Carleton University Fall 2024
Department of Political Science
Carleton.ca/polisci

PSCI 3204A
Politics of Latin America
11:35 p.m. – 14:25 p.m. Tuesdays
In-person format
(Confirm Location on Carleton Central)

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OVERVIEW

Bienvenid@s! Welcome to the study of Latin American politics. This course provides an introduction to the dynamic politics of Latin America and will provide students with the basic tools for analyzing the changing political dynamics of that region. Latin America is an exciting area of the world with a wide variety of patterns of political and economic development. The first part of the course will provide a brief overview of historical developments in state and economy in the region since the pre-Conquest period. We will look at the roots of economic underdevelopment and political authoritarianism, at changing state-society relations, and at some of the main actors in Latin American politics (including external actors like the United States). Discussion of general trends will be accompanied by case studies from specific Latin American countries.

The rest of the course will focus on recent trends in Latin American politics. In recent decades, Latin America has been undergoing a rapid process of political and economic transition. Authoritarian regimes have been transformed into democracies, although significant authoritarian tendencies continue to prevail, and some countries face possible reversal of democratic reforms. As well, the market-oriented economic policies that were imposed after the debt crisis of the early 1980s were challenged by "new left" regimes in many countries of the region during the early 2000s, but more recently we have seen a swing back toward the right side of the political spectrum in some countries.

LEARNING OBJECTIVES

This course helps students develop a better understanding of Latin American politics and the diverse political challenges faced by the region. Specifically, this course seeks to:

- Improve your knowledge of Latin America: its history, political systems, and some of the social, political and economic policies adopted by different governments in the region;
- Gain appreciation of the ethnic, racial, and cultural diversity of the region;
- Increase your knowledge of the challenges that Latin Americans face in areas such as economic development, democracy, security and crime, and social inclusion (including issues related to gender, ethnicity, race, and class), and the COVID pandemic;

- Help you understand how Latin American political systems developed and have changed over time.
- Improve your academic skills: critical reading, listening and note-taking; collaborative classroom learning; sound analytic research and writing; communication; and time management

LEARNING OUTCOMES

By the end of this course, you will be able to:

- Explain different types of political systems in Latin America;
- Analyze the impact of colonialism and post-colonial structures on contemporary political, economic and social developments in Latin America;
- Interpret the challenges to democratic development and sustainable and inclusive development in the region;
- Employ your research skills more effectively (including library, web-based research, academic reading, writing, and referencing); and
- Employ more effectively your multimodal learning skills, including the critical analysis of visual, aural, and written texts, using traditional and new media.

Note: Students must always retain an electronic copy of all work that is submitted.

TEXT/READINGS:

Harry E. Vanden and Gary Prevost and Richard Stahler-Sholk (2017), *Politics of Latin America: The Power Game*, 8th ed. New York: Oxford University Press. ISBN-13: 9780197768464

The text is available through the Carleton University bookstore (see their website for details about how to order on-line) or directly through the publisher: See this site: https://www.vitalsource.com/en-ca/products/politics-of-latin-america-8e-harry-e-vanden-gary-prevost-v9780197768464?term=9780197768464

All other readings will be available through the course's Brightspace page.

EVALUATION:

Class participation and attendance:	10%
Map quiz (in class **September 21st**):	5%
Group presentation & report	15%
Final Research essay:	
• Research plan (5-6 pages) - **due October 18th**	10%
• Final Research essay (**to be submitted on Brightspace by 11:55 pm on November 29th**): 12-13 pages	30%
Final exam (in exam period):	30%

Details on Assignments:

1. **Participation:**

Class attendance and participation are extremely important elements of this class. Attendance will be taken; late arrivals will not receive full credit. Students who participate regularly will receive a better grade than those who remain quiet. Come to class ready to discuss ideas and raise questions. As participants in this class, you are expected to complete the weekly readings prior to class (except for week 1) and make informed contributions to the discussion. This means that you will be prepared to respond to questions I may pose in class about the assigned readings. Additionally, you are encouraged to ask questions and participate in class discussions. I realize that some students are uncomfortable participating in large group discussions, so participation can also include coming to my office hours and talking about the material.

