PSCI 4801 A
Selected Problems in Global Politics: Africa's International Relations
Tuesdays: 11:35 am - 2:25 pm
Location: Please confirm location on Carleton Central.

I)   <u>**General information**</u>
Instructor: Dr. Isaac Odoom
Student Hours: Information posted on Brightspace
Email: isaac.odoom@carleton.ca

Contact Policy: Email is the best way to contact me (Include PSCI 4801 in the subject line). I normally reply within 24-48 hours, weekends excluded. All email must be through official Carleton University email accounts. For longer questions I recommend scheduling a Zoom appointment or regular office hours.

II)   <u>**Course description**</u>
This advanced undergraduate course invites students to explore at least three dimensions of Africa's international relations, notably the relations between: Africa's constituent nation-states; the African continent and the world; and Africa's citizens, the diaspora and the rest of the world. Each class session relates to at least one of these dimensions, while some sessions cover more than one. We delve into historical, theoretical, and contemporary dimensions of Africa's international relations. Through a dynamic blend of sources, students will dissect key themes: from colonial legacies to present-day partnerships. We engage with complex issues, including security challenges, political economy and development, and global governance.

The course provides the platform to understand African agency and its limits in shaping international dynamics and navigate the multifaceted intersections of policy, diplomacy, and culture. As part of the experiential learning approach, immerse yourself in a simulated AU Intergovernmental Summit, embodying how African leaders should address military coups. Hone research, negotiation, and presentation skills through group case studies and response papers.

This course will equip students with the insights and practical skills essential for navigating the evolving landscape of African politics and Africa's interactions. It provides the platform for students to study Africa from a broad, diverse, and critical perspectives.

III   **Course Format**

As an advanced undergraduate seminar, the course will be conducted in a seminar format devoted to extended analysis and discussion of the assigned readings. Students are expected to come to each session prepared to critically engage required readings and colleagues in a highly interactive but respectful manner. Attendance at all sessions of the course is mandatory. Unexcused absences will negatively affect student participation score. Students should email the instructor in advance if they will be unable to attend class.

This course requires substantial reading and in order to foster dynamic and informed classroom dialogue all students are expected to complete all readings before the start of the class to fully benefit from the discussions.

Instructor will start the class with a general overview of the themes for the week. Next will be roundtable discussion where each student gives a 3- minute reflection on all required readings for the week. This will be followed by student presentations and (small group) discussions.

 Note: Classes are in-person; however, there may be 1 or 2 times where classes may be moved online or to a different venue (to accommodate guest speakers or the mock plenary). Students will be notified in advance of any changes to how the course is delivered.

IV   **Course Objectives:**

1. Comprehensive Understanding: Develop a deep and nuanced comprehension of Africa's international relations, encompassing historical, theoretical, policy, and partnership dimensions.

2. Critical Analysis: Foster critical thinking skills to evaluate complex issues within African politics, enabling students to dissect various perspectives and construct well-reasoned arguments.

3. Applied Knowledge: Apply theoretical frameworks to real-world scenarios, enabling students to bridge theory and practice in the context of African international relations.

4. Effective Communication: Enhance communication skills through group discussions, presentations, and written assignments, promoting clear articulation of ideas and engagement in diplomatic discourse.

V   **Learning outcomes**

1. Analytical Mastery: Students will demonstrate a mastery of analytical tools and methodologies, enabling them to dissect historical and contemporary issues in Africa and in Africa's international relations.

2. Multifaceted Perspective: Students will articulate an understanding of how historical legacies, cultural identities, and economic factors influence Africa's engagement locally and with the global community.

3. Effective Diplomatic Engagement: Students will exhibit the ability to engage in diplomatic discourse, negotiate, and collaborate with peers, reflecting an understanding of the complexities of international cooperation.

4. Informed Decision-making: Students will synthesize theoretical knowledge and empirical evidence to construct well-informed recommendations and resolutions addressing key challenges in Africa and its international relations.

VI   **Texts**
There is no required textbook to purchase for the course. All the course materials can be found on ARES or via Brightspace.

