

Carleton University
Winter 2016
Department of Political Science

PSCI 2602B
IR: Global Political Economy (Revised)
11:35 a.m. – 1:25 p.m. Monday
Please confirm location on Carleton Central

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Office Hours: Monday 10:00 – 11 am; Wednesday: 330 – 530, or by appointment.

Course Description:

Global Political Economy (GPE) is about movement. People, ideas, goods, services, pollution and more circumnavigate our planet, but in very different ways. GPE is also about stoppages. Who moves, and who stops? What kinds of goods or products move freely, and why? What are the historical and contemporary power dynamics associated with these movements? Is the economy a natural phenomenon, or is it a social construction? How do governments and people try to create and subvert the rules of the game? In this introductory survey course in GPE, we proceed with questions of this nature, exploring the theoretical and historical terrain of the academic discipline of political economy as well as the political connections between theory and practice that breathe life into the politics of economy. Students will learn to differentiate between the theoretical and methodological insights of political economy and apply them to pressing contemporary challenges, including economic disparity, regional and global trade, global finance, migration, and the contested terrain of “globalization.”

The course is designed to cultivate the core skills of critical thinking, self-reflection, media literacy, and academic writing that are essential across the social sciences. These skills are also relevant for successful careers in law, public policy, think tanks, NGOs, global finance, and international development. In addition to learning foundational skills necessary for success in social science education, such as persuasive oratory and written skills, students will produce a ‘theoretical toolbox,’ which can continue to be built upon in future courses in social science. Assignments build upon one another, so it is important that you spend time planning out your semester’s work early on. We will go over each assignment and strategies related to successful completion of these assignments in the first lecture on Jan. 11.

Learning Outcomes:

By the end of the course, students will be able to:

- 1.) Define, critique, and differentiate theoretical approaches to global political economy and apply them to contemporary debates

- 2.) Practice close reading of journalistic and academic writing
- 3.) Respectfully debate controversial issues with peers
- 4.) Critique media coverage of contemporary global political issues
- 5.) Write a persuasive social science research essay

Required Texts and Materials

- Greg Anderson and Christopher J. Kukucha (eds.), *International Political Economy* Don Mills: Oxford University Press, 2015. ISBN:
 - This book has been ordered from **OCTOPUS BOOK STORE** located at 116 Third Avenue in the Glebe.
- Selected journal articles, and short videos, available freely online
- Standard size package of cue-cards and optional cue-card holding box (available at Carleton Book Store, or any office supply store)
- Regular monitoring of a daily newspaper (see assignment below for options)

Assignments at a Glance:

| Assignment | Value | Due |
|--------------------------------|-------|------------------|
| Engaged Tutorial Participation | 20% | Throughout |
| “Op-Ed” Assignment | 15% | Week 5 (Feb. 8) |
| Term Paper Outline | 15% | Week 8 (Feb. 29) |
| Term Paper | 25% | Week 13 (Apr. 7) |
| Take Home Exam | 20% | April 23, 2016 |
| Self Reflection Assignment | 5% | April 8, 2016 |

Assignment Details:

Tutorials (20%)

Due: *Ongoing, weeks two – thirteen, except reading break.*
 Submission Medium: *In person at tutorial meetings.*

Active participation in tutorials is a requirement for this course. This is where you will have a greater opportunity to discuss and collaborate with your peers, and work closely with your highly skilled Teaching Assistants. Most of the 20% will come from your “engaged participation” and collegiality, rather than simply your physical presence. Your TAs will provide additional details. Your grade will be divided as such:

- **Engaged Participation:** This refers not to how much you talk, but rather to the thoughtfulness of how you conduct yourself in tutorial. Active listening, building on other people’s points and drawing one another into conversation scores highest here. This is worth 10% of the total 20% of the tutorial.
- **Short 5-8 minute Presentation:** In the first day of tutorials, you will make a schedule with your TA and colleagues to share responsibilities for introducing the tutorial to the reading material that we are discussing that day. Your TA will provide additional guidance. This presentation is worth 5% of the total 20% of the tutorial.

- **Attendance:** while physical presence is important, the tutorials are an opportunity to practice public speaking. Attendance without participation will gain marks, but only 5% out of the total 20%.

