PSCI 4604A

Selected Problems in IPE - Capitalism, Market, Power: The Issue of Technology

Thursday 11.35am – 14.25pm
Minto Centre 5050
(Course is taking place in-person. Please confirm location on Carleton Central.)

I. GENERAL INFORMATION

Instructor:	Ilirjan Shehu
Office Hours:	Mon. 11am—1pm (online only, via Zoom)
E-Mail:	ilirjanshehu@cunet.carleton.ca
	(All email communication is to be held via official Carleton university e-mail accounts and/or Brightspace, not personal emails.)

II. COURSE OBJECTIVES

IPE is an approach to political science that fuses together politics, economics and history in the study of international relations. In this course we bring in and focus on another layer of international political economy: technology. The main objective of this seminar is to introduce students to the relations between technological change and its role in a capitalist, market based society in IPE. Since the Industrial Revolution, rapid technological change and the drive towards automation has been one of the main characteristics and a focus point of international political economy. Ideas of technological change have pervaded political and economic thinking and continue to dominate our concerns. In this course students will study leading theoretical approaches and ideas dealing with technology and technological change, production, distribution, development and automation. We will try to define and study the understanding, use and effects of technological change and will learn to critically engage with underlying assumptions. Finally, we will critically engage with a range of authors who question the direction, drive and necessity of technological change and its relation to individuals, groups and states in the international political system.

III. COURSE FORMAT

The course is organized in a seminar format and consists of a combination of weekly readings, presentations, participation in discussion and written assignments. Students are expected to attend class regularly and to actively contribute to class discussion.

IV. <u>LEARNING OUTCOMES</u>

In terms of learning outcomes, students who successfully complete this course will be able to:

- demonstrate knowledge of the history of ideas of technological change in IPE and the main theoretical approaches

- demonstrate knowledge of the historical development of the global political economy and relations to technology

- identify the main issues and features relating to technological change and the global political economy and explain how they are changing

- assess the significance of selected issues and/or developments

- develop their analytical and comprehension skills by completing the assigned readings, written assignment and final research paper and by participating in discussion.

V. <u>COURSE REQUIREMENTS AND ASSESSMENT</u>

Evaluation
In preparation for each seminar, you will be asked to read between 90 - 120 pages per week. Please note that assigned readings are the basis for your contribution to in-class discussions and form an important element of your written assignments and final research paper. Students are expected to be fully conversant with all of the readings and able to demonstrate their relevance to the assignment and research paper questions that you will answer.

Grades for the class will be based on the following contributions:

<u>Percentage</u>	<u>Assignment</u>	<u>Due Date</u>
25%	Attendance and participation	**Ongoing**
5%	Presentation (5-10min)	**In-class**
20%	Short essay assignment (**1000 words**)	**Oct. 14**
15%	Proposal	**Oct. 21**
35%	Final research paper (**2500 words**)	**Dec. 2**

Please keep in mind that your final grade is a composite of regular, timely and meaningful participation in seminar discussion, quality of presentations and on-time submission and quality of written work. All will require forward thought, preparation and research, so it is unwise to come unprepared for class or wait until the due date to begin work on your assignments.

Written Assignments

The written component of the course is composed of a short essay (1000 words) and a research paper (2500 words). The assignments are designed to test your knowledge of the readings and familiarity with theoretical approaches and main debates as well as organizational, analytical and articulation skills.

For the short essay assignment, students will be provided with a list of topics to choose from and resources to draw upon related to the first four weeks (theoretical component) of the course. The research paper assignment is a step up from the short assignment in terms of length and expected quality. The final product will be delivered in several steps, each designed to provide students with feedback on content, organization and presentation of final product. Students are to choose a topic of their own interest (but, of course, related to course themes and content). A two-page proposal will be submitted and approved by the instructor before the final work is handed in. More detailed instructions will be posted on Brightpace and discussed in class.

