

PSCI 5915
Community-Based Research on Food Policy and Environmental Policy
For times and location, please consult Carleton Central

Instructor: Peter Andrée
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Office Hours: Mondays 11:00am - 1:00 pm or by appointment (please e-mail)
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Course Description: This research seminar is designed to introduce students to the theory and practice of community-based research. A secondary goal is to strengthen student understanding of the role of civil society in the formation of public policy. Working in groups of two or three, students will participate in the development and execution of research projects designed to address policy questions posed by civil society organizations active in the areas of food policy and/or environmental policy. (In select cases, students may pursue alternate research questions posed by other types of organizations with which they have already established relationships – please discuss this with the instructor in advance). Over the course of the term, students will effectively be working as consultants in collaboration with these organizations, meeting both in the field and in the classroom to discuss theoretical and methodological issues that arise in the course of the research.

This year's projects are still in development. One will be with Alberta's Pembina Institute (<http://www.pembina.org/>). It will focus on policy questions related to the use of end pit lakes as a remediation strategy in the oil sands. A second project will be with Meal Exchange and the Sierra Youth Coalition, and their partnership called the Campus Food System's Project (<http://studentfood.ca/about-us/campus-food-systems-project>). It will involve mapping out the Carleton University food system and identifying opportunities for influencing that system to include more environmentally sustainable practices (including sourcing local and sustainably produced foods, achieve higher composting targets, etc.). A third project will be with the city of Ottawa (Pinecrest Creek Stormwater Management Retrofit Project) (http://ottawa.ca/en/env_water/tlg/alw/brs/orap/descriptions/index.html). The goal of this project will be to study the long term implications of a lot-level storm water management program undertaken in the early 2000s in the Alta Vista area, and then apply the lessons to a similar project that is about to get started in the Pinecrest Creek area of Ottawa.

Below are examples of past projects undertaken by students in this course, to give you a flavor of the research:

1) People's Food Policy Project Government and Stakeholder Analysis

Community Partner: Moe Garahan, Just Food Ottawa

Goal: To develop profiles of key federal government, industry and civil society stakeholders with which the grassroots organizations involved in the "People's Food Policy Project" currently have limited working relationships, but that they may need to work with in the future in order to move specific policy recommendations forward. The PFPP "is engaging the grassroots food security movement in Canada to examine the framework offered by the Food Sovereignty concept and develop the policies which are needed to create food sovereignty in Canada." (<http://www.peoplesfoodpolicy.ca/>). Government representatives and other stakeholders will be asked for their insights on some of the key issues and policy options being examined by the PFPP, including on how specific policy proposals could be advanced within federal food and agricultural policy circles. This information will assist PFPP partners in building new partnerships and strategic planning. Methodology: Primary and secondary literature analysis and interviews with representatives of the federal government and other stakeholder groups in their professional capacity.

2) Transportation Demand Management Options for Carleton University.

Community Partner: Murdo Murchison, Carleton University's sustainability officer

Goal: To undertake analysis of the policy and planning options available to Carleton University for reducing greenhouse gas and other pollutant emissions related to student, staff and faculty transportation to and from the university or on university business. Researchers will gather information on similar initiatives at other Canadian Universities, speak with representatives from the City of Ottawa and OC transpo, as well as Carleton staff with responsibility over particular aspects of Carleton's transportation plan. This information will be distilled in order to help the University sustainability officer and his colleagues in their initial scoping of transportation issues and options at Carleton.

Methodology: Primary and secondary literature analysis and interviews with planners, transportation managers, civil servants, academics, etc. in their professional capacity

3) Bottled Water and Tar Sands Industry Profiles

Community Partner: Richard Girard, Polaris Institute

The goal of these two reports is to profile the changing face of these industries, with a focus on their environmental and social impact. On bottled water, the question is: How is this industry responding to the drop in demand for bottled water in the Global North, and how does the growing interest of the industry in the markets in the global South affect debates about the provision of public (vs. private) water services in these countries? On the Tar Sands, the question is: How do fossil fuel companies attempt to influence federal and provincial policies that deal with the negative social, economic and environmental impacts of synthetic oil production in Canada, and with what success? The information from these reports will be used by the Polaris Institute in producing reports and policy positions on these issues. Student researchers will be fully credited for their contributions to the final published reports. Methodology: Primary and secondary literature analysis and interviews with industry, government and civil society organization representatives in their professional capacities.