Op-Ed Assignment (15%)

Due: *Week 5 (Feb. 8)*

Submission Medium: *CULEARN*

Part of being engaged social scientists is learning how to share your specialized knowledge with the public. One of the ways social scientists do this is by writing clear, concise, opinionated articles to draw critical attention to important issues in the news. Part of the required preparation for this class is to keep up to date with current affairs by reading one or several sources of news. Examples include but are not limited to:

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|------------------------------|----------------------------|
| ○ <i>Wall Street Journal</i> | ○ <i>Al Jazeera</i> |
| ○ <i>The Economist</i> | ○ <i>Haaretz</i> |
| ○ <i>Globe and Mail</i> | ○ <i>The Guardian (UK)</i> |
| ○ <i>The Hindu</i> | ○ <i>National Post</i> |

In **Week 3**, we will have a short in-class workshop on how to write clearly and effectively about global political economy for dissemination in non-academic venues. Your assignment is to write a short “Op-Ed” of between 500 – 600 words (**maximum**), intended for publication in a newspaper, blog, FaceBook note, or magazine. The topic you choose to write on is up to you, but should reflect an issue that you have been reading about in the news and is important to you. You will be graded on your ability to clearly identify a problem with how media covers this issue, and then make *one* insightful intervention meant to improve how the issue is discussed. We will discuss further in class, and you will be provided with examples. This assignment will help you learn to develop evidence-based arguments. A bonus point will be given to everyone who submits their article to a media source for publication (even if it is rejected), with an additional high-five and shout out given to anyone who successfully publishes it.

Term Paper Outline (15 %)

Due: *Week 8 (Feb. 29)*

Submission Medium: *Hard copy – bring to Lecture and Tutorial.*

Throughout lectures and tutorials, you will be introduced to core elements of successful academic writing, including writing research-based thesis statements, organizing an argument, and proper academic citation styles. By Week 8 you will be expected to submit a short (1-2 pages) outline of what you plan to write for your term paper. The outline should include a paragraph explaining why you chose the topic you did, an in-process thesis statement, and a preliminary outline of the major arguments you plan to make to prove your thesis. You must choose your topic based on a list of topics that will be provided to you on CULEARN, and write your proposal in relation to those topics. There will be choice between focusing on GPE theory, focusing on countries or institutions in the GPE, and focusing on themes that might imbricate institutions, countries, and themes.

In addition to your 1-2 page outline, you must include a working annotated bibliography (at least 7 – 10 sources beyond the textbook) of sources you plan to use in preparing your paper. This assignment is part of your semester-long efforts to practice research and writing skills. You will receive feedback on your outline from your classmates and your TA. Part of your evaluation on the final term paper will be how you address the feedback given to you on your proposal.

Term Paper (25%)

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| Due: <i>Week 13, (April 7th, opportunity for bonus points if submitted early)</i> Submission Medium: <i>CULEARN</i> |
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Based on feedback given on the term paper outline assignment, students will write a short 2000 – 2500 word research essay (double spaced, 12pt Times New Roman font) on a historical or contemporary issue in global political economy, chosen from a list of topics that will be available on CULEARN. The essay will introduce the chosen topic, discuss its relevance for the study of GPE, and proceed to argue in favour of the thesis statement they identified in their proposal. A grading rubric will be available well ahead of time on CULEARN so that students can see exactly how they will be evaluated. The paper is due on Thursday, April 7th via CULEARN (Note – this is **not** to be submitted in hard-copy, as your TAs will be using track-changes to grade this paper).

In addition to the content of the paper, you will also be evaluated on adhering to guidelines with respects to citations, bibliography, grammar/spelling, clarity of prose etc. I suggest you bookmark the online style-guide of your choice and adhere to it with dedication. (For example, the Chicago Manuel of Style:
<http://www.chicagomanualofstyle.org/tools_citationguide.html>

We will discuss the grading rubric in class so you know exactly what to expect. **If you turn your paper in online between Monday April 4 and Wednesday April 6 (11:59pm), you will receive an automatic bonus of 2%.** After the deadline, late deductions commence at a rate of 3% per day. Savvy students should see this as a positive (rather than negative) incentive to turn your work in on time. Please plan accordingly **Papers more than 10 days late without a documented medical excuse will result in a grade of zero and an “F” in the course.**

Take Home Exam (20%)

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| Due: <i>Monday April 23 at 11:59 pm.</i> Submission Medium: <i>CULEARN</i> |
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In lieu of a scheduled final exam, we will have a take-home exam that will ask you to apply your knowledge of global political economy history, theory, and current affairs. The exam is cumulative, and open book, allowing you to apply what you have learned from the assignments, readings, and lecture. Students who have attended regularly, did their readings, and completed all course assignments will be able to write this exam in less than 2 hours.

