

PSCI 3100 A
Politics of Development in Africa
Fridays: 11:35 am - 2:25 pm
Location: Loeb Building A720 (please confirm on Carleton Central)

I) **General information**

Instructor: Dr. Isaac Odoom

Office: D684 Loeb

Student Hours: Fridays 3-5pm or by appointment

Email: isaac.odoom@carleton.ca

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

II) **Course description**

- **Overview:** This course introduces students to the politics and political economy of development in the African context. It provides critical analysis of key development interventions and processes. It seeks to combine general theoretical overviews with country case studies illustrating the variety of experiences and trajectories. Attention is paid to legacies of the colonial encounter; the constraints and opportunities presented by African countries' positions in the global economy, 'homegrown solutions' and the role of foreign actors/institutions.
- The course is structured in three parts. In the first part we will take a quick tour of Africa's colonial structures, as well as the impact of colonialism on the post-colonial development process. Secondly, we will explore the influences of external and internal factors during the post-independence era, focusing on social, political, and economic changes engendered through state-building efforts and their consolidation. Thirdly, as the 21st century has been widely touted as the time for Africa to make the push, we will explore some contemporary development trends and discourse in Africa, which would affirm, or challenge such a position.
- **Aims and objectives:** The goal is to learn about specific cases, develop a nuanced understanding of political development in Africa as well as the promises and pitfalls of proposed solutions, learn practical tools for assessing the effectiveness of different interventions, and appreciation for the complexities of African development.

III **Course Format**

This is a lecture course designed to be accessible to all but requires students to spend time in reading assigned literature and follow current events in Africa to broaden their knowledge and motivate contribution in the class discussion. The Instructor will lecture during the first half of class. And the second half will be used for presentations and discussions. Lectures will not summarize the weekly readings but focus on key components and approaches and provide further elaboration on the themes. The class is expected to be interactive and involves small

group presentations. Each student will turn in a total of three different short essays/reflection papers and one term paper by the end of the semester.

IV Learning outcomes

By the end of this class, students should be able to

1. Critically assess and discuss key features of Africa’s development, such as the colonial legacy, structural adjustment policies, democratisation, the politics of aid and the various actors of development.
2. Analyze how Africa relates to the world and African state-society relationship in a variety of contexts and from different theoretical perspectives.
3. Engage with the theoretical debates and literature through concrete case studies from different African countries and regions.
4. Reflect on the nature of 'Africa' and 'African politics' as a discrete unit of study
5. Develop and employ effective writing, research, analytical and communication skills in the assessment of the theories and practices of development in Africa.

V Texts

There is no required textbook for this course. The required readings for each week are listed below. All assigned readings will be on reserve and accessible to students via Brightspace. I have also included a list of some useful websites for accessing news and data on development in Africa and specific countries.

A (non-exclusive) list of resources to stay up to date on African politics [Al Jazeera Africa](#), [allAfrica](#), [Africa Is a Country](#), [BBC Africa](#), [Economist](#), [Monkey Cage](#), [CBC World](#), [New York Times](#), [Washington Post](#), [CGTN](#)

We will start each lecture with a roundtable chat on ‘What’s in the news (about Africa) this week’.

VI Evaluation at a glance

Evaluation of the following course requirements will determine students’ grades

Component	Weight	Due Date
1. Attendance/Participation	20%	Throughout the course
2. Reflection Papers (2X)	20%	First due by Sept 30. Last one due by Nov 25.
3. Presentation/Student led discussion	20%	Student chosen date
4. Research Outline/Proposal	10%	Nov 7
5. Research paper	30%	Dec 9
Total	100%	

VII Evaluation in detail

1. Attendance and Participation (20%)

The course requires that you interact with your peers (especially the second half of class) and with the instructor during class. The mark for participation is a cumulative score which involves the following: Quality of participation in class discussion, small in-class group exercise and other related activities. (You cannot receive a participation mark if you do not attend class. If you are absent without a valid excuse, you will receive zero (0) for that seminar). To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare their own weekly reading notes, including questions for discussions, and actively participate in discussions. Students should note that listening and raising good questions are as important as making comments. Instructor will take attendance in class.

2. Reflection Papers (20%)

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

Students can choose to prepare their reflection on any of the weekly seminar topics, **but they are not allowed to do a reflection for the same week as their presentation.** Students are only required to use the course readings for the week, but they will document the sources properly in citing ideas from the readings and other sources in their reflection papers.