If you have to miss more than one class in a row due to illness or family emergency, please e-mail me.

Please **SWITCH OFF** electronic devices such as cell phones, Ipads, tablets (unless you use them for taking notes) etc.

2. **Map Quiz**

There will be a 10-minute geography quiz on September 24th. You must be able to identify the name of the country and its capital on a blank map (we will not include Caribbean countries not considered part of Latin America). See the map in Vanden, Prevost and Stahler-Sholk on page xxxi at the beginning of Chapter One. The following is the list of countries and capitals that will be included in the quiz:

North America
Mexico – Mexico City

Caribbean:
Haiti – Port Au Prince
Dominican Republic – Santo Domingo
Cuba – Havana

Central America
Guatemala – Guatemala City
Belize – Belmopan
Honduras – Tegucigalpa
Costa Rica – San José
El Salvador – San Salvador
Nicaragua – Managua
Panama – Panama City

South America
Colombia – Bogotá
Ecuador – Quito
Peru – Lima
Bolivia – La Paz or Sucre
Paraguay – Asunción
Venezuela – Caracas
Brazil – Brasília
Chile – Santiago
Uruguay – Montevideo
Argentina – Buenos Aires

3. Group Presentation on Current Events/Issues – 15%

You will participate in a group presentation on current events and issues related to each week's topic starting Week 6. Each group of students (most groups will have 5-6 members) will use a visual aid (usually a Powerpoint presentation). Your group will need to decide on how to divide up the topic among yourselves. There will be some time in class to discuss this and I will provide input on possible topics. Please feel free to consult with me about the subjects you might wish to

cover. There will be a couple of weeks with two group presentations, but those weeks' topics have been divided into two themes.

See list of useful websites in this course outline for help in researching your topic.

Requirements for this presentation:

- One week before your presentation, each group must submit a (short) list of the topics you will cover
- 24 hours before the presentation, someone in the group must send me your group's PowerPoint
- Each person will present for about 5 minutes, so the whole presentation will be about 30 minutes.
- You should include questions for class discussion at the end of the presentation, and the group should direct class discussion.
- You will receive both an individual and group mark on the oral presentation. Your individual grade is based on these factors: enthusiasm; clear, dynamic presentation style; clear and interesting PowerPoint; accuracy and relevance of information, timing (i.e. don't go over your time limit!), and ability to generate class discussion. The group mark is based on a dynamic style of presentation; rich empirical content, and evidence of members helping each other and working well as a group.
- I will also ask each group member to evaluate their own and each other's participation by submitting a brief evaluation of their fellow group members (their evaluation is confidential). I will average the individual and group grades for your final grade.
- The day of your presentation (it could be after the class) each group member should email me a brief summary of your own section of the presentation (or you can pass me your notes in class). This will not be evaluated separately but will help me remember your contribution to the presentation.

I will post a document in Brightspace for signups for group presentations. You will be able to identify your top three choices, but I cannot guarantee that you will get your top choice. I will post a presentation schedule by the end of the second week of class.

4. **Final Research essay**

Students will write one research essay on a topic from a list of questions to be posted to Brightspace . These papers should be 12 to 13 pages in length (double-spaced, 12 point font, 1" margins) and should use a range of scholarly sources and research materials (at least 8-10 sources). This paper is expected to show original analysis, and a sustained argument which will be supported with credible evidence. The paper should demonstrate careful and critical consideration of a broad range of carefully chosen, quality research sources (especially but not exclusively peer-reviewed scholarly publications). You can use any style, as long as it is a commonly recognized one and you use it consistently and correctly.

