Carleton University **Fall Term 2024**
Department of Political Science

Political Science 4105A
Selected Problems of Development in the Global South
Wednesdays 11:35 am to 2:25 pm
Location: Consult Carleton Central

Instructor: Professor Laura Macdonald
Office: C669 Loeb Building
Email address: Laura.Macdonald@carleton.ca
Office Hours: Tuesdays 3:00 to 5:00 pm **(or by appointment**)

Course Description:

This seminar course is designed to examine issues and problems related to international development in the context of a rapidly changing global political economy. Standard conceptions of what development means and of how it can be achieved (or whether it is in fact desirable at all) are currently being reexamined in the context of the failure of the so-called Washington consensus, successive financial crises, the rise of the BRICS (Brazil, Russia, India, China and South Africa), climate change, the COVID-19 crisis, and so on. The course evaluates various forms of intervention or involvement that have been advocated as possible "fixes" to the problems of developing countries. It is designed to complement its sibling course, PSCI 4104, which is more focused on development theory, while this course focuses on development practice and practitioners.

The course begins with a brief overview of development theory, the crisis of neoliberal policy prescriptions and new thinking on gender and development. We then move on to a survey of the current architecture of the global financial, production and trade systems, and the impact of recent reforms to these systems. Finally, we examine various approaches to addressing ongoing problems of poverty, exploitation and inequality, including micro finance, the extractive sector, migration and remittances, social policy, and NGOs and civil society. We begin by examining more "macro" issues related to the global economy and international organizations, and then move on to more "meso" and then "micro" levels of involvement and intervention. We conclude with a consideration of what we as citizens can do about problems in development.

Learning Objectives:

- Gain an understanding of some of the main problems faced by developing countries;
- Develop critical skills to analyze solutions to problems of international development proposed by academics and policy actors;
- Gain an understanding of the role played by diverse actors involved in

international development, including international organizations, states, multinational corporations, NGOs and citizens.

Learning outcomes:

By the completion of this course, students will be expected to have:

- A strong understanding of the historical background of the field of development studies;
- A good grasp of the major theories of development and an appreciation of their explanatory capacity and limitations;
- An ability to analyse the role played by different actors involved in promoting development, at different scales, and the contributions and limitations of each;
- The ability to write an analytical paper, defending a reasoned position and using peer reviewed academic materials.

Evaluation at a Glance:

Weekly Attendance and Participation:	25%
Presentation (Date TBD):	10%
Policy Brief:	20% **(due November 1st)**
Essay Proposal:	5% **(due October 11th)**
Final Essay:	40% **(due December 6th)**

Detailed Discussion of Evaluation Components:

1. **Attendance and Participation: 25% -** Attendance is mandatory. Regular participation and willingness to engage in discussions, based on informed and respectful comments **directly related to the readings**, is a key component of this 4th year seminar course. There are between 60-80 pages of reading per week. To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare weekly reading notes, including questions for discussions, and actively participate in discussions. Also note that raising good questions is as important as making comments. We will discuss the readings both in small groups and in the class as a whole. Evaluation of participation will be based on a combination of the following: attendance; frequency of your interventions, and quality of your participation which means displaying both knowledge of the assigned readings and critical thinking skills. Marks will be deducted for late arrival (after 11:40 am) or leaving class early. Please let me know in advance (in person or by email) if you will be missing a class or arriving late or leaving early for urgent reasons (medical or family emergency, etc.).

2. Presentation: 10% - Each student will do at least one presentation on one of the course readings. I will share a survey on Brightspace after the first class to allow you

to select your top three preferences for the date of your presentation. The presentation schedule will be shared by week 2, and presentations will begin week 3. The presentation should be 12-15 minutes, followed by class discussion. In your presentation, you should: summarize the main ideas of that reading; situate the author in broader debates on international development (how do they fit into theoretical and methodological approaches?); present analytical and critical reflections on the reading and what it contributes to the topic of the week, and raise questions for broader class discussion. No more than half of your presentation should be spent summarizing the article's contents. You are responsible for leading class discussion of the reading.

