

**PSCI 4105C**  
**Selected problems in Third World Development**  
**Monday: 8.35-11.35 a.m.**  
**Please confirm the location on Carleton Central**

Instructor: Annette Isaac  
Office: Loeb D692  
Office Hours: Thursday 12.00 -2 p.m (and by appointment)  
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**Course Description:**

This course examines selected development issues, which have recently occupied the attention of policymakers, practitioners, students, and observers of Third World (also referred to as the Emerging World, Developing World or Global South) development. The main goal is to encourage students to develop a critical understanding of the difficulties, obstacles, problems, and debates arising from the processes of development through existing diverging perspectives. Emphasis will be placed on the political dimension behind development ideas, policy instruments, and the implementation processes and how the interplay of such politics contributes to the problems in Third World development.

**Textbooks and readings**

There are no required text books for this course.

All *Required* and *Optional* readings (books and photocopies only) are on reserve at the MacOdrum Library **OR** through the library's on-line journal subscriptions.

**Please note** that because the field of Third World literature is fast changing, I will post on web ct, as needed, updated readings or current events to make our deliberations more relevant.

**Evaluation:** Students will be evaluated based on their class participation, seminar presentation, research paper proposal, and research paper. Marks will be assigned as follows:

Participation	20%	
Seminar Presentation	20%	
Research Paper Outline	10%	<b>Due in class on Feb 9</b>
Research Paper	50%	<b>Due in class on March 30</b>

**Participation (20%):** The point of a seminar class is to provide a forum for students to discuss their thoughts and ideas. You must complete all required readings prior to each class. Seminar participation will be evaluated on the bases of attendance and the active and good-quality contributions in class discussions. A good-quality contribution should reflect students' knowledge and critical understanding of the reading materials.

Accordingly, it is mandatory to complete all required readings and give them a careful thought before coming to class. If you do not keep up with the readings, you will not extract maximum value out of the seminar and it will be impossible to receive a good mark.

Each week, students will be required to write a short paragraph **in class**, (maximum: half a page) outlining the main argument or key points of **2 (two)** of the assigned readings for that day of varying lengths. I will collect these at the end of the class. **Please note to obtain this mark (2% per summary) you must write the summary in class.** I expect these to be thoughtful reflections on the readings (and not scrappy notes!). I will return your first set of summaries on Feb 9, 2009

**Seminar Presentation (20%):** During the first class (introduction), students will be asked to sign up for a topic(s) of their interest. Depending on class enrollment groups of two to three students or more will be responsible for one seminar topic.

1. To lead a seminar, a student or a designated group will begin with an oral presentation of the readings, which should include a brief summary of the readings, with appropriate references to pages in the assigned readings and a critical evaluation.
2. The group will also lead the class discussion. Students are encouraged to use various formats of participation such as posing questions, inviting questions, breaking down to small groups and report back to the whole class, etc. to help facilitate the discussion.
3. To be able to conduct a seminar successfully, each member of the group has to complete all the required readings. Group members should meet before class to divide up the presentation, the writing of the report, and to choose a format for the seminar presentation and participation. Overheads, power point or the blackboard are useful aids for clarity and more focused presentations.
4. The seminar will be graded based on the quality of the presentation, which should reflect clear and critical understanding of the readings and their connection to the topic, and the efforts of the group in leading the class discussion 5.
5. The group should prepare and distribute to the class an executive summary of the *Required Readings* which must provide a brief synopsis of each article and about three or four ( 4 or 5) important questions coming out of the central themes of the *Readings* for class discussion.
6. For later presenters In February and March, if you choose alternative readings, please let me know ahead of time so I can place them on reserve if necessary. Otherwise please e-mail your colleagues with your selections including sources well ahead of time.

**Research Paper Outline (10%):** Students are required to develop a short (**4 pages maximum**) outline of their intended research paper, **related to the course themes**, containing the title, research question, the organization of the paper, an indication of some of the relevant literature, a summary of the argument, and a select bibliography, reference or citation list. This outline must be submitted in class on **Monday February 9**.