This assignment has 2 components:

- Research plan (5-6 pages) 10%
- Final Research essay (12-13 pages) 30%

4a) – Research Plan – worth 10% of your total grade for the course – due October 18th
Reflect on the following as you prepare your plan:

* The aims or goals of your research project
* How you feel subjectively about the topic
* What you need to do to accomplish your goals or answer the research question
* What is NOT relevant to your topic
* Your current knowledge of the area, including previous research, sources, or current events
* Your timeline for completing the work
* Possible sources of bias
* Limitations of your research
* How your research will help you complete your presentation and final report

Your plan should be 5-6 pages (double-spaced). It has three elements:

i. The topic, hypothesis, research question, and thesis statement. You are defining the scope of the research project (around 1 page)

ii. Context. How does this subject help us study and understand the topic you have selected? Why is this an interesting and important topic? Note other relevant issues and questions. (around 1 page)

iii. Outline. Provide an approximate outline of your paper that reflects the issues and arguments to be discussed. Briefly note your goals for each section and any other pertinent information. (1-2 pages)

At a minimum, the outline should have three sections: Introduction, Body, and Conclusion. The Body can, in fact, have several sections.

a) Introduction
* brief identification of topic; how it relates to the literature and/or current events
* tentative research question and thesis statement

b) Body
* the major evidence, by section if appropriate
* supporting examples, case studies, etc. if relevant

c) Conclusion
* brief statement of how you answered your research question
* implications of your findings/argument for public policy and/or future research
* a tentative strong closing statement

iv. Annotated bibliography (1-2 pages). Provide a preliminary bibliography of 4-5 academic sources (books or journal articles). Do NOT include textbooks and be careful if using a book written for a general audience. Wikipedia is not a valid source. Be careful about using dated sources. You must include at least one of the assigned readings for this course.

Notes for writing an annotation in an annotated bibliography:

- An annotation **is not** an abstract
- Each annotation should consist of 3-4 sentences in addition to the bibliographic information and address:

    - The bibliographic information for the source (e.g. author, date, title, publisher etc.)
    - The author's research question and thesis
    - The author's key findings
    - How, specifically, the author's research and findings relate to and address your research question

Be warned: if you copy or plagiarize abstracts from journals, you will be subject to university regulations on plagiarism. The Carleton University Library has a helpful guide and video for writing an annotated bibliography.)

4b) Final Research essay – (**to be submitted on Brightspace by 11:59 pm on November 29th**): 12-13 pages - worth 30% of your final grade for the course. You will produce the final research essay, incorporating any feedback you receive on your research plan. You must not change your topic without consultation with the instructor.

5. **Final exam.** To be written in the formal exam period. Do not book any travel plans during this period until the final exam schedule is posted. The exam will include short answer and essay questions and will cover the whole course.

Late Penalties

Assignments are due on the dates specified in the course outline. **Late papers will be subject to a penalty of 3% a day (including weekends).** Papers will not be accepted two weeks after the due date.

Exceptions will be made only in those cases where the student has written documentation, e.g. medical reasons.

"Good Standing"

While a student must apply to Registrar's office to receive a deferral for the final exam, as discussed in the appendix below, students must achieve a minimum standard to be able to apply for a deferral. For the purpose of this course the minimum standard required to be qualified as in "good standing" is the submission of written work representing at least 50% of the student's final grade by December 6 at 11:59 pm.

***Generative AI and this course* (adapted from Peter Andree's course outline)**

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics, and to correct spelling and grammar, but no more. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student's assignment, or even quoted from directly. Instead, students should find and work from original sources to inform their papers, and then cite those original sources in their list of references cited.