Completed assignments are to be posted to the appropriate Brightspace assignment dropbox by 11.55pm on the due date. Grades and comments will be provided on Brightspace. There is a late penalty of <u>3% per day</u>, including weekends, beginning from 12.00am on the first calendar day following the due date (ie, approximately 5 minutes after your essay is due). Extensions can only be granted by the instructor and are normally granted for medical reasons only. Please also note that assignments will not be accepted for marking more than 10 days after the due date without an extension.

Attendance and Participation

In class attendance and participation in discussion form an important part of your final grade. Think of it as your opportunity to broadcast and debate your thoughts on relevant social themes. The seminars will be organized in the form of general discussion. Conduct during tutorial discussion is expected to conform to normal rules of civil engagement. Each class will focus on a relevant discussion question that connects the week's readings to broader theoretical and practical themes. You will also have the opportunity to discuss the assignments. Assessment of your participation grade is evenly divided between class attendance and quantity and quality of contributions to in-class debate. Attendance of the seminar is not compulsory. However, grades cannot be made up after the fact. As with the writing component, exceptions to the rule are normally allowed for medical reasons only. Think of each tutorial session as worth approximately 1.75% of your final grade, and keep in mind that at Carleton every 3-4% equals one letter grade.

In-class Presentations

Students will prepare a 5-10 minute presentation for each reading to be discussed during class at the end of which they will ask two questions to get the discussion started. Students are expected to provide thoughtful comments based on their reflections on reading assignments, current events and other relevant topics.

Texts and Reading Materials

There are **NO** required texts that you will need to purchase for this course. All reading materials for the course will be available online on ARES via MacOdrum library and Brightspace.

Office Hours and Email

Office hours for the course will be held exclusively online via Zoom. You can make an appointment with the instructor or simply drop by (might have to wait for those before you or with an appointment).

Students can reach the instructor via email at any time to discuss any course related issues. If not replied back within a 24-hour period, assume your email has not been received and contact the instructor again.

VI. READING MATERIAL AND SCHEDULE

WEEK 1:   *Introduction – (September 9)*

>   *Theme:* Introductory session/short discussion on the ideas underpinning the course.
>   Definitions of technology and meaning for IPE.
>   *Question*: What is technology? Can we define it?

Readings

Aristotle. 1998. *Politics*. Cambridge: Hacket Publishing. Book I, Ch. 4, pp. 6 – 7 (2 pages)

Thomas Hobbes. 1998. *Leviathan*. Oxford: Oxford University. The Introduction. Ch. 1 Of Man. p. 7 – 10 (3 pages)

Jean-Jacques Salomon. 1984. "What is Technology? The Issue of Its Origins and Definitions." *History and Technology: An International Journal*. 1, no. 2: 113 – 156. (43 pages)

Eric Schatzberg. 2006. "Technik Comes to America. Changing Meanings of Technology." *Technology* 47, no 3 (July): p. 486 – 512 (26 pages)

David Nye. 2006. *Technology Matters: Question to Live With*. Cambridge: MIT. Ch. 1 Can We Define Technology? (15 pages)

David A. Smith. 1993. "Technology and the Modern World System, Technology & Human Values." *Sage*. 18, no. 2 (Spring): pp. 186-193 (8 pages).

Recommended:
Anat Itay. 2008. "Conceptions of Progress: How is Progress Perceived? Mainstream Versus

Alternative Conceptions of Progress." *Springer* Science+Business Media B.V
(19 pages)

WEEK 2: *Liberalism, Realism and Technology – (September 16)*

Theme: politics vs. economics; international regimes, state interest, international
collaboration, free trade
Question: Are liberal ideals of growth through free trade and cooperation still tenable?
What is the role of the state in the international arena and how does
technology relate to it?