4) Bill and Melinda Gates Foundation Profile

Community Partner: Eric Holt-Giménez, Food First (Oakland, California) with support from Brewster Kneen, The Ram's Horn.

The Bill and Melinda Gates Foundation have taken an active interest in global food security, with a specific emphasis on developing new approaches to agriculture in Africa and elsewhere in the Global South. The goal of this research is to critically examine the activities of this foundation, in order to understand what types of projects they are, and are not funding, and the potential effects of these efforts on the future of global food provision, the protection of biodiversity, etc. Methodology: Primary and secondary literature analysis and interviews with foundation, industry, government and civil society organization representatives in their professional capacities.

5) Community Food Security in Nova Scotia.

Community Partner: Lynn Langille, Co-ordinator, Health Disparities, Chronic Disease and Injury Prevention, NS Health Promotion and Protection

Along with Peter André, Lynn is a co-lead of Working Group 2 (Policy Mapping and Analysis) of a five-year SSHRC-funded Community University Research Alliance project based in Nova Scotia. The central aim of the CURA is to engage a broad range of stakeholders, including those most vulnerable to food insecurity and organizations that serve them, in a strategic research alliance to better understand the determinants of CFS, and build capacity for improved food security (FS) policy. The goal of this first project will be to begin unpacking the key actors, ideas and institutions that influence community food security in Nova Scotia, with a particular emphasis on federal and provincial policy measures. The information will inform the work of Working Group 2, and thus the outcomes of the CURA as a whole. Methodology: Primary and secondary literature analysis and interviews with federal and provincial government, industry, and civil society representatives in their professional capacities.

Course Organization:

This is a seminar course. There will be little formal lecturing. Both the students and the professor will be engaged in research projects throughout the term, and weekly seminars will be used as an opportunity to share what we are learning in our research and to trouble-shoot research obstacles, in addition to discussing assigned readings.

Evaluation:

Individual work:

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|---|-----|
| Participation | 10% |
| Reading responses | 20% |
| Two interview transcripts and analysis (due November 5) | 10% |
| Presentation (November 12 to December 3) | 10% |

Group work: (3-4 members each)

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|---|-----|
| Research proposal and ethics application (due October 9) | 15% |
| Complete draft of group report (due November 19) | 15% |
| Final draft of group report (due December 3) | 15% |
| Completion of any minor changes required for community partners | 5% |

All course requirements must be completed in order to receive a passing grade.

Participation: Half of your participation grade will be based on attendance in weekly class. Any more than one absence will only be excused if you can provide suitable documentation (e.g. a doctor's note). The other half of your participation grade is based on the quality of your contributions to class discussions, and your ability to interact with your fellow classmates in a respectful manner.

Reading Responses:

For 8 of the 9 weeks for which there are readings assigned, each student should submit a short (200 word, excluding references) response to that week's readings (or other resource material) to the course WebCT site before the class begins. This short piece should present your own analysis and insights: a) in response to an issue raised by the author(s); b) by relating the material to the topic you are researching for the course; c) by picking a representative quote and critiquing it in reference to the rest of the readings or previous week's readings; and/or d) raising questions for further discussion. Reading responses should demonstrate that you have a grasp of the core arguments of at least three of the resources (required or supplementary) for that week. The primary purpose for reading responses is to kick-start discussions and to identify issues that need further elaboration. Come prepared to read your response out in class, and to contribute to discussions based on the readings. Failure to submit eight reading responses to webCT will result in 2.5 marks taken off of your participation grade for each missing response. Frequent failure to submit these responses can affect your participation grade more substantially, as it will affect the overall quality of your participation. Reading responses will not be accepted after class unless supported by suitable documentation (e.g. a doctor or guidance counselor's note). In those cases, a hard copy of the response, along with a photocopy of the documentation, should be submitted to the instructor. Reading responses will receive occasional comments, and a grade out of 20 at the end of term.

