

**PSCI 5202-W**  
**Development Theories and Issues**  
**Seminars: Friday 2:35 to 5:25 pm**  
**Blended format (part synchronous, part asynchronous)**

**Instructor:** Laura Macdonald

**Office Hours:** Fridays 11:00 am to 12:00 pm on Big Blue Button [or by appointment]

**Email:** [Laura.Macdonald@carleton.ca](mailto:Laura.Macdonald@carleton.ca)

This seminar examines theories and issues of development in the Global South. The first unit provides a historical overview of the development of development theory. The emphasis here will be upon comparing and contrasting the epistemological foundations, paradigmatic assumptions, and theoretical propositions of the various schools of development theory. The second unit examines some selected issues of contemporary theoretical and practical concern in development theory. Here we will ask how useful development theory is as a guide to thought and action in the South. Throughout the course, we will undoubtedly discuss the long-term impact of the COVID-19 pandemic on development, since the health, political, social, and economic impacts of the virus are expected to persist for years.

The course takes a political economy perspective (broadly defined). If you feel insecure in the area of economic theory I highly recommend this accessible book as background reading: Ha-Joon Chang, 2014. *Economics: The User's Guide*, London: Bloomsbury Press.

### **Course Format**

The online format of the course is predominantly synchronous. This means you will be expected to attend all online classes on Zoom on Fridays starting at 14:35 (Eastern Time). Most classes will last just over 2 hours. I will probably also post some video lectures. We will evaluate this mode of participation after 3 weeks and may make adjustment. In case of absences from online sessions (or incidental technical difficulties with Zoom), class attendance and participation can also be made up in the asynchronous discussion forum for each class on CuLearn. However, please note that attendance and participation in synchronous class meetings is the default expectation for the course. Our online seminar sessions will put the main emphasis on class discussions (some in small groups in Zoom break-out rooms) alternating this with student mini-presentations and short introductory or synthetic presentations by the instructor (all in real

time). Zoom and Big Blue Button access information for class meetings and office hours will be provided on CuLearn and by email from the instructor prior to the first class.

### **Evaluation:**

Marks will be assigned as follows:

Class participation	15%
Leading class discussion:	10%
2 Critical reviews (2 X 10%)	20%
Research essay proposal (Due February 26 <sup>th</sup> )	10%
Final Essay (Due April 14)	45%

### **Participation (15%):**

On-line attendance will be recorded and marked as 1/3 of your participation grade (i.e. 10% of 30%). 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 and justifiable reasons.

Students are expected to prepare the readings beforehand and to participate actively in class discussions. Class participation will be graded. Participation grades will be based on the quality, not quantity, of oral contributions. A good contribution is one that advances the classroom discussion in some way. Possible ways of advancing the discussion include: providing (where appropriate) a brief précis of a reading, advancing a cogent critique of all or part of a reading, making a connection between the readings, advancing an argument pertaining to the week's readings, critiquing arguments advanced by other seminar participants, bringing forward relevant data, asking a pertinent question. The following are examples of interventions that do not advance the classroom discussion: long-winded comments of all types, inaccurate précis, arguments and/or data irrelevant to the readings, *ad hominem* attacks on other seminar participants.

There will also be an online discussion forum most week in order to supplement class discussion or substitute for it when you are not able to attend class in a synchronous fashion. In the latter case, your contribution should be significantly longer. Please feel free to discuss with me any constraints you are facing to your participation in the course.

### **Leading Class discussion (must lead one class) (further instructions in-class): 10%**

During each class one or two students will lead a portion of the seminar discussion. The class presentation should be no longer than 20 minutes. It should *not* simply offer a summary of the week's reading. It is expected that *all* members of the class will have read *all* the readings. Each presenter will offer an analysis of the readings by examining them in terms of the arguments advanced and the authors' persuasiveness (see suggestions for critical reviews). An effort should be made to draw out common themes and where possible link the readings to broader course themes and topics. In addition to the formal oral presentation students will prepare two

discussion questions in advance of the class. **These questions must be circulated one week in advance of the presentation date.** Presenters are also required to submit a 3 page written summary of their presentation (double spaced). The summary is due the same day as the presentation. The written summary will not be evaluated separately from the presentation.

