

PSCI 4606A
American Foreign Policy
Tuesday 11:35am – 2:25pm
Please confirm location on Carleton Central

Instructor: Dr. Brian C. Schmidt
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I. Course Description and Objectives

By many accounts, American foreign policy has been adrift since the end of the Cold War. Different presidential administrations have attempted to gain clarity and purpose in pursuing the national interest of the United States. This course will examine the foreign policies of the post-Cold War Presidents, beginning with George H.W. Bush and concluding with Joe Biden. The course will explore the thesis that there has been a remarkable degree of continuity in American foreign policy; namely, the pursuit and maintenance of an empire. This leads to several questions: is the United States an empire, if so, how did it acquire its empire, and lastly, is the American empire experiencing relative decline?

To help answer these questions, we engage in a historical overview of American foreign policy. In order to assess the contemporary character of American foreign policy, we have to go back to the early nineteenth century. We then devote specific attention to the post-World War Two period to the present. Different theoretical perspectives on the character and nature of American foreign policy will be provided. Some of the problems that have been identified in the literature on American foreign policy will be explored. We will attempt to understand these problems by focusing on specific presidential administrations.

The main objective of the course is for students to understand the past and present character of American foreign policy. This will be facilitated by reading some of the pertinent literature by scholars who study American foreign policy. This leads to the second objective of understanding the theoretical underpinnings of, and debates about, contemporary American foreign policy. By actively participating in this seminar, and by reading the course material, students will become familiar with the current debates and controversies about both the study and practice of American foreign policy.

II. Course Format

This class will be “face to face” meeting on Tuesdays from 11:35am to 2:25pm. I will begin each class with a brief overview of the material that we will be discussing in the seminar. As detailed below, my opening remarks will be based, in part, on the weekly check-in assignment that you submit twenty-four hours before the seminar. After my remarks, there will be class discussion and debate about the assigned material. Since the course is a seminar, you are required to

participate actively in class discussions. The reason for this is simple; seminars do not work if there is no student participation. It is necessary that you complete all reading assignments prior to coming to class so that you are fully prepared to discuss the assigned material.

III. Learning Outcomes

By the end of the course, students will be able to:

- Recognize historical facts, details, and information about American foreign policy.
- Describe and interpret the history of American foreign policy.
- Demonstrate an understanding of the issues and debates about American foreign policy.
- Differentiate the periods and characteristics of American foreign policy.
- Explain the foreign policies of the Bush I and II, Obama, Trump and Biden administrations.
- Critique and defend different interpretations of American foreign policy.

IV. Course Texts

There are two required texts for the course that are available for purchase at the Carleton University Bookstore. Both of the books are also available on Amazon as well as from the publishers (Picador and Bristol University Press). The required texts have been placed on reserve at the Carleton University library.

1. Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States* (Picador: New York: 2019).
2. Michael Cox, *Agonies of Empire: American Power from Clinton to Biden* (Bristol: Bristol University Press, 2022).

The weekly reading assignments have been placed on reserve in the library. You can access many of the assigned journal articles by using JSTOR and other search engines that are available on the Carleton University library website (<https://library.carleton.ca/>). All of the assigned readings can be directly accessed through ARES, which can be found on the course Brightspace page.

V. Evaluation at a Glance

All assignments are to be submitted via Brightspace.

- A. Weekly check-in (8 in total)10%
- B. Class Participation.....10%
- C. Newspaper Assignment.....10%
Due Date: October 10
- D. Book Review Assignment.....20%
Due Date: November 28
- E. Group Presentation/short paper.....20%

Due Date: Students will select a date for the group presentation (October 31, Nov. 7, 14, 21, and 28). The short paper is due the date of the presentation.