Interview Transcript and Analysis:

Each of the community-based research projects undertaken by students in this course will involve primary research that will include interviewing (either individually or in pairs) two to four people. For this assignment, you are required to submit the full transcript of two of your interviews, as well as an analysis of those interviews, relating themes raised in the interviews to both the "grey" literature and the relevant academic literature. Your analysis should take the form of an argument. This argument could focus, for example, on why the organization this individual represents takes the position it does and what this means for the CSO you are working with, providing quotes from the interview as well as references to the relevant literature to back your position. Alternatively, it could focus on the opportunities available for civil society organizations to participate in formal policy processes. The analysis component of this assignment should be 1500-2000 words in length.

Presentation:

In the latter half of the term, each student will do a fifteen minute presentation on their research, focussed on just one or two of the key substantive questions raised in their research. This presentation should draw on individual (and possibly group) research, including interviews, information learned from the project partners, suitable grey literature, and relevant academic literature. Each presenter should provide a handout

with an outline of their presentation and key references. Presentation dates will be assigned by the instructor based on the topics students are working on. Two weeks prior to their presentation, and in consultation with the instructor, each presenter is expected to select two journal articles that the whole class will read for the week of the presentation. The presentation should spend at least several minutes of the presentation referring to this article, illustrating its relevance to the presentation, and discussing its strengths and limitations. Articles selected should be twenty pages or less, and come from journals that are accessible on-line through the Carleton library, so that the link can be posted on the course webCT site. After each presentation, there will be up to fifteen minutes available for questions and general discussion on both the presentation and the article. Note: Please begin discussing your ideas on possible articles with me three to four weeks before your presentation date, either in class, in office hours, or via e-mail.

Research Proposal and Ethics Application:

Each group will prepare a joint research proposal and ethics application. Ethics application information and guidelines can be found at <http://www1.carleton.ca/curo/regulatory-compliances/ethics/>. The research proposal should provide background on the research project, situating the research question(s) in relation to the needs of the community organizations you are working with AND showing its importance in relation to the academic literature. It should also discuss the choice of methods for examining this question, citing the relevant methodological literature (including the literature on community-based research and interview techniques). Furthermore, it should present a preliminary list of potential interviewees (ranked in terms of priority, with a discussion of why you ranked this way) and a draft of the questions you intend to ask in your interviews. The proposal should be approximately 1500/words per student (not including the ethics application). For a useful guide to research proposals in general, see Pajares, F. (2007). *Elements of a proposal*. Available at <http://www.des.emory.edu/mfp/proposal.html>.

Group Report:

The exact makeup of the group report will depend on conversations between the students, the project hosts, and the instructor. Your goal is to address the research questions established early in the term, drawing on both primary and secondary evidence to support your claims. Complete transcripts from any interviews undertaken for the research must also be included in the version of the final report given to the instructor and the community partners. The instructor and the partners will be able to make use of all this material in addition to your reports, citing the student research in all such cases. Marking criteria for the group assignments (e.g. the distribution between individual marks, group marks, self-assessment, and group self-assessment) will be determined as a class early in the term.

Policy on Late Assignments:

Reading Responses will not be accepted after the beginning of the class that they are due unless you can provide suitable documentation (e.g. a doctor's or counsellor's note). I do not accept assignments by e-mail except under extenuating circumstances.

Written Assignment Environmental Policy: In the interest of minimizing paper use, I encourage you to print your assignments double-sided or on re-used paper (e.g. paper that has already been used on one side) and not to include a full cover page. Simply put the details (name, title, course #, etc.) at the top of your first page of text. Essays should still be double-spaced in a size 10 or 12 font to allow for written feedback. However, final drafts of research reports for the community partners should be on "clean" paper.

Temagami Field Trip:

There is an optional field trip that students in this class are invited to participate in. From Thursday morning on Sept 20th, to Sunday evening of September 23rd, a group of Carleton Political Science and Canadian Studies students will join a contingent from Trent University and several other universities at Camp Wanapitei on the shores of Lake Temagami in Northern Ontario. Part outdoor adventure (with canoeing, hiking, etc.), part academic conference focussed on the history and politics of resource extraction and aboriginal issues in Northern Ontario, this is an event not to be missed! More details can be found at: <http://www.trenttemagami.ca/>. There are also testimonials from Carleton students who attended the event in previous year on the course CULearn site.