The instructor reserves the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

Useful Websites:
Latin America Network Information Center at the University of Texas, Austin:
http://www.lanic.utexas.edu.
Political Database of the Americas at Georgetown University
http://www.georgetown.edu/LatAmerPolitical/home.html.
United Nations Economic Commission for Latin America
www.eclac.org.cl
Organization of American States
www.oas.org
Washington Office on Latin America
www.wola.org

I **strongly encourage** you to sign up for this weekly update on Latin American news in English: Latin America News Roundup, produced by Center for Economic Policy Research (in English) - Free subscription available at:
http://org.salsalabs.com/o/967/t/9788/signUp.jsp?key=1013

READING LIST/COURSE SCHEDULE

Part I: Introduction and Historical Background

Week 1 - September 10th – Introduction to the course and to Studying Latin America

Vanden, Prevost and Stahler-Sholk, Introduction ("Notes on studying politics in Latin America") and Chapter 1 ("An introduction to twenty-first-century Latin America")

Al Jazeera, "Latin America Faces 'Prolonged Crisis' Following Pandemic: UN," Al Jazeera, (November 24, 2022), https://www.aljazeera.com/news/2022/11/24/latin-america-faces-prolonged-crisis-following-pandemic-un

Economic Commission on Latin America and the Caribbean (ECLAC), 2024. Low-growth trap, climate change and employment trends. Download at:

https://www.cepal.org/en/publications/80596-economic-survey-latin-america-and-caribbean-2024-low-growth-trap-climate-change

In class: PBS News Hour, How COVID-19 is driving political, economic crises in Latin America (2021 – 7:12 minutes) https://www.youtube.com/watch?v=Cv4t0F88r8E

Week 2 - September 17th – Short survey of Latin American History

Vanden, Prevost and Stahler-Sholk, Chapter 2 ("Early history") **and** Chapter 3 ("Democracy and Dictators"), pp. 19-89.

Charles C. Mann, "Introduction: Holmberg's Mistake," *in New Revelations of the Americas Before Columbus*, 2nd ed. (New York: Vintage, 2011), pp 3-31

Film (in class): Even the Rain/ *También la Lluvia* (2010; 104 minutes)

Week 3 – September 24th Latin American Political Economy – Modernization, Dependency and Neo-Extractivism

Brief time to meet your group at end of class

Vanden, Prevost and Stahler-Sholk, Chapter 7, "The Political Economy of Latin America," (sections 7.0 to 7.9), pp.174-193)

J. Samuel Valenzuela and Arturo Valenzuela (1978), "Modernization and dependency: Alternative perspectives in the study of Latin American underdevelopment," *Comparative Politics*, Vol. 10, no. 4 (July), pp. 543-557.

Maristella Svampa (2015) "Commodities Consensus: Neoextractivism and Enclosure of the Commons in Latin America" *The South Atlantic Quarterly* 114(1): 65-82.

Guest Lecturer: Donald Kingsbury, Department of Political Science, University of Toronto, on neo-extractivism

Week 4 – October 1st – Forms of Authoritarianism - Caudillos, Populism and Military Dictatorships

Time for Group work - end of class

Vanden, Prevost and Stahler-Sholk, Chapter 8, "Democracy and Authoritarianism"

Carlos de la Torre, 2014, "Populism in Latin American Politics, *Research in Political Sociology*, 22:79-100.

In-class videos:
Al Jazeera, Argentina: Peronism Movement Persists 70 years on," 2:50 minutes,
hTp://www.youtube.com/watch?v=R4c7dSXGeoY

Brazil still grappling with dark period of military dictatorship, 60 years on France 24 English: https://www.youtube.com/watch?v=KA4F582Vie0

Case study: Argentina

Aldo C. Vacs, "Argentina": in Vanden, Prevost and Stahler-Sholk, Chapter 13, pp. 382-425.

Week 5 - October 8th – Democratization and Return of Authoritarianism?

Vanden, Prevost and Stahler-Sholk, Chapter 8.