F. Take-home Final Exam.....30%

Due Date: December 22

VI. Evaluation in Detail

A. You are required to submit 8 weekly check-ins that are due 24 hours prior to class (due on Mondays by 12:00pm). Late assignments will not be accepted. Your weekly check-in assignment should be roughly one page (250-300 words). This assignment is to be turned-in using the Assignment submission tool in Brightspace. The assignment is of great importance to the course, because I will review all the check-in submissions and structure my opening remarks for each class based on your comments and questions. I will determine the grade by the end of the semester, which will be based on the number of check-ins that you submit as well as the quality of your submissions. I am looking for evidence that you completed and understood the assigned material for a given week. While you may pick and choose what material to focus on, I do reward effort. For example, reviewing several articles, or a longer piece, will likely result in a higher score than simply focusing on a single ten-page article.

There are two main questions of the check-in assignment:

1. What is one thing that you learned from the assigned reading? This could be a new concept, a theory, a historical fact, or information that you did not previously know. In your own words, you should briefly define or describe the concept, theory or information from the reading.
2. What is one thing you found to be either confusing or unclear about the assigned reading? This could be the author's argument or historical interpretation, a concept, a theory, or some specific aspect of the material. Please be as clear as possible in explaining what is not clear or confusing.

B. Your presence and active participation in class is an integral part of this course. Since the course is a seminar, you are required to participate actively in class discussions. The reason for this is simple; seminars do not work if there is no student participation. It is necessary that you complete all reading assignments prior to coming to class so that you are fully prepared to engage the assigned material. We will be discussing the assigned material in class and if you fail to participate in class discussions and do not engage the assigned material this will be taken as a sign of inadequate preparation and result in a grade reduction. Attendance is mandatory and missing class will result in a grade reduction. In addition to attendance, your class participation grade will be determined by both the quantity and quality of your comments in class. After each class, I will note whether you participated at a high, medium, or low level.

C. You are required to find and read a current newspaper article dealing with a topic or issue related to American foreign policy and submit a two-page summary/re-action paper. Please include the title of the article, the name of the newspaper, and the date when it was published. If possible, please include a link to the article that you have selected. I am NOT looking for a journal article, but rather a quality newspaper such as The New York Times, Washington Post, Globe and Mail, The Guardian, LA Times. The assignment is due **October 10**.

D. You are required to write a 7- 8 page review of a book dealing with contemporary American foreign policy. The more you read the more you will understand the central issues in American foreign policy. **The book review is due November 28.** There are many books that you can select to read. The course outline includes a list of recommendations that you may wish to consider. You are not allowed to review an edited book or textbook. You should let me know in advance the book that you have selected to read and review.

There are two main aspects of the assignment. First, you should provide a concise summary of the book (the main argument, the theoretical framework, organization of the book, type of evidence employed). Second, you should relate the book you read to the course material and the debates and issues that have been raised in the assigned reading. How does your book speak to the themes and issues raised in the class? While you are reading the book, you should also be critically evaluating it. What are the strengths and weaknesses of the book, how convincing is the author's argument, how important of a contribution has the book made to the study of American foreign policy? These are the types of questions you should be answering when you write your book review.

If you have never written or read a book review, you should take some time and read some book reviews that have been written in academic journals or a quality newspaper such as the *New York Times* book review section that appears every Sunday.

E. Each student will sign up for a group presentation, ideally 5 students per group, for the weeks of October 31, Nov. 7, 14, 21, and 28. These are the weeks that we are focusing on President's Clinton, Bush, Obama, Trump, and Biden. For the presentation and short paper, there are three key components of the assignment: a summary of the chosen President's foreign policy, the strengths of that foreign policy, and a critique of the shortcomings of that foreign policy. It is up to each of you to sort out the work and preparation of the group oral presentation (each person should contribute to the oral presentation). The oral presentation should be approximately 20-30 minutes long. Everyone will receive the same group grade for the presentation. The paper you submit, which is based on the oral presentation, should be approximately 5 pages, and will be graded individually. The paper is due on the date of the presentation.

The assigned material should be the basis of the presentation and the paper. You are, however, allowed to consult additional literature and information for both the presentation and paper.

