

PSCI 4803 A
THE FOREIGN POLICIES OF MAJOR EAST ASIAN POWERS

Mondays 14:35 p.m. – 17:25 p.m.

Please confirm location on Carleton Central.

I General information

Instructor: Max Wu
Office: Loeb B 647
Office Hours: Monday 13: 00pm – 14:00pm; 17:30pm-18:30pm
or by appointment
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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) of major East Asian Powers with focuses on People’s Republic of China (PRC or China), Japan, North and South Korea, Taiwan, Indonesia and Vietnam. 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 (diplomatic, economic, military, technological or knowledge-based) 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

The course is composed of in-person seminar meetings. Prior to each weekly meeting, students are required to read as many assigned or optional readings as possible, regularly monitor what is happening in the region, through local and international media, or policy reports generated by major think tanks (see suggested list of resources in Brightspace) and bring their comments and questions for class discussions. In principle, it runs with two short breaks or one longer mid-class one.

Each student will form part of a group (broadly defined, with 2-3 members in principle) that will take turns to present 3 readings for a given week. (For weekly readings that contain more than 3 listed items, the group of students may choose 3 among them.) Each week the presenters will face a “Blue Team

(Group)” (broadly defined, with 2-3 members correspondingly as well) who will be charged with formulating questions for the presenters and for class discussion. Each student will do at least one round of oral presentation and act as members 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 by each student should be **no longer than 20 minutes (including short Qs and As, if preferred)** and in no case will any presentation group as a whole be allocated more than one hour in each week meeting. 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. In principle, the middle hour of the 3 hour block (15:35-16:25) 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.

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 are particularly recommended and students are encouraged to obtain a couple of them for individual reference:

- Yong Deng, *China's Strategic Opportunity* (Cambridge University Press 2022)
- David Shambaugh, *Where Great Powers Meet* (Oxford University Press 2021)
- Amitav Acharya, *ASEAN and Regional Order* (Routledge 2021)
- Hidetaka Yoshimatsu, *Japan's Asian Diplomacy* (Palgrave Macmillan 2021)
- Ralf Emmers and Sarah Teo, *Security Strategies of Middle Powers in the Asia Pacific* (Melbourne UP 2018)
- B. Michael Frolic, *Canada and China: A Fifty-Year Journey* (University of Toronto Press, 2022)

For details regarding placing materials on reserve in MacOdrum Library, please visit:
<https://library.carleton.ca/services/reserves-faculty-and-instructors>.

VI Evaluation at a glance

Components	Percentage of Grade	Due Date
Attendance and Participation	15% (A:7+P:8)	throughout the term
Critical Review Paper	15%	Coming Wednesdays
Oral Presentation	10%	Mondays, Week 2-14
Blue Team	10%	Mondays, Week 2-14
Paper Proposal	10%	Feb. 12
Term Paper	40%	April 10

VII Evaluation in detail

For this course, there will be one **Critical Review Paper** of 1500 words (double-spaced, 12-point font) due **the coming Wednesdays after presentations** (15%) and a **major research paper** of 4000-4500 words, double-spaced, 12-point font), plus bibliography or appendix due **April 10** (40%). The term **paper proposal** of 1000 words (10%) due **Feb.12**.

Attendance and Participation are required for the course. It is student's responsibility to notify the instructor (in person or through emails), if there is a compelling reason (eg medical or family emergency etc) to miss a class. Unexcused absences will negatively affect attendance/participation. For **participation** part, all students are 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. Class participation will be assessed based on the quality and frequency of contributions.

Oral Presentation should be **no longer than 20 minutes (including short Qs and As, if preferred)**.