Self Reflection Exercise (5%)

Due April 8

Submission Medium: CULEARN

Reflexivity is an important and undervalued skill. No one is better equipped than you to evaluate your work and the intellectual progress that you have made. This short assignment will help you begin the process of reflecting on how your own points of views have developed over the course. It will be approximately 1 -2 pages in length and reflect the learning objectives of the course. We will collectively build a rubric that you will use to evaluate yourself. Details and rubric will be discussed in class.

Course and Reading Schedule:

WEEK 1, JAN. 11: HISTORY OF THE FIELD, KEY THINKERS, CORE QUESTIONS

No Tutorial, but detailed instructions for assignments.

Readings:

- ***This course syllabus!***
- “40 Maps That Explain the World” *Washington Post*, available online: <https://www.washingtonpost.com/news/worldviews/wp/2014/01/13/40-more-maps-that-explain-the-world/>
- Textbook **Chapter One:** Anderson and Kukucha, “Back to the Future: IPE and the Evolution of Global Politics” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages page 2 - 23

Keywords: disciplinary history, methodology, classical political economy, neo-classical political economy, welfare state, local and global economies

WEEK 2, JAN. 18: MERCANTILISM, LIBERALISM, ECONOMIC NATIONALISM, AND THE MAKING OF THE MODERN/COLONIAL GPE

Tutorials begin

Readings:

- Textbook, **Chapter Two:** Axel Hülsemeyer, “Traditional Theories” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 24 - 40
- Helleiner, Eric. 2002. “Economic Nationalism as a Challenge to Economic Liberalism? Lessons from the 19th century”, *International Studies Quarterly*, 46:3, pp. 307-329

Optional Readings:

- Philalethes, “Letter to the Editor number 1,” *Letters on Colonial Policy, Particularly as Applicable to Ceylon*. Reprinted from The Colombo Journal (Colombo: P.M. Elders, 1833) page 1 – 5. Available on CULEARN.
- Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations*. Available online <https://www.gutenberg.org/files/3300/3300-h/3300-h.htm#link2H_INTR>
 - Chapter 1: Of the Division of Labour

- List, Frederick. “Customs Duty as a Chief Means of Establishing and Protecting the Internal Manufacturing Power” *The National System of Political Economy* [1841]. Available online: <<http://oll.libertyfund.org/titles/315>>
 - Chapter 26, Chapter 12

Tutorial discussion theme: What is the relationship between colonialism, mercantilism, and liberalism? What are the main differences between liberalism and economic nationalism/realism? Between Adam Smith and Frederick List, who do you think has it right?

WEEK 3, JAN. 25: MARXISM AND NEO-MARXISM

Readings:

- Textbook **Chapter 3:** Rob Aitken, “Theoretical Challengers: Post-Positivist Methods in IPE” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 40 – 53
- Swyngedouw, Erik. "The Marxian Alternative: Historical-Geographical Materialism and the Political Economy of Capitalism." A Companion to Economic Geography. Sheppard, Eric and Trevor J. Barnes (eds). Blackwell Publishing, 2002. Blackwell Reference Online. 05 July 2014
<http://www.blackwellreference.com.proxy.library.carleton.ca/subscriber/tocnode.html?id=g9780631235798_chunk_g97806312357984>

Optional Readings:

- Gramsci, Antonio. “The Formation of the Intellectuals” *Prison Notebooks*. Available online: <<http://www.csun.edu/~snk1966/Gramsci%20-%20Prison%20Notebooks%20-%20Intellectuals.pdf>>
- V.I. Lenin, “Imperialism, the Highest Stages of Capitalism,” available online at: <http://www.marxists.org/archive/lenin/works/1916/imp-hsc/ch04.htm>
- Engels, Fredrick. “Outlines of a Critique of Political Economy” available online: <<https://www.marxists.org/archive/marx/works/1844/df-jahrbucher/outlines.htm>>

Tutorial discussion theme: What would a Marxist global political economy look like? What is the relationship between Marxism and Liberalism?

