

PSCI 6301 W
Political Theory II

Monday 11:35 – 14:25

Please confirm location on Carleton Central.

Instructor: Hans-Martin Jaeger
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Office Hours: Monday 15:00 – 17:00
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Course Description

This class continues the study of fundamental theoretical and conceptual questions in ancient, medieval, early modern, and modern political thought in the first part of this course through the examination of selected emblematic writings in modern (18th century Enlightenment, and 19th century philosophical-historical and political-economic) and contemporary (20th century existentialist, post-Kantian, poststructural/postfoundational, and posthumanist) Western, especially “continental,” political thought (albeit without much attention to these labels). As such, the course is concerned with some perennial questions in political theory, including (among others) those of ethics and justice, the nature of political knowledge and human nature, political order and organization, law and legitimacy, and rationality and historicity. Reflecting some distinctively modern and late-modern sensibilities, we will also investigate relationships between sovereignty and other forms of power (and resistance), the political and the social/economic, critique and crisis, power and knowledge, and human and other-than-human worlds (among others). These themes and relationships will be examined through the study of important works by Rousseau, Kant, Hegel, Marx, Schmitt, Arendt, Habermas, Foucault, Agamben, and Rancière. The chosen works will be brought into conversation – in highly selective fashion – with equally important extensions and commentaries on these works by contemporary political theorists who have drawn attention to presuppositions and legacies of gender, race and colonialism – and associated exclusions and hierarchies – in Western political thought. The course is intended as a broad survey with some attention to the historical and intellectual contexts of the selected authors and readings. However, we will also selectively engage in in-depth textual and thematic interpretation, analysis, and critique of the ideas in the readings. Together, PSCI 6300 and 6301 are geared to prepare students for the Ph.D. comprehensive examination in Political Theory (also see Ph.D. Core Course Stipulations below).

Course Format

In-person course; no hybrid option.

Learning Outcomes

Coupled with the first part of this course, students should be able to

- identify and explain important themes, debates, and philosophical fault lines in the history of Western political thought and the field of Political Theory;
- deploy the interpretative and writing skills required to examine these themes and debates in their analytical and normative dimensions;
- historically and intellectually situate, analyze, and critically evaluate the conceptual and theoretical contributions made by the selected authors addressing these themes;
- assess the potentials and limitations of different political theories as interventions in contemporary political debates.

Readings

You could consider purchasing any or all of the following books from your preferred book seller to build your personal political theory library. Many of these books are also available as pdf-files on the internet (in many cases free of charge). Other required readings are listed in the Class Schedule below. All readings will also be available through Carleton's ARES online reserve system.

Rousseau, Jean-Jacques [1755] *Discourse on Inequality* [any edition].

Rousseau, Jean-Jacques [1762] *On Social Contract* [any edition].

Pateman, Carole (2018 [1988]) *The Sexual Contract: 30th Anniversary Edition, with a New Preface by the Author*. Stanford: Stanford University Press [or first edition].

Mills, Charles W. (2021 [1997]) *The Racial Contract: With a New Preface by the Author and a Foreword by Tommy Shelby*. Ithaca: Cornell University Press [or first edition].

Kant, Immanuel [1784-1793] *Political Writings* [any edition including the selected essays].

Hegel, Georg Wilhelm Friedrich [1837] "Introduction to the *Philosophy of History*" [any edition].

Hegel, Georg Wilhelm Friedrich [1821] [*Elements of the*] *Philosophy of Right* [any edition].

Marx, Karl (and Friedrich Engels) [1846-1867] *Selected Writings* (Hackett) [or *Marx-Engels Reader* (Norton), or any edition of the selected readings].

Coulthard, Glen Sean (2014) *Red Skin White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press.

Schmitt, Carl (2005 [1922]) *Political Theology: Four Chapters on the Concept of Sovereignty*. Chicago: University of Chicago Press.

Schmitt, Carl (2008 [1928]) *Constitutional Theory*. Durham: Duke University Press.

Arendt, Hannah (1998 [1958]) *The Human Condition*. Chicago: University of Chicago Press [or other edition].

Arendt, Hannah (2005 [1956-1960]) *The Promise of Politics*, edited by Jerome Kohn, New York: Schocken Books.

Foucault, Michel (1978 [1976]) *The History of Sexuality, Vol. 1: An Introduction*. New York: Vintage Books [or other edition].

Agamben, Giorgio (1998 [1995]) *Homo Sacer: Sovereign Power and Bare Life*. Stanford: Stanford University Press.

Povinelli, Elizabeth A. (2016) *Geontologies: A Requiem to Late Liberalism*. Durham: Duke University Press.