F. The final exam will be a take-home exam. The final exam is due no later than **December 22, 2023 at 12:00 p.m.** There will be two or three questions to answer, and each answer should be approximately 5- 7 pages (typed and double-spaced). More information about the final exam will be provided at the end of the term.

VII. Other Guidelines

Late assignments will be downgraded one letter-grade category per day. For example, a B+ paper, one day late, will receive a B.

To obtain credit in this course, students must fulfill all of the course requirements.

VIII. Course Schedule

Week One (September 12) Course Introduction

- William Appleman Williams, "Empire as a Way of Life," *The Nation*, 231 (August 2, 1980): 104-114. This article was reprinted in *Radical History Review* 50, (1991): 71-102.

Recommended:

William Appleman Williams, *The Tragedy of American Diplomacy* (New York: Dell Publishing, 1962).

Andrew C. Bacevich, *American Empire: The Realities and Consequences of US Diplomacy* (Cambridge, MA: Harvard University Press, 2004).

Robert Kagan, *Dangerous Nation: America's Foreign Policy from Its Earliest Days to the Dawn of the Twentieth Century* (New York: Knopf, 2006).

Niall Ferguson, *Colossus: The Price of America's Empire* (New York: Penguin, 2004).

Week Two (September 19) Empire, Imperialism, and Race

- Immerwahr, *How to Hide an Empire*, 3-108.
- Annette Gordon-Reed, "America's Original Sin: Slavery and the Legacy of White Supremacy," *Foreign Affairs* 97, 1 (January/February 2018): 2-7.
- Zachariah Mampilly, "The Du Bois Doctrine: Race and the American Century," *Foreign Affairs* 101, no. 5 (September/October 2022): 156-167.

Recommended:

W.E.B. Du Bois, *Color and Democracy: Colonies and Peace* (New York: Harcourt, Brace and Company, 1945).

Noam Chomsky, *Hegemony or Survival: America's Quest for Global Dominance* (Holt Paperbacks, 2004).

A.G. Hopkins, *American Empire: A Global History* (Princeton, NJ: Princeton University Press, 2018).

Neil Smith, *American Empire: Roosevelt's Geographer and the Prelude to Globalization* (Berkeley: University of California Press, 2003).

Week Three (September 26) Administering an Empire

- Immerwahr, *How to Hide an Empire*, 109-212.
- Robert Vitalis, "Birth of a Discipline," in David Long and Brian C. Schmidt eds., *Imperialism and Internationalism in the Discipline of International Relations* (New York: SUNY Press, 2005): 159-181.
- Brian C. Schmidt, "Political Science and the American Empire: A Disciplinary History of the 'Politics' Section and the Discourse of Imperialism and Colonialism," *International Politics* 45 (2008): 675-687.

Recommended:

Robert Vitalis, *White World Order, Black Power Politics: The Birth of American International Relations* (Ithaca: Cornell University Press, 2015).

Chalmers Johnson, *Blowback: The Costs and Consequences of American Empire* (New York: Metropolitan, 2000).

Week Four (October 3)

World War Two, American Hegemony and the Liberal International Order

- Immerwahr, *How to Hide an Empire*, 213-316
- G. John Ikenberry, *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (Princeton: Princeton University Press, 2011), Ch. 5 (159-219).

Recommended:

G. John Ikenberry, *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (Princeton: Princeton University Press, 2011).

G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order After Major Wars* (Princeton: Princeton University Press, 2001).

Tony Smith, *America's Mission: The United States and the Worldwide Struggle for Democracy in the Twentieth Century* (Princeton: Princeton University Press, 1994).

Christopher Layne, *The Peace of Illusions: American Grand Strategy from 1940 to the Present* (Ithaca, NY: Cornell University Press, 2006).