For Carleton students, the fees are \$150 for the four days plus a share of gas for the vehicles driving up (approximately \$40) and two meals en route. If you are interested in this optional field trip, let me know ASAP. Spaces are limited.

Schedule:

Week 1: September 10: Introduction and overview of course; Intro to research projects. This class is important! One or more of our community partners will be present to “pitch” their projects.

Week 2: September 17: Theory of community-based research.

Readings:

- 1) Strand, K., S. Marullo, N. Cutforth, R. Stoecker, and P. Donohue. 2003. ‘Origins and Principles of Community-Based Research’ and ‘Methodological Principles of Community-Based Research.’ *Community-Based Research and Higher Education: Principles and Practices*. San Francisco: John Wiley and Sons. pp.1-15 and 71-95
- 2) Stoecker, R. 2004. Creative Tensions in the New Community-Based Research. Key-note Address prepared for the prepared for the Community-Based Research Network Symposium, Carleton University, Ottawa, Canada. May 13. <http://comm-org.wisc.edu/drafts/cbrtensions.htm>
- 3) Collaboration and Social Inquiry: Multiple Meanings of a Construct and Its Role in Creating Useful and Valid Knowledge. Edison J. Trickett and Susan L. Ryerson Espino *American Journal of Community Psychology*, Vol. 34, Nos. 1/2, September 2004

Week 3: September 24: Civil Society and the Politics of the Environment and Food

Readings:

- 1) Michele M. Betsill and Elisabeth Corell. 2001. NGO Influence in International Environmental Negotiations: A Framework for Analysis, *Global Environmental Politics* 1: 65-85
- 2) Levy, David L. and Peter J. Newell. 2002. “Business Strategy and International Environmental Governance: Towards a Neo-Gramscian Synthesis.” *Global Environmental Politics* 2(4): 84-101
- 3) Koc, M. R. MacRae, E. Desjardins and W. Roberts. 2008. “Getting Civil About Food: The Interactions Between Civil Society and the State to Advance Sustainable Food Systems in Canada,” *Journal of Hunger & Environmental Nutrition*, Vol. 3(2/3): 122-144
- 4) Dryzek, John. S. 2009. Democratization as Deliberative Capacity Building. *Comparative Political Studies*.

Week 4: October 1: Interviewing techniques. Proposal due.

Readings:

- 1) Berry, Rita S. Y. 1999. Collecting data by in-depth interviewing. Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2 – 5. <http://www.leeds.ac.uk/educol/documents/000001172.htm>
- 2) Guerrin, Yvonne. In-Depth Interviewing Techniques webcast: <http://www.blc.lsbu.ac.uk/aa/aa/Multimedia/In-Depth%20Interviewing%20Techniques/player.html>
- 3) Richard, Dennis. 1996. Elite Interviewing: Approaches and Pitfalls. *Politics* 16(3): 199-203
- 4) Hubbell, L. D. 2003. False Starts, Suspicious Interviewees and Nearly Impossible Tasks: Some Reflections on the Difficulty of Conducting Field Research Abroad *The Qualitative Report* 8(2): 195-209 <http://www.nova.edu/ssss/QR/QR8-2/hubbell.pdf>

October 8: Thanksgiving. No class.

Week 5: October 15. The global politics of food

Readings:

- 1) Collier, Paul. 2008. The Politics of Hunger. *Foreign Affairs* 87(6): 67-79
- 2) McMichael, Phil. 2009. The World Food Crisis in Historical Perspective. *Monthly Review* 61(3) <http://www.monthlyreview.org/090713mcmichael.php>
- 3) Desmarais, A-A. 2002. PEASANTS SPEAK - The Via Campesina: Consolidating an International Peasant and Farm Movement. *The Journal of Peasant Studies* 29(2): 91-124

4) Guthman, Julie. 2008. Neoliberalism and the making of food politics in California. *Geoforum* 39: 1171-1183

Week 6: October 22: Environmental politics in the neoliberal era

Readings:

