

PSCI 5202 F
Development Theories and Issues
Tuesdays: 11:35 am - 2:25 pm
Please confirm location on Carleton Central.

General Information

Instructor: Dr. Isaac Odoom

Student Hours: Tuesday 2:40pm to 4:40pm in person or via zoom (or by appointment)

Email: isaac.odoom@carleton.ca

Course description

This seminar offers an in-depth examination of development theories and the actors and institutions shaping international development in the Global South. The course begins with a historical overview of development theory, comparing and contrasting the epistemological foundations, paradigmatic assumptions, and theoretical propositions of various schools of thought. We will then explore the role of different actors—such as the state, civil society, and the private sector—and institutions, including multilateral agencies, international financial institutions, and faith-based organizations, in addressing key development issues like democratization and gender. Through case studies and critical analysis, students will investigate the practical implications of these theories and their impact on the Global South, gaining a broad, diverse, and critical perspective on development.

Course Format

As a graduate seminar, the course will be conducted in a seminar format devoted to extended analysis and discussion of the assigned readings. Students are expected to come to the session prepared to critically engage required readings and colleagues in a highly interactive but respectful manner. Attendance at all sessions of the course is mandatory. Unexcused absences will negatively affect student participation scores. Students should email the instructor in advance if they are unable to attend a class.

Instructor will start the class with a general overview of the themes for the week. Next will be roundtable discussion where each student gives a 3- minute reflection on all required readings for the week. This will be followed by student presentations and (small group) discussions.

Learning outcomes

Upon completion of this course, the student will be able to:

- Critically analyze and compare major development theories, identifying their epistemological foundations, paradigmatic assumptions, and implications for the Global South.
- Evaluate the roles and impacts of various actors and institutions in shaping development outcomes in the Global South.
- Apply development theories to real-world case studies, assessing their practical relevance and effectiveness in addressing contemporary development challenges.
- Engage in informed debates on key development issues, demonstrating the ability to synthesize diverse perspectives and critically assess development policies and practices in the Global South.
- Display critical understanding of key issues through the development of succinct writing and research skills, and the ability to present complex arguments in class discussions

Texts

All the course materials can be found on ARES and via Brightspace.

Evaluation at a glance

Evaluation of the following course requirements will determine students' grades

Component	Weight	Due Date
1. Seminar Attendance/Participation	25%	Throughout the course
2. Critical Reflection Papers (3X*10)	30%	
	Any topic between Sept 17 to Oct 8	Due Tuesday 10am of the chosen week.
	Any topic between Oct 15 and Nov 5	Due Tuesday 10am of the chosen week.
	Any topic between Nov 12 and Nov 26	Due Tuesday 10am of the chosen week.
3. Presentation/Student led discussion	20%	Student chosen date
4. Take Home Exam (Course Report)	25%	December 21
Total	100%	

Evaluation in detail

1. Seminar Attendance and Participation (25%)

The course requires students to engage with the assigned readings and interact with their peers and with the instructor during classes. The mark for participation is a cumulative score which involves the following: Quality of participation in class discussion, small in-class group exercise and other related activities. (You cannot receive a participation mark if you do not attend class. If you are absent without a valid excuse in advance (via email or in person), you will receive zero (0) for that seminar). Marks will be deducted if you consistently arrive late or consistently you are not fully present in the classroom (i.e. distracted by phone, media, etc.).

To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare their own weekly reading notes, including questions for discussions, and actively participate in discussions. Students should note that listening and raising good questions are as important as making comments. Instructor will take attendance in class.

We will start every seminar with a roundtable discussion where each student will give a 3-minute reflection on all required readings.

2. Critical Reflection Papers (10X3=30%)

Every student must submit three (3) reflection papers over the duration of the course. These reflection papers are not a summary of the readings, but rather a reflection and critique of the required readings. Reflection papers will critically synthesize the arguments developed in the required readings for that day and develop a response to those arguments. You will be expected to identify the central argument and draw out the points of commonality and differences in the authors' arguments. You should discuss how convincing the authors' arguments are and what you have learned from them. You should also contemplate linkages with previous weeks' readings, if any. The paper must include at least two (2) discussion questions arising from the readings.

Students are allowed to prepare their reflection on any of the weekly seminar topics, **but they are not allowed to do a reflection paper for the same week as their presentation.** Students are only required to use the course readings for the week, but they will cite the sources properly including other sources used (if any) in their critical review papers.

Reflection papers should be between 800 to 1200 words in length (double spaced, Times New Roman 12 font, 1" margins). Students will choose their own referencing style, however, consistency is necessary. Please indicate referencing style (APA, MLA, etc) and list of sources at the end of your paper.

