

PSCI 5807 A
Analysis of International Organizations
Wednesdays, 11:35 a.m. – 02:25 p.m.
Patterson Hall 133 – In-Person
Please re-confirm on Carleton Central

Instructor:

Dr. Martin Geiger

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Department of Political Science, Carleton University

Office:

3314 Richcraft Hall (office located in the ‘Institute of
European, Russian and Eurasian Studies’, EURUS)

Office hours:

Mondays, 11:45 a.m. – 12:45 p.m.
Wednesdays, 10:15 a.m. – 11:15 a.m.
Office hours will be held online (Zoom/MS Teams);
in-person meetings are also possible.
Appointments by email are required.

Email:

MartinGeiger@cunet.carleton.ca
All communication via official Carleton e-mail accounts, only.

First class:

January **11**, 2023

No classes:

February 22, 2023 (reading week)

Last class:

April 5, 2023

I) Evaluation (at a glance)

IO Profile (in-class presentation)	20%	February 8 <i>or</i> 15, 2023
Research Note	20%	February 17, 2023
Case Study (draft version)	15%	March 31, 2023 *
Case Study (final version)	20%	April 27, 2023
Participation & Attendance	25%	throughout the term

* March 24, 2023: Students share their draft version with other members of their research group, facilitate a student-only informal discussion on March 29. March 31, 2023 is the deadline for the submission of their draft version to the instructor, and for grading. *See course schedule, VIII, for more details.*

II) Course description

Instead of investigating particular issues and areas of global governance, or examining global politics predominantly through a state-centric lens, this course will put international organizations – in the case of our course, specifically international governmental/inter-governmental organizations (IGOs) – front and center.

IGOs are often criticized, but they serve very important functions in international relations (IR), world politics and global governance. In this class, we will study a wide selection of IGOs, – ranging from the United Nations (UN) to the World Health Organization (WHO), North Atlantic Treaty Organization (NATO), World Trade Organization (WTO), or International Center for Migration Policy Development (ICMPD) – as prominent actors in global politics. In this course, we will examine a wide selection of IGOs in terms of their relative independency, autonomy, and political weight, and conceive them as self-interested and increasingly powerful actors on the global stage, and in specific fields, including collective security, development, trade, and humanitarian assistance. We will empirically explore the evolution of specific IGOs, their internal structure, own vested interests, as well as their external relations to states and other international, corporate, and collective actors, their role in global politics, and their contribution to global governance.

Our course will focus on globally relevant examples of IGOs, and to a lesser extent IGOs which have a particular regional focus. Discussions and examinations of the European Union (EU) in particular, and other regional IGOs (e.g., African Union) will not feature prominently in this course. Their detailed examination and discussion remain reserved for courses already existing and regularly offered by the Department of Political Science, and through other specialized programs provided e.g., by the Institute of European, Russian, and Eurasian Studies, EURUS, the Institute of African Studies, IAS, etcetera.

How to analyze and 'study up' international organizations? This course uniquely provides not only a refresher on relevant theoretical and policy-related discussions on intergovernmental organizations but also offers applicable methodological skills enabling students to conduct their own empirical analysis of a specific case of intergovernmental organizations.

- What role and influence do IGOs have in global politics?
- How can IGOs help effectively address specific challenges such as e.g., climate change?
- What reforms are necessary to increase their effectiveness, impact and relevance?

This graduate course depends on the constant, active participation and commitment of students and takes the format of a strongly research and project-based class. It is not a 'lecture-only' class, and it is expected that students also self-familiarize themselves with relevant theoretical and policy-related discussions. The key goal of this course is to conduct research – research which is facilitated and guided by the instructor. Students will work on their own, but also work as a team, in small research groups, and each student is asked to conduct their own, advanced, and extensive literature and internet-based research. Students will be responsible for the empirical exploration of a specific IGO which will be assigned to them.

III) Course Format and Sequencing

All of our class meetings, including full class meetings and mandatory small group research meetings (*see schedule, VIII*) are foreseen to take place in-person.