Andrea Moncada, "Latin America Could See More Nayib Bukeles" *Americas Quarterly*, October 17, 2023. https://americasquarterly.org/article/latin-america-could-see-more-nayib-bukeles/

VOX, "How Jair Bolsonaro brought the far-right to power in Brazil," October 15, 2018, https://www.youtube.com/watch?v=H1DXtQua074&fbclid=IwAR3PsF2KaDS6gCdkwWh20VV3cVs89Od4d81JE8H-i0V-edKb2RRQYt66GPk, 7.54 minutes.

Case Study: Venezuela

Daniel Hellinger, "Venezuela," in Vanden, Prevost and Stahler-Sholk, Chapter 17, pp. 522-545.

Guest Speaker: Antulio Rosales, Assistant Professor, Business and Society, York University

Maryhen Jiménez and Antulio Rosales, "Unprecedented Fraud and New Momentum," August 1, 2024, https://verfassungsblog.de/elections-venezuela-2024/

Daniel Smilde, Maduro's legitimacy plunges into crisis following election, *Responsible Statecraft,* July 31, 2024, https://responsiblestatecraft.org/maduro-fraudulent-election/

Week 6 - October 15th - Neoliberalism

Vanden, Prevost and Stahler-Sholk, Chapter 7, "The Political Economy of Latin America," (Sections 7.10 to 7.18) pp. 195-211.

Laura Macdonald, "Neoliberal Governance in South America," in *The Handbook of South American Governance*, Christopher Wylde and Pia Riggirozzi, eds., London and New York: Routledge, 2017, 56-69.

Case study: Chile

Eduardo Silva, "Chile," in Vanden, Prevost and Stahlor-Sholk, chapter 15, pp. 456-493.

Al Jazeera. 2020. "What's the flip side to Chile's economic success?" Al Jazeera. (March 11). 8:07 minutes https://www.aljazeera.com/programmes/start-here/2020/03/flip-side-chile-economic-success-start-200311132024409.html?fbclid=IwAR2HuaTd-88AlQWvl3BmQ9WUY7BQMyA9cqrCBT3hJ9a0TBUEf9ji7RJJfiM

Video in class: Lucia Newman, 2020, Chile's economic illusion: Coronavirus exposes inequalities, Al Jazeera, July 20, 2.44 minutes, https://www.aljazeera.com/news/2020/07/chiles-economic-illusion-coronavirus-exposes-inequalities-200720095228242.html

Group 1 Presents Today

Essay proposal due on Brightspace October 18th

READING WEEK - NO CLASSES WEEK OF OCTOBER 21-25!

Week 7 - October 29th - Role of the United States and Canada

Vanden, Prevost and Stahler-Sholk, Chapter 11, "US-Latin American Relations," pp. 323-349.

Alexander Main. 2014. "The U.S. Re-militarization of Central America and Mexico," *NACLA Report on the Americas,* Summer, https://nacla.org/article/us-re-militarization-central-america-and-mexico

Pablo Heidrich and Laura Macdonald. 2022. Introduction: Canada's Past and Future in the Americas: Beyond the 'Americas Strategy.' In *Canada's Past and Future in Latin America,* Pablo Heidrich and Laura Macdonald, eds. University of Toronto Press, 3-28.

Ricardo Zúniga and Nicholas Zimmerman. 2024. "In the Americas, Biden's 'Soft Power Matters," *Americas Quarterly*. July 16.

Mauricio Claver-Carone. 2024. "Trump's Vision: 'Make the Americas Grow Again'," *Americas Quarterly*. July 16.

Video in class:
Al Jazeera, "Migrant caravans: Journey to the US-Mexico border," Watch video: https://www.aljazeera.com/programmes/between-us/2020/07/journey-mexico-border-200727102917543.html, 4.54 minutes

Group 2 Presents Today (United States)
Group 3 Presents Today (Canada)

Week 8 - November 5th –-Post-Neoliberalism

Manuel Balán and Françoise Montambeault, *Legacies of the Left Turn in Latin America: The Promise of Inclusive Citizenship,* Notre Dame: University of Notre Dame Press, Introduction (1-14) and conclusion by Abbott and Levitsky (370-407).