Every presenters should try to confine their presentations to 5 slides that deal with the main arguments of the readings and not attempt to summarize readings in detail. Outlines of presentation (PPT or word document includes two discussion questions) should be posted before class meetings, which constitutes an integral part of oral presentation assessment. Presentation dates and readings are to be signed up with 2-3 members at maximum for each week. **Sign-up and subscription of given readings must be done through emails to the instructor**. It will be implemented on the "first come first serve" principle and Each student is strongly recommended to come up with a list of at least 3 dates and readings in preference order. In case his/her preferred date or reading is taken, the less preferred ones could be considered then. The whole list of sign-up will be updated in Brightspace "Announcement" accordingly.

Students are required to submit via Brightspace the brief notes (presentation handouts or PPTs) of their oral presentation in advance (no later than 12 pm prior to the day of their presentation). Please note: if you fail to submit by noon you forfeit this component of the grade (4%);

After the class presentation, presenters are required to expand their presentations into theme-oriented **critical review papers**, which should be 1500 words. (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 must also incorporate into their papers 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 **due on the following Wednesdays (23:59 pm)**. 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.

Term Paper must present clear arguments and cite with credible and verifiable sources (class readings and outside sources including books, journal articles, internet sources etc). All sources must be properly referenced in the text, with page citations where appropriate. A good analytic paper should have an introduction laying out clearly your arguments, the main body elaborating the arguments with supportive evidences, and a conclusion that summarizing your research findings and analysis or even with their wider implications, policy or theoretical alike. The research paper proposal is 2-page (not include bibliography) at maximum in length (singled-spaced, 12-point font). It should consist of one motivation paragraph explaining why the topic is chosen and your research question, one or two paragraphs describing in more details what issues or aspects you are to examine in order to answer the question, at least one paragraph of your tentative thesis statements or arguments, plus a bibliography of at least 5 academic sources.

Please note that **the use of AI to generate (or copy and paste) texts of written works is prohibited** and considered as violation of academic integrity standards. (see “Academic integrity” part in Appendix) Especially in term paper, each student must include an AI disclose making it clear that the paper is not produced through AI apps. Term papers without AI disclose would be deducted 5 out of 40 and subject to thorough review.

Late assignments: all assignments are due on the specified due dates. Unexcused late assignments will be penalized a half grade per day. Thus, an A will become an A-; A- reduced to B+; etc.

Oral presentation/questioning/discussion criteria: including, time management (3-member group 60 minutes maximum), articulation, resonance for classmates’ interests or attention, respectfulness, professionalism, (the effort and coherence of group presentation).

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

(Students may wish to consult: Margot Northey, Lorne Tepperman and Patrizia Albanese, *Making Sense Social Sciences: A Student’s Guide to Research and Writing* 7th ed. (Oxford UP 2018) or earlier editions.)

VIII Course schedule

(The weekly topics and readings may be subject to readjustment in view of possible unexpected or unfolded events in the region. In that case, the instructor will inform of any change in advance.)

Week 1 Jan. 8:

Introduction: Making Sense East Asian Foreign Policies and International Relations:

- 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)

- Barry Buzan, “China’s rise in English school perspective” *International Relations of the Asia-Pacific* Vol 18, (2018) pp. 449–476

Week 2 Jan. 15:

The Cold War System and beyond: Persistent Liberal International Order?

- Michael Mastanduno, “Incomplete Hegemony and Security Order in the Asia-Pacific” in G. John Ikenberry, ed. *America Unrivaled: The future of the Balance of Power* (Cornell University Press, 2002) pp. 181-210.
- 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
- Kanti Bajpai and Evan A. Laksmana, “Asian Conceptions of International Order: What Asia Wants” *International Affairs* 99 (4) (2023), pp. 1371-1381.