This course is divided into two main sections. Section I (weeks 1-4) will provide a foundation and recap of relevant theoretical and policy-related discussions on international organizations, and particularly on IGOs. Students will also acquire the methodological and research-related skill set enabling them to conduct their own research. Section II covers the remaining class meetings (weeks 5-13). Students, receiving instructions and guidance from the course instructor, will conduct – individually and in small teams – their own empirical research. Research findings will be discussed on an ongoing basis, and students will relate

relevant theoretical and policy-related discussions to their case study of a specific IGO assigned to them and at the end of the course derive at their own theoretical and practice-related conclusions.

IV) Learning Outcomes

By the end of the course, students will be familiar with fundamental concepts and theories in international organizations studies. They will be able to understand key discussions, themes and challenges related to global governance, and the relevance and relevance of IGOs. The class assignments and discussions in our course will enable students to evaluate the evolution of specific IGOs, their internal structure, own vested interests, as well as their external relations to states and other international, corporate, and collective actors, their role in global politics, and their contribution to global governance. Students will be able to justify their own informed position with reference to global governance, and particular challenges in world politics, the relation between IGOs, international organizations and state sovereignty, specific policy fields (incl. collective security, trade, development, climate change, human rights, and humanitarian assistance), and evolving and potential future governance structures beyond the state. This course will allow students to take part in academic and policy-oriented debates about international organizations, the contextualities and outcomes of international organizations and their activities, as well the current state, and potential future of global governance. Furthermore, at the end of this course, students will have acquired advanced and extensive research skills necessary for the effective and successful conduct of academic research, including their future Master's or PhD thesis project.

V) Course Readings

All sources used in this class (mostly journal articles, book chapters, other material) will be available for downloading, at no cost, through Carleton's library system (ARES), accessible from our Brightspace website. Required sources are listed in the following (*see course schedule VIII*). Students that have not taken any (specialized) courses on international organizations yet, are encouraged to consider consulting some of the readings listed in the course schedule (*see first class meeting, January 11*).

VI) Detailed Explanation: Assignments and their Evaluation

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.**

Assignment 1: IO Profile (20%)

At the beginning of the term i.e., at the first class (January 11), students will be assigned the case of a specific IGO (e.g., WHO) and then instructed to compile some first research. On February 8 or February 15, students will be asked to briefly introduce and feature their IGO – in some first, still broad strokes and based on a rubric provided at the beginning of the course – to class colleagues (brief, oral, in-class presentation, using e.g., PowerPoint or Prezi, 5-7 minutes max.) and the instructor. Students are not allowed to work in groups on this assignment. Students will receive feedback and their first grade five business days following their presentation in class.

Assignment 2: Research Note (20%)

Preparing their oral and PowerPoint or Prezi-based presentation in class (February 8 or 15), students will be asked to also prepare a research note. Students will be provided with a template at the beginning of the course. The written assignment (2-4 pages max.) will feature first interim research results, and also an annotated bibliography of sources (academic articles and other material e.g., internet sources) the student

plans to use for their case study. All research notes need to be received by the course instructor by February 17 (11:59 p.m. EST) the latest. The assignment needs to be submitted as a PDF and by email to the instructor. Students are not allowed to work in groups on this assignment. Students will receive feedback and their grade for this assignment five business days following the submission of their written assignment.

Assignment 3: Case Study (draft version) (15%)

On March 31 (submission no later than 11:59 p.m. EST), students will submit the draft version of their research paper (“case study”). Instructions how to prepare this assignment will be provided at the beginning of the term. The case study requires advanced, extensive research efforts, including independent research into academic sources and other relevant material. Students will be asked to share their draft versions already on March 24 (share no later than 11:59 p.m. EST) with the other student members of their research group (*see course schedule, VIII*). This will enable all members of the group to discuss informally (without the instructor involved) their research progress and receive student-to-student feedback (group meeting on March 29) a few days prior to the submission of their case study (in draft version) to the instructor.

Each student’s draft/preliminary version of the case study needs to be saved as a PDFs and shared and submitted by email. The draft version of the case study should be 3,000-5,000 words (including foot/end notes, references, etc.). While students are encouraged to share and discuss their draft versions and interim research findings, the case study needs to be researched and written by themselves (and not by other students), as an individual, fully independent assignment. Within five business days following the submission of the draft of their case study (March 31), students will receive feedback and a grade from the instructor.