Sarah Radcliffe (2012) "Development for a Postneoliberal Era?: *Sumak Kawsay*, Living Well, and the Limits to Decolonization in Ecuador*" Geoforum* 43(2): 240-249.

Case Study: Mexico
Nora Hamilton and Patrice Elizabeth Olsen, "Mexico," in Vanden, Prevost and Stahler-Sholk, pp. 350-381.

Group 4 Presents Today

Week 9 - November 12th - Movements for Change: Revolutions and Civil Society

Vanden, Prevost and Stahler-Sholk, Chapter 10, "Struggling for Change," 285-318

César Guzmán-Concha, 2023. "Power, Legitimacy, and Institutions in the October 2019 Uprising in Chile, *Latin American Perspectives* 50:6, 6-23

Cecilia Palmeiro and Verónica Gago, 2021. "For Argentina's 'Green Tide" Legal Abortion is just the beginning," *World Politics Review,* February 21.

Group 5 Presents Today

Week 10 - November 19th - Gender and Sexuality

Vanden, Prevost and Stahler-Sholk, Chapter 5, "Society, Family and Gender," pp. 123-149.

Merike Blofield, Christina Ewig and Jennifer Piscopo. 2017. "The Reactive Left: Gender Equality and the Latin American Pink Tide," *Social Politics,* Volume 24, no. 4, 345-369.

Jordi Díez, 2020. "The Record of Latin America's Left on Sexual Citizenship," in Manuel Balán and Françoise Montambeault, *Legacies of the Left Turn in Latin America: The Promise of Inclusive Citizenship,* Notre Dame: University of Notre Dame Press, 252-279.

"Un violador en tu camino" (a rapist in your path) protest:
https://www.youtube.com/watch?v=uSHUS2lehOY

Annalisa Merelli, "Learn the lyrics and dance steps for the Chilean feminist anthem spreading around the world," *Quartz,* December 2, 2019, https://qz.com/1758765/chiles-viral-feminist-flash-mob-is-spreading-around-the-world/ (watch the embedded videos)

Amanda Peterson and Deborah Shaw, 2020, "Mexican women aren't just fighting for equality – but survival," *TheGlobePost, https://theglobepost.com/2020/03/25/mexico-femicides/amp/?fbclid=IwAR3PsF2KaDS6gCdkwWh20VV3cVs89Od4d81JE8H-i0V-edKb2RRQYt66GPk*

Group 6 Presents Today

Week 11 - November 26th – Race and Indigeneity

Vanden, Prevost and Stahler-Sholk, Chapter 4, "The Other Americans", pp. 94-118.

John-Andrew McNeish, 2012. "More than Beads and Feathers: Resource Extraction and the Indigenous Challenge in Latin America. In H. Haarstad (ed.) *New Political Spaces in Latin American Natural Resource Governance. Studies of the Americas*. New York: Palgrave Macmillan, https://doi.org/10.1057/9781137073723_3

Deborah Yashar, 2015, "Does Race Matter in Latin America? How Racial and Ethnic Identities Shape the Region's Politics," *Foreign Affairs,* March/April

Victoria Gonzalez Rivera, "Why My Nicaraguan Father Did Not 'See' His Blackness And How Latinx Anti-Black Racism Feeds On Racial Silence," *Medium*, June 10, https://medium.com/@victoriagonzalezrivera/why-my-nicaraguan-father-did-not-see-his-blackness-and-how-latinx-anti-black-racism-feeds-on-738249ddd100

Videos in class: "The Life and Death of Berta Cáceres," https://www.youtube.com/watch?v=77nQUKfnM34, 10.57 minutes.