**Research Paper (50%):** Students will write a longer research paper (**14-16 pages maximum, 12 font and double-spaced**) based on the approved outline. This assignment will be graded based on the quality of research and analysis, coherence and originality of argument, clarity of writing (**don't trust the spellchecker!**), and good organization of the paper. The research paper is due in class on **Monday March 30**.

**Late Assignment Penalty:** There is a late penalty of **1% per day** (including weekends) for all assignments handed in after the due date. Please do not slide assignments under my office door but use the Departmental Drop Box if you are unable to hand in your assignment during class. **Please note that assignments sent via e-mail or fax will not be accepted. The departmental drop box cut off time is 4pm. Any papers submitted after 4pm will be date stamped for the following weekday.**

#### **Submission of grades**

*Please note that once marks are entered through **E grades**, any requests for deferrals or appeals must be handled through your Department or the Registrar's office. This can be a time consuming process and so it is imperative that you submit within the deadlines identified by the university and myself.*

**Final Grading:** While the calculation of the final marks is based on the criteria shown under 'Evaluation' above, “..the following equivalents apply to all final grades at Carleton”

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = 0-49
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A- = 80-84	B- = 70-72	C- = 60-62	D- = 50-52	

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#### **COURSE OUTLINE AND READINGS:**

##### **Class 1 (Jan 5) Introduction**

General introduction and administrative matters (including the assignment of seminar topics).

##### **What is development and what are problems of development?**

###### **Required Reading:**

Leftwich, A. (2004). “Politics in Command: Development Studies and the Rediscovery

**Class 2 (Jan 12):**

**International Financial Institutions: Evolution of Policy. Paradigms and Instruments**

**Required Readings:**

Ariel Buirá (ed.), *Challenges to the World Bank and IMF: Developing Countries Perspectives*, Anthem Press, London, 2003, Introduction (pp. 1-6) and chapter 3.

John Pender, "From 'Structural Adjustment' to 'Comprehensive Development Framework': Conditionality Transformed?," *Third World Quarterly*, Vol. 22, No. 3, 2001, pp. 397-411.

Cyrus Rustomjee, "Why Developing Countries Need a Stronger Voice", *Finance and Development*, International Monetary Fund, Washington, D.C., September 2004, pp. 21- 23.

Vijay L. Kelkar, Praveen Chaudhry, and Marta Vanduzer-Snow, "Time for Change at the IMF", *Finance and Development*, March 2005, pp. 46-48.

Robert Wade, "The Showdown at the World Bank", *New Left Review*, Volume 7, January-February 2001, pp. 124-137.

**Optional Readings:**

Paul Mosley, Jane Harrigan, and John Toye, *Aid and Power: the World Bank & Policy-Based Lending*, 2 edition, Routledge, London, 1995, chapter 1 and 2.

Jonathan R. Pincus and Jeffrey A. Winters, "Reinventing the World Bank", in R. Pincus and Jeffrey A. Winters (eds.), *Reinventing the World Bank*, Cornell University Press, Ithaca, 2002, chapter 1.

**Class 3 (Jan 19): The Foreign Aid Regime**

**Required Readings:**

Paul Collier, Patrick Guillaumont, and Sylviane Guillaumont, "Redesigning Conditionality", *World Development*, Vol. 25, No. 9, 1997, pp. 1399-1407.

Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Penguin Books, London, 2005, chapter 15.

Dean T. Jamison and Steven Radelet, "Making Aid Smarter", *Finance and Development*, June 2005, pp. 42-46.

Thad Dunning, "Conditioning the Effects of Aids: Cold War Politics, Donor Credibility, and Democracy in Africa," *International Organization*, Spring, 2004, pp. 409-423.

Black, M. (2002). The No-NONSENSE guide to international development. Chapter 2.

**Optional Readings:**

Tony Killick, Ramani Gunatilaka, and Ana Marr, *Aid and the Political Economy of Policy Change*, Routledge, London, 1998, chapter 1.