The draft version of the case study will be marked along the following criteria: argument, organization and logic (Is the paper and the case presented in a logical and convincing manner?); research and use of evidence (Is the case study based on extensive literature research, and does it make effective use of available research sources? Does the paper refer to class discussions and at least some of the key class readings? Does the paper contain a minimum number of 15 sources? Does the paper contain proper footnotes/endnotes and bibliographic style?); communication (Is the case study organized and written as clearly and concisely as possible?). The paper should also be free of spelling and grammar errors. Case studies that do not address the case (IGO) assigned to the student at the beginning of the term will receive a failing grade. The case study must be based on the student’s own intellectual work.

Assignment 4: Case Study (final version) (20%)

On April 27, 2023 (take-home paper assignment), at 11:59 p.m. EST the latest, students are required to submit the final, revised version of their case study to the instructor. The assignment needs to be saved as a PDF and submitted to the instructor by email. Students are expected to consider and act upon the feedback received from the instructor and student colleagues (small research groups) following the submission of their preliminary, draft version (March 31, see above). The final version of the case study should be 3,000-5,000 words (including foot/end notes, references, etc.). While students are encouraged to share and discuss their draft versions and interim research findings, the final version of their case study needs to be researched and written by themselves (and not by other students), as an individual, fully independent assignment.

The final version of the case study will be marked along the following criteria: argument, organization and logic (Is the paper and the case presented in a logical and convincing manner?); research and use of evidence (Is the case study based on extensive literature research, and does it make effective use of available research sources? Does the paper refer to class discussions and at least some of the key class readings? Does the paper contain a minimum number of 15 sources? Does the paper contain proper footnotes/endnotes and bibliographic style?); communication (Is the case study organized and written as clearly and concisely as possible?). The paper should also be free of spelling and grammar errors. Case studies that do not address the case (IGO) assigned to the student at the beginning of the term will receive a failing grade. The case study must be based on the student’s own intellectual work.

Participation and Attendance (25%)

Students will be evaluated on the basis of their regular attendance, and their active, constant, informed and thoughtful participation in class, including small group meetings. Students are expected to do all the readings, come prepared to each class, and conduct the research assigned to them. Not actively contributing to the class, the research group they are assigned to, late arrivals and early departures will cause students to lose marks or not pass the course. Students that cannot attend one or more of the class or group meetings for valid reasons (e.g., medical reasons) need to provide the instructor with valid documentation that justifies their absence (e.g., doctor's note).

VII) General Policies

1. The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. It is also not acceptable to submit the same assignment in two or more different courses. All assignments in this class are individual assignments.
2. Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
3. Late submissions will be subject to a penalty of 3% of the assignment grade per 24 hours (not including weekends). Assignments will not be accepted later than 7 business days after the due date. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate any problems, please approach the instructor as soon as you can and well in advance of the respective assignment.

VIII) Course Schedule (incl. Mandatory Readings and Assignments)

- Section I: Theoretical and Methodological Foundations -
(Weeks 1-4)

January 11, 2023

First Class Meeting (strongly recommended to attend)

Course Overview

- Course structure, learning outcomes, assignments
- Assignment of Case Study (first partial assignment due on February 8)
- Required advanced and extensive literature and internet research
- Instructions for class assignments

Class Discussion: Taking Stock of Existing Knowledge

Ahead of the class meeting, students are asked to brainstorm and prepare themselves. Check previous readings and also check your own notes from previous courses you have taken, incl., e.g., undergraduate studies in international relations (IR), EU integration, international business, other fields. Think also what you have heard about international organizations in the media and public discourse; perhaps you had even work experiences with international organizations already.

- What are international organizations, incl. what are intergovernmental organizations?
- A brief history of international organizations
- Why do we need international organizations? Why should we study them?