Keywords: base/superstructure, labour, value, class, Paris Commune, praxis

WEEK 4, FEB 1: FEMINISM AND INTERSECTIONALITY

Readings:

- V. Spike Peterson, “How (the meaning) of Gender Matters in Political Economy” *New Political Economy* 10/4(2005): 499 – 521.
- Textbook **Chapter 4:** Siobhan Byrne, “Gender, Feminism and the Global Political Economy” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 54 - 71

Optional Readings:

- “The Making of Capitalist Patriarchy: Interview with Silvia Federici” *Black Sheep: A Socialist Podcast* available online:
<http://blacksheepodcast.org/2014/02/23/the-making-of-capitalist-patriarchy-interview-with-silvia-federici/>
- Sylvia Federici, *Caliban and the Witch: Women, the Body, and Primitive Accumulation* (Automeia, 2004) available freely online:
<https://libcom.org/files/Caliban%20and%20the%20Witch.pdf>
 - Introduction, pp. 11 - 21

Tutorial discussion themes: How does feminism complicate liberalism, realism, and socialism? What might a feminist GPE look like?

Keywords: post-positivism, patriarchy, public/private debate, feminism, social constructs

WEEK 5, FEB 8: INTERNATIONAL TRADE

Readings:

- Textbook **Chapter 6:** Mark Brawley, “To Trade or Not to Trade? The Political Economy of International Exchange” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 95 – 109
- Textbook **Chapter 11:** Gilbert Gagné, “The World Trading Regime and Dispute Settlement” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 186 – 206

Optional Readings:

- Jean Michel Montsion, “Disrupting Canadian Sovereignty? The ‘First Nations & China’ Strategy Revisited” *Geoforum* 58(2015): 114 - 121
- Jennifer Clapp and Eric Helleiner, “International Political Economy and the Environment: Back to the Basics?” *International Affairs* 88/3 (2012): 485-501

Tutorial discussion themes: What are the costs and benefits of maximizing trade efficiency internationally? Does trade promote cooperation or competition? What are the implications of “emerging economies” becoming increasingly powerful actors in international trade?

Keywords: absolute/comparative advantage, trade regimes, global governance, environment, sovereignty and trade.

Week 6, Feb. 15: Reading Break, Classes suspended

WEEK 7, FEB 22: DEVELOPMENT AND INEQUALITY

Readings:

- Textbook **Chapter 23:** David Black and Katelynn Northam, “Mega-Events and “Bottom-Up” Development: Beyond Window Dressing?” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 436 – 455

- Textbook **Chapter 9:** Jacqueline Best, “The World Bank and International Development: Redefining Poverty as Social Risk” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 150 - 169
- Sen, Amartya. *Development as Freedom* (New York: Anchor Books, 2000)
 - Introduction and Chapter 1 (pages 1 – 33)

Optional Readings

- Weber, Heloise. “Reproducing Inequalities through Development: The MDGs and the Politics of Method.” *Globalizations* 12/4(2015): 660 – 676
- Frank, Andre Gunder. “The Development of Underdevelopment”, *Monthly Review*, Vol. 18, No. 4, September 1966, pp. 17-31.
- Dossa, Shiraz. “Slicing Up ‘Development:’ Colonialism, political theory, ethics” *Third World Quarterly* 28/5(2007) pp 887 – 899. Available on CULEARN.
- Easterly, William. *The Elusive Quest For Growth: An Economists’ Adventures and Misadventures in the Tropics* (MIT Press, 2001)
 - Pages 1 - 25

Tutorial discussion themes: Is economic growth objectively good, or does the idea of development and underdevelopment rely on relationships of oppression? Are wealthy states best equipped to advise poorer states on development? What is meant by a “capabilities” approach to development?

Keywords: dependency theory, economic growth, modernization, political institutions, capabilities, mega-events

WEEK 8, FEB 29: REGIONALISM

Term Paper Outlines Due, Bring with you in hard copy to lecture and tutorial.