Reflection papers should be between 700-750 words in length (double spaced, Times New Roman 12 font, 1" margins). Students will choose their own referencing style; however, consistency is necessary. Please indicate referencing style (APA, MLA, etc) and list of references at the end of your paper.

The First paper should be submitted not later than September 30, 2022, with the Second entry due by Nov 25, 2020. Entries must be submitted via Brightspace by **10am on the Friday of the week such readings/topic are discussed.** Please note, Reflection papers will not be accepted after the beginning of class and will receive a mark of 0.

3. Case study Presentations (20%)

Each Friday (between week 3 and 13, excluding week 8 and 14), a group of 1-2 students will collaborate to prepare and present a case study related to the week's lecture topic. These case studies, which must match the topic for the week, must be selected by the students in consultation with the instructor (at least a week before, if not earlier). The purpose of the presentation is to conduct an in-depth examination of an issue in international development using an example of a case study.

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

Overall, the group should aim to demonstrate how well they have understood the topic and readings for that week through the use of the case study.

The presentation may involve some external research and will be assessed on the following:

1. Quality of critical analysis of readings
2. Presentation of information, succinctness of summary
3. Ability to link and explain readings/lecture concepts with the case
4. Quality of research (types of sources, reliability of sources)
5. Visual aids and overall creativity
6. Clarity of communication (practice your presentation, do not just 'read' it)
7. Ability to engage with audience
8. Questions developed for discussion/debate/deliberation or class activities
9. Listing of sources using a consistent academic style guide
10. Facilitation and time management (both presentation and Q & A)

The presentation will use visual aid (PowerPoints, audio/video etc) and will not be longer than 20 minutes, followed by Q & A. It is the responsibility of the group to manage the duration of the presentation and the Q & A. A single grade will be assigned for the presentation and will be attributed to all students in that group. All presenters have equal share in leading the presentation and discussion.

The instructor must receive an electronic copy of the power point presentation or handout via email (isaac.odoom@carleton.ca) or via Brightspace by 9am on the day of the presentation.

Instructor will assign topics/date of presentation to students guided by students' selections. Student will be given an option to pick their top Three (3) preferred Topic/Date of presentation in class on Sept 16.

Additional information about the presentation will be provided to students.

4. Research Outline/Proposal (10%)

The research proposal/outline is meant to get students to start their research essay. It should clearly address three main questions as follows: What is the research about? Why is the proposed topic/question worth researching? How do you plan to conduct it? As such, every proposal should contain a specific topic; a clear research question; research methods; a preliminary argument (thesis statement); outline or structure of the essay; and a preliminary list of bibliography of at least 6 peer-reviewed sources including books/chapters and journal articles. Proposals should not exceed 4 double-spaced pages and are due not later than November 7.

5. **Research paper (30%)**

Each student is required to write a research essay which will answer a single research question or defend a central thesis that directly ties an international development actor or institution with a development topic in an African country/region of the student's choice. Based on research sources, the essay will evaluate the role of the institution or actor in the specific development sector of a given country and develop an argument. Sample list of institutions, actors and examples of topics will be provided by instructor to guide students in their choices.

The essay permits students to investigate topics related to course themes in depth. **The research findings that appear in the final research paper will reflect independent research conducted over the course of the semester on a topic to be decided upon in consultation with the instructor.**

The paper must be analytical and must be driven by a thesis statement or research question. Papers that are merely descriptive are discouraged.

Papers will be evaluated based on writing, argumentation, presentation as well as on citation. Students are required to practice proper paraphrasing and citation, and to be aware of what is considered plagiarism. **Students must resist the temptation of reproducing a paper they have written for a previous class even if it's a portion of it.**

The paper should be between 8-10 pages in length (excluding title page and bibliography) and must use a minimum of six (6) peer reviewed/academic sources. An e-copy of the essay is due on Friday Dec 9 at 11:59PM EST via Brightspace.

Additional information about the research paper will be provided to students in a separate handout.

LATE PENALTIES:

Late assignments: It is your responsibility to inform the instructor as soon as it becomes clear that your work will be late. If you do not communicate in advance, and your reasons for being late does not also explain this lack of communication, and if, in the judgement of the instructor, there is no valid reason for a late assignment (e.g health or domestic affliction) then you should be prepared to be penalized by one grade per day on the letter scale. For example, a B would become a B- on the first day, a C+ on the second day, and so on. Term papers more than two weeks late may not be accepted.

