

PSCI 4407B

Public Policy: Content and Creation¹

Schedule: Thursdays, 2:35 to 5:25 pm
Location: Please confirm on Carleton Central
Instructor: Dr. Vandna Bhatia
A625 Loeb Building
520-2600, ext. 1360
vandna_bhatia@carleton.ca
Office hours: Thursdays, 10:00 am to 12:00 pm

Course Description and Learning Outcomes

Public policy is a set of decisions or non-decisions made by political actors to address an issue, or keep it off the agenda. It may also be viewed as an expression of ideas, an exercise of power or the product of history and incremental development. It can be analyzed descriptively – how an issue comes to be viewed as a problem, how a solution among many is selected and implemented and to what effect. It can also be understood as the outcome of politics – a contest of values, interests, ideas and power among those who engage in making, influencing, analyzing, and studying it.

In this course, we will begin with an understanding of policy as persuasion – that is, policy as a *process* of persuading and being persuaded, as well as policy as *content* reflecting ideas, convictions, goals and means. We will critically explore and compare some important approaches and theories for understanding and analyzing public policy, beginning with the roles of institutions, actors and ideas that shape public policy. The policy development process – agenda setting, formulation, decision-making, and feedback – will be used to examine different stages of policy creation and the various concepts and theories that help us understand how that process unfolds and the content of policies that emerge from it. We will examine a number of specific policy issues to illustrate and apply theoretical concepts from the public policy literature. Students are encouraged to pursue their own areas of policy interest through additional readings, seminar discussions and written course work.

The aim of this course is to prepare students in the foundations of public policy theory and its ‘real world’ applications. Students will develop critical skills through their reading, interpretation, comparison and critical evaluation of these approaches. Students should emerge from this course with skills that will enable them to:

- Compare and contrast differences and similarities across a range of policy theories and/or concepts;
- Synthesize theoretical concepts and integrate them with the policy process;
- Apply these concepts to the critical analysis of practical policy problems;

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Students registered in this course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

- Effectively communicate concepts and ideas through oral and written work;
- Demonstrate a strong capacity for critical thinking and independent learning.

Course Format and Evaluation

This is a seminar class. Each class will begin with a brief overview of the week's themes and issues by the instructor. Students will be required to briefly present key ideas and lead class discussions drawing on the required readings. *All students are expected to complete the required readings before class and to participate in class discussions.*

The following components comprise the evaluation of students' work in this course:

Participation	10%
Presentation	10%
Thought pieces (6 x 7.5%)	45%
Final Research Essay	35%
Total	100%

1. Seminar Attendance & Participation: 10%

In a seminar format, student participation is critical. Regular attendance and thorough preparation for each seminar are minimum requirements for all students (see [Active Reading and Preparing for Seminar Discussions](#)). Therefore, attendance in seminars is **mandatory**. In order to receive a passing participation grade, students are expected to attend a **minimum of 10 seminars**. Please notify me in advance (in person or by email), if you have to miss a class for compelling reasons. Exceptions will be made only in those cases of verifiable and documented special circumstances (such as illness or bereavement). Students will be evaluated on the basis of their regular, active, informed and thoughtful oral participation in class discussions. Participation will be evaluated based on the quality and frequency of their oral contributions, with greater weight given to quality. It is expected that you engage with other students' and the instructor's ideas constructively, critically, and respectfully. Quality contributions to class discussions (questions, comments) demonstrate that you have read and grasped the assigned materials; that you can analytically reflect and critically comment on the central ideas of the readings; and that you can make connections between these.

2. Student Presentation: 10%

Each student must give a short presentation (10-15 minutes) introducing and responding to the assigned readings for a particular class/topic. The presentation should: highlight the central ideas (main points and arguments) of the readings; present analytical and/or critical reflections on these ideas, and raise questions about these ideas for class discussion. Please ensure that presentations are not simply summaries of the assigned readings; they should focus primarily on your own reflections, interpretations and questions about the readings. Presentations may discuss individual readings or address common themes across the readings. Accordingly, the two or three students who will give presentations each week can divide the material by individual texts or thematically. Each student will receive an individual grade for her or his part of the presentation. Students should come to the second class with their first and second choices for presentation weeks.