Week Five (October 10)

The Cold War

- Immerwahr, *How to Hide an Empire*, 317-371.
- Walter LaFeber, "An End to Which Cold War?" in Michael J. Hogan ed., *The End of the Cold War: Its Meaning and Implications* (Cambridge: Cambridge university Press, 1992, pp. 13-19.
- Christopher Layne, *The Peace of Illusions: American Grand Strategy from 1940 to the Present* (Ithaca, NY: Cornell University Press, 2006), Ch. 3 (51-70).

Recommended:

John Lewis Gaddis, *The United States and the End of the Cold War* (New York: Oxford University Press, 1992).

John Lewis Gaddis, *We Now Know: Rethinking Cold War History* (Oxford: Oxford University Press, 1997).

Thomas J. McCormick, *America's Half-Century: United States Foreign Policy in the Cold War and After, 2nd ed.* (Baltimore, MD: Johns Hopkins University Press, 1995).

Marc Trachtenberg, *A Constructed Peace: The Making of the European Settlement 1945-1963* (Princeton: Princeton University Press, 1999).

Walter LaFeber, *America, Russia, and the Cold War, 1945-2000, 9th ed.* (Boston: McGraw-Hill, 2002).

Week Six (October 17)

Bush I – the End of the Cold War

- Charles Krauthammer, "The Unipolar Moment," *Foreign Affairs* 70, no. 1 (1990/91): 23–33.
- Kenneth N. Waltz, "The New World Order," *Millennium: Journal of International Studies* 22, no. 2 (Summer 1993): 187-195.

- William C. Wohlforth, "The Stability of a Unipolar World," *International Security* 24, no. 1 (Summer 1999): 5-41.

Recommended:

George Bush and Brent Scowcroft, *A World Transformed* (New York: Knopf, 1998).
 Robert W. Tucker and David C. Hendrickson, *The Imperial Temptation: The New World Order and America's Purpose* (New York: Council on Foreign Relations, 1992).
 Steven Hurst, *The Foreign Policy of the Bush Administration* (London: Pinter, 1999).
 James Chace, *The Consequences of the Peace: The New Internationalism and American Foreign Policy* (New York: Oxford University Press, 1992).

Week Seven (October 24)

Reading Week – No Class

Week Eight (October 31)

Clinton and Democracy Promotion

- Cox, *Agonies of Empire*, chs. 1-3
- David Brinkley, "Democratic Enlargement: The Clinton Doctrine," *Foreign Policy* 106, (Spring, 1997): 110-127.
- Stephen M. Walt, "Two Cheers for Clinton's Foreign Policy," *Foreign Affairs* 79, 2 (March/April 2000).
- Michael Cox, "Wilsonianism Resurgent? The Clinton Administration and the Promotion of Democracy," in Michael Cox, G. John Ikenberry, and Takashi Inoguchi eds., *American Democracy Promotion: Impulses, Strategies, and Impacts* (Oxford: Oxford University Press, 2000), pp. 218-239

Recommended:

Richard Haass, *The Reluctant Sheriff* (Washington, DC: Brookings Institution Press, 1997).
 Derek Chollet and James Goldgeier, *America Between the Wars: From 11/9 to 9/11* (New York: Public Affairs, 2008)
 William G. Hyland, *Clinton's World: Remaking American Foreign Policy* (Westport, CT: Praeger, 1999).
 Haynes Johnson, *The Best of Times: America in the Clinton Years* (New York: Harcourt, 2001).
 Stanley A. Renshon, *High Hopes: The Clinton Presidency and the Politics of Ambition* (New York: New York University Press, 1996).

Week Nine (November 7)

Bush II and Empire

- Immerwahr, *How to Hide an Empire*, 372-401.
- Cox, *Agonies of Empire*, chs. 4-5.
- G. John Ikenberry, "America's Imperial Ambition," *Foreign Affairs* (Vol. 81, No. 5 (September/October 2002): 44-60.
- John Lewis Gaddis, "A Grand Strategy," *Foreign Policy* (November/December 2002): 50-57.
- Charles Krauthammer, "The Unipolar Moment Revisited," *The National Interest* 70 (Winter 2002/03): 5-17.

