

PSCI 4803 A

THE FOREIGN POLICIES OF MAJOR EAST ASIAN POWERS*

Fridays 08:35 a.m. – 11:25 a.m.

Please confirm location on Carleton Central.

I. General Information

Instructor: Max Wu
Office: Loeb B 659
Office Hours: Friday 12.00pm – 14.00pm
or by appointment
Telephone: 613- 520-2600 ext. 2781
E-Mail: maxwu3@cunet.carleton.ca

II. Course Description:

This seminar course aims to provide students with the knowledge to make sense and evaluate critically the foreign policies (and related international relations or regional order) of major East Asian Powers, namely People's Republic of China (PRC or China), Japan, North and South Korea, Taiwan and Russia. Students are strongly encouraged to use analytical tools they learned from Global Politics or Foreign Policy Analysis to make sense their readings and chosen cases. While time limitation makes it impossible to cover all players, state or non-state alike, in the region, those major powers are included mainly for their (potential) capacities for influencing tremendously the peace, prosperity and stability of the region or globe. Specific objectives of the course include:

- familiarizing students with different perspectives to analyse East Asian foreign policies
- examining the historical context of East Asian foreign relations and its implications for Canada
- considering some key issue-areas such as security, peace, prosperity, identity, human rights or environmental diplomacy
- developing research skills by conceiving, executing and presenting a major piece of independent research.

III. Course Format: In-person seminar meetings.

Each student will form part of a group (broadly defined, with 3 members in principle) that will present 3 individually-listed readings for a given week. (For weekly readings that contain more than 3 listed items, students may choose 3 among them.) Each week the presenters will face a “Blue Team (Group)” (broadly defined, with 3 members in principle) who will be charged with formulating questions for the presenters and for class discussion. Each student will present at least once and be part of the question-raising “Blue Team” on another week. (Depending on enrollment numbers, students might opt to present readings or participate in “Blue Team” for additional rounds.) MA-level students would be expected to contribute more by taking additional “Blue Team” or reading presentations.

Oral presentations should be **no longer than 20 minutes** each and in no case will any group as a whole be allocated more than an hour. Individual presenters should try to confine their presentations to 5 slides that deal with the main themes of the readings and not attempt to summarize readings in detail. The middle hour of the 3 hour block (09:35-10:25) will be the key focus of “Blue Team” vs Presenters interactions, followed by general class interaction for the last hour. The “Blue Team” questions should be in two parts: Questions directed at the entire class, and questions directed at the presenters. The questions for the entire class discussions should relate to the weekly theme. Questions for the presenters should deal with the approaches of the authors of the articles discussed that week. Presenters and “Blue Team” members may, if they so wish, cooperate to design their 2nd hour discussion as a debate.

All students are also expected to prepare two questions drawn from at least one reading each week. The instructor may randomly call upon some students in class to bring their questions for more discussions, as situation warrants.

(Please also see Evaluation/Written Papers section)

IV. Learning Outcomes: By successfully completing this course, you should achieve three core learning outcomes:

- your knowledge of the region and foreign relations of major powers, including broad historical context, will be deeper and more systematic;
- your understanding of current security economy or identity issues of the region will be deeper and more systematic;

- your ability to conduct further research into (part of) the region will be more advanced and systematic.

V. Texts: There is no required textbook in this course. All reading materials listed below are placed on reserve in MacOdrum Library, Ares system and mostly available through e-journals or e-books (a tiny few are reserved as hard copies). Nevertheless, the following books that managed to present systemic collection of papers, did a comprehensive exploration of Canada-China relations or provided useful guidelines for doing research and writing are recommended especially for those who need more background or further consultation in related issues:

- David Shambaugh ed. *China and the World* (Oxford University Press 2020)
- Yul Sohn and T. J. Pempel eds. *Japan and Asia's Contested Order* (Palgrave Macmillan 2019)
- Margot Northey, Lorne Tepperman and Patrizia Albanese, *Making Sense Social Sciences: A Student's Guide to Research and Writing* 7th ed. (Oxford UP 2018)
- B. Michael Frolic, *Canada and China: A Fifty-Year Journey* (University of Toronto Press, 2022)

VI. Evaluation at a glance

- 1) Class participation (related to whole class discussion): 10%;
- 2) Oral presentation(s) (with prior submission of brief notes 4%): total 10% ;
- 3) “Blue Team” question-raising 10%;
- 4) Critical review paper (expanded from oral presentation with feedbacks) 20%;
- 5) Term (research) paper 50% (including 10% for on-time delivery of outline)

*Unexcused absence from the seminar will result in docking the appropriate percentage from the participation grade. (See appendix for accommodation)

**Weights of 2), 3) or 4) might be divided up when two rounds are involved.

VII. Evaluation in detail

Oral presentation/questioning/discussion criteria: including, time management, articulation, resonance for classmates' interests or attention, respectfulness, or professionalism, (leadership, teamship and coordination when debates are organized and members to be graded collectively)

Written Papers and Their Due dates:

(1) Students are required to submit via Brightspace **the brief notes** (presentation handouts or PPTs) of their oral presentation in advance (no later than 23:59 pm prior to

next morning presentation). Please note: if you fail to submit by due time you forfeit this component of the grade (4%);

(2) After the class presentation, presenters are required to expand their presentations into theme-oriented **critical review papers**, which should be 1500 words, or approximately 3 pages in length. (not include notes, bibliography or appendix) This oral presentation-based critical review paper should try to argue a critical position on the theme, primarily based on their chosen readings, and not simply summarize. Students are free to add updated sources in dealing with the theme. They should also incorporate any feedbacks they collected after presentations, including the gist of class discussion with their “Blue Team” counterparts or from class/instructor, as well as their own responses to any critiques or challenges to their presentations. These critical review papers are normally **due on the following Monday (17:59 pm) of the presentation day**, but students who present in the first three weeks of class may submit by Tuesday (same time). These short papers are meant to be critical reviews of a set of readings (drawn primarily from chosen readings, other weekly ones or additional sources). Where there are multiple presenters, the students may divide up the readings among them for presentation purpose. However, the critical review paper should deal with the topic/theme as a whole and not only with the single reading chosen for oral presentation. Where events are fast moving, students may wish to update with additional, online or printed sources.

(3) Term papers constitute the major assignment for the term. These are research papers on a specific topic of the student’s choice, and students should consult with the instructor in advance on the relevance of their topic for the course. **Outlines for the term papers are due Oct. 14, 2022 (17:59pm)**. 10% of the final grade is allocated to on-time delivery of an outline (no more than 1000 words) on a relevant topic with at least motivation/reasons for choosing the topic, at least one paragraph of main arguments and a preliminary bibliography of no less 5 sources. The oral presentation and the term paper must not be on the same topic, though a student may share the theme of her/his term paper with her/his “Blue Team” questioning. **Term Papers** are expected to be 16-18 pages in length (4000-4500 words, double-spaced) and are **due on Dec. 9**. Unexcused late papers will be penalized by a half grade per day (i.e. A to A-; A- to B+ etc).

Key criteria used for Term Paper evaluation

- arguments laid out clearly and coherently with sufficient evidences to support
- conceptual application, top students will reflect cases’ theoretical implications
- originality (zero tolerance for plagiarism see appendix)
- sufficient literature review leading to research question or puzzle

-main body of paper revolving around focused research question, with some conclusive findings or what could be pursued in the future.