Readings

Joel Mokyr. 1995. "Urbanization, Technologal Progress and Economic History." In *Urban
Aglomeration and Economic Growth*, Springer. pp. 3 – 33 (30 pages)

Joel Mokyr. 2006. "Innovation and Its Enemies: The Economic and Political Roots of
Technological Inertia." In Mancur Olson. Satu Kahkonen (eds). *Not So Dismal a Science:
A Broader View of Economies and Societies*, 61 – 91. Oxford: Oxford University Press (30
pages)

John G. Ruggie. 1982. "International Regimes, Transactions and Change: embedded liberalism in
the postwar economic order," *International Organization*. 36, no. 2: 379-415. (36 pages)

Nye, J. S., & Keohane, R. O. 1971. "Transnational relations and world politics: An introduction."
International Organization, 25, No. 3: 329–349 (20 pages)

Robert Gilpin. 1987. "Hegemonic War and International Change." Chapter 5 In *The Political
Economy and International Relations*. New York: Princeton University Press: 186 – 210
(24 pages)

*Recoomended***:**
John Gerard Ruggie. 1975. "International Responses to Technology: Concepts and
Trends. International Organization." 29, No. 3 (summer): 557-583 (26 pages)

WEEK 3: *Critical Theory and Technology – (September 23)*

Theme: Technologies of exploitation, control of means of production; international class
conflict; private vs. social interests; control over production and distribution
Question: What is the role of technology in capitalist wealth production and social conflict?

Readings

Donald MacKenzie 1984. "Marx and the Machine". *Technology and Culture.* 25: 473-502.

(29 pages)

Karl Polanyi. 2001 (1944). *The Great Transformation*. Beacon Press. Part II Rise and Fall of Market Economy: I. Satanic Mill, pp. 45 – 135 (90 pages)

Robert Cox. 1987. *Production, Power, and World order: social forces in the making of history*. New York: Columbia University Press. Part I, pp. 11 – 34 (23 pages)

Recommended:

Nitzan & Bichler. 2009. *Capital as Power*. Ch. 4 Deflections of Power. pp. 45 – 64 (19 pages)

WEEK 4 *Technological Determinism –* *(September 30)*

Theme: Technology as fate; autonomous technology/technique vs. technology as means
Question: Do humans control technology or does it control us?

Readings

Martin Heidegger. 1977. "The Question Concerning Technology." in *The Question Concerning Technology and Other Essays*, trans. William Lovitt, NY: Garland Publishing: 3 – 35. (32 pages).

Jacques Ellul. 1967. *The Technological Society*. Vintage: New York. Ch. 1 "Situating the Technical", pp. 3 – 22 (19 pages)

Herbert Marcuse. 2006 (1964). *One-Dimensional Man.* Routledge. Ch. 1 "New Forms of Control" pp. 4 – 20 (16 pages) and Ch. 6 "From Negative to Positive Thinking: Technological Rationality and the Logic of Domination" pp. 147 – 173 (26 pages)

Lewis Mumford. 1970. "The Polytechnic Tradition." in *The Myth of the Machine: The Pentagon of Power.* NY: Harcourt Brace Jovanovich: 130-163 (33 pages)

Recommended:
Bruno Latour. 1996. *Aramis or the Love of Technology*. Harvard University Press. Preface. pp. 250 – 300   (50 pages)

WEEK 5: *Technology and Power – State/Private Nexus* *– (October 7)*

Theme: Technological Governance. Role of the state in technological advancement/distribution; privacy and freedom in the technological age
Question: Is there a balance between private enterprise and social intervention?

Readings

Karl Polanyi. 2001 (1944). *The Great Transformation*. Beacon Press. Part II, Ch. 13 "Birth of Liberal Creed (Continued): Class Interest and Social Change." pp. 158 – 170 and Part III, ch. 19, "Popular Government and Market Economy." pp. 231 – 244 (25 pages)

Sarah Bannerman & Angela Orasch. 2018. "A Strange Approach to Information, Network, Sharing and Platform Societies." in Blayne Haggart, Kathryn Henne, Natasha Tusikov (eds.) *Information Technology and Control in a Changing World*, Palgrave Macmillan: 56 – 77 (21 pages)

Natasha Tusikov. 2017. *Chokepoints*. University of California Press. Ch. 4 Access Chokepoints, pp. 116 – 155 (39 pages)

Daniel J. Solove. 2001. "Privacy and Power: Computer Databases and Metaphors for Information Privacy." 53 Stan. L. Rev: pp. 1393 – 1430 (37 pages); or until the end p. 1462 (69 pages)

WEEK 6:   *Technology and Empire* – *(October 14)*
                         (Short essay assignment due)

   Theme: Competition for technological superiority; control of resources and markets;
         sources of power
   Question: How has technology helped shape the international order?
         .