Week 3 Jan. 22:

The Rise of China and Its Global Views/Impact

- 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
- William A. Callahan, “Chinese Global Orders: Socialism, Tradition, and Nation in China–Russia Relations” *Issues & Studies* Vol. 59, No. 2 (2023)
- The State Council Information Office of the People’s Republic of China, “A Global Community of Shared Future: China’s Proposals and Actions”, Sept. 2023
https://www.mfa.gov.cn/eng/zxxx_662805/202309/t20230926_11150122.html

Week 4 Jan. 29:

The Roots of China’s Foreign Policy, Strategic Opportunities and Economic Statecraft

- 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
- Yong Deng, *China’s Strategic Opportunity* (Cambridge University Press 2022), ch.1, 3
- Odd Arne Westad, “Legacies of the Past” in David Shambaugh ed. *China and the World* (Oxford University Press 2020)
- Emilian Kavalski, “Guanxi or What is the Chinese for Relational Theory of World Politics” *International Relations of the Asia-Pacific* Vol 18 No.3, (2018) 397–420
- James Reilly, *Orchestration* (Oxford UP 2021), Introduction, ch.2

Week 5 Feb. 5:

China’s Regional, Human Rights, Climate Diplomacy

- 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.
- David Shambaugh, *Where Great Powers Meet*, (Oxford UP 2021), ch. 5
- Yuxing Huang, *China’s Asymmetric Statecraft: Alignments, Competitors, and Regional Diplomacy* (UBC Press 2023), ch 5.
- 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

Week 6 Feb. 12:

Various Dimensions of Taiwan's Agency:

- 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
- Chun-yi Lee and Michael Reilly eds. *China, Taiwan, the UK and the CPTPP* (Palgrave Macmillan 2023), ch. 2
- Sara A. Newland "Paradiplomacy as a response to international isolation: the case of Taiwan", *The Pacific Review*, 36:4 (2023), 784-812
- Karl Chee Leong Lee "Conceptualising Taiwan's Soft Power Projection in its 'New Southbound Policy'," *Asian Affairs*, 54:2 (2023), 231-249
- Jude Blanchette and Ryan Hass, "The Taiwan Long Game: Why the Best Solution is No Solution" *Foreign Affairs* Jan/Feb. 2023

PAPER PROPOSALS DUE

Week 7 Feb. 19: Reading Week No Class

Week 8 Feb. 26

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)
- Ryoko Nakano, "Japan and the liberal International Order" *International Affairs* 99 (4) (2023): 1421-1438.

Week 9 Mar. 4:

Japan's Policy Narratives, Infrastructure Investment and 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
- Hidetaka Yoshimatsu, "Ch. 4 Purposeful Commitment to Infrastructure Investment in Asia" in *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)
- Hisako Motoyama, "Has Japanese Foreign Policy Become Feminist Too? An Analysis of the "Women Shine" Foreign Policy of the Second Abe Administration" *Journal of the Asia-Japan Research Institute of Ritsumeikan University* Vol 4, Nov. 2022, pp.1-17

Week 10 Mar. 11:

Foreign Policy of the Republic of Korea

- 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

- Ralf Emmers and Sarah Teo, *Security Strategies of Middle Powers in the Asia Pacific* (Melbourne UP 2018), ch. 3
- 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)

Week 11 Mar. 18:

Democratic People’s Republic of Korea and Russia’s Asia Policy

- 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
- 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)
- 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)
- Patricia M. Kim, “The Limits of the No-Limits Partnership: China and Russia Can’t Be Split, but They Can be Thwarted” *Foreign Affairs* Mar/Apr. 2023

Week 12 Mar. 25:

Southeast Asian Agency I: Indonesia Foreign Policy and the role of ASEAN

- Rizal Sukma, “The Evolution of Indonesia’s Foreign Policy: An Indonesian View” *Asian Survey*, Mar. 1995 Vol. 35 No. 3, pp. 304-15, or Rizal Sukma, *Islam in Indonesian Foreign Policy* (Routledge 2003), chs. 1, 6, 7, 8
- Ralf Emmers and Sarah Teo, *Security Strategies of Middle Powers in the Asia Pacific* (Melbourne UP 2018), ch.2
- Baiq Wardhani and Vinsensio Dugis, “Indonesian Foreign Policy under the Jokowi Administration: Variations on Traditional Ideas” *Issues & Studies*, Vol. 59, No. 3 (2023), pp.1-20.
- David Shambaugh, *Where Great Powers Meet* (Oxford University Press 2021), ch.6
- Amitav Acharya, *ASEAN and Regional Order* (Routledge 2021), chs. 2, 3, 4
- Kishore Mahbubani, “Asia’s Third Way: How ASEAN Survives and Thrives amid Great-Power Competition” *Foreign Affairs* Mar/Apr. 2023 plus Huong Le Thu, “How to Survive a Great-Power Competition: Southeast Asia’s Precarious Balancing Act” *Foreign Affairs* May/June 2023