### **Critical Reviews: (2 x 10%)**

Students will be required to write two critical reviews of 5-6 pages each. Each review will be based on two readings from one thematic area. **Written reviews are due on the same day as the topic covered.** Your reviews may include the following points:

- identify the authors' thesis
- outline how that argument is being made – for example, what evidence does the author bring to support his or her thesis? Is he or she refuting another argument? Is the author drawing on case studies? If the argument is mainly theoretical, how are they defining their concepts? How do the two articles differ in their approach/assumptions/methods?
- respond to the argument. This may be in the form of a critique of the argument, i.e. in what ways is the argument inconsistent? What evidence does it overlook? In what ways are its assumptions invalid? What alternative interpretations of the evidence could be advanced?
- relate the readings to each other and to the other readings for the week. How is the argument, theory, or methods used by the author similar to, or different from, the other readings? Are there any insights which are unique to these article or chapters?

#### **Critical Review #1**

Based on two assigned readings from weeks 3 to 6.

#### **Critical Review #2**

Based on two assigned readings from weeks 7-12.

Note: You cannot write a critical review on the same topic as your in-class presentation.

### **Research Paper Proposal: Due February 26<sup>th</sup> (10%)**

You will write a proposal (around 3-4 pages double spaced) on the topic of your final essay. The proposal should contain:

- a research question;
- short statement on why this is an interesting and important topic;
- a tentative hypothesis or argument;
- statement on your theoretical approach;
- annotated bibliography - with a paragraph for each source which summarizes the

content of the article and indicates how it will be useful for your final paper. You must include a minimum of 6 academic sources.

### **Research Paper (due April 14): 45%**

Students are expected to write a major research essay on a topic related to the themes of the course. The essay should be approximately 15-20 pages in length. Topics must be cleared with the instructor no later than **February 12th**, but we should begin discussing your topic well before then. I STRONGLY encourage you to visit me in office hours to discuss your topic. Your essay could deal exclusively with theoretical issues, or you may choose to apply a theory to a specific country or countries (or possibly to an international organization dealing with development issues). In any case your essay should directly engage some of the theoretical issues discussed in this class. Essays are due by 11:55 pm (to be submitted on CULearn). Any essay received after the due date will be considered late. A late penalty of 2% will be assigned for each 24 hour period or a part thereof that the essay is late. The maximum late penalty is two whole grades (e.g. from A+ to C+).

### **Course Outline:**

#### **Week 1 – January 15 - Introduction: What is Development?**

Gilbert Rist, G. 2008. *The History of Development: From Western Origins to Global Faith* (London: Zed Books, Third Edition. Chapter 1: Definitions of development.

Amartya Sen, *Development as Freedom* (New York: Anchor Books, 1999). (Focus on Introduction, Chapters 1, 5 and 11)

Arturo Escobar, 1995. *Encountering Development*. Princeton: Princeton University Press. Ch. 1

Johan A. Oldekop, et al, COVID-19 and the case for global development, *World Development*, 134, October 2020.

Also compare tables for Human Development Index for 1990 and 2016:

1990 can be found here: <http://hdr.undp.org/en/reports/global/hdr1990>

2020 can be found here: <http://report.hdr.undp.org>

More on Data:

Hans Rosling, TED Talk on the Best Stats You've Ever Seen, February 2006. (we will watch this in class) [https://www.ted.com/talks/hans\\_rosling\\_shows\\_the\\_best\\_stats\\_you\\_ve\\_ever\\_seen](https://www.ted.com/talks/hans_rosling_shows_the_best_stats_you_ve_ever_seen)

#### **Week 2 – January 22 - Classical Growth and Modernization Theories**

Walt Whitman Rostow, 1963. *The Stages of Economic Growth. A Non-Communist Manifesto*. Read 1. Introduction and 2. The five stages-of-growth - a summary. (pp. 1-17)

A. Gershenkron, 1963. "The Early Phases of Industrialization in Russia: Afterthoughts and Counterthoughts" in W.W. Rostow, ed., *The economics of take-off into sustained growth* : proceedings of a conference held by the International Economic Association, London: Macmillan, pp. 151-169.