Peter Bauer, "Foreign Aid: Central Component of World Development?," in Stuart Corbridge (ed.), *Development Studies: A Reader*, Arnold, London, 1997, pp. 359-368.

World Bank, *Assessing Aid: What Works, What Doesn't, and Why*, World Bank Policy Report, Oxford University Press, New York, 1998, Overview.

**Class 4 (Jan 26):**

**Trade and Financial Liberalization**

**Required Readings:**

World Bank, *World Development Report 1999/2000*, Oxford University Press, Oxford, 1999, chapter 2 and 3.

Robert Wade, "The Asian Debt-and-Development Crisis of 1997-1999?: Causes and Consequences," in *World Development*, Vol. 26, No. 8, 1998, pp. 1535-1553.

Oxfam, *Rigged Rules and Double Standard: Report on International Trade and Poverty*, Oxfam, 2002, (Executive Summary). Available at [www.maketradefair.com](http://www.maketradefair.com). (Research section)

Naomi Klein, *No Logo: Taking Aim at the Brand Bullies*, Knopf Canada, Toronto, 2000, chapter 9.

John Madeley, *Big Business, Poor Peoples: The Impacts of Transnational Corporations on the World's Poor*, Zed Books, London, 1999, chapter 1 and 2.

**Optional Readings:**

Susan Strange, *Mad Money: When Markets Outgrow Governments*, Ann Arbor, 1998, chapter 6.

Robert R. Kaufman and Alex Segura-Ubierno, "Globalization, Domestic Politics, and Social Spending in Latin America: a Time-Series Cross-Section Analysis 1973-1997," *World Politics*, 53, July 2001, pp. 553-581.

Barry Eichengreen and Michael Mussa, "Capital Account Liberalization and the IMF," *Finance and Development*, Vol. 35, No. 4, December, 1998.

\*Martin Khor, "Developing a Global Partnership for Development", in Ariel Buirra (ed.), *Challenges to the World Bank and IMF: Developing Countries Perspectives*, Anthem

Press, London, 2003, chapter 9.

## **Part 2. Changing Policy Paradigms**

### **Class 5 (Feb 2): Good Governance and Development**

#### **Required Readings:**

Stephen Haggard, “The Politics of Governance: Lessons from the East Asian Crisis”, in Farrukh Iqbal and Jong-il You (eds.), *Democracy, Market Economics, and Development: an Asian Perspective*, World Bank, Washington, D.C., 2001, chpt. 8

Thomas G. Weiss, “Governance, Good Governance, and Global Governance”, *Third World Quarterly*, Vol. 21, No. 5, 2000, pp. 795-814.

Davesh Kapur and Richard Webb, “Governance-related Conditionalities of the International Financial Institutions”, *G-24 Discussion Paper Series*, No. 6, August 2000.

Anwar Shah and Mark Schacter, “Combating Corruption: Look Beyond You Leap”, *Finance and Development*, December 2004, pp. 40-43.

Martin Minogue, “Power to the People?: Good Governance and the Reshaping of the State”, in Uma Kothari and Martin Minogue (eds.), *Development Theory and Practice: Critical Perspectives*, Palgrave, New York, 2002.

#### **Optional Readings:**

Alejandro Bendana, “ “Good Governance” and the MDGs: Contradictory or Complementary?”, *Focus on Global South*, Oct. 12, 2004. Available at [÷www.globalpolicy.org/soecon/develop/2004/1012goodgovernance.htm](http://www.globalpolicy.org/soecon/develop/2004/1012goodgovernance.htm)

Joseph Stiglitz, “The World Bank at the Millennium”, *The Economic Journal*, Vol. 109, November, 1999. (Focus on section 2.1-2.4 pp. 581-587)

World Bank, *World Development Report 1997*, Oxford University Press, Oxford, 1997, chapter 6.