(Focuses should be on Indonesia and ASEAN as a whole)

Week 13 Apr. 1:

Southeast Asian Agency II: Malaysia, the Philippines, Singapore, Thailand and Vietnam Policies

- Huong Le Thu, “Vietnam’s Persistent Foreign Policy Dilemma”, *Asia Policy*, Vol. 13, No. 4 (2018), pp. 123-144
- Phan Xuan Dung, “No One Can Force Vietnam to Choose Sides: Vietnam as a Self-Reliant Middle Power” *Asia Policy*, Vol. 17, No. 4 (Oct. 2022), 151–79
- Nguyen Cong Tung, “History Repeating Itself: Chineseness in Premodern Vietnam and Its Influence on Contemporary Vietnam’s Policy toward China and Southeast Asia” *Communist and Post-Communist Studies*, Vol. 56, No 2 (2023), pp. 58–80
- Minh Phuong Vu, “Sitting in silence or standing in protests: endogenous dynamics behind Vietnam foreign policy and the 2014 oil rig crisis” *The Pacific Review* (2023), pp.1-31

- Renato Cruz De Castro, “Caught Between Appeasement and Limited Hard Balancing: The Philippines’ Changing Relations With the Eagle and the Dragon” *Journal of Current Southeast Asian Affairs*, Vol. 41(2) (2022) pp. 258–278
- Xiangning Wu and Joseph Ching Velasco, “Examining the Philippines’ China policy: great powers and domestic politics”, *Australian Journal of International Affairs*, 76:6 (2022), pp. 672-693
- Enze Han, “Entrenching Authoritarian Rule and Thailand’s Foreign Policy Dilemma as a Middle Power” *Asia Policy*, Vol 17, No. 4 (Oct 2022), pp. 181–98
- Pongphisoot Busbarat, “Bamboo Swirling in the Wind: Thailand’s Foreign Policy Imbalance between China and the United States” *Contemporary Southeast Asia* Vol. 38, No. 2 (2016), pp. 233–57
- Ralf Emmers and Sarah Teo, *Security Strategies of Middle Powers in the Asia Pacific* (Melbourne UP 2018), ch.5
- Cheng-Chwee Kuik, Abdul Razak Ahmad and Ayman Rashdan Wong, “Malaysia and Northeast Asia: What Drives Small-State Forward Diplomacy” *Issues & Studies* Vol. 58, No. 3 (September 2022)
- Dylan M. H. Loh, “Singapore’s conception of the liberal international order as a small state” *International Affairs*, 99 (4) (2023), pp. 1499-1518.

(Focuses should be on Vietnam and one more country among Malaysia, Thailand, the Philippines, Singapore)

Week 14 Apr. 8:

Conclusion: East Asia Made Sense? (Reflecting on 1st Week readings) And Policy Implications for Canada

- Global Affairs Canada, “Canada’s Indo-Pacific Strategy” 2022
<https://www.international.gc.ca/transparency-transparence/assets/pdfs/indo-pacific-indo-pacifique/indo-pacific-indo-pacifique-en.pdf>
- 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)
- Randolph Mank and Luthfi Dhofier, Canada’s Ambitious Relations with Indonesia: Hope vs. Reality, Canadian Global Affairs Institute Sept. 2023

Term Papers Due on Apr. 10

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 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.