

PSCI 4819/LACS 4819
Latin America in the World
Fridays 11:35 p.m. – 14:25 p.m.
In-person format – Please confirm location on Carleton Central

Instructor: Laura Macdonald

Office Hours: Thursdays 2:30 to 4:30 pm on Zoom (link posted on Brightspace).

E-mail: Laura.Macdonald@carleton.ca

Overview:

How do Latin American states and citizens interact with each other and the world? Are the countries of Latin America still subject to the whims of Washington, or are they able to act independently both within the Western Hemisphere and the global system? How has globalization affected Latin America's involvement in the global economic system? These are some of the questions addressed in this course. In addition, the COVID-19 crisis is posing a huge challenge to the countries of the region who had made considerable progress in reducing levels of poverty, increasing their independence and influence in the world, and developing new forms of regional governance and cooperation. The course will look at the impact of the COVID crisis and how Latin America is confronting it.

Learning Outcomes:

Upon completion of this course students will be able to:

- Explain and analyse the historical trajectory of Latin American states and civil society actors' engagement with other parts of the hemisphere and the world;
- Interpret and discuss the competing pressures driving intra-Latin American relations;
- Analyse the relevance of distinct theoretical traditions in the study of global politics to studying Latin America's role in the world;
- Identify and assess the different approaches that Latin American countries and citizens are using to address the challenges of the regional and global system;
- Use their research, analytical, and communication skills to prepare a policy brief on a subject relevant to the course material.

Readings:

All readings will be available through Ares on Brightspace or on the course Brightspace website. There is no required text for this course. If you feel you do not have a sufficient background on Latin America, you may wish to order this text: Joseph Tulchin, *Latin America in International Politics: Challenging US Hegemony*, Boulder: Lynne Rienner, 2016.

<http://search.proquest.com/openview/f950160cb1167d68f32fb78a3f5e8092/1?pq-origsite=gscholar&cbl=26564>

Evaluation Summary:

| | |
|--|--|
| Introduce yourself (on Brightspace – Due September 21 st): | 5% |
| Weekly Attendance and Participation: | 20% |
| Summary of event on Mexican Human Rights | 5% (due October 1st) |
| Response papers (3 x 5%): | 15% (see due dates below) |
| Policy Brief: | 20% (due October 15th) |
| Final Essay: | 35% (due December 2nd) |

Discussion of Evaluation Components:

1. Attendance and Participation (20%):

The main form of participation in this class is through weekly in person meetings (barring any unforeseen upsurge in Covid that requires a switch to on-line format).

Attendance is mandatory. Regular participation and willingness to engage in discussions, based on informed and respectful comments **directly related to the readings**, is a key component of this 4th year seminar course. To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare weekly reading notes, including questions for discussions, and actively participate in discussions. Also note that raising good questions is important as making comments. Attendance will be recorded but counts for only 1/3 of your participation grade (i.e. 5% of the 15%). Marks will be deducted if you consistently arrive late. Please let me know in advance (in person or by email) if you will be missing a class for urgent reasons (medical or family emergency, etc.).

2. Introduce Yourself (5%) – Due September 21st by 10:00 pm on Brightspace.

Let's get to know one another! Please post a short 200-word paragraph introducing yourself to your classmates in the "Introduce Yourself" discussion board on Brightspace. Feel free to be creative. You are welcome to include a picture of yourself (or your pet!) in your post (but this is *not* mandatory). You are also welcome to record your introduction as a video rather than text. Your introduction should answer the following questions:

Basic Info – Your preferred name, hometown, year of study and degree major.

Course Info – Why are you taking this course? What topic are you most excited about? What do you think you can contribute to the course?

Career/Life Goals – What do you want to do after university? What do you want to achieve?

Fun Fact – Tell us a fun fact about yourself! *i.e. in my spare time, I own and operate a private zoo full of exotic animals, like Tigers.*

This assignment is **pass/fail (i.e. 5% or 0%)**.