Readings

John Law. "Technology and Heterogeneous Engineering: The Case of Portuguese Expansion." In Wiebe Bijker, Thomas P. Hughes, Trevor Pinch (eds.) *The Social Construction of Technological Systems*. Cambridge: MIT Press: 111 – 132 (21 pages)

Daniel Headrick. 2010. Ch. 8 "The Age of Air Control". In idem, *Power Over Peoples: Technology, Environments, and Western Imperialism 1400 to Present.* New Jersey: Princeton University Press, pp. 302 – 328 (26 pages)

Clark Miller. 2004. "Resisting Empire: Globalism, Relocalization, and the Politics of Knowledge." In S. Jasanoff and M. Martello, eds., *Earthly Politics*. MIT: 82 – 99 (17 pages)

Dwayne R. Winseck and Robert M. Pike. 2007. Communication and Empire. Ch. 3 Indo-European Communication Markets and the Scrambling of Africa: Communication and Empire in the "Age of Disorder" pp. 92 – 112, and Ch. 7 Wireless, War, and Communication Networks, 1914-22, p. 228 – 256 (48 pages)

Recommended

Itty Abraham. 2011. Rare Earths: The Cold War in the Annals of Travancore. In Gabrielle Hecht (ed.) *Entangled Geographies: Empire and Technopolitics in the Global Cold War.* MIT. pp. 101 – 117 (16 pages)

Susan Strange. 1987. "The Persistent Myth of Lost Hegemony," *International Organization*. 41, No. 4: 551-574. (23 pages)

WEEK 7: *Technology and International organizations - (October 21)*
(Research Essay Proposal Due)

Theme: Role of corporation; democratic vs. authoritarian production and distribution. Role of technology for corporations.) challenges and action.
Question: Do IOs cope with technological change or try to manage it? *Cui Bono*?

Readings

Stephen A. Marglin. 1974. "What Do Bosses Do?: The Origins and Functions of Hierarchy in Capitalist Production." *Review of Radical Political Economics*, 6, no. 60: 60 – 112 (52 pages)

Stan Luger. 2005. *Corporate Power, American Democracy and the Automobile Industry.* Cambridge University Press. Read Ch. 2 "The Structure of the Auto Industry" (pp. 34 – 53) and Ch. 7 "The Triumph of Corporate Power: Trade Policy" (pp. 135 – 153) (37 pages)

Gayl D. Ness and Steven R. Brechlin. 1988. "Bridging the Gap: International Organizations as Organizations." *Spring.* 42, No. 2: 245 – 273 (28 pages)

Blayne Haggart. 2019. Ch. Taking Knowledge Seriously: Towards and International Political Economy Theory of Knowledge. in Blayne Haggart, Kathryn Henne, Natasha Tusikov (eds.), *Information Technology and Control in a Changing World*, Palgrave Macmillan, pp. 25 – 47 (22 pages)

Week of October 25 – FALL BREAK – NO CLASSES

WEEK 8: *Technology and Efficiency – (November 4)*

Theme: What is 'Capital'? How does it relate to technology? Means of production vs. knowledge storage of community. Increased productivity and efficiency vs. control.
Question: Can freedom co-exist with technological advancement?