Samuel Huntington, 1971. "The change to change: Modernization, development and politics". *Comparative Politics*, 3.

Colin Leys, "Samuel Huntington and the End of Classical Modernization Theory," Chapter 3 in in C. Leys, *The Rise & Fall of Development Theory* (Oxford: James Currey, 1996), pp. 64-79.

### ***Sign Up for Leading Class Discussion***

### **Week 3 – January 29 - Gender and Development**

Jane Parpart and Marianne Marchand, "Exploding the Canon: An Introduction/Conclusion" in Marianne H. Marchand and Jane L. Parpart, *Feminism/ postmodernism/ development* (New York : Routledge, 2003)

D. Elson and R. Pearson, "'Nimble Fingers Make Cheap Workers': An Analysis of Women's Employment in Third World Export Manufacturing" *Feminist Review* 7 (Spring 1981), pp. 87-107.

A. Cornwall, and A.M. Rivas. 2015. "From Gender Equality and Women's Empowerment to Gender Justice: Reclaiming a Transformative Agenda for Gender and Development." *Third World Quarterly*, Vol. 36 no. 2, 396-415.

McLaren HJ, Wong KR, Nguyen KN, Mahamadachchi KND. Covid-19 and Women's Triple Burden: Vignettes from Sri Lanka, Malaysia, Vietnam and Australia. *Social Sciences*. 2020; 9(5):87.

### **Week 4 – February 5 - Challenges to Modernization: Structuralist, Marxist and Dependency Theories**

Fabício Missio, Frederico G. Jayme Jr. and José Luís Oreiro, "The Structuralist Tradition in Economics: Methodological and Macroeconomics aspects, *Revista de Economia Política*, vol 35, no 2 (139), pp 247-266, abril-junho/2015, available at:  
<http://www.scielo.br/pdf/rep/v35n2/0101-3157-rep-35-02-00247.pdf>

André Gunder Frank, 1966. "The Development of Underdevelopment," *Monthly Review*, vol. 14, issue 4.

Fernando Cardoso, and Enzo Faletto, *Dependency and Development in Latin America*, 1979, Preface and Ch. 1 & 2, pp. vii-xxv and 1-28.

Lee Wengref, "How Europe Underdeveloped Africa: The Legacy of Walter Rodney," <http://roape.net/2017/06/16/europe-underdeveloped-africa-legacy-walter-rodney/>.

### **Week 5 – February 12 - Neo-Liberalism and the Washington Consensus**

John Williamson, 2004. "A Short History of the Washington Consensus" Working Paper, Available from: <http://www.iie.com/publications/papers/williamson0904-2.pdf>

Deepak Lal, 1985. *The Poverty of "Development Economics*, Boston: Harvard University Press, 1985. Introduction and Chapter 1. pp. 35-55. Available at: [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=681161](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=681161)

Laura Macdonald, 2017. "Neoliberal Governance in Latin America," in Christopher Wylde and Pia Riggirozzi, eds., *The Handbook of South American Governance*, Routledge, eds., 2017.

Charles Gore, 2000. "The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries," *World Development*, Vol. 28, No. 5, pp. 789±804.

### **WINTER BREAK – February 19 - NO CLASS**

### **Week 6 – February 26<sup>th</sup> - Post-Modern and De- and Post-Colonial Approaches to Development**

Arturo Escobar, 1995. *Encountering Development*. Ch. 2 & 6, pp. 21-54 & 212-226.