3. Thought-pieces: 45% (6 @ 7.5%)

Six short papers will be required throughout the semester. These should be approximately 2-3 pages (double spaced, 12-point font) and discuss your **critical reflections** (not summaries!) on at least **two** of the required readings from a given week. Thought pieces may include reference to other sources, such as those in the supplementary readings, but this is not required. Thought-pieces should identify what you believe are the most important ideas, concepts or questions raised in the readings, and demonstrate critical engagement with and analysis of the material. This does not mean that you must be 'critical' of the arguments in the articles, but rather that you engage with the ideas, issues and themes in the readings, discuss why they are (not) convincing, and justify your position. What are the points of tension, intersection and reinforcement between the readings? How do they relate to the topic of that week and the broader themes in the course? Thought-pieces are due **before** the readings are discussed in class and must be submitted online via cuLearn no later than 12:00 PM on the day they will be discussed. Students must submit three responses before the Reading Week break.

4. Research Essay: 30% + Paper Outline 5%

Students will be expected to prepare an original analytic paper exploring a specific public policy issue, drawn from topics discussed in class. Specific paper topics must be discussed with the Instructor, and developed in a written submission which includes an overview of the topic and a description of the argument to be made in the paper. This submission will be worth 5% of your final grade. The essay itself is worth 30% of the final course grade, and should be approximately 16-18 pages in length, double-spaced. Additional details about and guidelines for the assignment will be distributed in class. The essay will be due via cuLearn on **Friday April 8, 2016**.

Guidelines for Written Work

ALL written work should be uploaded in cuLearn. **Please do not send papers via email.** All sources (class readings or other sources including books, book chapters, articles, internet sources etc.) must be properly referenced in the text, with page citations where appropriate. Parenthetical references (author surname, date, page number) are preferred but any recognized citation style is acceptable. Evaluation of the paper is based on: (a) the merits (originality, persuasiveness) of your argument; (b) the logic and clarity of your argument; (c) the appropriateness and relevance of the cited readings (including a consistent citation style); (d) correct English grammar, spelling, and usage. There will be no extensions, except in cases of a documented medical or family emergency.

CULearn

The course has a CULearn page which includes electronic copies of the syllabus and guidelines and information concerning assignments and presentations. Presentations and other course related material, such as links to online resources and reserved readings, will also be posted here. CULearn also has a discussion forum, which students are encouraged to use to post thoughts, questions or comments concerning the course or to continue class discussions. I will moderate the site as needed, and post information there as well.

Required Readings & Textbooks

The following books are required for the course and are available through [Haven Books](#) located at 43 Seneca Street (at Sunnyside), Ottawa and will also be on reserve at MacOdrum Library.

- Howlett, M., M. Ramesh and A. Perl (2009). *Studying Public Policy*. Third Edition. Oxford University Press.
- Cairney, P. (2012). *Understanding Public Policy: Theories and Issues*. Palgrave Macmillan Press.

Most required readings (other than the textbooks noted above) are available electronically through MacOdrum Library website and/or via the electronic reserves (Ares) link in the course cuLearn site.

Topic Schedule and Readings

I. What is Public Policy?

1. January 7: Introduction – What is Public Policy?

Required Reading:

- Cairney, Chapters 1 (Introduction) & 2 (What is Public Policy?), pp. 1-44
- Howlett et al., Chapter 1 (Introduction)

Supplementary Reading:

- Goodin, Rein & Moran (2006). The public and its policies. In M. Moran, M. Rein & R.E. Goodin. Eds. *The Oxford Handbook of Public Policy*. Oxford: OUP. [E-book available via university library]
- Hassel A. (2015). Public Policy. *International Encyclopedia of the Social and Behavioral Sciences*, Second Edition, Volume 19, pp. 569-575 [E-book available via university library]

2. January 14: Making Public Policy

Required Reading:

- Cariney, Chapter 3 (Power and Public Policy), pp. 46-68
- Crawford N.C. (2009). Homo politicus and argument (nearly) all the way down: Persuasion in politics. *Perspectives on Politics*, 7(1):103-124.

Supplementary Reading:

- Bachrach, P., & Baratz, M. S. (1962). Two faces of power. *American Political Science Review*, 56(4): 947-952.
- Howlett et al., Chapters 2 (Understanding Public Policy), 3 (The Policy Context)
- McFarland A. (2015). Power. *International Encyclopedia of the Social and Behavioral Sciences*, Second Edition, Volume 19, pp. 760-764 [E-book available via university library]
- Torgerson, D. (1986). Between knowledge and politics: Three faces of policy analysis. *Policy Sciences* 19(1): 33-59.