3. Summary of event on Mexican human rights – 5% - due October 1st, on CU-Learn

There will be an on-line webinar on Mexican human rights and Canadian foreign policy, tentatively scheduled for the evening of September 22nd. More details will be provided in class. You will write a brief summary of the event (2-3 pages, double-spaced) and discuss what you have done about what Canada can or should do about human rights in Mexico. The event will be recorded so if you are not able to attend the event synchronously you can watch it later.

4. Response Papers (3 x 5% = 20%)

Students will write **three one-page single-spaced (12 point font, Times New Roman, 1 inch margins)** response papers on four different assigned readings from the course. The purpose of the response paper is for you to engage in an in-depth examination of a single academic article by summarizing and assessing its contribution.

Each response paper will:

2. Identify the central thesis of the article
3. Summarize key arguments or concepts
4. Assess one strength and one weakness of the article
5. Pose two discussion questions

Readings that are not eligible for response papers are marked with an asterisk (*) in the reading list below. **Papers which are written on ineligible readings will not be accepted.** Papers are due at 11:59 **on the day before** the reading is discussed in class. You have to submit one response paper by **October 7th**, one by **November 11th**, and the last one by **November 25th**. The paper can be submitted on the due date or in any of the previous weeks of the class before that date. You must submit your paper on-line.

6. Policy brief: 20% - due October 15th on Brightspace

Students will write a short policy brief (4-5 pages, single spaced) on a topic related to current events in Latin America. Topics for this assignment have to be selected from a list provided on *Brightspace*. Policy briefs take the form of a briefing note for a government official in the foreign affairs ministry of a Latin American country. I will provide a rubric on Brightspace for the policy paper.

The objective of the Policy Brief is to inform the reader of the document about an important issue related to the international affairs of Latin America. The brief should not include any footnotes. Simply use numbers for endnotes. The endnotes, if any, should appear on the third page with the last page of the assignment used for listing bibliographical resources.

At least six references drawn from refereed journal articles, books and/or official government documents and reports should be used.

The policy brief assignment will be graded on: (1) Succinctness: this is not an academic paper. This is a document aimed at informing one very busy, high-level government

decision-maker about the key details of an important issue; (2) Structure; (3) Clarity, grammar and spelling.

4. Final Essay (35% - Due December 2nd):

You will write a research paper (12-15 pages - double spaced, standard margins, 12 point font, Times New Roman) on a topic directly related to the course. You must clear your topic with me by October 15th – preferably in my office hours. Your sources for the paper may include internet sources but must include at least 6 refereed journal articles, books or book chapters. You must include at minimum 8-10 sources. The assignment will be graded based on the quality of your writing, research and analysis, the organization of the paper, the sophistication of your theoretical argument, the depth of research on the topic, and the coherence and originality of your argument. The essay should be posted to Brightspace by 11:55 pm on December 2nd.

Late Policy

Assignments are due on the dates and in the way specified in the course outline. **Late papers will be subject to a penalty of 2% a day including weekends.** Assignments will not be accepted 10 days after the due date. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment.

Policies on Assignments:

All assignments in this course must be 12 pt font, double-spaced and have standard one-inch margins. They should be free of spelling and grammatical errors. They must include appropriate citations and bibliography. Assignments that do not have any citations from academic sources will be returned to the student ungraded. You must use consistently a recognized citation format (I prefer author-date in-text citation style).

Useful Websites:

Latin America Network Information Center at the University of Texas, Austin:

<http://www.lanic.utexas.edu>.

Political Database of the Americas at Georgetown University

<http://www.georgetown.edu/LatAmerPolitical/home.html>.

United Nations Economic Commission for Latin America

www.eclac.org.cl

Organization of American States

www.oas.org

Washington Office on Latin America

www.wola.org

READING LIST

Part I: Introduction and Historical Background

Week 1 – September 10th – Introduction to the course

Joseph S. Tulchin, *Latin America in International Politics: Challenging US Hegemony*, Boulder, CO: Lynne Rienner, 2016, Chapter One, 1-18.

Arlene B. Tickner “Hearing Latin American Voices in International Relations Studies,” *International Studies Perspectives*, Vol. 4, no. 4, 2003, 325-350.

Pía Riggirozzi, and Diana Tussie, “A global conversation: rethinking IPE in post-hegemonic scenarios,” *Revista Contexto Internacional*, 37: 3, 2015, 1041-1068.