VII   **Evaluation at a glance**
Evaluation of the following course requirements will determine students' grades

Component	Weight	Due Date
1. Attendance/Participation	25%	Throughout the course
2. Critical Reflection Papers (3X15)	45%	
	Any topic between Sept 19 to Oct 3	Due Tuesday 10am of the chosen week.
	Any topic between Oct 10 and Oct 31	Due Tuesday 10am of the chosen week.
	Any topic between Nov 7 and Nov 28	Due Tuesday 10am of the chosen week.
3. Presentation/Student led discussion	15%	Student chosen date
4. Take-home Course Report	15%	Dec 22
Total	**100%**	

VIII   <u>**Evaluation in detail**</u>

1. **Attendance and Participation (25%)**

The course requires that you interact with your peers (especially the second half of class) and with the instructor during class. The mark for participation is a cumulative score which involves the following: Quality of participation in class discussion, small in-class group exercise and other related activities. (You cannot receive a participation mark if you do not attend class. If you are absent without a valid excuse, you will receive zero (0) for that seminar). To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare their own weekly reading notes, including questions for discussions, and actively participate in discussions. Students should note that listening and raising good questions are as important as making comments. Instructor will take attendance in class with Poll Everywhere!

Simulated AU Intergovernmental Summit

The mock AU Intergovernmental Summit offers students a unique and immersive learning experience that enhances their understanding of Africa's international relations. This hands-on exercise is designed to provide a comprehensive appreciation of the complexities involved in diplomatic decision-making and cooperation in Africa.

Students will discuss the detailed plan for the mock summit, including the agenda, team organization, and preparation guidelines.

The simulated intergovernmental summit is an integral part of attendance and participation grade for this course. This includes substantive participation such as online discussion sessions as well as attending the plenary.

Students who engage actively, thoughtfully, and substantively in this exercise **will earn a 2% bonus mark.**

2. **Critical Reflection Papers (15X 3= 45%)**

Each student is required to submit three (3) reflection papers over the duration of the course. These reflection papers are not a summary of the readings, but rather a reflection and critique of the required readings. Reflection papers will critically synthesize the arguments developed in the required readings for that day and develop a response to those arguments. You will be expected to identify the central argument and draw out the points of commonality and differences in the authors' arguments. You should discuss how convincing the authors' arguments are and what you have learned from them. You should also contemplate linkages between previous week's readings, if any. **The paper must include at least two (2) discussion questions arising from the readings.**

Students can choose to prepare their reflection on any of the weekly seminar topics, **but they are not allowed to do a reflection paper for the same week as their presentation**. Students are only required to use the course readings for the week, but they will cite the sources properly including other sources used (if any) in their critical review papers.

Reflection papers should be between 700-750 words in length (double spaced, Times New Roman 12 font, 1" margins). Students will choose their own referencing style, however, consistency is required. **Please indicate referencing style (APA, MLA, etc) and list of sources at the end of your paper. The use of generative AI for this assignment is prohibited.**

Reflection Paper 1 should be submitted not later than Oct 3, 2023, with the Final entry (Paper 3) due not later than Nov 28, 2023. Entries must be submitted in Word or PDF via Brightspace by **10am on the Tuesday of the week in which the readings/topic are discussed (for example, Critical Reflection for the week of Oct 3 (week 4) must be submitted Oct 3, not later)**. Critical Reflection papers will not be accepted after the topic or readings have been discussed in class.

3. **Case study Presentations (15%)**

Each Tuesday (between week 3 and 12, excluding week 7), a group of 1-2 students will collaborate to prepare and present a case study related to the week's lecture topic. These case studies, which must match the topic for the week, must be selected by the students in consultation with the instructor (at least a week before, if not earlier). The purpose of the presentation is to conduct an in-depth examination of an issue in Africa's international relations using an example of a case study.

In the presentation, while some summary of the material may be necessary to refresh people's memory and kick start the discussion, the presentation should not be a long summary of the readings. Presenters should assume that everyone in the class has completed all the readings.