Mario Blaser, 2004. "Life projects: Indigenous peoples' agency and development," in Mario Blaser, Harvey A. Felt and Glenn McRae, *In the Way of Development : Indigenous Peoples, Life Projects and Globalization*, Ottawa: IDRC, 26-44.

Tania Murray Li. 2007. *The Will to Improve: Governmentality, Development and the Practice of Politics*. Durham, NC: Duke University Press. Ch. 1

Chandra Mohanty, 1991, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in C. Mohanty et al. (eds.) *Third World Women and the Politics of Feminism*, Ch. 2, pp. 51-80.

Sarah A. Radcliffe, 2012, "Development for a postneoliberal era? Sumak kawsay, living well and the limits to decolonisation in Ecuador," *Geoforum* 43, 240–249.

**Research essay proposal due today**

### **UNIT 2 – ISSUES IN DEVELOPMENT THEORY AND PRACTICE**

### **Week 7 – March 5 - The State as Solution: Institutions and Industrial Policy**

Alice Amsden, 1997. "Bringing Production Back in - Understanding Government's Economic Role in Late Industrialization," *World Development*, Vol. 25, No. 4, pp. 469-480.

Peter Evans, 1992. "The State as Problem and Solution: Predation, Embedded Autonomy, and Structural Change," In S. Haggard, and R. Kaufman, (eds.) *Politics of Economic Adjustment*. Princeton University Press. pp. 139-181.

Ha Joon Chang, 2003. "Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective." *Oxford Development Studies*, Vol. 31, No. 1, pp. 21-32.

Cristóbal Kay. 2002. "Why East Asia Overtook Latin America: Agrarian Reform, Industrialization, and Development," *Third World Quarterly*, Vol. 23, No. 6, pp. 1073-1102.

Jin Zeng and Yuanyuan Fang, 2014. "Between poverty and prosperity: China's dependent development and the 'middle-income trap'," *Third World Quarterly* 35 (6), 1014-1031.

### **Week 8 – March 12 – Global Governance and Development Policy**

Eric Helleiner. 2014. *Forgotten Foundations of Bretton Woods: International Development and the Making of the Postwar Order*, Ithaca: Cornell University Press, pp. 1-28.

Alfredo Saad-Filho. 2010, "Growth, Poverty and Inequality: From Washington Consensus to Inclusive Growth", DESA Working Paper No. 100.

Kate Bedford. 2009. *Developing Partnerships: Gender, Sexuality and the Reformed World Bank*. Minneapolis: University of Minnesota Press, Introduction and Chapter 1, pp. xi to 34

Robert Wade. 2003. "What Strategies are Viable for Developing Countries Today? The WTO and the Shrinking of Development Space," *Review of International Political Economy*, Vol 10 No 4, pp. 621-44.

Mateo Crossa and Nina Ebner, "Automotive global value chains in Mexico: a mirage of development?" *Third World Quarterly*, 41:7, 1218-1239.

### **Week 9 – March 19 – Migration and Development**

Hein De Haas. 2010. "Migration and development: A theoretical perspective," *International Migration Review*, 44(1): 227-264.

Siham Matallah, 2019. "The triptych migration-inward FDI-inequality in South Asian countries: How much do governance and institutions matter?" *Migration and Development*, 8:1, 93-118.

Christina Gabriel and Laura Macdonald, 2018, "After the IOM: Recruitment of Guatemalan Temporary Agricultural Workers to Canada," *Journal of Ethnic and Migration Studies*, 44:10, 1706-1724.

Rahel Kunz, 2008. "'Remittances are Beautiful'? Gender implications of the new global remittances trend," *Third World Quarterly*, 29:7, 1389-1409.