-correct and consistent style in footnotes, endnotes or references

-grammatically correct etc (see *Making Sense*)

VIII. Course Schedule:

Week 1 Sept. 9:

Introduction: Making Sense East Asian Foreign Policies, IR or Regional Order:

Amitav Acharya “Thinking Theoretically about Asian IR” in David Shambaugh and Michael Yahuda eds. *International Relations of Asia* (Rowman & Littlefield 2014)

Feng Zhang, “Introduction” in *Chinese Hegemony* (Stanford University Press 2015)

Evelyn Goh, “Conceptualizing the Economic-Security-Identity Nexus in East Asia’s Regional Order” in Yul Sohn and T. J. Pempel eds. *Japan and Asia’s Contested Order* (Palgrave Macmillan 2019)

Week 2 Sept 16:

The Cold War System and Beyond

Michael Mastanduno, “Incomplete Hegemony and Security Order in the Asia-Pacific” in G. John Ikenberry, ed. *America Unrivalled: The future of the Balance of Power* (Cornell University Press, 2002) pp. 181-210.

G. John Ikenberry “The Rise of China, the United States and the Future of the West” *Foreign Affairs* (January/February 2008)

Victor D. Cha, “American Alliances and Asia’s Regional Architecture” in Saadia M. Pekkanen, John Ravenhill, and Rosemary Foot eds. *Oxford handbook of the international relations of Asia* (Oxford University Press 2014)

Yasuhiro Izumikawa, “Network Connections and the Emergence of the Hub-and-Spokes Alliance System in East Asia” *International Security*, Vol 45, No 2, (Fall 2020), pp. 7-50

Week 3 Sept 23:

The Rise of China and Its Impact, plus Historical Parallels

David Shambaugh, “China’s Long March to Global Power” in David Shambaugh ed. *China and the World* (Oxford University Press 2020)

Avery Goldstein, “China’s Grand Strategy under Xi Jinping: Reassurance, Reform, and Resistance” *International Security*, Vol 45, No 1, (Summer 2020), pp. 164-201

Graham Allison “Ch.9 Twelve Clues for Peace” in *Destined For War: Can America and China Escape Thucydides's Trap?* (Houghton Mifflin Harcourt 2017)

Elizabeth Economy, “XiJinping's New World Order: Can China Remake the International System?,” *Foreign Affairs* Vol. 101, no. 1 (January/February 2022)pp. 52-67, plus Michael Beckley, “Enemies of My Enemy: How Fear of China Is Forging a New World Order.” *Foreign Affairs*, Vol. 101, no. 2, (March/April 2022), pp. 68-85

Week 4 Sept 30:

The Roots of China’s Foreign Policy

Alastair Iain Johnston “China in a World of Orders: Rethinking Compliance and Challenge in Beijing’s International Relations” *International Security* Vol. 44, No. 2 (Fall 2019), pp. 9–60

Suisheng Zhao, “China’s Foreign Policy Making Process: Players and Institutions” in David Shambaugh ed. *China and the World* (Oxford University Press 2020)

Odd Arne Westad, “Legacies of the Past” in David Shambaugh ed. *China and the World* (Oxford University Press 2020)

Feng Zhang, “Chinese Exceptionalism in the Intellectual World of China’s Foreign Policy” in Rosemary Foot ed. *China Across the Divide*. (Oxford University press 2013)

Week 5 Oct. 7:

China’s Policy towards its East Asian Neighbours

Ketian Zhang, “Cautious Bully: Reputation, Resolve, and Beijing's Use of Coercion in the South China Sea” *International Security*, Vol 44, No 1, (Summer 2019), pp. 117-159.

Zhaohui Wang and Yuheng Fu, “Local Politics and Fluctuating Engagement with China: Analysing the Belt and Road Initiative in Maritime Southeast Asia” *The Chinese Journal of International Politics*, Vol.15 No.2, (2022), pp 163–182

Ming Wan, “Japan-China Relations and the Changing East Asian Regional Order” in Yul Sohn and T. J. Pempel eds. *Japan and Asia’s Contested Order* (Palgrave Macmillan 2019)

Sriparna Pathak, `Ch.1, The “No Limits” Friendship: China and Russia amidst the Ukraine Crisis’ in Sriparna Pathak and Manoj Kumar Panigrahi eds. *Drifts and Dynamics: Russia’s Ukraine War and Northeast Asia* (Pentagon Press LLP 2022)

Week 6 Oct. 14:

China's Role in Multilateral Institutions: Climate and Human Rights Diplomacy

Katherine Morton, "China's Global Governance Interactions" in David Shambaugh ed.