VIII Course schedule

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

Week 1

Sept 9

Course Introduction and Organisation

TED Talk (Video in class): Chimamanda Adichie, 'The Danger of a Single Story', 2009.
[Available online <https://www.youtube.com/watch?v=D9lhs241zeg>]

Binyavanga Wainaina, 2005. [How to Write About Africa](#). *Granta* 92

Week 2

Sept 16

Overview of Africa and Development Discourses

Required Readings:

Amaizo, Yves Ekoue. "An alternative African developmentalism: A critique of zero-sum games and palliative economics." *Africa Development* 37.4 (2012): 117-140.

Matthews. S., "Post Development Theory and the Question of Alternatives: A View from Africa," *Third World Quarterly*, 25, 2 (April 2004): 37384.

Randall. V., (2004) "Using and Abusing the Concept of the Third World: Geopolitics and the Comparative Study of Development and Underdevelopment," *Third World Quarterly*, Vol. 25 No.1

Recommended readings:

Anver Versi 2013, "Why Africa Will Rule the 21st century", *African Business*
<https://african.business/2013/01/economy/why-africa-will-rule-the-21st-century/>

T. Jayne, R. Mkandawire, F. Owusu (2022) "Is Africa truly rising?" Chapter 6, In Moseley, W.G., & Otiso, K.M. (Eds.). (2022). *Debating African Issues: Conversations Under the Palaver Tree* (1st ed.). Routledge. <https://doi.org/10.4324/9780429259784>

Week 3

Sept 23

Slavery, Colonialism and its legacy on African development

Required readings:

Walter, R. (1972). *How Europe Underdeveloped Africa*. London. Bogle L'ouverture. **(Chapter 4)**

Mahmood Mamdani, "*Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism*," Princeton 1996 **(Chapter 2)**

Acemoglu, D., & Robinson, J. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Crown Business, New York. **Chapter 9**

Recommended readings:

De Juan A, Pierskalla JH. The Comparative Politics of Colonialism and Its Legacies: An Introduction. *Politics & Society*. 2017;45(2):159-172. doi:10.1177/0032329217704434

Fyfe, C., "The Legacy of Colonialism – Old Colony, New State," *Phylon*, vol. 25, no. 3(3rd Quarter, 1964): 24753.

Week 4

Sept 30

The State, Good Governance and Development

Engelbert, P., (1997) "The Contemporary African State: neither African nor State," *Third World Quarterly*, Vol. 18, No 4.

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

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

Week 5

Oct 7

The IFIs, Reform and Structural Adjustment in Africa

Required Readings:

Hutchful, E., (1995) "Adjustment in Africa and Fifty Years of the Bretton Woods Institutions: Change or Consolidation?", *Canadian Journal of Development Studies* 16(3): 391-417

Sadasivam, B. 1997. "The Impact of Structural Adjustment on Women: A Governance and Human Rights Agenda," *Human Rights Quarterly*. 19(3).

Onyeiwu, S. (2022). "The Nexus of Structural Adjustment, Economic Growth and Sustainability: The Case of Ethiopia." In: Antoniadou, A., Antonarakis, A.S., Kempf, I. (eds) *Financial Crises, Poverty and Environmental Sustainability: Challenges in the Context of the SDGs and Covid-19 Recovery*. Springer, Cham. pp 107–120

Recommended Readings:

Williams, G., (1994) "Why Structural Adjustment is Necessary and Why it Doesn't Work", *Review of African Political Economy* 60

Kwadwo Konadu-Agyemang (2000) The Best of Times and the Worst of Times: Structural Adjustment Programs and Uneven Development in Africa: The Case Of Ghana, *The Professional Geographer*, 52:3, 469-483, DOI: 10.1111/0033-0124.00239

Week 6

Oct 14

Africa and the Aid Regime

Required Readings:

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

Winters M. (2010) "Accountability, Participation and Foreign Aid Effectiveness" *International Studies Review*, Vol.12 No.2, pp. 218-243

Ouedraogo, R, Sourouema, WS, Sawadogo, H. (2021) Aid, growth and institutions in Sub-Saharan Africa: New insights using a multiple growth regime approach. *World Econ.* 2021; 44: 107– 142. <https://doi-org.login.ezproxy.library.ualberta.ca/10.1111/twec.12968>

Recommended Readings:

Julie Hearn (2000) Aiding democracy? Donors and civil society in South Africa, *Third World Quarterly*, 21:5, 815-830, DOI: [10.1080/713701079](https://doi.org/10.1080/713701079)

Awokuse T. (2011) "Food aid impacts on recipient developing countries: A review of empirical methods and evidence" *Journal of International Development*, Vol. 23 No. 4, pg. 493-514