- Brian C. Schmidt and Michael C. Williams, "The Bush Doctrine and the Iraq War: Neoconservatives Versus Realists," *Security Studies* 17, 2 (April-June 2008): 191-220.

Recommended:

Stephen G. Brooks and William C. Wohlforth, *World Out of Balance: International Relations and the Challenge of American Primacy* (Princeton: Princeton University Press, 2008).

David Calleo, *Follies of Power: America's Unipolar Fantasy* (New York: Cambridge University Press, 2009).

Nuno P. Monteiro, *Theory of Unipolar Politics* (Cambridge: Cambridge University Press, 2014).

Charles Krauthammer, *Democratic Realism: An American Foreign Policy for a Unipolar World* (Washington: American Enterprise Institute, 2004).

Ivo Daalder and James Lindsay, *America Unbound: The Bush Revolution in Foreign Policy* (New York: John Wiley & Sons, 2005).

Robert Jervis, *American Foreign Policy in a New Era* (New York: Routledge, 2005).

John Lewis Gaddis, *Surprise, Security, and the American Experience* (Cambridge: Harvard University Press, 2004).

Jacob Heilbrunn, *They Knew They Were Right: The Rise of the Neocons* (New York: Doubleday, 2008).

James Mann, *Rise of the Vulcans: The History of Bush's War Cabinet* (New York: Viking, 2004).

Bob Woodward, *State of Denial: Bush at War Part III* (New York: Simon and Schuster, 2006).

Week Ten (November 14)

Obama – A return to liberal internationalism?

- Cox, *Agonies of Empire*, chs. 6-8.
- David Rohde, "The Obama Doctrine," *Foreign Policy* 192 (March-April, 2012).
- Daniel Drezner, "Does Obama Have a Grand Strategy?" *Foreign Affairs* 90, no. 4 (July/August 2011): 57-68.
- Robert S. Ross, "The Problem with the Pivot," *Foreign Affairs* 91, no. 6 (November/December 2012): 70-82.
- Aaron L. Friedberg, "Bucking Beijing," *Foreign Affairs* 91, no. 5 (September/October 2012): 48-58.
- Chris Layne, "This Time It's Real: The End of Unipolarity and Pax Americana," *International Studies Quarterly* 56, 1 (March 2012): 201-212.

Recommended:

Colin Dueck, *The Obama Doctrine: American Grand Strategy Today* (Oxford: oxford University Press, 2015).

Robert Singh, *Barack Obama's Post-American Foreign Policy: The Limits of Engagement* (London: Bloomsbury Academic, 2012).

Fareed Zakaria, *Post-American World* (New York: W.W. Norton, 2008).

Aaron Friedberg, *A Contest for Supremacy: China, America and the Struggle for the Mastery of Asia* (New York: W.W. Norton, 2011).

Jeffrey Bader, *Obama and China's Rise: An Insiders Account of America's Asia Strategy* (Washington, DC: Brookings Institution press, 2013).

Week Eleven (November 21)

Trump and MAGA

- Cox, *Agonies of Empire*, chs. 9-10.

- Alexander Cooley and Daniel Nexon, *Exit from Hegemony: The Unraveling of the American Global Order* (Oxford: Oxford University Press, 2020): ch. 7.
- Barry R. Posen, "The Rise of Illiberal Hegemony: Trump's Surprising Grand Strategy," *Foreign Affairs* 92, 2 (March/April 2018): 20-27.
- Eliot A. Cohen, "America's Long Goodbye: The Real Crisis of the Trump Era," *Foreign Affairs* 98, 1 (January/February 2019): 138-146.
- Doug Stokes, "Trump, American Hegemony and the Future of the Liberal International Order," *International Affairs*, 94, 1 (2018): 133-150.

Recommended:

Richard Haas, *A World in Disarray: American Foreign Policy and the Crisis of the Old Order* (New York: Penguin Books, 2018).