Readings

Janet Knoedler. 1997. "Veblen and Technical Efficiency." *Journal of Economic Issues*, 23, no. 4:1011 – 1021 (10 pages)

David Edgerton. 2006. *The Shock of the Old: Technology and global history since 1900.* London: Profile Books. Read Ch. 1 "Significance," pp. 1 – 27 (27 pages)

Arun Sundarajan. 2016. *The Sharing Economy*. London and Cambridge: MIT Press. Ch. 5-6 (pp. 117 – 179) (62 pages)

Tim Di Muzio. 2018. "Corporate Capitalism." In idem, *The Tragedy of Human Development.* NY: Rowman & Littlefield, pp. 119 – 144 (25 pages)

Recommended

David Noble. 1977. *America by Design*. NY: Knopf. Ch. 10 "A Technology of Social Production: Modern Management and the Expansion of Engineering," pp. 298 – 368 (70 pages)

Joseph A. Schumpeter. 1983 (1934). *The Theory of Economic Development*. Transaction Publishers, pp. 178 – 202 (24 pages

WEEK 9: *Technology and Development, Race, Gender* – *(November 11)*

> *Theme:* government competition for technological superiority; issues of technology transfer; how technology affects race/gender
> *Question*: Is technology used to maintain superiority?

Readings

Rachel McCulloc. 1981. "Technology Transfer to Developing Countries: Implications of International Regulation." *The Annals of the American Academy of Political and Social Science*, 458 (Nov.): 110-122 (12 pages)

Ruth Oldenziel. 1999. *Making Technology Masculine: Men, Women and Modern Machines in America, 1870 – 1945*. Amsterdam: Amsterdam University Press. Read Ch. 2. "From Elite Profession to Mass Occupation," pp. 51 – 90 (39 pages)

Tim Di Muzio. 2018. "Human Development." In idem, *The Tragedy of Human Development.* New York: Rowman & Littlefield, pp. 145 – 160 (15 pages)

Dwane Winseck. 2019. "Internet Infrastructure and the Persistent Myth of U.S. Hegemony." In

Haggart, Henne, Tusikov, eds., *Information Technology and Control in a Changing World: understanding power structures in the 21st century*. Palgrave – Macmillan, pp. 93 – 116 (23 pages)

Nick Bernards. 2019. "Fintech and Financial Inclusion." In Shaw, Modi, Mahrenbach, Yi-chong, eds., *The Palgrave Handbook of Contemporary International Political Economy*, Palgrave Handbooks in IPE. pp. 317 – 326 (Ch. 20) (9 pages)

WEEK 10: *Technology and the Environment - (November 18)*

Theme: Technology as control over the environment; relationship between humans/natural world and technology.
Question: What is the relationship between technology and the environment?

Readings

Carolyn Merchant. 2016. *Autonomous Nature: Problems of Prediction and Control from Ancient Times to the Scientific Revolution*. New York: Routledge. Read Ch. 4. "Vexing Nature: Francis Bacon and the Origins of Experimentation," pp. 81 – 97 (16 pages)

James Bridle. 2018. *New Dark Age – Technology and the End of the Future*. Brookly, NY: Verso. Read Ch. 3 *Climate*. pp. 46 – 76 (30 pages)

Timothy Mitchell. 2002. *Rule of Experts: Egypt, Techno-politics, Modernity*. Berkeley: University of California. Read Ch. 1 "Can the Mosquito Speak," pp. 19 – 53 (34 pages)

Tim Di Muzio and Matt Dow. 2019. "Carbon Capitalism and World Order." In T. M. Shaw et al. (eds.), *The Palgrave Handbook of Contemporary International Political Economy*, Palgrave Handbooks in IPE: 555 – 567 (Ch. 34) (12 pages)

WEEK 11: *Technology and Culture* – *(November 25)*

Theme: Influence of technological change on culture; redefining technology;
Question: How does technology affect culture?