The First review should be submitted not later than October 8, 2024, with the Final entry due not later than November 26, 2024. Entries must be submitted via Brightspace by **10am on the Tuesday of the week in which the readings/topic are discussed (for example, Critical Reflection for the week of Sept 24 must be submitted by Sept 24, not later).** Critical Review papers will not be accepted after the topic or readings have been discussed in class.

Additional assignment instructions will be provided to students.

3. Case study Presentations (20%)

Each Tuesday (between week 4 and 14, excluding week 8), a student or 2 students will collaborate to prepare and present a case study related to the week's lecture topic. These case studies, which must match the topic for the week, must be selected by the students in consultation with the instructor (at least a week before, if not earlier). The purpose of the presentation is to conduct an in-depth examination of an issue in international development using an example of a case study.

In the presentation, while some summary of the material may be necessary to refresh people's memory and kick start the discussion, the presentation should not be a long summary of the readings. Presenters should assume that everyone in the class has completed all the readings.

The presentation will include visual aid (PowerPoints, audio/video etc) and will not be longer than 20 minutes, followed by Q & A. It is the responsibility of the presenters to manage the duration of the presentation and the Q & A. In case of 2 presenters, both presenters will have equal share in leading the presentation and discussion.

Instructor will assign topics/date of presentation to students guided by students' selections. Students will be given an option to pick their top Three (3) preferred Topics/Dates of presentation in class.

Additional information about the presentation will be provided to students.

4. Final Take Home Exam - Course Report (25%)

Students will complete a take-home final course report. The details and additional instructions will be handed out on December 3, 2024, and is due December 21, 2024. I will provide additional instructions to students, but this is not a research paper; it is a final course report.

Contact Policy: Email is the best way to contact me. I normally reply within 24-48 hours, weekends excluded. All email must be through official Carleton University email accounts. For longer questions I recommend scheduling a Zoom appointment or regular office hours.

This course requires substantial reading and to foster dynamic and informed classroom dialogue all students are expected to complete all readings before the start of the class to fully benefit from the discussions.

Students should note that to obtain credit in this course, students must fulfill all of the course requirements.

Previous papers/work. For this course and its assignments, using work already submitted for other courses is unacceptable. Students are invited to talk to the instructor if they have any questions related to this provision.

Changes to the syllabus: This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

Generative AI and this course (adapted from Peter Andree's course outline)

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics, and to correct spelling and grammar, but no more. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student's assignment, or even quoted from directly. Instead, students should find and work from original sources to inform their papers, and then cite those original sources in their list of references cited.

The instructor reserves the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

Instructor and students will have a chance to discuss the use of generative AI in class.
(This note on AI was developed using language from online resources).

COURSE SCHEDULE

The weekly reading list is subject to changes by the instructor in the course of the term.
Instructor will inform students of any changes ahead of time.

Week 1

September 10

Course Introduction and Organisation

What is development? Definitions and Critique

Recommended Reading:

Desai. Vandana and Robert B. Potter (Edited). *The Companion to Development Studies*. London: Routledge, 2014 Pages 1-24. [Part 1.1-1.4] (E-book)

Week 2

September 17

Development: Conceptions, History and Debates

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

Escobar, Arturo, "Introduction: Development and the Anthropology of Modernity" In *Encountering Development: The Making and Unmaking of the Third World*. Princeton: PUP, 1995. *Chapter 1 (pages 3-17)*. (E-Book)

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

Recommended:

Herath, Dhammika, 2009, "The Discourse of Development: Has It Reached Maturity?," *Third World Quarterly* 30(8): 1449-1464.

Week 3

September 24

Development Approaches: Classical Growth and Modernisation 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)

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

Litonjua, MD., 2012, "Third world/global south: from modernization to dependency/liberation, to post-development," *Journal of Third World Studies*, 29(1): 25-56

Recommended:

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

Week 4

October 1

Development Approaches: Structuralist, Marxist and Dependency

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

Fabrício 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,

Namkong, Young, 1999, "Dependency Theory: Concepts, Classifications, and Criticisms," *International Area Studies Review*, 2(1): 121-150.

Recommended:

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

Week 5:

October 8

Neo-liberalism and the Washington Consensus

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.

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

Seppälä, Tiina, 2016, "Feminizing Resistance, Decolonizing Solidarity: Contesting Neoliberal Development in the Global South," *Journal of Resistance Studies*, 1(2): 12-47.

Recommended:

Deepak Lal, 1985. *The Poverty of Development Economics*, Boston: Harvard University Press, 1985. Introduction and Chapter 1. pp. 35-55.