3. Policy brief: 20% - due November 1st before 11:59 pm

Students will write a short policy brief (3-4 pages, **single spaced**) on a topic related to current events in Latin America. Policy briefs take the form of a briefing note for either a) a government official in the development assistance ministry of a Global North country, b) a government official in a Global South ministry responsible for a policy area related to development (e.g. health, education, finance, water, infrastructure, innovation, etc.), or c) an official in an international agency responsible for issues related to international development (e.g. UNDP, World Bank, regional development bank). I will provide a rubric on Brightspace for the policy paper.

The objective of the Policy Brief is to inform the reader of the document about an important issue related to global development. The brief should not include any footnotes. Simply use numbers for endnotes. The endnotes, if any, should appear on the last page of the assignment along with a list of bibliographical resources.

At least six references drawn from refereed journal articles, books and/or official government documents and reports should be used.

The policy brief assignment will be graded on: (1) Succinctness: this is not an academic paper. This is a document aimed at informing one very busy, high-level government decision-maker about the key details of an important issue. Avoid academic jargon; (2) Structure; (3) Content; (4) Clarity, grammar and spelling

4. Essay Proposal: 5% - Due October 11th

You will write a proposal (around 5-6 pages **double spaced**) on the topic of your final essay. The proposal should contain:

- a research question;
- short statement on why this is an interesting and important topic;
- a tentative hypothesis or argument;
- statement on your theoretical approach;
- annotated bibliography - with a paragraph for each source which summarizes the content of the article and indicates how it will be useful for your final paper. You

must include a minimum of 6 academic sources.

Topics: You may wish to focus on the development problems faced by a particular country or countries, the approaches of a specific actor (whether a specific bilateral donor or international agency), or you may wish to take a more thematic approach (world hunger; disaster relief and development; the impact of COVID-19 in developing countries etc.). The topic should be different from the topic you discuss in your policy brief.
Time will be set aside in the October 16th class to share your proposal in a small group and receive comments and suggestions from your peers.

5. Final Essay: 40% – due December 6th by 11:59 pm

You will write a research paper (14 -15 pages) on a topic directly related to the course. The topic must be approved in writing (in an email) by the professor by **October 2nd.** We will also discuss your essay topics in class that day so come to class prepared to talk about your ideas. Your sources for the paper may include internet sources but must include at least 6 refereed journal articles, books or book chapters. You must include **at least** 10-12 sources in total. The assignment will be graded based on the quality of your writing, research and analysis, the organization of the paper, the depth of research on the topic, and the coherence and originality of your argument. The essay should be posted to Brightspace.

Late Policy:

Late papers will be subject to a penalty of 3% a day including weekends. Assignments will not be accepted 10 days after the due date. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

Policies on Assignments:

All assignments in this course must be 12 pt font, double-spaced and have standard one-inch margins. They should be free of spelling and grammatical errors. They must include appropriate citations and bibliography. They must include a reference to at least one of the assigned readings for this course. Assignments that do not have any citations from academic sources and that do not refer to at least one course reading will be returned to the student ungraded. You must use consistently a recognized citation format (See: http://www.carleton.ca/sasc/peer-assisted-study-sessions/workshop-handouts/week-ten/writing-resources/citation-styles/).

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.

Course Schedule:

Part I: Debates in International Development

Week 1 - September 4th - Introduction: What is Development and how do we get there?

Jason Hickel, 2016. "The True Extent of Global Poverty and Hunger: Questioning the Good News Narrative of the Millennium Development Goals." *Third World Quarterly*, 37(5), 749–767.

Amartya Sen, 1999. "Introduction," *Development as Freedom*. Oxford: Oxford University Press, 3-11.

Video: *Poto Mitan: Haitian Women Pillars of the Global Ecology* (50 min) (269984)

Week 2 - September 11th – Legacies of Colonialism

Instructor is absent today. Guest instructor: Laura Primeau, PhD candidate, Carleton University, Political Science

Sarah A. Radcliffe, 2019, "Development for a postneoliberal era? *Sumak kawsay*, living well and the limits to decolonisation in Ecuador," *Geoforum* 43 (2), 240–249.

Elisa Vega, 2013. "Decolonisation and Dismantling Patriarchy for 'Living Well.'" In *Beyond Development: Alternative Visions from Latin America*, edited by Miriam Lang and Dunia Mokrani, 159–63. Amsterdam and Quito: Transnational Institute / Rosa Luxemburg Foundation.

Mahmood Mandani, *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda,* pp. 1-39.