Recommended Readings (in case you have not taken any courses on international organizations, yet)

- Abbott, K. & Snidal, D. (1998), "Why States Act Through Formal International Organizations", *Journal of Conflict Resolution* 42(1): 3-32.
- Barnett, M. N. & Finnemore, M. (1999), "The Politics, Power, and Pathologies of International Organizations", *International Organization* 53(4), pp. 699-732.
- Finnemore, M. (1993), "International Organizations as Teachers of Norms", *International Organization* 47(4): 565-597.
- Hawkins, D.G. et al. (2006), "Delegation Under Anarchy: States, International Organizations, and Principal-Agent Theory", in: Hawkins et al. (eds.) *Delegation and Agency in International Organizations*. Cambridge University Press, pp. 3-38.
- Karns, M. P. et al (eds.) (2015), *International Organizations. The Politics and Processes of Global Governance*. 3rd edition. Lynne Rienner Publishers, chapters 1, 2, 3, 4, 5, 6, and 12.
- Keck, M. E. & Sikkink, K. (1999), "Transnational Advocacy Networks in International and Regional Politics", *International Social Science Journal* 51 (159): 89-101.
- Lipson, C. (1991), "Why are Some International Agreements Informal?", *International Organization* 45(4): 495-538.
- Martin, L. & Simmons, B. (2012), "International Organizations and Institutions", in: Carlsnaes, W. et al. (eds.), *Handbook of International Relations*. 2nd edition. Sage, pp. 326-351.
- Mearsheimer, J. (1994), "The False Promise of International Institutions", *International Security* 19(3): 5-49.
- Ness, G. D. & Brechin, S. R. (1988), "Bridging the gap: International organizations as organizations". *International Organization* 42(2): 246-273.
- Pease, K.-K. S. (2019), *International Organizations. Perspectives on Global Governance*. 6th edition. Routledge, chapters 1 and 2.
- Tallberg, J. & Jönsson, C. (2010), "Transnational Actor Participation in International Institutions", in: Jönsson, C. & Tallberg, J. (eds.) *Transnational Actors in Global Governance: Patterns, Explanations, and Implications*. Palgrave Macmillan, pp. 1-21.

January 18, 2023

International Organizations in World Politics and Global Governance

Class discussion: Theory, Policy and Public Discussions on International Organizations

Introducing and Enhancing Required Research Skills

- Required advanced and extensive literature and internet research
- Preparing research note, profile of case studies, draft and final case study

Mandatory Readings:

- Barnett, M. N. & Finnemore, M. (2004), "International Organization as Bureaucracies", in: Barnett, M. N. & Finnemore, M., *Rules for the World. International Organizations in Global Politics*. Cornell University Press, pp. 16-45.
- Hurd, I. (2011), "Choices and Methods in the Study of International Organizations", *Journal of International Organizations Studies* 2: 7-22.

- Pease, K.-K. S. (2019), *International Organizations. Perspectives on Global Governance*. 6th edition. Routledge, chapters 3 and 4.
- Research instructions provided by instructor (Brightspace)

January 25, 2023

International Organizations as ‘World Organizations’

Theory Workshop with Dr. Martin Koch, Institute for World Society Studies, Bielefeld (Germany)

Mandatory Readings:

- Koch, M. (2015), “World Organizations. (Re-)Conceptualizing International Organizations”, *World Political Science* 11(1): 97-131.
- Ellis, D.C. (2010), “The Organizational Turn in International Organization Theory”, *Journal of International Organizations Studies* 1(1): 11–28.
- Geiger M & Koch M (2018), “World Organizations in Migration Politics: The International Organization for Migration”, *Journal of International Organizations Studies* 9(1): 23-42.
- Additional reading material (tba)

February 1, 2023

Workshop: Enhancing Research Skills – Analysis of International Organizations

Today, students will be trained and able to expand and enhance their existing research skills. The training provided by the instructor and some of his colleagues, will focus on how to conduct extensive literature research, and how students should prepare the assignments central to this course.

