

**PSCI 4801-B**  
**Selected Problems in Global Politics: The Rise and Fall of American Hegemony**  
**Tuesday 11:35am – 2:25pm**

Please confirm location on Carleton Central

**Instructor:** Dr. Brian C. Schmidt  
**Office:** D687  
**Office Hours:** Tuesday 2:30-4:00, Thursday zoom 10:00am-11:30am  
**Phone:** 613-520-2600 ext. 1062  
**E-mail:** [brian.schmidt@carleton.ca](mailto:brian.schmidt@carleton.ca)

### **I. Course Description and Objectives**

By most accounts, American hegemony is, once again, on the wane. There have been earlier periods when American hegemony has been questioned, such as during the 1980s, but with the rise of China, and a plethora of domestic and international issues besetting the United States, the decline debate has greatly intensified. This course examines the nature and character of American hegemony. Students will be introduced to the terms of debate on whether American hegemony is coming to an end. We will look at the post-WW II foundations of American hegemony that many argue led to the creation of a liberal international order (ILO). Next, we will examine the evolution of American hegemony up to the present day. This will allow us to conclude by examining the question of whether American hegemony is ending.

The main objective of the course is for students to comprehend the past and present character of American hegemony. This will, in part, be facilitated by reading the new book by G. John Ikenberry that chronicles the history of liberal internationalism. This leads to the second objective of understanding the theoretical underpinnings of, and debates about, American hegemony and whether it is declining or not. By actively participating in this seminar, and by reading the course material, students will become familiar with the current debates and issues about American hegemony.

### **II. Course Format**

This class will be “face to face” meeting on Tuesdays from 11:35am to 2:25pm. 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. Therefore, you must be fully prepared for each class. During the semester, I will be available to answer your questions, discuss the material, and address any of your concerns or issues. This can be done via email, or my office hours.

### III. Learning Outcomes

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

- Recognize historical facts, details, and information about American hegemony.
- Describe and interpret the history of American foreign policy.
- Demonstrate an understanding of the issues and debates about the rise and fall of American hegemony.
- Identify distinct periods and the accompanying characteristics of American foreign policy.
- Assess the current debates about American hegemony and US foreign policy.
- Critique and defend different interpretations of American hegemony.

### IV. Course Texts

There are two required texts for the course, both are available for purchase at the Carleton University Bookstore. The books are also available on Amazon as well as from the publisher (Yale University Press). The required texts have been placed on reserve at the Carleton University library.

- G. John Ikenberry, *A World Safe for Democracy: Liberal Internationalism and the Crises of Global Order* (New Haven: Yale University Press, 2020).
- Alexander Cooley and Daniel Nexon, *Exit from Hegemony: The Unraveling of the American Global Order* (Oxford: Oxford University Press, 2020).

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. Course Requirements and Grading Policy

All assignments are to be submitted via Brightspace.

A. Class Participation.....	15%
B. Weekly check-in (6 in total) .....	10%
C. Research Paper Proposal .....	10%
<b>Due Date: February 6</b>	
D. Book Review Assignment.....	20%
<b>Due Date: March 12</b>	
E. Research Paper.....	35%
<b>Due Date: April 9</b>	
F. Oral Presentation.....	10%

## VI. Explanations

A. 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.

B. You are required to submit 6 weekly check-ins that are due 24 hours prior to class (due on Monday by 11:30am). 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. During class, I will randomly ask several students to share their check-in to help generate class discussion. 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.

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.

C. You are required to submit a 3-page research proposal that identifies the topic that you will be researching this semester and lists a bibliography of sources that you will be using. There are a wide variety of topics to choose from and the ideal topics will be related to the course theme of the rise and fall of American hegemony. Your topic can be historical, theoretical, policy relevant, or empirical. In addition to identifying and explaining your topic, you should also indicate your preliminary argument or thesis. You should also indicate how you will be supporting your argument or thesis: case study, literature review, historical analysis, theoretical interpretation, statistical analysis.

D. You are required to write a 5-page review of Ikenberry's, *A World Safe for Democracy*.

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 provide your own reaction – positive or critical – to the book. What were the strengths and weaknesses, what were the insights, how convincing were

the arguments, what did it say about American foreign policy? These are some of the questions that you may wish to consider as you write your review of the book.