**Class 6 (Feb 9): Decentralization and Participation (outline due)**

**Required Readings:**

Joseph Stiglitz, "Participation and Development: Perspectives from the Comprehensive Development Paradigm", in Farrukh Iqbal and Jong-Il You (eds.), *Democracy, Market Economics, and Development: an Asian Perspective*, World Bank, Washington, D.C., 2001, pp. 49-71.

David Mosse, "'People's Knowledge': Participation and Patronagå: Operations and Representations in Rural Development", in Bill Cooke and Uma Kothari (eds.), *Participation: The new Tyranny?*, Zed Books, London, 2001, Chapter 2.

Giles Mohan and Kristian Stokke, "Participatory Development and Empowerment: the Danger of Localism", *Third World Quarterly*, Vol. 21, No. 2, 2000, pp. 247-268.

Rosemary McGee, "Participating in Development", in Uma Kothari and Martin

Minogue (eds.), *Development Theory and Practice: Critical Perspectives*, Palgrave, New York, 2004.

John Briggs and Joanne Sharp, "Indigenous Knowledges and Development: a Post-Colonial Caution", *Third World Quarterly*, Vol. 25, No. 4, 2004, pp. 661-676.

**Optional Readings:**

Jacqueline Lane, "Non-Governmental Organizations and Participatory Development: the Concept in Theory versus the Concept in Practice, in Nici Nelson and Susan Wright (eds.), *Power and Participatory Development: Theory and Practice*, Intermediate Technology Publications, London, 1995, chapter 16.

Steve Herz and Alnoor Ebrahim, *A Call for Participatory Decision-Making: Discussion Paper on World Bank-Civil Society Engagement*, The Civil Society Members of World Bank-Civil Society Joint Facilitation Committee, Washington, D.C., 2005, executive summary (pp. 4-11). Available at:

[http://siteresources.worldbank.org/CSO/Resources6World\\_Bank\\_Civil\\_Society\\_Discussion\\_Paper\\_FINAL\\_VERSION.pdf](http://siteresources.worldbank.org/CSO/Resources6World_Bank_Civil_Society_Discussion_Paper_FINAL_VERSION.pdf)

\*World Bank, *World Development Report 1999/2000*, Oxford University Press, Oxford, 1999, chapter 5.

**Class 7 (Feb 16): Winter break. No class**

## **Class 8 (Feb 23): Political Reform and Democratization**

### **Required**

Debra L. Delaet. *The Global struggle for human rights*. Chapter 4. 2006. Thompson Wadworth. **(Prof's copy)**

Carlos Santiso, "Promoting Democratic Governance and Preventing the Recurrence of Conflict: the Role of the United Nations Development Program in Post-Conflict Peace-Building," *Journal of Latin American Studies*, Vol. 34, Issue 3, August 2002, pp. 555- 586.

Peter Burnell, "Democracy Assistance: The State of the Discourse", in Peter Burnell (ed.), *Democracy Assistance: International Cooperation for Democratization*, Frank Cass, London, 2000.

Julie Hearn and Mark Robinson, "Civil Society and Democracy Assistance in Africa", in Peter Burnell (ed.), *Democracy Assistance: International Cooperation for Democratization*, Frank Cass, London, 2000.

Arthur A. Goldsmith, "Donors, Dictators, and Democrats in Africa," *Journal of Modern African Studies*, Vol. 39, No. 3, 2001, pp. 411-436.

### **Optional Readings:**

Thomas Carothers, *Critical Mission: Essays on Democracy Promotion*, Carnegie Endowment for International Peace, Washington, D.C., 2004, chapter 5.

Nigel D. White, "The United Nations and Democracy Assistance: Developing Practice within a Constitutional Framework", in Peter Burnell (ed.), *Democracy Assistance: International Cooperation for Democratization*, Frank Cass, London, 2000.

Gordon Crawford, *Foreign Aid and Political Reform: a Comparative Analysis of Democracy Assistance and Political Conditionality*, Palgrave, London, 2001, chpt. 1.