Research Workshop: Advanced and Extensive Literature and Internet Research

- Preparing research note, profile of case studies, draft and final case study

Mandatory Readings:

- Research instructions provided by instructor (Brightspace)

- Section II: Empirical Research, Discussions and Theoretical Conclusions -
(Weeks 5-13)

February 8, 2023:

Profile of Case Studies (IO profiles) I

Today, the first group of students will provide their first assignment in class – their IO profile (*see VI for more details*). IGOs featured today may include IGOs relevant to the following fields in global governance: collective security, peacekeeping, trade, and climate change/environmental protection.

Discussion of IO profiles: Collective Security, Peacekeeping, Trade and Environment

Mandatory Readings:

- Karns, M. P. et al (eds.) (2015), *International Organizations. The Politics and Processes of Global Governance*. 3rd edition. Lynne Rienner Publishers, chapters 7, 8 and 11.

February 15, 2023:

Profile of Case Studies (IO profiles) II

Today, the second group of students (remainder of students) will provide their first assignment in class – their IO profile (*see VI for more details*). IGOs featured today may include IGOs relevant to the following fields in global governance: Human Rights Protection, Humanitarian Protection, Development Health, Specific Populations (e.g., children, women, minorities).

Discussion of IO profiles: Human Rights Protection, Humanitarian Protection, Development Health, Specific Populations

Mandatory Readings:

- *Karns, M. P. et al (eds.) (2015), International Organizations. The Politics and Processes of Global Governance. 3rd edition. Lynne Rienner Publishers, chapters 6, 9 and 10*

February 17: Due today (11:59 p.m. EST): Research Note

February 22: No class meeting (reading week)

March 1, 2023: Student research groups, meeting #1 (small classrooms, tba/tbc)

At the beginning of the term, small student research groups (5 students max.) will be formed. Today, the groups meet for the first time (smaller classroom provided) on campus/in-person, and – guided by instructor – start to conduct research. Students with case studies in similar policy fields will be grouped together, and each group will be provided with specific research tasks for this meeting. One task includes the research of relevant literature, and each student will be required to name one key reading which will be assigned as a mandatory reading for the roundtable discussion on March 8.

March 8, 2023: Roundtable discussion #1, interim research findings (Patterson Hall 133)

We will follow up on last week's small research group meetings, and discuss first, interim research findings.

Mandatory to Prepare:

- *Each student group and each student prepared to speak about the progress of their research*

Mandatory Readings:

- *Selected academic texts or other material, provided by student research groups*

March 15, 2023: Student research groups, meeting #2 (small classrooms, tba/tbc)

Today, students will meet for their second research group meeting. Guided by instructor, they will continue conducting research. Each group will be provided with specific research tasks for their meeting, and each student group will be required to name a key text which will be assigned as a mandatory reading for the whole class (March 22 meeting).

Mandatory to Prepare:

- *Each student group and each student prepared to speak about the progress of their research*

March 22, 2023: Roundtable discussion #2, interim research findings (Patterson Hall 133)

We will follow up on last week's small research group meetings, and discuss interim research findings.

Mandatory to Prepare:

- *Each student group and each student prepared to speak about the progress of their research*

Mandatory Readings:

- *Selected academic texts or other material, provided by student research groups*

March 24, 2023: Students share draft version of their Case Study *within* their research group

March 29, 2023: Student research groups, meeting #3 (small classrooms, tba/tbc)

Today, students will meet for their final research group meeting. Ahead of the meeting, they will receive instructions on how to finalize their research. Today's meetings will take place without the instructor involved. In each group, students have shared the draft version of their case study a few days prior (March 24). Today, students will provide each other informal student-to-student feedback utilizable for the finalization of their case studies.

Mandatory Readings:

- *Draft versions of case studies of other group members*

March 31: Due today (11:59 p.m. EST): Case Study (draft version)

April 5, 2023: Roundtable discussion #3, final research findings (Patterson Hall 133)

Today is our final class meeting. We will discuss the main research findings of all research groups, and their individual student members. Our class will also derive general conclusions, drawn from student research projects, and provide final guidance on how to complete case studies (submission April 27).

Mandatory to Prepare:

- *Each student group and each student prepared to speak about final research findings*

April 27: Due today (11:59 p.m. EST): Case Study (final version)

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

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

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

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

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

Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

• **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

• **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

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

Sexual Violence Policy

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

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.