Laura Primeau, forthcoming, "Not Just a Train, and Certainly not Mayan," *CCPA Monitor*, To be uploaded to Brightspace by instructor.

Week 3 - September 18th – A Survey of Theoretical Approaches to Development

Pablo Heidrich, "Theories of Economic Development," in Paul Alexander Haslam, et al., eds., *Introduction to International Development : Approaches, Actors, Issues, and Practice*. Fourth edition., Oxford University Press, 2021, pp. 41-58.

Aram Ziai, "Post-Development and Alternatives to Development," in Paul Alexander Haslam, et al., eds., *Introduction to International Development : Approaches, Actors, Issues, and Practice*. Fourth edition., Oxford University Press, 2021, pp. 77-91.

Andrea Cornwall, and A.M. Rivas. 2015. "From Gender Equality and Women's Empowerment to Gender Justice: Reclaiming a Transformative Agenda for Gender and Development." *Third World Quarterly,* 36(2), 396-415.

John Williamson. 2004. "The Washington Consensus as Policy Prescription for Development," accessible at:
https://piie.com/sites/default/files/publications/papers/williamson0204.pdf

Part II: External Actors

Week 4 – September 25th - IMF/World Bank/SDGs

Maxwell J. Fuerderer, 2023. "Presidential prerogatives, exogenous situations, and Sisyphean IMF loan arrangements: examining fiscal crises in post-Arab Spring Tunisia and Egypt," *Third World Quarterly*, *44*(11), 2335–2350. https://doi-org.proxy.library.carleton.ca/10.1080/01436597.2023.2229741

Ourania Dimakou, María José Romero, and Elisa Van Waeyenberge, 2020, "Never let a pandemic go to waste: turbocharging the private sector for development at the World Bank," *Canadian Journal of Development Studies / Revue Canadienne d'études Du Développement*, *42*(1–2), 221–237.
https://doi.org/10.1080/02255189.2020.1839394

Sakiko Fukada-Parr, 2023, "Sustainable Development Goals and the Promise of a Transformative Agenda," in Thomas Weiss and Rorden Wilkinson, eds., International Organizations and Global Governance, 3rd edition, Routledge.

United Nations, "Sustainable Development Goals", https://sustainabledevelopment.un.org/?menu=1300

Week 5 – October 2nd - Globalization, Trade, and Investment

Robert Wade. 2003. "What Strategies are Viable for Developing Countries Today? The WTO and the Shrinking of Development Space," *Review of International Political Economy*, 10(4), 621-44.

Laura Macdonald, **"**Inclusion of Gender and Labor Standards in Preferential Trade Agreements: Evidence from North American and Canada-Chile Agreements," *Globalizations,* early access publication at: https://www.tandfonline.com/doi/full/10.1080/14747731.2024.2356354

Charis Enns and Brock Bersaglio, 2020. "On the Coloniality of "New" Mega-Infrastructure Projects in East Africa," Antipode, 52:1, 101-123. https://doi-org.proxy.library.carleton.ca/10.1111/anti.12582

Week 6 - October 9th - Bilateral Development Assistance

Jeffrey Sachs, 2005. *The End of Poverty: Economic Possibilities for Our Time.* New York: Penguin Press, 56-73; 266-287.

Isaac Odoom, 2018, "South-South Cooperation, SDGs, and Africa's Development: A Study of China's Development Intervention in Ghana" in Kaneda Hanson et al (eds.) *From Millennium Development Goals to Sustainable Development Goals: Rethinking African Development,* New York: Routledge, 74-93.

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

Part III: Harnessing the Market

Week 7 – October 16th: Canada's Feminist International Assistance Policy (FIAP)

Government of Canada, "Canada's Feminist International Assistance Policy": http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng

Erin Aylward and Stephen Brown, 2020. "Sexual orientation and gender identity in Canada's "feminist" international assistance," *International Journal*, *75*(3), 313-328. https://doi.org/10.1177/0020702020953425

Laura Parisi, 2020. "Canada's New Feminist International Assistance Policy: Business as Usual?" *Foreign Policy Analysis* 16(2), 163–80.