Overall, the group should aim to demonstrate how well they have understood the topic and readings for that week using the case study.
The presentation may include some external research and will be assessed on the following:
1. Quality of critical analysis of readings
2. Presentation of information, succinctness of summary
3. Ability to link and explain readings/lecture concepts with the case
4. Quality of research (types of sources, reliability of sources)
5. Visual aids and overall creativity
6. Clarity of communication (practice your presentation, do not just 'read' it)
7. Ability to engage with audience
8. Questions developed for discussion/debate/deliberation or class activities
9. Listing of sources using a consistent academic style guide
10. Facilitation and time management (both presentation and Q & A)

The presentation will use visual aid (PowerPoints, audio/video etc) and will not be longer than 20 minutes, followed by Q & A. It is the responsibility of the group to manage the duration of the presentation and the Q & A. A single grade will be assigned for the presentation and will be

attributed to all students in that group. All presenters have equal share in leading the presentation and discussion.

Presenters must submit an electronic copy (ppt or pdf version; not a link) of the final power point presentation or handout via email (isaac.odoom@carleton.ca) or via Brightspace by 9am on the day of the presentation.

Instructor will assign topics/date of presentation to students guided by students' selections. Student will be given an option to pick their top Three (3) preferred Topic/Date of presentation in class.

Additional information about the presentation will be provided to students.

4.   **Final Course Report (15%)**
Each student is required to write a final report that reflects their learning experience in the course referring to specific elements of the course (this would include stories, events and other experiences during the course). The Course Report assignment is a culmination of student learning journey in the course. It provides students with an opportunity to synthesize their understanding of Africa's place, role locally and in global affairs, showcasing their analytical skills, and reflecting on their intellectual growth over the semester.

The Course Report assignment is designed to assess your understanding of the complex dynamics of Africa's international relations as explored throughout the semester. This assignment requires you to synthesize your knowledge, critically analyze key themes, and showcase your ability to apply theoretical insights to real-world situations.

Your report should demonstrate a deep engagement with the course material and an informed perspective on Africa's place, and role locally and in the global arena.

The report should be no more than 2000-2500 words in length (excluding title page and bibliography) and must use a minimum of six (6) peer reviewed sources from the course in addition to any outside sources.

Word or PDF copy of the report is due no later than Friday, Dec 22 at 2PM ET via Brightspace.

Additional information about the research paper will be provided to students in a separate handout.

Other Guidelines:

Late assignments: It is student responsibility to inform the instructor as soon as it becomes clear that their work will be late. If you do not communicate in advance, and your reasons for being late does not also explain this lack of communication, and if, in the judgement of the instructor, there is no valid reason for a late assignment (e.g health or domestic affliction) then

you should be prepared to be penalized by one grade per day on the letter scale. For example, a B would become a B- on the first day, a C+ on the second day, and so on. Term reports more than two weeks late may not be accepted.

Students should note that to obtain credit in this course, students must fulfill all of the course requirements.

Previous papers/work. For this course and its assignments, using work already submitted for other courses is unacceptable. Students are invited to talk to the instructor if they have any questions related to this provision.

Changes to the syllabus: This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

General note about AI/ChatGPT:
Students are likely to use generative AI such as ChatGPT this semester. As with other any other tool or resource, remember two important things:
1. You are ultimately responsible for what you submit.
2. In order to facilitate a review of your work, provide appropriate references.

For generative AI, this will include prompts used, the specific AI used, and a short description of your methodology (how did you use it?).

Uncited use of generative AI will be considered a violation of academic honesty and reported through appropriate channels.

To this end, every paper should have two features indicating reliance on outside sources:

1. The first should be an in-text parenthetical citation paired with a Works Cited list (in APA, MLA etc, with the authors, titles, publishers, dates, and URLs (if appropriate) of each source. This is for sources quoted directly (which should be in quotation marks), those paraphrased in the author's own words, and those that are used for background information. All sources for the text should be properly introduced, with their connection to the author's own ideas clearly stated.

2. The second should be an Artificial Intelligence Disclosure, which should contain the following statements:

I did not use artificial intelligence in creating this paper.

OR

I did use artificial intelligence in creating this paper, namely _____ (ChatGPT, Bard, etc.). I used it in the following ways (check which of the following acceptable uses were utilized):

- Brainstorming help
- Outlining help
- Background information
- Grammar/spelling/punctuation/mechanics help

and

I affirm I did not generate text with artificial intelligence and directly copied it into my paper.