Readings:

- Textbook pages 207 – 209 (Introduction pages to section on Regionalism)
- Textbook **Chapter 13:** Geoffrey Hale, “North America: Three Steps Forward, Two Steps Back?” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 227 – 253
- Textbook **Chapter 14:** Jennifer Hsu, “Japan and China: The Role of the State in Regional Dynamics” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 254 – 269

Optional Readings:

- Textbook **Chapter 12:** Lori Thorlakson, “European Union” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 210 - 226
- Textbook **Chapter 15:** Adam Sneyd, “African Political Economies Beyond 2015: Diversity, Growth, Partnership, and Poverty” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 270 - 287

WEEK 9, MAR 7: GOVERNING THE GLOBAL ECONOMY

Readings:

- Textbook **Chapter 10:** Robert Wolfe, “Reshaping the Trading System After the Doha Round” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 170 - 185
- Textbook **Chapter 24:** Ellen Gutterman, “Corruption in the Global Economy” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 456 - 475

Optional Readings:

- Helleiner, Eric. “Southern Pioneers of International Development. Global Governance: A Review of Multilateralism and International Organizations” 20/3(2014), pp. 375-388.
- Griffin, Penny. “Gender, Governance, and the Global Political Economy” *Australian Journal of International Affairs* 64/1(2010) pp. 86 - 104

Tutorial Discussion themes: Can institutions govern the GPE effectively? How do institutions develop and change? Whose interests are best served, and why?

WEEK 10, MAR 14 GLOBAL FINANCE

Readings:

- Textbook **Chapter 20:** Patrick Leblond, “The Global Financial Crisis” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 365 – 387.
- Hall, Derek. “Varieties of Zombieism: Approaching Comparative Political Economy through *28 Days Later* and *Wild Zero*” *International Studies Perspective* 12/1(2011): 1 – 17

Optional Readings:

- Weber, Heloise. “The Global Politics of Micro-Financing Poverty in Asia: The Case of Bangladesh Unpacked” *Asian Studies Review* 38/4(2014): 544 - 563
- *Inside Job*. Dir. Charles Ferguson. Columbia Tri-Star, 2010. Film.
- Polyani, Karl. *The Great Transformation: The Political and Economic Origins of Our Time* 2nd Ed. (Boston: Beacon Press, 2001 [1944])
 - Chapter(s) to be confirmed in class

Tutorial Discussion Themes: Is crisis part of the architecture of global finance? How should risk be managed in the GPE? Is micro-financing good for the poor?

Keywords: financial crisis, micro-finance, Bretton Woods Institutions, zombies

WEEK 11, MAR 21: GLOBALIZATION, ALTER-GLOBALIZATION, AND CIVIL SOCIETY

Readings:

- Textbook **Chapter 18:** Laura MacDonald and Jeffrey Ayres, “Civil Society and International Political Economy” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 329 – 342.

- Steger, M. B. and Wilson, E. K. “Anti-Globalization or Alter-Globalization? Mapping the Political Ideology of the Global Justice Movement.” *International Studies Quarterly*, 56(2012): pp. 439–454.

Optional Readings

- Jeffries, Fiona. *Nothing to Lose But Our Fear: Resistance in Dangerous Times* (Toronto: Between the Lines, 2015)
 - Chapter 2
- Eduardo Silva, “Indigenous Peoples’ Movements, Developments, and Politics in Ecuador and Bolivia” *Handbook of Social Movements Across Latin America* p 133 – 144

Tutorial Discussion Themes: Is globalization good/bad? Inevitable? Why are there critics of economic globalization?