E. You are required to submit a 12-15 page research paper on a topic or theme related to the course material: the rise and fall of American hegemony. The focus does not necessarily have to be exclusively on the United States because we will also be considering the rise of other potential hegemony such as China. You could identify a topic or gap in the literature that you want to explore. Your paper can focus on something contemporary, what is happening at this moment, or it could be historical. You can focus on security, economics (trade), human rights, war, the environment. In short there are many potential topics, and you should select something that you find interesting or puzzling.

F. Oral Presentation of your research paper.

In 10-12 minutes, your main task is to describe and explain the topic that you have investigated. You should indicate your argument or thesis. Finally, you should illustrate how your research topic is related to the theme of the course.

## 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 complete all the course requirements listed on the course outline.

## VIII. Course Schedule and Assigned Readings

### Week One (January 9)      Course Introduction

- Brian C. Schmidt, "Hegemony: A Conceptual and Theoretical Analysis and its Application to the Debate on American Hegemony." In *Hegemony and World Order*, edited by Piotr Dutkiewicz, Tom Casier and Jan Aart Schulte (New York: Routledge, 2021): 32-47.

### Week Two (January 16)      Hegemony and International Order

- Cooley and Nexon, *Exit from Hegemony*, chs. 1-2.
- Brian C. Schmidt, "Hegemony: A Conceptual and Theoretical Analysis" Dialogue of Civilizations Research Institute, Berlin, Germany, August 15, 2018.

<https://doc-research.org/2018/08/hegemony-conceptual-theoretical-analysis/>

- Brian C. Schmidt, "The Debate on American Hegemony" Dialogue of Civilizations Research Institute, Berlin, Germany, June 13, 2019.

<https://doc-research.org/2019/06/the-debate-on-american-hegemony/>

- Tom Casier, "Unraveling Power and Hegemony: Why Shifting Power Relations do not

Equal a Change of International Order.” In *Hegemony and World Order*, edited by Piotr Dutkiewicz, Tom Caiser and Jan Aart Schulte. New York: Routledge, 2021: 48-64.

### **Recommended**

Piotr Dutkiewicz, Tom Caiser and Jan Aart Schulte eds., *Hegemony and World Order: Reimagining Power in Global Politics*. New York: Routledge, 2021.

### **Week Three (January 23) Liberal Internationalism to Wilson**

- Ikenberry, *A World Safe for Democracy*, chs. 1-4.
- Walter Russell Mead, “The End of the Wilsonian Era: Why Liberal Internationalism Failed,” *Foreign Affairs* 100, 1 (January/February 2021):123-137.

### **Recommended:**

David Long and Brian C. Schmidt eds., *Imperialism and Internationalism in the Discipline of International Relations* (New York: SUNY Press, 2005).

Charles A. Kupchan and Peter L. Trubowitz, “Dead Center: The Demise of Liberal Institutionalism in the United States,” *International Security* 32, 2 (Fall 2007): 7-44.

Frank Ninkovich, *The Wilsonian Century: U.S. Foreign Policy Since 1900* (Chicago: University of Chicago Press, 1999).

### **Week Four (January 30) Liberal Hegemony**

- Ikenberry, *A World Safe for Democracy*, chs. 5-7.
- Christopher Layne, *The Peace of Illusions: American Grand Strategy from 1940 to the Present* (Ithaca, NY: Cornell University Press, 2006), Ch. 2.

### **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).

David Ekbladh, *The Great American Mission: Modernization and the Construction of an American World Order* (Princeton: Princeton University Press, 2010).

### **Week Five (February 6) The Crisis of the ILO**

- Ikenberry, *A World Safe for Democracy*, chs. 8-9.
- John J. Mearsheimer, “Bound to Fail: The Rise and Fall of the Liberal International Order,” *International Security* 43, 4 (Spring 2019): 7-50.

### **Recommended**

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

### **Week Six (February 13) Rise and Fall of American Hegemony**

- Stephen G. Brooks and William C. Wohlforth, "The Rise and Fall of the Great Powers in the Twenty-first Century: China's Rise and the Fate of America's Global Position," *International Security* 40, 3 (Winter 2015/16):7-53.
- Cooley, Alexander and Daniel H. Nexon. "How Hegemony Ends: The Unraveling of American Power." *Foreign Affairs* 99, no. 4 (2020): 143-157.
- Kitchen, Nicholas and Michael Cox. "Power, Structural Power, and American Decline." *Cambridge Review of International Affairs* 32, no. 6 (2019): 734-752.
- Christopher Layne, "The Unipolar Illusion Revisited: The Coming End of the United States' Unipolar Moment," *International Security* 31, 2 (2006): 7-41.