This is a good source for policy-related analysis on Migration and Development issues:

<https://www.migrationpolicy.org/programs/migrants-migration-and-development> - see also list of resources on side-right panel

### **Week 10 – March 26 - Civil Society and NGOs: Participation, Empowerment and Imperialism**

**Guest speaker: Barbra Chimhandamba, PhD Student, Political Science, Carleton**

Issa G Shivji, 2006. "The Silences in the NGO Discourse: The Role and Future of NGOs in Africa" *African Development* 31: 4,22-51.

Juanita Elias, 2015, "Civil Society and the Gender Politics of Economic Competitiveness in Malaysia," *Globalizations*, 12:3, 347-364.

Andrea Cornwall and Karen Brock, 2005. "What do buzzwords do for development policy? A critical Look at 'Participation', 'Empowerment' and 'Poverty Reduction,'" *Third World Quarterly*, 26:7, 1043-1060.

Palash Kamruzzaman, 2013. "Civil Society or 'comprador class', participation or parroting?" *Progress in Development Studies*, 13: 1, 31-49.

**No class April 2 – University closed for Easter holiday**

### **Week 11 – April 9 - Development Cooperation**

Jeffrey Sachs, 2014. "The Case for Aid" in *Foreign Policy*, January 21, accessible at: <http://foreignpolicy.com/2014/01/21/the-case-for-aid/>

Emma Mawdsley, 2018. "The 'Southernisation' of Development," *Asia Pacific Viewpoint*," 59:2, 173-185.

Laura Parisi, 2020, "Canada's New Feminist International Assistance Policy: Business as Usual?," *Foreign Policy Analysis*, 16: 2, 163–180.

Erin Aylward and Stephen Brown. "Sexual orientation and gender identity in Canada's 'feminist international assistance". *International Journal*, vol. 75, no. 3 (2020), pp. 313-328.

Government of Canada, "Canada's Feminist International Assistance Policy":

[http://international.gc.ca/world-monde/issues\\_development-enjeux\\_developpement/priorities-priorites/policy-politique.aspx?lang=eng](http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng)

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## **Week 12 – April 14 - Recent Trends and Debates**

Merike Blofield and Fernando Filgueira, "COVID-19 and Latin America: Social Impact, policies and the fiscal case for an emergency social protection floor," 2020, available on Research Gate: [https://www.researchgate.net/publication/340477772\\_Blofield-Filgueira-2020-COVID\\_19\\_and\\_social\\_protection\\_in\\_Latin\\_America](https://www.researchgate.net/publication/340477772_Blofield-Filgueira-2020-COVID_19_and_social_protection_in_Latin_America)

W. Leal Filho, L.L. Brandli, A. Lange Salvia, L. Rayman-Bacchus, and J. Platje, 2020. "COVID-19 and the UN Sustainable Development Goals: Threat to Solidarity or an Opportunity?" *Sustainability* 12, 5343.

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Shirin M. Rai, Benjamin D. Brown, and Kanchana N. Ruwanpura, 2019, "SDG 8: Decent work and economic growth – A gendered analysis," *World Development*, 113, 368-380.

Wolfgang Sachs, 2017. "The sustainable development goals and *Laudato si'*: Varieties of post-development?" *Third World Quarterly*, 38:12, 2573-2587.

James Ferguson. 2015. *Give a man a fish: Reflections on the new politics of distribution*. "Introduction: Cash Transfers and the New Welfare State", and Chapter 1: Give a man a fish: from patriarchal productionism to the revalorization of distribution," 1-58.

**Final research essay due today**

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### **Accommodations during COVID**

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: [https://carleton.ca/registrar/wp-content/uploads/COVID-19\\_Self-declaration.pdf](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf)

### **Academic Accommodations**

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#### **Pregnancy**

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### **Religious obligation**

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](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### 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 compete or perform 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](https://students.carleton.ca/course-outline)

### 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 can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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).

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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

**Grades:** Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available **ONLY** if the student is in good standing in the course.

**Approval of final grades:** 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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.