*Oliver Stuenkel, “Latin America’s Darkest Hour: Can Biden Heal Latin America?” *Foreign Affairs*, January 28, 2021 (online version).
https://www.foreignaffairs.com/articles/americas/2021-01-28/latin-americas-darkest-hour?utm_medium=promo_email&utm_source=lo_flows&utm_campaign=registered_user_welcome&utm_term=email_1&utm_content=20210810

*Mark Shuller, “The foreign roots of Haiti’s “Constitutional Crisis’,” *NACLA*, February 6, 2021. Accessible at: <https://nacla.org/news/2021/02/06/foreign-roots-haiti-constitutional-crisis-jovenel-moise>

Week 2 – September 17th - History of Latin America in the Global System

Mark T. Gilderhus, "The Monroe doctrine: meanings and implications." *Presidential Studies Quarterly* vol. 36, no. 1, 2006, 5-16.

Greg Grandin, *Empire’s Workshop: Latin America, the United States and the Rise of the New Imperialism*, New York: Henry Holt & Company, Chapter 1, 11-52.

Tom Long, “Latin America and the liberal international order: an agenda for research,” *International Affairs*, 94: 6, 2018, 1371–1390, <https://doi.org/10.1093/ia/iyy188>

Week 3 – September 24th – Theoretical Frameworks and the Inter-American System

Raúl Bernal-Meza, “Contemporary Latin American Thinking on International Relations: Theoretical, Conceptual, and Methodological Contributions” *Revista Brasileira de Política Internacional* vol. 59, no. 1, 2016, <http://dx.doi.org/10.1590/0034-7329201600105>

Tom Long, “Small States, Great Power? Gaining Influence Through Intrinsic, Derivative, and Collective Power,” *International Studies Review*, Vol. 19, Issue 2, 2017, 185–205.

Cristóbal Kay and R.N. Gwynne, “Relevance of Structuralist and Dependency Theories in the Neoliberal Period: A Latin American Perspective,” in R.L. Harris and M.J. Seid (Eds). *Critical Perspective on Globalization and Neoliberalism in the Developing Countries*, The Netherlands: Koninklijke Brill NV, Leiden, 2000. 49-70, accessible at:
https://www.academia.edu/4598934/Relevance_of_Structuralist_and_Dependency_Theories_in_the_Neoliberal_Period_A_Latin_American_Perspective

Lucy Taylor, “Decolonizing International Relations: Perspectives from Latin America,” *International Studies Review*, 14: 3, 2012, 386–400.

Week 4 – October 1st - US-Latin America Relations**Summary of event on Mexican Human Rights due October 1st**

Peter Hakim, “Is Washington Losing Latin America?,” *Foreign Affairs* vol. 85 no. 1, 2006 (Jan/Feb) 39-53.

Tom Long, “The United States in Latin America: Lasting Asymmetries, Waning Influence?” in Gian Luca Gardini, ed. *External Powers in Latin America: Geopolitics between Neo-extractivism and South-South Cooperation*, Routledge, 2021.

Quintijn B. Kay, “Subordinate-State Agency and US Hegemony: Colombian Consent versus Bolivian Dissent,” *International Studies Review*, 2020, 0, 1-24, doi: 10.1093/isr/viaa025.

Thomas Legler, “The Rise and Decline of the Summit of the Americas,” in Sean W. Burges, ed., *Latin America and the Shifting Sands of Globalization*, Routledge, 2015.

*Geoff Ramsey and David Smilde, 2020, “Recalibrating US Policy in Venezuela: Learning from Failure and Seizing Opportunity, WOLA, Accessible at: <https://www.wola.org/wp-content/uploads/2021/01/Recalibrating-U.S.-policy-in-Venezuela.-Ramsey.-Smilde.-Dec.-2020.pdf>

Week 5 – October 8th - Other External Actors: China, Canada**Response paper #1 due by October 7th**

Todd Gordon and Jeffery R. Webber, “Imperialism and Resistance: Canadian Mining Companies in Latin America,” in *Third World Quarterly*, 29: 1, 2008, 63-87.