David Frum, *Trumpocracy: The Corruption of the American Republic* (New York: Harper, 2018).

Patrick Porter, *The False Promise of Liberal Order: Nostalgia, Delusion and the Rise of Trump* (New York: Polity, 2020).

Bob Woodward, *Fear: Trump in the White House* (New York: Simon and Schuster, 2018).

Hal Brands, *American Grand Strategy in the Age of Trump* (New York: Brookings Institution Press, 2018).

Ivo H. Daalder and James M. Lindsay, *The Empty Throne: America's Abdication of Global Leadership* (New York: Public Affairs, 2018).

David C. Hendrickson, *Republic in Peril: American Empire and the Liberal Tradition* (New York: Oxford University Press, 2018).

John Davis, *Trump's World: Peril and Opportunity in US Foreign Policy After Obama* (Lexington Books, 2019).

Week Twelve (November 28) Biden

- Cox, *Agonies of Empire*, ch. 11.
- Joseph R. Biden, Jr., "Why America Must Lead Again: Rescuing U.S. Foreign Policy After Trump," *Foreign Affairs* 99, no. 2 (March/April 2020): 64-76.
- Samantha Power, "The Can-Do Power: America's Advantage and Biden's Chance," *Foreign Affairs* 100, no. 1 (January/February 2021): 10-24.
- Samuel Charap, "An Unwinnable War: Washington Needs an Endgame in Ukraine," *Foreign Affairs* 102, no. 4 (July/August 2023): 22-51.

Recommended:

G. John Ikenberry, *A World Safe for Democracy: Liberal Internationalism and the Crisis of Global Order* (New Haven: Yale University Press, 2020).

John J. Mearsheimer, *The Great Delusion: Liberal Dreams and International Realities* (New Haven, Conn.: Yale University Press, 2019).

Week Thirteen (December 5) What are the Alternatives?

- Jennifer Lind and Daryl G. Press, "Reality Check: American Power in an Age of Constraints," *Foreign Affairs* 99, 2 (March/April 2020): 41-48.
- Barry Posen, "The Case for Restraint," *American Interest* Vol. 3, 1 (November/December 2007): 7-17.
- G. John Ikenberry, "The Next Liberal Order: The Age of Contagion Demands More Internationalism, Not Less," *Foreign Affairs* 99, 4 (July/August 2020): 133-142.

- Robert Kagan, “A Superpower, Like It or Not: Why Americans Must Accept their Global Role,” *Foreign Affairs* 100, no. 2 (March/April 2021): 28-38.
- John J. Mearsheimer and Stephen M. Walt, “The Case for Offshore Balancing: A Superior U.S. Grand Strategy,” *Foreign Affairs* 95, no. 4 (July/August 2016): 70-83.

Recommended:

Stephen M. Walt, *Taming American Power: The Global Response to U.S. Primacy* (New York: W.W. Norton, 2005).

Stephen M. Walt, *The Hell of Good Intentions: America’s Foreign Policy Elite and the Decline of U.S. Primacy* (New York: Farrar, Straus and Giroux, 2018).

Stephen G. Brooks and William C. Wohlforth, *America Abroad: The United States’ Global Role in the 21st Century* (Oxford: Oxford University Press, 2016).

Barry Posen, *Restraint: A New Foundation for U.S. Grand Strategy* (Ithaca: Cornell University Press, 2014).

John J. Mearsheimer, *The Great Delusion: Liberal Dreams and International Realities* (New Haven, Conn.: Yale University Press, 2018).

IX. Appendix

Student Mental Health

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

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

- **Carleton Resources:**

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

- **Off Campus Resources:**

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

- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

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

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

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

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

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

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

Sexual Violence Policy

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

Academic Integrity

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

Plagiarism

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

Examples of plagiarism include, but are not limited to:

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

Use of Artificial Intelligence

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

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of

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

Intellectual property

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

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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