Instructor and students will have a chance to discuss the use of generative AI in class.
(This note on AI was developed using language from online resources).

IX   COURSE SCHEDULE

The weekly reading list are subject to changes by the instructor in the course of the term. Instructor will inform students of any changes ahead of time.

Week 1

Sept 12:
Course Introduction and Organisation

- Why and how to study Africa's international relations

Reading:
Course Syllabus

You should start using the Africa Map learning tool to learn the basic political geography

of the continent*:* https://lizardpoint.com/geography/africa-quiz.php

Week 2

Sept 19:
(Pre) Colonial Africa, African state and African IR

Readings:
Herbst, Jeffrey. 2000. "Power and Space in Precolonial Africa," in States and Power in Africa: Comparative Lessons in Authority and Control. Princeton UP

Crowder, Michael. 1964. "Indirect Rule: French and British Style." *Africa* 34: 197205.

Englebert, Pierre. 2000. "Pre-Colonial Institutions, Post-Colonial States, and Economic Development in Tropical Africa." *Political Research Quarterly*, 53(1): 7-36.

Week 3

Sept 26:
Theory And Historical Evolution of African International Relations
- Trajectory of African international relations-colonial era, Cold War and post-colonial period.

Readings:

Tim Murithi. (2013). *Handbook of Africa's International Relations: Vol. 1st ed*. Routledge.

- Chapter 2: Tom Tieku "Theoretical approaches to Africa's international relations"
- Chapter 5: Cyril Obi "Africa's international relations beyond the state: Insights from the Niger Delta"
- Zartman, I. William. 2013. "The Diplomacy of African Boundaries,'' in Africa in World Politics: Engaging a Changing Global Order. Chapter 8.

Week 4

Oct 3:
Africa's International Organisations: from OAU to AU and beyond
- The Success and Failures of OAU and AU and Future of African Unity
- Overview of African Union in International System

Readings:
Tieku, Thomas Kwasi. 2004. "Explaining the Clash and Accommodation of Interests of Major Actors in the Creation of the African Union.'' *African Affairs* 103: 249-267.

Tim Murithi. (2013). *Handbook of Africa's International Relations: Vol. 1st ed*. Routledge.

- Chapter 7: Tony Karbo pp 62-71

Tieku, T. K. (2019). The African Union: successes and failures. *In Oxford Research Encyclopedia of Politics*.

Week 5

Oct 10
Regional Integration: Challenges and Opportunities
- Regional Integrations
- Inter-trade in Africa and Regional Economic Communities

Readings:
Arthur, P. (2019). Economic Community of West African States, Regional security and the Implementation of Humanitarian Intervention and the Responsibility to Protect: Rhetoric or Reality? *Insight on Africa,* 11(2), 162–183.

Moyo, I. (2020). On Decolonising Borders and Regional Integration in the Southern African Development Community (SADC) Region. *Social Sciences,* 9(4), 32

Samuel Ojo Oloruntoba. (2023) The political economy of the African Continental Free Trade Area and structural transformation in Africa. *Journal of Contemporary African Studies* 0:0, pages 1-17.

Week 6

Oct 17
Africa, Global Governance and Human Security (GUEST LECTURE)
- Africa, Wars/conflicts and International Criminal Court
- Africa and International Human Rights; Africa, refugees and migrants

Readings:
Zeleza, PT. "The Causes and Costs of War in Africa: From Liberation Struggle to the 'War on Terror'," in A. Nhema and P.T. Zeleza (eds.), The Roots of African Conflicts: The Causes and Costs, 2008, Introduction, pp. 1-35.

Okeke, C. (2022). The Role of the ICC in Africa and the Inherent Tension under International

Criminal Law. *Asia Pacific Law & Policy Review*, 8, 24-55.

Jacobsen, Karen. 2002. "Can Refugees Benefit the State? Refugee Resources and African Statebuilding.'' Journal of Modern African Studies: 577-596.