Stephanie Nolan, *Globe and Mail*, "Why Race in Brazil is a Confusing, Loaded topic" https://www.youtube.com/watch?v=haw3ROMgP7g&fbclid=IwAR3SyEKaI6ISr2DDrfD3mhJCWVfrhfC6_6R7eYzMqjYLbNS3GNRWYwj9l_g, 3 minutes

Group 7 Presents Today (Indigenous Peoples)
Group 8 Presents Today (Afro-descendents)

FINAL ESSAY DUE NOVEMBER 29TH by 11:59 pm

Week 12 – December 3rd - Human Rights, Drugs, and Insecurity/Review

Gerardo L. Munck and Juan Pablo Luna, 2022, "The New Violence: Homicides, Drugs, and the State," *Latin American Politics and Society: A Comparative and Historical Analysis,* Cambridge: Cambridge University Press, pp. 386-423.

Case Study: Colombia

John C. Douglas, "Colombia," Chapter 16 in Vanden Prevost and Stahler-Sholk, pp. 494-521.

Moira Birss, 2024. "'We Will Not Be Silenced by Our Executioners': In a Colombian community long dedicated to nonviolence and environmental defense, two recent murders underline the challenges facing the leftist government's plans for lasting peace," *NACLA Report on the Americas, 56*(2), 116–121. https://doi-org.proxy.library.carleton.ca/10.1080/10714839.2024.2356303

Group 9 Presents Today

Grading Rubric:
These are some guidelines to interpret letter grades.

A: Excellent work, with clear, challenging, original ideas supported by sufficient, appropriate, logically interpreted evidence. The essay should engage the reader in the inquiry, convincingly answer opposing views, be well organized, and free of significant flaws. An 'A' paper should be not just good but outstanding in ideas and presentation.

B: Good to very good work, with a clear thesis supported by sufficient, appropriate evidence, organized and interpreted logically. The 'B' paper may have some outstanding qualities but be marked by significant flaws which keep it from being an 'A'; or it may be all-around good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The 'C' paper meets the basic requirements of a thesis supported by interpretation of specific evidence, but it needs work in thinking and/or presentation. There may be a lack of clarity, the evidence may not always be sufficient and appropriate, or the interpretation may have logical flaws. The essay may have organizational or mechanical problems that keep it from being good. The 'C' paper may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.

D: Barely passing work that shows effort but is so marred by serious problems that it cannot be considered a satisfactory paper. Papers without a readily identifiable thesis are liable to be graded 'D'.

No Pass: Failing work—for example, a hasty, sloppy paper that shows little or no thought, effort, or familiarity with the text.

Please Note: Poor mechanics detract from your grades, but good mechanics by themselves do not make a good paper. Sloppy grammar, punctuation, and spelling tax the goodwill of your reader, which all effective writing is careful to respect. These problems won't be overlooked, since they affect the communication of thought— but thoughtful work is the most important.

ACADEMIC ACCOMMODATIONS:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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.

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).

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/

- ***Carleton Resources:***
  - Mental Health and Wellbeing: https://carleton.ca/wellness/
  - Health & Counselling Services: https://carleton.ca/health/
  - Paul Menton Centre: https://carleton.ca/pmc/
  - Academic Advising Centre (AAC): https://carleton.ca/academicadvising/
  - Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
  - Equity & Inclusivity Communities: https://carleton.ca/equity/

- ***Off Campus Resources:***

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, https://www.dcottawa.on.ca/
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, http://www.crisisline.ca/
- Empower Me: 1-844-741-6389, https://students.carleton.ca/services/empower-me-counselling-services/
- Good2Talk: 1-866-925-5454, https://good2talk.ca/
- The Walk-In Counselling Clinic: https://walkincounselling.com

Requests for Academic Accommodation

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see here for more details. For considerations relating to course work, your instructor may request that you complete the Self-Declaration form. To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (click here).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click here.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, click here.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please click here.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's Academic Integrity Policy addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: https://carleton.ca/registrar/academic-integrity/.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

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 the 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.