Requirements and Evaluation

<u>Requirement</u>	<u>Percentage of final grade</u>	<u>Due date</u>
Class participation	25%	weekly
Two class presentations	25% (12.5% each)	(You will be asked to sign up for dates in our first class on January 8.)
Two review essays	50% (25% each)	February 26 and April 10

Class participation: Students are expected to attend all classes, read the assigned texts prior to class meetings, and participate actively and regularly in class discussions. Class participation will be evaluated based on the quality and quantity of contributions to class discussions with greater

weight given to quality. Quality contributions to class discussions include questions and comments which demonstrate that you can analytically, interpretatively, and critically reflect on and engage with the ideas of the readings, and that you can make connections between these ideas and other themes or readings in the course.

Two class presentations: Each student will give two class presentations (20 minutes each) introducing the required readings for a particular class. You will be asked to sign up for the dates of your presentations in the first class on January 8. The class presentations should

- (a) briefly outline some of the central ideas (e.g. arguments, distinctive claims, approach) of the assigned readings;
- (b) discuss how the readings relate to each other (if applicable) and/or how they relate to other authors, themes or readings discussed in the course;
- (c) analyze, intellectually contextualize, and/or critically evaluate the contributions of the readings to addressing one or several central themes in Political Theory;
- (d) propose three questions for class discussion.

It is essential that your presentations not be mere summaries of the readings. The summative reconstruction of central ideas of the readings should take up no more than half of your presentation (preferably less). The discussion questions should be uploaded to Brightspace one day (24 h) before class.

Two review essays: Each student will write two review essays (2400-3000 words plus bibliography, 12-point font, double-spaced). Each review essay should focus on a salient theme in (or important question raised by) the readings (or a selection of the readings) for one class and examine the author's argument about the chosen theme (or question) in the context of different interpretations of the latter in the secondary literature. The review essay can also compare readings of two classes with respect to a salient theme (or question) in relation to different interpretations in the secondary literature. In either case, the review essay should

- (a) ***compare and contrast different interpretations*** of the text's (or texts') argument(s) about the chosen theme (or question) in the secondary literature;
- (b) ***adjudicate between these interpretations by providing a critical analysis and assessment*** of their merits and limitations; and
- (c) ***develop a distinctive argument*** about the theme (or question) in the primary reading(s) that may draw on, but should also go beyond, the interpretations found in the secondary literature discussed under (a) and (b) (e.g. by further refining a particular interpretation, offering a combination of elements of different interpretations, or developing an alternative to these).

While no comprehensive consideration of relevant secondary literature is expected, your review essay should discuss at least five different sources (books or journal articles) in relation to the "primary evidence" in the class reading(s). The review essays can be submitted on Brightspace at any time during the term, but the first one no later than February 26 and the second one by April 10. There will be no extensions of these deadlines, except in cases such as medical or family emergencies.

Class Schedule [reading assignments are subject to modification, as appropriate]

Jan. 8 Introduction

Jan. 15 Rousseau: Ancient-Modern-Postmodern?

Rousseau, Jean-Jacques [1755] *Discourse on Inequality* (entire, omit notes).

Rousseau, Jean-Jacques [1762] *On Social Contract*,

Book I; Book II; Book III, chs. 1-3, 8-18; Book IV, chs. 1-3, 7-9.

Jan. 22 Afterlives of Social Contract Theory

Pateman, Carole (2018 [1988]) *The Sexual Contract*, Prefaces, Chs. 1-3.

Mills, Charles W. (2021 [1997]) *The Racial Contract*, Preface, Introduction, Chs. 1-2.

Jan. 29 Kant, Hegel, and Philosophy of History (Upside Down?)

Kant, Immanuel [1784] “Idea for a Universal History with a Cosmopolitan Intent.”

Kant, Immanuel [1784] “An Answer to the Question: What is Enlightenment?”

Kant, Immanuel [1793] “On the Proverb: That May be True in Theory, but is of no Practical Use.”

Hegel, Georg Wilhelm Friedrich [1837] “Introduction to the *Philosophy of History*.”

Buck-Morss, Susan (2020) “Universal History Upside Down: Reflections on Hegel and Haiti,” *Nka: Journal of Contemporary African Art* 46: 28-39.

Feb. 5 Hegel’s Political Philosophy (Today)

Hegel, Georg Wilhelm Friedrich [1807] “Self-Sufficiency and Non-Self-Sufficiency of Consciousness; Mastery and Servitude” in *Phenomenology of Spirit* [any edition], B. Self-Consciousness, ## 178-196.

Hegel, Georg Wilhelm Friedrich [1821] *Philosophy of Right*, Preface, Introduction, Third Part: Ethical Life.

Butler, Judith (2021) “Why Read Hegel Now?” *Crisis and Critique* 8(2): pp. 40-55.

Feb. 12 **Marx** (... and Turtle Island)

Marx, Karl and Friedrich Engels [1846/1932], *The German Ideology*, Part I (selections).