## **Part III**

## **Some Major Development Challenges**

### **Class 9 (March 2)**

### **Poverty**

#### **Required Readings:**

Amartya Sen, *Development as Freedom*, Anchor Books, New York, 2000, chapter 4

Jeffrey Sachs, *The End of Poverty: Economic Possibilities for Our Time*, Penguin Books, London, 2005, chapter 14.

World Bank, *World Development Report 2006: Equity and Development*, Oxford University Press, Oxford, 2006, overview.



Majid Rahnema, "Poverty," in Wolfgang Sachs (ed.), *The Development Dictionary: a Guide to Knowledge as Power*, Zed Books, London, 1997, pp. 158-176.

Martin Ravallion, "The Debate on Globalization, Poverty, and Inequality: Why Measurement Matters", *International Affairs*, Vol. 79, No. 4, 2003, pp. 739-753.

Robert Chambers, "Participation and poverty"; Giovanna Proacacci, "Genealogies of poverty" and Marco Zupi, "The multi-dimensions of poverty". *Development*. Vol 50, No 2. June 2007.

### **Optional Readings:**

Robert Wade, "Is Globalization Making World Income Distribution More Equal?", *LSE Development Studies Institute Working Paper Series No. 01-10*, LSE Development Studies Institute, London, 2001.

O. Lewis, "The Culture of Poverty", in M. Seligson & J. Passe-Smith (eds.) *Development and Underdevelopment: the Political Economy of Global Inequality*, Lynne Rienner, London, 1998.

John Friedmann, *Empowerment: The Politics of Alternative Development*, Blackwell, London, 1992, chapter 4 (Rethinking Poverty).

D. Narayan, *Voices of the Poor*, World Bank, Washington D.C., 2000, chapter 1 (pp. 3-16) and chapter 7.

Raghuram Rajan, "Debt Relief and Growth: How to craft an optimal debt relief proposal", *Finance and Development*, June 2005, pp. 56-57.

### **Class 10 (March 9):**

### **Population and Health**

Amartya Sen, *Development as Freedom*, Anchor Books, 2002, chapter 9

Fantu Cheru, "Debt, Adjustment, and the Politics of Effective Response to HIV/AIDS in Africa," *Third World Quarterly*, Vol. 23, No. 2, 2002, pp. 299-312.

Gavin Williams, "Modernizing Malthus", in Jonathan Crush (ed.), *Power of David Phillips and Yola Verhasselt*, "Introduction: Health and Development," in David Phillips and Yola Verhasselt (eds.), *Health and Development*, Routledge, London, 1994.

David Bloom and David Canning, "Booms, Busts, and Echoes", *Finance and Development*, September 2006, pp. 8-15.

Black, M. (2002). *The No-NONSENSE guide to international development*. Chapter 4.

Mark Heywood, "Drug Access, Patents and Global Health: 'Chaffed and Waxed Sufficient'", *Third World Quarterly*, Vol. 23, No. 2, 2002, pp. 217-231.

### **Optional Readings:**

Nana K. Poku and Alan Whiteside, "Global Health and the Politics of Governan

Simon Kuznets, "Population Trends and Modern Economic Growth", in Paul Demeny and Geoffry McNicoll (eds.), *The Earthscan Reader in Population and Development*, Earthscan, London, 1998, chapter 1.

## **Class 11 (March 16)            Environmental Sustainability**

### **Required Readings:**

Matthew R. Auer, "Women, the Environment, and Development Assistance," *International Politics* 36, September 1999, pp. 373-396.

W.M. Adams, "Green Development Theory?: Environmentalism and Sustainable Development", in Jonathan Crush (ed.), *Power of Development*, Routledge, London, 1995, chapter 4.

Margaret E. Keck and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics*, Cornell University Press, Ithaca, 1998, chapter 4 (focus on pp. 121-133 and 160-163).

Adil Najam and Nick Robins, "Seizing the Future: The South, Sustainable Development and International Trade", in Kevin Gallagher and Jacob Werksman (eds.), *The Earthscan Reader on International Trade and Sustainable Development*, Earthscan,

Philip Woodhouse, "Development Policies and Environmental Agendas", in Uma Kothari and Martin Minogue (eds.), *Development Theory and Practice: Critical Perspectives*, Palgrave, New York, 2004.