China and the World (Oxford University Press 2020)

S. Kondapali "Regional Multilateralism with Chinese Characteristics" in David

Shambaugh ed. *China and the World* (Oxford University Press 2020)

Pitman B. Potter, "Ch. 2 China's Challenge to International Human Rights Standards" in

Exporting Virtue? China's International Human Rights Activism in the Age of Xi Jinping (UBC Press 2021)

Chaoyi Jiang, 'Revisiting "Leadership" in Global Climate Governance: China's

Normative Engagement with the CBDRs Principle' *The Chinese Journal of International Politics*, Vol.15, No.2, (2022) pp. 183–208

OUTLINES DUE

Week 7 Oct. 21

China's Relations with North America and Implications for Canada

B. Michael Frolic, *Canada and China: A Fifty-Year Journey* (University of Toronto Press, 2022), Chs. 1, 11

Jeremy Paltiel and Stephen Neil Smith "China's Foreign Policy Drivers under Xi Jinping:

Where Does Canada Fit in?" Canadian International Council *Behind the Headlines* Vol. 68 No. 11. (October 2020)

Kenneth Holland, "Canada and the Indo-Pacific Strategy", *Canadian Foreign Policy Journal*, Vol. 27 No.2, (2021) pp. 228-250

Maria Repnikova, "The Balance of Soft Power: The American and Chinese Quests to Win Hearts and Minds," *Foreign Affairs* Vol.101, no. 4 (July/August 2022), pp.

44-51 plus, Robert Sutter, "China's Relations with the United States" in David Shambaugh ed. *China and the World* (Oxford University Press 2020)

Week 8 Oct. 28 Reading Week

Week 9 Nov. 4:

Japan's Foreign Policy in East Asia Context

G. John Ikenberry, "Between the Eagle and the Dragon: America, China, and Middle State Strategies in East Asia," *Political Science Quarterly*, Vol. 131, No. 1

(Spring 2016), pp. 9-43.

- T. J. Pempel, “Japan: Working to Shape the Regional Order” in Yul Sohn and T. J. Pempel eds. *Japan and Asia’s Contested Order* (Palgrave Macmillan 2019)
- Hidetaka Yoshimatsu, “Introduction” (also Ch. 2 on theoretical framework) in *Japan’s Asian Diplomacy* (Palgrave Macmillan 2021)
- Yul Sohn, “Japan and South Korea: The Identity-Security-Economy Nexus in a Turbulent Relationship” in Yul Sohn and T. J. Pempel eds. *Japan and Asia’s Contested Order* (Palgrave Macmillan 2019)

Week 10 Nov. 11:

Japan’s Policy Narratives and Foreign Economic Policy/Development Aid

- Taku Tamaki, “The persistence of reified Asia as reality in Japanese foreign policy narratives”, *The Pacific Review*, Vol. 28 No.1, (2015), pp. 23-45
- Mireya Solís, “Japan’s Foreign Economic Policies” in Saadia M. Pekkanen, John Ravenhill, and Rosemary Foot eds. *Oxford handbook of the international relations of Asia* (Oxford University Press 2014)
- Hidetaka Yoshimatsu, “Ch. 4 Purposeful Commitment to Infrastructure Investment in Asia” *Japan’s Asian Diplomacy* (Palgrave Macmillan 2021)
- “Ch.7 The Reformulation of Foreign Aid in Development Cooperation” in *Japan’s Asian Diplomacy* (Palgrave Macmillan 2021)
- Takashi Terada, “Japan and Northeast Asian Regionalism: Overcoming Political Animosity for Economic Integration” in Yul Sohn and T. J. Pempel eds. *Japan and Asia’s Contested Order* (Palgrave Macmillan 2019)