### **Recommended**

Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000* (New York: Random House, 1987).

Graham Allison, *Destined for War: Can America and China Escape the Thucydides' Trap?* (Boston: Houghton Mifflin Harcourt, 2017).

Robert Gilpin, *War and Change in World Politics* (Cambridge: Cambridge University Press, 1983).

Charles A. Kupchan, *The End of the American Era: U.S. Foreign Policy and the Geopolitics of the Twenty-first Century* (New York: Alfred A. Knopf, 2002).

Donald W. White, *The American Century: The Rise and Decline of the United States as a World Power* (New Haven, CT: Yale University Press, 1999).

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).

Nina Hachigian and Mona Sutphen, *The Next American Century: How the U.S. Can Thrive as Other Powers Rise* (New York: Simon & Schuster, 2008).

### **Week Seven (February 20) Break – Reading Week**

### **Week Eight (February 27) Hegemonic Unraveling**

- Cooley and Nexon, *Exit from Hegemony*, chs. 3-6.
- Andrew J. Bacevich, "The Reckoning that Wasn't," *Foreign Affairs* 102, No. 2 (March/April 2023): 6-21.

### **Recommended:**

Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000* (New York: Random House, 1987).

Graham Allison, *Destined for War: Can America and China Escape the Thucydides' Trap?* (Boston: Houghton Mifflin Harcourt, 2017).

Robert Gilpin, *War and Change in World Politics* (Cambridge: Cambridge University Press, 1983).

Charles A. Kupchan, *The End of the American Era: U.S. Foreign Policy and the Geopolitics of the Twenty-first Century* (New York: Alfred A. Knopf, 2002).

Donald W. White, *The American Century: The Rise and Decline of the United States as a World Power* (New Haven, CT: Yale University Press, 1999).

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).

### **Week Nine (March 5)                    Trouble Ahead: The Rise of China**

- Layne, Christopher, "The US-Chinese Power Shift and the End of the Pax Americana." *International Affairs* 94, no. 1 (2018): 89-111.
- John J. Mearsheimer, "The Inevitable Rivalry: America, China, and the Tragedy of Great Power Politics," *Foreign Affairs* 100, 6 (November/December 2021): 48-58.
- Michael Beckley, "Enemies of My Enemy: How Fear of China Is Forging a New World Order," *Foreign Affairs* 101, no. 2 (March/April 2022): 68-85.
- Randall L. Schweller and Xiaoyu Pu, "After Unipolarity: China's Visions International Order in an Era of U.S. Decline," *International Security* 36, no. 1 (Summer 2011): 41-72.

### **Week Ten (March 12)                    Trump and the End of LIO?**

- Cooley and Nexon, *Exit from Hegemony*, ch. 7.
- Daniel Deudney and G. John Ikenberry, "Liberal World: The Resilient Order," *Foreign Affairs* 97, 4 (July/August 2018): 16-24.
- 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, 2008).

### **Week 11 (March 19)                    What to Do?**

- Cooley and Nexon, *Exit from Hegemony*, ch. 8.
- 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.
- Barry R. Posen, "Pull Back: The Case for a Less Activist Foreign Policy," *Foreign Affairs* Vol. 92, No. 1 (January/February 2013): 116-128.

- Jennifer Lind and Daryl G. Press, “Reality Check: American Power in an Age of Constraints,” *Foreign Affairs* 99, 2 (March/April 2020): 41-48.
- John J. Mearsheimer, *The Great Delusion: Liberal Dreams and International Realities* (New Haven: Yale University Press, 2018), ch.8.

### **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 21<sup>st</sup> Century* (Oxford: Oxford University Press, 2016).

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

**Week Twelve (March 26)      Student Presentations**

**Week Thirteen (April 2)      Student Presentations**

**Week Fourteen (April 9)      Student Presentations**

## **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:

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

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

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

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto: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](https://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](https://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.

---