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Week 7

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Reading Week (No classes)

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Week 8

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Oct 31
Trade and Financial Issues in Africa international relations
- The WTO, World Bank, and the IMF in Africa.
- Foreign aid and Debt crisis

Readings:

Tim Murithi. (2013). *Handbook of Africa's International Relations: Vol. 1st ed*. Routledge.

- Chapter 25 (pp 251-260): Paul Clements "The World Bank and the International Monetary Fund in Africa"

J Shola Omotola & Hassan Saliu (2009) Foreign aid, debt relief and Africa's development: problems and prospects, *South African Journal of International Affairs,* 16:1, 87-102,

Iloh, E. C., Nwokedi, M., Onyebukwa, C. F., & Ekeocha, Q. (2020). World Trade Organization's Trade Liberalization Policy on Agriculture and Food Security in West Africa. *Regional Development in Africa*, 10.

Nov 7
Africa and International Partnership I
- Africa and UK
- Africa and France

Readings:

Nicholas Westcott (2022) "Shared fortunes: Why Britain, the European Union, and Africa need one another" *European Council on Foreign Relations*. https://ecfr.eu/publication/shared-fortunes-why-britain-the-european-union-and-africa-need-each-other/

Mattheis, F. (2021). "How to wield regional power from afar: a conceptual discussion illustrated by the case of France in Central Africa." *Int Polit* https://doi.org/10.1057/s41311-021-00347-8

Gwatiwa, T. (2022). "The Africa–EU Partnership and African Agency: Model or Pareidolia?" In: *The African Union and African Agency in International Politics*. Palgrave Macmillan, Cham.

Week 10

Nov 14
Africa and International Partnership II
- Africa and US
- Africa and Canada

Readings:

Qobo, M. (2022). "The Evolution of US–Africa Relations: From Idealism to *Realpolitik*." In: The Political Economy of China—US Relations. International Political Economy Series. Palgrave Macmillan, Cham

Qobo, M. (2022). "US–Africa's Engagement from Clinton to Trump." In: The Political Economy of China—US Relations. International Political Economy Series. Palgrave Macmillan, Cham. https://doi-org.proxy.library.carleton.ca/10.1007/978-3-030-86410-1_6

Rattner, R., & Whitmore, B. (2021). *President Biden's Africa Policy*. LSE IDEAS. http://www.jstor.org/stable/resrep45302

Akuffo, E.A. (2021). "Morality as Organizing Principle: Making Sense of Canada–Africa Relations." In: Murray, R.W., Gecelovsky, P. (eds) *The Palgrave Handbook of Canada in International Affairs*. Canada and International Affairs. Palgrave Macmillan, Cham.

Nov 21

Africa and International Partnership III
- Africa and China
- Africa South-South Cooperation

Readings:

Fantu Cheru (2016) Emerging Southern powers and new forms of South–South cooperation: Ethiopia's strategic engagement with China and India, *Third World Quarterly,* 37:4, 592-610

Segell, G. (2019). Neo-colonialism in Africa and the Cases of Turkey and Iran. *Insight on Africa*, *11*(2), 184–199. https://doi.org/10.1177/0975087819845197

Mandira Bagwandeen, Christopher Edyegu & Oscar M. Otele (2023): African Agency, COVID-19 and Debt Renegotiations with China, *South African Journal of International Affairs,*

Week 12

Nov 28
Contemporary Africa and Future of Africa's International relations
- African Agency in International Relations
- Prospects for African International Relations

Readings:

Isaac Odoom & Nathan Andrews (2017) What/who is still missing in International Relations scholarship? Situating Africa as an agent in IR theorising, *Third World Quarterly,* 38:1, 42-60

Ayodele, O. (2023). Africa's International Relations and the Legend of 'Common Positions'. *African and Asian Studies*, *22*(1-2), 63-87. https://doi.org/10.1163/15692108-12341581

 Ajala, O. (2022). The Case for Neutrality: Understanding African Stances on the Russia-Ukraine Conflict. *Journal of Military and Strategic Studies*, *22*(2).

Dec 5
Simulated AU Intergovernmental Summit (Plenary) & Course Conclusion*
Students will have a detailed plan for the mock summit, including the agenda, team organization, and preparation guidelines.

*Venue for the Mock Plenary TBD

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.