 1 The Sharing Economy, Market Economies and Gift Economies pp. 29 – 54 and Ch. 7 The Future of Work: Challenges and Controversies pp. 183 – 202 (44 pages)

Sarah Mason. 2018. “High Score, Low Pay: Why the Gig Economy Loves Gamification.” *The Guardian*. Tue. Nov. 20. (8 pages)

Ewan McGaughey. 2018. “Will Robots Automate Your Job Away? Full employment, basic income, and economic democracy.” Centre for Business Research, University of Cambridge, Working Paper no. 496 (31 pages)

(159 pages)

WEEK 13: *Automation as International Disruption and the Future of IPE* – (April 7)

Theme: Automation disruption and accumulation of wealth; Can we imagine a different/new international political economy? Democracy vs. Autocratic control
Question: What is the future of technological change and how will it affect the global political economy? What futures can we imagine?

Readings

Jaron Lanier. 2013. *Who Owns the Future*. New York: Simon and Schuster. Read Ch. 4 (Part II) “The Ad Hoc Construction of Mass Dignity” to Ch. 9 (part III) “From Above: Missing Data to Become Ridiculous” and Part VI Ch. 16 “Complaint is Not Enough” to Ch. 17 “Clout Must Underlie Rights, if Rights Ato Persist.” (87 pages)

James Bridle. 2018. *New Dark Age – Technology and the End of the Future*. Read Ch. 2 Computation, pp. 16 – 45 (29 pages)

Nick Bostrom. 2014. *Superintelligence: Paths, Dangers. Strategies*. Oxford University Press. pp. 3 – 21 and 160 – 169. (27 pages)

Deborah Halbert. 2019. “Weaponising Copyright: Cultural Governance and Regulating Speech in the Knowledge Economy.” In Haggart, Henne, Tusikov, *Information, Technology and Control in a Changing World*. Palgrave – Macmillan. pp. 165 – 182 (17 pages)

(160 pages)

Recommended

Samuel Butler. 1985 (1872). *Erewhon*. Penguin. Chapter XXIII The Book of the Machines. pp. 277 – 321 (44 pages)

Academic Accommodations

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 obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

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

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

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

Plagiarism

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

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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

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

Grading

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

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

Approval of final grades

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

Carleton E-mail Accounts

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

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. 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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

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