Marx, Karl and Friedrich Engels [1848] *The Communist Manifesto*, Introduction, Pts. I, II, IV.

Marx, Karl [1859] Preface to *A Contribution to the Critique of Political Economy*.

Marx, Karl [1867] *Capital*, Volume I, Ch. 1, sections 1, 2, and 4; chs. 26, 32.

Coulthard, Glen Sean (2014) *Red Skin White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press, pp. 1-15, 25-49.

Optional background reading (not required):

Marx, Karl [1843] "On the Jewish Question"

Marx, Karl [1844] *Economic and Philosophic Manuscripts* (selections)

Feb. 19 Winter Break (no class)

Feb. 26 **Schmitt, Sovereignty, and** (Agonistic-Pluralist?) **Democracy**

Schmitt, Carl (2005 [1922]) *Political Theology: Four Chapters on the Concept of Sovereignty*, Chs. 1 and 3.

Schmitt, Carl (2000 [1923]) *The Crisis of Parliamentary Democracy*. Cambridge MA: MIT Press, Preface (2nd edition), Introduction (1st edition), Ch. 1.

Schmitt, Carl (2008 [1928]) *Constitutional Theory*, Preface, ## 1., 3., 4., 6. [skim], 7. (I., II.1, III.), 8., 9., 15. (I.), 17-1., 18., 21., 24-4.

Mouffe, Chantal (1993) "Pluralism and Modern Democracy: Around Carl Schmitt," in Mouffe, *The Return of the Political*. London: Verso, Ch. 8.

Optional background reading (not required):

Schmitt, Carl (2007 or 1996 [1932]) *The Concept of the Political*. Chicago: University of Chicago Press.

Schmitt, Carl (2003 [1950]) *The Nomos of the Earth in the International Law of the Jus Publicum Europaeum*. New York: Telos [esp. Foreword and Part I, ch. 1].

Mouffe, Chantal (2005) *On the Political*. New York: Routledge.

Mar. 4 Prolegomena and Fragments of Arendt's Political Theory

(and the Feminist Public Space)

Arendt, Hannah (1998 [1958]) *The Human Condition*, Prologue, Parts I, II, and V; Part VI, chs. 35, 41, 42, 45.

Arendt, Hannah (2005 [1956-1960]) "Introduction into Politics," in Arendt, *The Promise of Politics*, pp. 93-200.

Benhabib, Seyla (1993) "Feminist Theory and Hannah Arendt's Concept of Public Space," *History of the Human Sciences* 6(2): 97-114.

Mar. 11 Habermas: Philosophy and Praxeology of Deliberative Democracy

(and its Colonizations)

Habermas, Jürgen (1998 [1996]) "A Genealogical Analysis of the Cognitive Content of Morality," in Habermas, *The Inclusion of the Other: Studies in Political Theory*. Cambridge MA: MIT Press, Ch. 1.

Habermas, Jürgen (1994) "Three Normative Models of Democracy," *Constellations* 1(1): 1-10 [reprinted in *The Inclusion of the Other*, Ch. 9].

Habermas (2022) "Reflections and Hypotheses on a Further Structural Transformation of the Political Public Sphere," *Theory, Culture & Society* 39(4): 145-171.

Kreide, Regina (2023) "Social Critique and Transformation: Revising Habermas's Colonisation Thesis," *European Journal of Social Theory* 26(2): 215-235.

Allen, Amy (2016) *The End of Progress: Decolonizing the Normative Foundations of Critical Theory*. New York: Columbia University Press, Ch. 2.

Background reading (not required):

Habermas, Jürgen (1989 [1962]) *Structural Transformation of the Public Sphere*. Cambridge MA: MIT Press.

Habermas, Jürgen (1987 [1981]) *The Theory of Communicative Action, 2 Vol.s*. Boston: Beacon Press [esp. Vol. II, pp. 374-403].

Habermas, Jürgen (1996 [1992]) *Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy*. Cambridge MA: MIT Press [esp. chs. 7-8].

Mar. 18 Foucault: From Sovereignty to Governmentality and (Neo-) Liberalism

Foucault, Michel (1984) “What Is Enlightenment?” in Paul Rabinow (ed.) *The Foucault Reader*. New York: Pantheon Books, pp. 32-50.

Foucault, Michel (1977 [1975]) *Discipline and Punish: The Birth of the Prison* [any edition], Part One, ch. 1., Part Three, ch. 3.

Foucault, Michel (1978 [1976]) *The History of Sexuality, Vol. 1: An Introduction*, Part IV: chs. 1-2, ch. 3 (only pp. 103-105), Part Five.

Foucault, Michel (2003 [1976]) “*Society Must Be Defended:*” *Lectures at the Collège de France 1975-1976*. New York: Picador, Lecture 11.

Foucault, Michel (2007 [1978]) *Security, Territory, Population: Lectures at the Collège de France 1977-1978*. New York: Palgrave Macmillan, Lecture 4.