Readings

Neil Postman. 1993. *Technopoly: The Surrender of Culture to Technology*. New York: Vintage Books. Read Ch. 1 "The Judgement of Thamus," pp. 3 – 20 (17 pages)

Langdon Winner. 1978. Technocracy. *Autonomous technology: technics out of control as a theme in political thought*. Cambridge: MIT Press. pp. 146 – 172 (26 pages)

Lewis Mumford, "Authoritarian and Democratic Technics," *Technology and Culture*, 5

(Winter, 1964), pp. 1-8. (8 pages)

James McMahon. 2013. "The Rise of a Confident Hollywood: Risk and the Capitalization of Cinema" *Review of Capital as Power,* 1. no. 1: 23-40. (17 pages)

Marcuse, Herbert. 1941. [1998]. Some Social Implications of Modern Technology. In Technology, War and Fascism, edited by D. Kellner. London and New York: Routledge, pp. 41-65. (24 pages)

WEEK 12: *Technological Automation and Labour* – *(December 2)*
(Research Paper Due)

Theme: Job taker vs. job maker; corporations as job providers; labour organization vs. technological progress; profits and the sharing economy
Question: Can (should) labour resist technological advancement?

Readings

David H. Autor. 2015. "Why Are There Still So Many Jobs? The History and Future of Workplace Automation." *The Journal of Economic Perspectives*. 29, no. 3: 3-30 (27 pages)

David Noble. 2011. *Forces of Production: A Social History of Industrial Automation*. Transaction Publishers. London. Read Ch. 2 The Setting: The War at Home, pp. 21 – 41 and Ch. 4 The Automatic Factory. pp. 57 – 76 (39 pages)

Sarah Mason. 2018. "High Score, Low Pay: Why the Gig Economy Loves Gamification." *The Guardian.* Tue. Nov. 20. (8 pages)

Ewan McGaughey. 2018. "Will Robots Automate Your Job Away? Full employment, basic income, and economic democracy." Centre for Business Research, University of Cambridge, Working Paper no. 496 (31 pages)

Recommended

Arun Sndararajan. 2016. *The End of Employment and the Rise of Crowd Based Capitalism*. MIT Press, Cambridge, Massachusetts and London, England. Ch. 1 The Sharing Economy, Market Economies and Gift Economies pp. 29 – 54 and Ch. 7 The Future of Work: Challenges and Controversies pp. 183 – 202 (44 pages)

WEEK 13: *Automation as International Disruption and the Future of IPE* – *(December 9)*

Theme: Automation disruption and accumulation of wealth; Can we imagine a different/new international political economy? Democracy vs. Autocratic control
Question: What is the future of technological change and how will it affect the global political economy? What futures can we imagine?

Readings

Jaron Lanier. 2013. *Who Owns the Future*. New York: Simon and Schuster. Read Ch. 4 (Part II) "The Ad Hoc Construction of Mass Dignity" to Ch. 9 (part III) "From Above: Missuing Data to Become Ridiculous" and Part VI Ch. 16 "Complaint is Not Enough" to Ch. 17 "Clout Must Underlie Rights, if Rights Ato Persist." (87 pages)

James Briddle. 2018. *New Dark Age – Technology and the End of the Future*. Read Ch. 2 Computation, pp. 16 – 45 (29 pages)

Nick Bostrom. 2014. *Superintelligence: Paths, Dangers. Strategies. Oxford University Press*. pp. 3 – 21 and 160 – 169. (27 pages)

Recommended

Samuel Butler. 1985 (1872). *Erewhon*. Penguin. Chapter XXIII The Book of the Machines. pp. 277 – 321 (44 pages)

Deborah Halbert. 2019. "Weaponising Copyright: Cultural Governance and Regulating Speech in the Knowledge Economy." In Haggart, Henne, Tusikov, *Information, Technology and Control in a Changing World.* Palgrave – Macmillan. pp. 165 – 182 (17 pages)

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions (FAQs)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

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

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.](#)

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

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

Plagiarism

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 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, literary compositions and phrases, performance compositions,

chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

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

More information on the University's Academic Integrity Policy can be found at: https://carleton.ca/registrar/academic-integrity/.

Intellectual property

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

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook https://www.facebook.com/CarletonPoliticalScienceSociety/.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.