Carol Wise and Victoria Chonn Ching, “Conceptualizing China–Latin America relations in the twenty-first century: the boom, the bust, and the aftermath,” *Pacific Review*, 31:5, 2017, 553-572.

Antulio Rosales. “Deepening extractivism and rentierism: China’s role in Venezuela’s Bolivarian developmental model,” *Canadian Journal of Development Studies / Revue canadienne d’études du développement*, 37:4, 2016, 560-577.

Week 6 – October 15th - Comparative Foreign Policy of Brazil, Mexico, and other Latin American Powers

Guillherme Casarões, “Leaving the Club without Slamming the Door: Brazil’s Return to Middle Power Status, in Paolo Esteves, Maria Gabrielsen Jumbert and Benjamin de Carvalho, eds, *Status and the Rise of Brazil: Global Ambitions, Humanitarian Engagement and Global Challenges*, Palgrave Macmillan, 2020, 89-110

Andrés Serbin and Andrei Serbin Pont, “The Foreign Policy of the Bolivarian Republic of Venezuela: The Role and Legacy of Hugo Chávez,” *Latin American Policy* 8:2, 232-248.

Ana Covarrubias and Jorge A. Schiavon, “In Search of International Influence: Mexico as an

Entrepreneurial Power,” *International Journal*, 73:4, 2018, 535-553.

Fabricio H. Chagas-Bastos and Marcela Franzoni, “Frustrated Emergence? Brazil and Mexico’s Coming of Age,” *Rising Powers Quarterly*, 4:4, 2019, 33-59.

Week 7 – October 22nd - Regionalism and International Economic Policy

Pia Riggirozzi and Diana Tussie “The Rise of Post-Hegemonic Regionalism in Latin America,” in Pia Riggirozzi and Diana Tussie, eds., *The Rise of Post-Hegemonic Regionalism: The Case of Latin America*, London: Springer, 2012.

Mark Petersen and Carsten-Andreas Schulz, “Setting the Regional Agenda: A Critique of Posthegemonic Regionalism,” in *Latin American Politics and Society*, 60:1, 102-127.

Cintia Quiliconi, “From Open Regionalism to Neo-extractivism: A new Geography of Trade in Latin America”, in José Briceño-Ruiz and Isidro Morales, eds., *Post-Hegemonic Regionalism in the Americas? Toward a Pacific Atlantic Divide?* London and New York: Routledge, 2017, 57-72.

Pablo Nemiña, “Governing Debt: South America and the IMF,” in Pia Riggirozzi and Christopher Wylde, eds., *Handbook of South American Governance*, London and New York: Routledge, 2018, 124-136.

October 29th - READING WEEK - NO CLASSES!

Week 8 – November 5th – Migration

Video:

<https://www.pbs.org/newshour/show/what-migrants-face-as-they-journey-through-the-deadly-darien-gap>

Alexandra Délano, “Migration in the Americas,” in Jorge I. Domínguez and Ana Covarrubias, *Routledge Handbook of Latin America in the World*, New York and London: Routledge, 2015, 404-419.

Lynn Stephen, “Creating Preemptive Suspects: National Security, Border Defense, and Immigration Policy, 1980-Present,” *Latin American Perspectives*, 45: 6, 2018, 7-25.

Lisa McLean, “A question that has no end: the politics of life and death in the search for disappeared migrants in Mexico,” *Citizenship Studies*, 24:8, 2020, 994-1009.

*Luisa Feline Freier, “Understanding the Venezuelan Displacement Crisis,” *E-International Relations*, June 28, 2018, <https://www.e-ir.info/2018/06/28/understanding-the-venezuelan-displacement-crises/>

*Sonia Nazario, “‘Someone is always trying to kill you’,” *New York Times*, April 7, 2019.

Week 9 – November 12th - Security/Border issues

Response paper #2 due by November 11th

Yonique Campbell, “Security cooperation in Latin America and the Caribbean: Threats, Institutions and Challenges,” in Elena Fiddian-Qasmiyeh and Patricia Daley, Routledge Handbook of South-South Relations, Abingdon/New York, 2019,

David R. Mares, “Interstate Security Issues in Latin America,” in Jorge I. Domínguez and Ana Covarrubias, eds, *Routledge Handbook of Latin America in the World*, New York and London: Routledge, 2015, 420-33.