Gloria Novović, 2024. "Fit for feminism? Examining policy capacity for Canada's feminist foreign policy," *Canadian Foreign Policy Journal*, 1–17. https://doi.org/10.1080/11926422.2024.2369532

Reading Week October 21 to 25 – NO CLASS

Week 8 – October 30th - Migration and Development

Hein De Haas. 2010. "Migration and development: A theoretical perspective," *International Migration Review*, 44(1): 227-264.

Oliver Bakewell. 2008. 'Keeping Them in Their Place': the ambivalent relationship between development and migration in Africa," *Third World Quarterly*, 29(7), 1341-1358.

Alejandra Díaz de León, 2023. "Family dynamics, violence and transit migration through Mexico,"*Third World Quarterly*, *45*(5), 888–902. https://doi-org.proxy.library.carleton.ca/10.1080/01436597.2023.2193321

Week 9 - November 6th - Extractivism and Neo-Extractivism

Macartan Humphreys, Jeffrey D. Sachs, and Joseph Stiglitz, 2007. *Escaping the Resource Curse*. New York: Columbia University Press, pp. 1-20. Available at: http://graduateinstitute.ch/files/live/sites/iheid/files/sites/mia/users/Rachelle_Cloutier/public/International%20Energy/Escapinging%20Resource%20Curse.pdf

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

Sebastian Smart, 2020. "The political economy of Latin American conflicts over mining extractivism," *The Extractive Industries and Society*, 7(2), 767-779,

Week 10 - November 13th – Corporate Social Responsibility (CSR)

Rhys Jenkins, 2005. "Globalization, Corporate Social Responsibility and Poverty," *International Affairs* 81(3), 525-540.

Genevieve LeBaron, et al, 2021. "The Ineffectiveness of CSR: Understanding Garment Company Commitments to Living Wages in Global Supply Chains," *New Political Economy*, 27(1), 99–115. https://doi-org.proxy.library.carleton.ca/10.1080/13563467.2021.1926954

Flavia Fabiano and Benoit Daviron, 2023, "China reshaping green value chain initiatives: between global and Southern standards," *Third World Quarterly*, *45*(1), 151–170.

Part IV: States and Civil Society

Week 11 – November 20th – Bringing the State back in

Jewellord T. Nem Singh, 2023. Recentring industrial policy paradigm within IPE and development studies. *Third World Quarterly*, *44*(9), 2015–2030. https://doi-org.proxy.library.carleton.ca/10.1080/01436597.2023.2216140

Renato H. de Gaspi, 2023. "Forging alliances: political competition and industrial policy in democratic Brazil," *Third World Quarterly*, *45*(5), 981–1002. https://doi-org.proxy.library.carleton.ca/10.1080/01436597.2023.2283466

Pedro M.A. Barbosa, Fabris, L., Abbas, L., Caruso, G., Giusti, V., & Coimbra, B., 2023. "Moving away from familism by default? The trends of family policies in Latin America," *Third World Quarterly*, *44*(8), 1865–1883. https://doi-org.proxy.library.carleton.ca/10.1080/01436597.2023.2211931

Week 12 – November 27th - NGOs, Social Movements and Civil Society

Michael Edwards and David Hulme, 1996. "Too Close for Comfort? The Impact of Official Aid on Nongovernmental Organizations", *World Development*, 24(6), 961-73.

Nicolás Acosta García and Niels Fold, 2022, "Take back your fish: questioning NGO-mediated development in Caquetá, Colombia, *Third World Quarterly,* 43(1), 148-165.

Ruth Smith, Anna Mdee, Susannah Sallu, and Stephen Whitfield, 2022. "Neoliberal ideologies and philanthrocapitalist agendas: what does a 'smart economics' discourse empower?" *Third World Quarterly*, *44*(3), 574–594. https://doi.org/10.1080/01436597.2022.2153030

Week 13 - December 4th - Activism and Development

David P. Thomas and Zoe Frances Luba, 2018. "White Fragility and the White Student Abroad: Using Critical Race Theory to Analyse International Experience Learning," *Canadian Journal of Development Studies,* 39(2), 182-198.

Gavin Fridell, 2010. "Fair Trade, Free Trade and the State," *New Political Economy,* 15(3), 457-470.

Sebastian Garbe, 2024. “Digital Mapuche activism between decolonisation and digital warfare,” *Third World Quarterly*, 1–17. https://doi.org/10.1080/01436597.2024.2372338

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.