- 1) McCarthy, J. and S. Prudham. Neoliberal nature and the nature of neoliberalism. *Geoforum* 35(3): 275-283
- 2) Pick one other article from *Geoforum* 35 (3).
- 3) Martin, S. and P. André. 2012. The "Buy-Local" Challenge to Institutional Foodservice Corporations in Historical Context. *Journal of Agriculture, Food Systems and Community Development* 2(3): 116-175
- 4) Albo, Greg. 2007. The limits of eco-localism: scale, strategy, socialism. In: Leo Panitch & Colin Leys, *Coming to terms with nature: Socialist Register* 43: 337-363. (also available at: http://www.socialistproject.ca/theory/albo_ecolocalism.pdf)

Week 7: October 29: Interview Analysis

- 1) Dick, Bob. 2005. Grounded theory: a thumbnail sketch. *Resource Papers in Action Research*. <http://www.scu.edu.au/schools/gcm/ar/arp/grounded.html>
- 2) André, P. 2005. 'The Cartagena Protocol on Biosafety and shifts in the discourse of precaution.' *Global Environmental Politics* 5(4): 25-46
- 3) Frost, N. et al. 2012. Pluralism in qualitative research: the impact of different researchers and qualitative approaches on the analysis of qualitative data. *Qualitative Research* 10(4) 441-460

Week 8: November 5: No Class. Individual consultation with instructor this week. Interview analysis due.

Week 9: November 12

Presentations. Readings to be determined by presenters. Consult WebCT

Week 10: November 19

Presentations. Readings to be determined by presenters. Consult WebCT

Week 11: November 26

Presentations. Readings to be determined by presenters. Consult WebCT

Week 12: December 3

Presentations. Readings to be determined by presenters. Consult WebCT

Texts:

There is no required text for the course. All course readings can be found in on-line journals accessible from Carleton University, on websites (links provided in the syllabus) or in documents housed on the course website.

Recommended supplemental readings on food politics:

- 1) Roberts, Wayne. 2008. *The No-Nonsense Guide to World Food*. New Internationalist, Toronto.
- 2) Guthman, Julie. 2007. the Polanyian Way? Voluntary Food labels as neoliberal governance. *Antipode* 457-478 and Guthman, Julie. 2008. Thinking inside the neoliberal box: the micro-politics of agro-food philanthropy. *Geoforum* 39: 1241-1253
- 3) Patel, Raj. 2008. *Stuffed and Starved*. Harper Collins: Toronto
- 4) Lang, T., D. Barling and M. Caraher. 2009. *Food Policy: Integrating Health, Environment and Society*. Oxford: Oxford UP
- 5) Desmarais, A. A. 2007. *La Via Campesina: Globalization and the Power of Peasants*. Halifax, NS: Fernwood
- 6) Lang, Tim and Michael Heasman. 2004. *Food Wars: The Global Battle for Mouths, Minds and Markets*. Sterling, VA: Earthscan.
- 7) Rosset, Peter M. 2006. *Food is Different: Why we must get the WTO out of agriculture*. Halifax: Fernwood Publishing

8) Weis, Tony. 2007. *The Global Food Economy*. London: Zed Books

Recommended readings on environmental politics:

- 1) Dryzek, John, and David Scholsberg. *Debating the Earth: The Environmental Politics Reader* (Second Edition). Oxford University Press: Oxford
- 2) Adkin, Laurie. 2009. *Environmental Conflict and Democracy in Canada*. UBC Press: Vancouver.
- 3) MacDonald, D. 2007. *Business and Environmental Politics in Canada*. Broadview Press: Peterborough, Ontario
- 4) Stoett, P. and C. Gore. 2008. *Environmental Challenges and Opportunities: Local–Global Perspectives on Canadian Issues*. Emond- Montgomery: Toronto
- 5) Boyd, David. *Unnatural Law: Rethinking Canadian Environmental Law and Policy* (UBC Press, 2003).
- 6) McKenzie, Judith. *Environmental Politics in Canada* (Oxford University Press, 2002).
- 7) Carter, Neil. *The Politics of the Environment: Ideas, Activism, Policy* (Cambridge University Press, 2001)

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

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 in the after-hours academic life 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, please email carletonpss@gmail.com, visit our website at poliscisociety.com, 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.