Markus-Michael Müller, 2020. “Enter 9/11: Latin America and the Global War on Terror,” *Journal of Latin American Studies*, 1-29. doi:10.1017/S0022216X20000565

Robert Muggah, “Fighting Organized Crime in Latin America: Between *Mano Dura* and Citizen Security,” in Michael Shifter and Bruno Benetti, *Unfulfilled Promises: Latin America Today*, Washington: Inter-American Dialogue, 2019, 27-52.

Kathleen Staudt, “The Americas: Interdependent US-Mexico Borderlands, in Staudt, *Border Politics in a Global Era: Comparative Perspectives*, Rowman & Littlefield, 56-78.

Week 10 – November 19th – Human Rights, Non-State actors and Transnational Activism in the Inter-American System

Kathryn Sikkink, “Latin America’s Protagonist Role in Human Rights,” *Sur*, 12:22, 2015, 207-2019.

Marcelo I. Saguier, “The Hemispheric Social Alliance and the Free Trade Area of the Americas Process: The Challenges and Opportunities of Transnational Coalitions against Neo-liberalism,” *Globalizations*, 4:2, 2007, 251-265.

Alison Brysk, “From Tribal Village to Global Village: Indian Rights and International Relations in Latin America, Stanford: Stanford University Press, Chapter 1, pp. 1-28.

Felipe Gómez Isa, “The Decision by the Inter-American Court of Human Rights on the *Awas Tingni vs. Nicaragua* Case (2001): The Implementation Gap,” *The Age of Human Rights Journal*, 8: 2017, 67-91. Accessed at: <https://revistaselectronicas.ujaen.es/index.php/TAHRJ/article/view/3462>

Week 11 –November 26th - Drugs, Violence and Insecurity

Response paper #3 due by November 25th

Peter Andreas and Angelica Duran Martinez. "The International Politics of Drugs and Illicit Trade in the Americas" in Jorge I. Domínguez and Ana Covarrubias, *Routledge Handbook of Latin America in the World*, New York and London: Routledge, 2015, 376-390.

Jorge Chabat, "Drug trafficking and United States-Mexico relations: Causes of conflict," in Paul Kenny and Mónica Serrano, eds., *Mexico's Security Failure: Collapse into Criminal Violence*, New York: Routledge, 2012, 143-160.

José Miguel Cruz, "Criminal Violence and Democratization in Latin America: The Survival of the Violent State." *Latin American Politics and Society* 53:4, 2011, 1-33.

Mark Peceny and Michael Durnan, "The FARC's Best Friend: U.S. Antidrug Policies and the Deepening of Colombia's Civil War in the 1990s," *Latin American Politics and Society*, 48: 2, 2006, 95-116.

Week 12 – December 3rd – The COVID Pandemic and Future Directions for Latin America in the World**Final Paper due December 2nd**

*Economic Commission for Latin America and the Caribbean, "Addressing the growing impact of COVID-19 with a view to reactivation with equality: new projections," Special report, COVID-19, 2020, accessible at:
https://repositorio.cepal.org/bitstream/handle/11362/45784/1/S2000470_en.pdf

*Diana Enriquez, Sebastián Rojas Cabal, and Miguel A. Centeno (2020), 'Latin America's COVID-19 Nightmare', *Foreign Affairs* (online edition), September 1, 2020, <https://www.foreignaffairs.com/articles/americas/2020-09-01/latin-americas-covid-19-nightmare>

* Cynthia A. Sanborn, "Latin American and China in Times of Covid-19", Wilson Center Series on "Medical Diplomacy" in Latin America, 2020:
<https://www.wilsoncenter.org/publication/latin-america-and-china-times-covid-19>.

Annette Idler and Markus Hochmüller, 'Covid-19 in Colombia's Borderlands and the Western Hemisphere: Adding Instability to a Double Crisis', *Journal of Latin American Geography*, 19:3, 2020, 280-288.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity

Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

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

The University Senate 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, 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. During the COVID-19 pandemic, 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.