### **Optional Readings:**

John Kirkby, Phil O'Keefe and Lloyd Timberlake (ed.), *The Earthscan Reader in Sustainable Development*, Earthscan, London, 1995, pp. 1-13.

M. Shamsul, Haque, "The Fate of Sustainable Development under Neo-Liberal Regimes in Developing Countries", *International Political Science Review*, Vol. 20, No.2, 1999, pp. 197-218.

David Carruthers, "Indigenous Ecology and the Politics of Linking in Mexican Social Movements", *Third World Quarterly*, Vol., 17, No. 5, 1996, pp. 1007-1028.

Wolfgang Sachs, "Environment," in Wolfgang Sachs (ed.), *The Development Dictionary: a Guide to Knowledge as Power*, Zed Books, London, 1997, pp. 26-37.

Gilbert Rist, *The History of Development: from Western Origins to Global Faith*, Zed Books, 1997, chapter 10.

## **Class 12 (March 23) Development Alternatives or Alternatives to Development?**

### **Required Readings:**

Antrobus, P. (2004). Chapter 9. Leadership for moving forward . *The global women's movement* .

Uma Kothari, "Feminist and Postcolonial Challenges to Development", in Uma Kothari

Thomas Olesen, "Globalising the Zapatistas: From Third World Solidarity to Global Solidarity?" *Third World Quarterly*, Vol. 25, No. 1, 2004, pp. 255-267.

Mahbub ul Haq, *Reflections on Human Development*, Oxford University Press, Oxford, 1995, chapter 1 and 2.

Margaret Levi and April Linton, "Fair Trade: A Cup at a Time?," *Politics and Society*, Vol. 31, No. 3, September 2003, pp. 407-432.

Paul Nelson and Ellen Dorsey, "At the Nexus of Human Rights and Development: New Methods and Strategies of Global NGOs," *World Development*, Vol. 31, No. 12, 2003, pp. 2013-2026.

### **Optional Readings:**

Arturo Escobar, "Imagining A Post-Development Era", in Jonathan Crush (ed.), *Power of Development*, Routledge, London, 1995.

Laura T. Reynolds, "Re-embedded Global Agriculture: The International Organic and Fair Trade Movement", *Agriculture and Human Values*, Vol. 17, pp. 297-309.

Gary Woller and Warner Woodworth, "Microcredit as a Grassroot Policy for International Development," *Policy Studies Journal*, Vol. 29, No. 2, 2001, pp. 267-283.

David Bornstein, *The Price of A Dream*, Simon&Schuster, New York, 1996, Introduction.

## **Class 13 (March 30). Last class. Full review and outstanding issues.**

Alloo, F., Antrobus, P., Berg, R.J. et al (2007). Reflections on 50 years of development. *Development* 50 (S1) 4-32.

UNDP (2005), *Investing in Development: a Practical Plan to Achieve the Millennium Development Goals*. Earthcan: London. [Download at: <http://www.unmillenniumproject.org/reports/index.htm>].

Seoane, J and E. Taddei (2002). "From Seattle to Porto Alegre: The Anti-Neoliberal Globalization Movement", *Current Sociology*, Vol.50, No.1, pp.99-122.

## Academic Accommodations

**For students with Disabilities:** Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your letter of accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 7, 2008 for December examinations**, and **March 6, 2009 for April examinations**.

**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](http://www.carleton.ca/equity)).

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

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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

<http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

**Oral Examination:** At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

**Submission and Return of Term Work:** Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned

in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

**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.

**Course Requirements:** Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

**Connect Email Accounts:** The Department of Political Science only communicates with students via Connect accounts. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email [carletonpss@gmail.com](mailto:carletonpss@gmail.com), visit our website at [poliscisociety.com](http://poliscisociety.com), or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.