Week 11 Nov. 18:

Foreign Policies of the two Koreas: Leaving Global Footprints

- Christopher Lawrence, “Normalization by Other Means: Technological Infrastructure and Political Commitment in the North Korean Nuclear Crisis” *International Security*, Vol 45, No 1, (Summer 2020), pp. 9-50
- Moon, Chung-in and Hwang, Ildo “Identity, Supreme Dignity, and North Korea’s External Behavior: A Cultural/Ideational Perspective” *Korea Observer*, Vol. 45 No. 1 (Spring 2014), pp.1-37
- Leif-Eric Easley and Kyuri Park “South Korea’s Mismatched diplomacy in Asia: Middle Power Interests, Identity and foreign Policy” *International Politics* Vol.55 No.2, (October 2017) p.242-263
- Gilbert Rozman, “North Korea’s Place in Sino-Russian Relations and Identities” in Gilbert Rozman and Sergey Radchenko eds. *International Relations and Asia’s*

Northern Tier (Macmillan Palgrave 2018)

Jae Ho Chung, *Between Ally and Partner: Korea-China Relations and the United States* (Columbia University Press, 2007), chs. 7, 9

Week 12 Nov. 25:

Taiwan and its External Policy: Cross-Strait vs International

Brendan Rittenhouse Green and Caitlin Talmadge, “The Consequences of Conquest: Why Indo-Pacific Power Hinges on Taiwan” *Foreign Affairs*

Vol. 101, No. 4, (Jul/Aug 2022), pp. 97- 100,102-106

Michael Yahuda, “Democratization and the Evolution of Taiwan” in *The International Politics of the Asia-Pacific* 4th ed. (Routledge 2019)

Joel Atkinson, “Aid in Taiwan's foreign policy” *The Pacific Review*, Vol. 27 No.3 (2014), pp. 409-431

Baiq Wardhani, Aubakar Eby Hara, Vinsensio Dugis “Crafting Taiwan-Southeast Asian Relations with Halal Tourism” *Contemporary Chinese Political Economy and Strategic Relations*, Vol. 7, No. 1, (April 2021), pp. 257-93.

Shelley Rigger, “Ch.8 International Birdcage” and “Ch.9” in *Why Taiwan Matters* (Rowman & Littlefield, 2011)

Week 13 Dec. 2:

Russia and Other Neighbouring Players in East Asia; Conclusion: East Asian Exceptionalism? Prospects for Peace and Order

Bobo Lo, *Axis of Convenience: Moscow, Beijing and the New Geopolitics* (Brookings Institutions Press 2008), chs. 7, 8

Gilbert Rozman, “The Russian Pivot to Asia” in Gilbert Rozman and Sergey Radchenko eds. *International Relations and Asia's Northern Tier* (Macmillan Palgrave 2018)

Sergey Radchenko, “Mongolia Hangs in the Balance: Political Choices and Economic Realities in a State Bounded by China and Russia” in Gilbert Rozman and Sergey Radchenko eds. *International Relations and Asia's Northern Tier* (Macmillan Palgrave 2018)

Baogang He “Taming Chinese power: decoding the dynamics of Australian foreign policies toward the rise of China”, *Australian Journal of International Affairs*, Vol. 75, No.6, (2021) pp. 650-664

Richard Ned Lebow and Feng Zhang, “Ch 2 Imagining the Worst, Hoping for the Best” in *Taming Sino-American Rivalry* (Oxford University Press, 2020)

Term Papers Due on Dec. 9

*This course outline is built upon Jeremy Paltiel previous syllabus framework and benefits from some ideas of Randall Germain. All should be acknowledged.

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real.

There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to

get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

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

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.

Plagiarism

Carleton's [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.

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

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.