Week 6

October 15

Development Approaches: Post-Modern, De/Post-Colonial, Poststructuralism

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

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

Gabriel O. Apata (2019) Corruption and the Postcolonial state: how the West invented African corruption, *Journal of Contemporary African Studies*, 37:1, 43-56,

Recommended:

Kapoor, Ilan, 2002, "Capitalism, Culture, Agency: Dependency versus Postcolonial Theory," *Third World Quarterly*, 23(4): 647-664.

Week 7

Reading Week (No classes)

Week 8

October 29

The State and Development

Mkandawire, T. (2001) "Thinking about Developmental States in Africa", *Cambridge Journal of Economics* Vol. 25 No. 3, pp.289-313

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

Kapur, Devesh. 2020. "Why Does the Indian State Both Fail and Succeed?" *Journal of Economic Perspectives*, 34 (1): 31-54.

Recommended:

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 9

November 5

Foreign Aid, Democratization and Development

Blair, R. A., Marty, R., & Roessler, P. (2022). Foreign aid and soft power: Great power competition in Africa in the early twenty-first century. *British Journal of Political Science*, 52(3), 1355-1376.

Olivié, Iliana, and Aitor Pérez (2021). "Whose and What Aid Securitisation? An Analysis of EU Aid Narratives and Flows." *Third World Quarterly* 42.8: 1903–1922.

Ian Smillie (2017) "Institutional corruption and Canadian foreign aid", *Canadian Foreign Policy Journal*, 23:1, 47-59

Ayers, Alison. 2006, "Demystifying Democratisation: The Global Constitution of (Neo)liberal Polities in Africa". *Third World Quarterly*, 27(2): 321-338.

Recommended:

Moyo D. (2009) *Dead Aid: Why Aid is Not Working and How There is Another Way for Africa* Chapters 1 and 3.

Rita Abrahamsen (2012) "The Seductiveness of Good Governance" Chapter 2, In Sundaram, J. K., & Chowdhury, A. (Eds.). (2012). *Is Good Governance Good for Development?* A&C Black

Week 10

November 12

Gender and Development

Bawa, S. (2016). Paradoxes of (dis) empowerment in the Postcolony: women, culture and social capital in Ghana. *Third World Quarterly*, 37(1), 119-135.

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 11

November 19

Multilateral Institutions and Development

Charis Enns, Brock Bersaglio and Thembela Kepe, 'Indigenous Voices and the Making of the Post-2015 Development Agenda: The Recurring Tyranny of Participation', *Third World Quarterly*, 35, 3, 2014

Brissett, N. M. (2018). Sustainable Development Goals (SDGs) and the Caribbean: Unrealizable promises? *Progress In Development Studies*, 18(1), 18-35.

Weinhardt, Clara, and Till Schöfer (2022). "Differential Treatment for Developing Countries in the WTO: The Unmaking of the North-South Distinction in a Multipolar World." *Third world quarterly* 43.1: 74–93

Week 12

November 26

Private actors, Individuals and NGOs in Development

Brockington, Dan. "The Production and construction of celebrity advocacy in international development" *Third World Quarterly* 35, no 2 (2014): 88-108

Nicolás Acosta García, Niels Fold. (2022) Take back your fish: questioning NGO-mediated development in Caquetá, Colombia. *Third World Quarterly* 43:1, pages 148-165.

Barbara Vodopivec and Rivke Jaffe, 'Save the World in a Week: Volunteer Tourism, Development and Difference', *European Journal of Development Research*, 23, 1, 2011, pp. 111-128.

Fejerskov, Adam Moe. 2017. "The New Technopolitics of Development and the Global South as a Laboratory of Technological Experimentation." *Science, Technology & Human Values* 42 (5): 947–68.

Week 13

December 3

COVID-19 and New actors in International Development/ COURSE CONCLUSION

Horner, R. (2020). Towards a new paradigm of global development? Beyond the limits of international development. *Progress in Human Geography*, 44(3), 415-436. <https://doi.org/10.1177/0309132519836158>

Odoom, Isaac (2018) "South-South Cooperation, SDGs, and Africa's Development: A Study of China's Development Intervention in Ghana" in Kobena T. Hanson, Korbla P. Pupilampu, Timothy M. Shaw (eds.) [*From Millennium Development Goals to Sustainable Development Goals: Rethinking African Development*](#) (New York: Routledge).

Sara Stevano, Tobias Franz, Yannis Dafermos & Elisa Van Waeyenberge (2021) COVID-19 and crises of capitalism: intensifying inequalities and global responses, *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 42:1-2, 1-17

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

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

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 the 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.