Week 7

Oct 21

Democratization and institutional development

Ake, Claude. "The Unique Case of African Democracy." *International Affairs (Royal Institute of International Affairs 1944-)*, vol. 69, no. 2, 1993, pp. 239–44

van de Walle, Nicolas. "Elections Without Democracy: Africa's Range of Regimes." *Journal of Democracy*, vol. 13 no. 2, 2002, p. 66-80. *Project MUS*

Stephen Brown & Paul Kaiser (2007) Democratisations in Africa: Attempts, hindrances and prospects, *Third World Quarterly*, 28:6, 1131-1149

Bratton, M., & Gyimah-Boadi, E. (2016). Do trustworthy institutions matter for development? Corruption, trust and government performance in Africa. Afrobarometer 2016

https://www.africaportal.org/documents/15860/ab_r6_dispatchno112_trustworthy_institutions_and_development_in_africa.pdf

Week 8

Reading Week Break

Week 9

Nov 4 (Guest Lecture: TBC)

Conflict and Post -Conflict Development

Zezeza, PT. "The Causes and Costs of War in Africa: From Liberation Struggle to the 'War on Terror'," in A. Nhema and P.T. Zezeza (eds.), *The Roots of African Conflicts: The Causes and Costs*, 2008, Introduction, pp. 1-35.

Ross, Michael, "The Natural Resource Curse: How Wealth Can Make You Poor," in Ian Bannon and Paul Collier (eds.), *Natural Resources and Violent Conflict: Options and Actions*, 2003, Ch. 2, pp. 17-42.

Busumtwi-Sam J., (2004) "Development and Peace building: Conceptual and Operational Deficits in International Assistance" in Ali and Matthews (eds) *Durable Peace: Challenges for Peace Building in Africa* (University of Toronto, Toronto)

Week 10

Nov 11 (Guest Lecture: TBC)

Gender and Development in Africa

Elson D., (1990) *Male Bias in Development* (Manchester University Press) Chapter 1.

Clamt Sylvia and Caroline Sweetman. "Fixing women or fixing the world? Smart economics, efficiency approaches, and gender equality in Development." *Gender and Development* 20, no. 3 (2012): 517-529

Kevane M., (2004) *Women and Development in Africa: How Gender Works* (Boulder Publishers, London) Chapters 9 and 10.

Week 11

Nov 18

The Politics of NGOs, Volunteers and their Implications for Development

Firoze Manji, Carl O'Coill,(2002) The missionary position: NGOs and development in Africa, *International Affairs*, Volume 78, Issue 3, July 2002, Pages 567–584,

Hedayat Allah Nikkhah & Ma'rof Bin Redzuan (2010) The Role of NGOs in Promoting Empowerment for Sustainable Community Development, *Journal of Human Ecology*, 30:2, 85-92,

Tiessen Rebecca and Barbara Heron. "Volunteering in the developing world: the perceived impact of Canadian Youth" *Development in Practice* 22, no. (2012): 44-56

Week 12

Nov 25

South-South cooperation, China and Africa's Development

Deborah Bräutigam, (2011), "Aid 'with Chinese Characteristics': Chinese Foreign Aid and Development Finance Meet the OECD-DAC Aid Regime," *Journal of International Development*, v. 23 pp. 752-64.

Odoom, Isaac (2018) "South-South Cooperation, SDGs, and Africa's Development: A Study of China's Development Intervention in Ghana" in Hanson et al (eds.) *From Millennium Development Goals to Sustainable Development Goals: Rethinking African Development* (New York: Routledge)

Mawdsley, Emma. 2020. "Queering Development? The Unsettling Geographies of South–South Cooperation." *Antipode* 52 (1): 227–45

Week 13

Dec 2 (Course Conclusion)

Diaspora, COVID-19 and African Development

Akyeampong, Emmanuel. "Africans in the Diaspora: The Diaspora and Africa." *African Affairs* 99, no. 395 (2000): 183–215

Hélène Pellerin & Beverley Mullings (2013) The 'Diaspora option', migration and the changing political economy of development, *Review of International Political Economy*, 20:1, 89-120

Lloyd G. Adu Amoah (2021) COVID-19 and the state in Africa: The state is dead, long live the state, *Administrative Theory & Praxis*, 43:3, 355-365, DOI: [10.1080/10841806.2020.1840902](https://doi.org/10.1080/10841806.2020.1840902)

Week 14

Dec 9

Research Paper Due

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.