Keywords: World Social Forum, Refugees, borders, Climate Change, globalization, alter-globalization

WEEK 12, MAR 28: GLOBAL POLITICAL ECONOMY OTHERWISE

Readings:

- Textbook **Chapter 22:** Monica Gattinger and Rafael Aguirre, “The Shale Revolution and Canada-United States Energy Relations: Game Changer or Déjà Vu all Over Again?” in Anderson and Kukucha (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 409 – 435.
- Coulthard, Glen Sean. *Red Skins, White Masks: Rejecting the Colonial Politics of Recognition* (University of Minnesota Press, 2014)
 - Chapter 2 – For the Land: The Dene Nation’s Struggle for Self Determination

Optional Readings:

- Rojas, Cristina. “International Political Economy/Development Otherwise.” *Globalizations* 4/4 (2007): pp. 573 – 587.
- W. Biebuyck and J. Meltzer. “Cultural Political Economy” R. Denemark (ed.) *The International Studies Encyclopedia, Vol.II* (Wiley-Blackwell, 2010): pp. 743-763

Tutorial discussion themes: Are indigenous and settler-colonial “ontologies” concerning land irreconcilable? What role do culture and cultural productions play in GPE?

Keywords: land, ontology, commodity, critical-juncture actor-network theory, pop culture

WEEK 13, APR. 4: THE GPE OF MIGRATIONS

Course Review and exam preparation

Readings:

- Textbook **Chapter 25:** Yasmeeen Abu-Laban, “The Political Economy of International Migration and the Canadian Example” in Anderson and Kukucha

- (eds) *International Political Economy* (Don Mills: Oxford University Press, 2015) pages 476 - 489
- Shilliam, Robbie. "RasTafari and Reparation Time" *Open Democracy* Jan. 15., 2015. Available online: < <https://www.opendemocracy.net/beyondslavery/robbie-shilliam/rastafari-and-reparation-time>>
 - Tharoor, Shashi. "Does Britain Owe Reparations?" *Oxford Union Society Debate* available online <<https://www.youtube.com/watch?v=f7CW7S0zxv4>>

Optional Readings:

- "Bradimore, Ashley, & Harald Bauder. "Mystery Ships and Risky Boat People: Tamil Refugee Migration in the Newsprint Media." *Canadian Journal of Communication* 36/4(2011):637 - 661
- Shilliam, Robbie. "Forget English Freedom, Remember Atlantic Slavery: Common Law, Commercial Law, and the significance of Slavery for Classical Political Economy" *New Political Economy* 17/5(2012): pp. 591 – 609
- Williams, Eric. *Capitalism and Slavery* (Chapel Hill: University of North Carolina Press, 1944)
- "Slavery Reparations: Is Money the Answer?" *Al Jazeera* <<http://www.aljazeera.com/programmes/insidestory/2014/03/slavery-reparations-money-answer-2014311171047735164.html>>
- "Child Slaves" *Al Jazeera*. Available online: <<http://www.aljazeera.com/programmes/slavery21stcenturyevil/2011/10/20111010152040468529.html>>

Tutorial discussion themes: Should European countries pay reparations to the survivors of slavery? How are the political economic implications of global migrations?

Keywords: Historical justice, redistribution, Haiti, global migration, refugees, securitization

Additional Policies to Note:

Email

I ask that you endeavour to come to designated office hours and/or make appointments to visit in person rather than relying on email to address course related issues. **IF YOU MUST SEND AN EMAIL, I ASK THAT YOU INDICATE WHERE IN THE COURSE SYLLABUS YOU LOOKED FOR THE ANSWER TO YOUR QUESTION.** I will strive to respond to your email in a timely fashion, but note that I will very unlikely be able to respond to you within 24 hours, so it is much better if you can come to office hours. Please use the syllabus as your constant frame of reference for all things course related, and prepare to come to office hours, which will be held twice a week in order to resolve issues/clarifications in person.

Use of Political Science Drop box

As noted in the syllabus, you are expected to turn your work in either online or in person during lecture or tutorial. The Political Science Dropbox is meant to be used if and only if you cannot submit your assignment as scheduled. Medically documented excuses should

be stapled to assignments submitted to the drop box. Be sure to include your name, student number, course code, Instructor's name, and TA's name on any assignment of document that you submit to the Political Science drop-box. Note that your assignment must be submitted by 3:55pm in order to have it date-stamped for the day that you submit it. The box is emptied promptly at 4 pm each day, and any assignment (even if it is submitted at 4:02 pm) will be date stamped for the following day, which may result in additional late penalties. Plan accordingly.

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

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 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. Final exams are intended solely for the purpose of evaluation and will not be returned.

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 |

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.

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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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 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, visit <https://www.facebook.com/groups/politicalsciencesociety/> 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.