Foucault, Michel (2008 [1979]) *The Birth of Biopolitics: Lectures at the Collège de France 1978-1979*. New York: Palgrave Macmillan, Lecture 2.

Optional background reading (not required):

Foucault, Michel (2007 [1978]) *Security, Territory, Population: Lectures at the Collège de France 1977-1978*. New York: Palgrave Macmillan, Lecture 5.

Foucault, Michel (2008 [1979]) *The Birth of Biopolitics: Lectures at the Collège de France 1978-1979*. New York: Palgrave Macmillan, Lectures 1, 3, 9.

Foucault, Michel (2014 [1980]) *On the Government of the Living: Lectures at the Collège de France 1979-1980*. New York: Palgrave Macmillan, Lecture 4.

Foucault, Michel (2011 [1984]) *The Courage of Truth: Lectures at the Collège de France 1983-1984*. New York: Palgrave Macmillan, Lecture 1.

Mar. 25 Agamben: Sovereignty Redux, Biopower, and the Archaeology of Glory

Agamben, Giorgio (1998 [1995]) *Homo Sacer: Sovereign Power and Bare Life*. Stanford: Stanford University Press, Introduction, Part One: ## 1-2, Part Two: ## 1, 3, and 6, Part Three: ## 1-2, 7, and Threshold.

Dean, Mitchell (2013) *The Signature of Power: Sovereignty, Governmentality and Biopolitics*, Chs. 7 and 8 (pp. 163-227).

Apr. 1

Gaia Politics, Coloniality/Raciality, Necropolitics, and Geontopower

(Or: The Political Beyond Sovereignty/Nomos, the Public Sphere, and Biopower)

Latour, Bruno (2017 [2015]) *Facing Gaia: Eight Lectures on the New Climatic Regime*. Cambridge UK: Polity, Seventh Lecture (pp. 220-254).

Povinelli, Elizabeth A. (2021) *Between Gaia and Ground: Four Axioms of Existence and the Ancestral Catastrophe of Late Liberalism*. Durham: Duke University Press, Preface and ch. 3.

Stoler, Laura Ann (2016) “A Colonial Reading of Foucault: Bourgeois Bodies and Racial Selves,” in Cisney, Vernon W. and Nicolae Morar (eds.) *Biopower: Foucault and Beyond*. Chicago: University of Chicago Press, pp. 326-347.

Mbembe, Achille (2003) “Necropolitics,” *Public Culture* 15(1): 11-40 [reprinted in Mbembe (2019) *Necropolitics*. Durham: Duke University Press, Ch. 3].

Povinelli, Elizabeth A. (2016) *Geontologies: A Requiem to Late Liberalism*, Ch. 1 [also available at: http://worker01.e-flux.com/pdf/article_123372.pdf; also see “Glossary,” in Povinelli (2021) *Between Gaia and Ground*, pp. 134-142].

Optional (not required):

Povinelli, Elizabeth A. (2018) “Mother Earth: Public Sphere, Biosphere, Colonial Sphere,” *e-flux journal* #92, pp. 1-12 [available at http://worker01.e-flux.com/pdf/article_204673.pdf].

Povinelli, Elizabeth A. (2021) *Between Gaia and Ground: Four Axioms of Existence and the Ancestral Catastrophe of Late Liberalism*. Durham: Duke University Press, Introduction, chs. 1 and 2.

Apr. 8

Rancière: “Politics is not the Exercise of Power”

Rancière, Jacques (1999 [1995]) *Disagreement: Politics and Philosophy*, Preface, Chs. 1-5.

Žižek, Slavoj (2004 [2000]) “The Lesson of Rancière,” in Rancière, *The Politics of Aesthetics*. New York: Continuum, pp. 69-79.

Rancière, Jacques (2001) “Ten Theses on Politics,” *Theory & Event* 5(3) [reprinted in Rancière (2010) *Dissensus: On Politics and Aesthetics*. New York: Continuum, Ch. 1].

Povinelli, Elizabeth A. (2016) *Geontologies: A Requiem to Late Liberalism*, Ch. 5.

Ph.D. Core Course Stipulations

All Graduate Students registered in a core course should be aware of the following guidelines.

- (i) A student must complete both halves of the core course, with a B+ standing or higher, to be eligible to write the scheduled August comprehensive examination.
- (ii) Students must complete the Winter core course and submit all outstanding work by the end of the Winter term. In the case of extenuating circumstances an extension may be granted by the course instructor, but all outstanding work must be completed by May 10. In these instances, a student will be awarded an "F" until a change of grade is submitted. Students may be deregistered from the core course examination if this condition is not met.
- (iii) Eligibility to write the comp will be determined by the Graduate Administrator and Graduate Supervisor by the end of May.

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

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](#).

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.

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).

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.