II. Institutions, Interests and Ideas in the Policy Process

3. January 21: Constitutional Structures and Institutional Rules

Required Reading:

- Cairney, Chapter 4 (Institutions and 'New Institutionalism'), pp. 69-93
- Cairney, Chapter 8 (Multi-Level Governance), pp. 154-174
- Snow, D. (2015). Explaining a policy failure: Jurisdictional framing, federalism, and assisted reproductive technologies in Canada. *Canadian Public Policy*, 41(2), 124-136.

Supplementary Reading:

- Cairney, Chapter 5 (Rationality and Incrementalism), pp. 94-110
- Hueglin, T. (2013). Treaty federalism as a model of policy making: Comparing Canada and the European Union. *Canadian Public Administration*, 56(2), 185-202.

- Lecours, A., & Béland, D. (2013). The institutional politics of territorial redistribution: Federalism and equalization policy in Australia and Canada. *Canadian Journal of Political Science*, 46(01), 93-113.
- March, J. G. & Olsen, J. P. (1996). Institutional perspectives on political institutions. *Governance*, 9(3): 47-264.
- Montpetit, E., C. Rothmayr, and F. Varone (2005). Institutional vulnerability to social constructions: Federalism, target populations, and policy designs for assisted reproductive technologies in six democracies. *Comparative Political Studies* 38(2):119-42.
- Scharpf, F.W. (1988). The joint decision trap: Lessons from German federalism and European integration. *Public Administration* 66(Autumn): 239-278.
- Tsebelis, G. (1995). Decision making in political systems: Veto players in presidentialism, parliamentarism, multicameralism and multipartyism. *British Journal of Political Science*, 25:289-325

4. January 28: Rational Choice Theory

Required Reading:

- Cairney, Chapter 7 (Rational Choice Theory) pp. 132-153
- Matthews, J. S. and Erickson, L. (2008), Welfare state structures and the structure of welfare state support: Attitudes towards social spending in Canada, 1993-2000. *European Journal of Political Research*, 47: 411-435

Supplementary Reading:

- Hay, C. (2004). Theory, stylized heuristic or self-fulfilling prophecy? The status of rational choice theory in public administration. *Public Administration*, 82(1), 39-62.
- Hindmoor, A. (2005). Reading Downs: New Labour and an economic theory of democracy. *The British Journal of Politics & International Relations*, 7(3), 402-417.
- Ostrom E. (2014) Collective action and the evolution of social norms. *Journal of Natural Resources Policy Research*, 6:4, 235-252,
- Pontusson, J. (1995). From comparative public policy to political economy: Putting political institutions in their place and taking interests seriously. *Comparative Political Studies*, 28(1), 117-147.

5. February 4: Collective Actors and Citizen Politics

Required Reading:

- Cairney, Chapter 10 (The Advocacy Coalition Framework), p. 200-219
- Stritch, A. (2015). The Advocacy Coalition Framework and nascent subsystems: Trade union disclosure policy in Canada. *Policy Studies Journal*, 43(4), 437-455.

Supplementary Reading:

- Burstein P. and Linton A. (2002). The impact of political parties, interest groups and social movement organisations on public policy: Some recent evidence and theoretical concerns. *Social Forces* 81(2): 380-408.
- Beyers, J. R. Eising & W. Maloney (2008). Researching interest group politics in Europe and elsewhere: Much we study, little we know? *West European Politics*, 31(6): 1103-1128
- Michalowitz, I. (2007): What determines influence? Assessing conditions for decision-making influence of interest groups in the EU. *Journal of European Public Policy*, 14(1):132-151
- Richardson, J. (2000). Government, interest groups and policy change. *Political Studies*, 48(5): 1006-25.

- Smith, M. (2014). Introduction. In Smith M. (ed.), *Group Politics and Social Movements in Canada*, Second Edition. Toronto: University of Toronto Press (on reserve, and available electronically)

6. February 11: Ideas and Policy Paradigms

Required Reading

- Cairney, Chapter 11 (The Role of Ideas), pp. 220-243
- Hall, P. A. (1993). Policy paradigms, social learning, and the state: The case of economic policymaking in Britain. *Comparative Politics*, 275-296
- Vail, M. I. (2014). Varieties of liberalism: Keynesian responses to the Great Recession in France and Germany. *Governance*, 27: 63–85

Supplementary Readings:

- Berman, S. (2013). Ideational theorizing in the social sciences since “Policy Paradigms, Social Learning, and the State”. *Governance*, 26(2), 217-237.
- Béland, D. (2009). Ideas, institutions, and policy change. *Journal of European public policy*, 16(5), 701-718.
- Kangas, O.E., Niemelä M. and Varjonen S. (2014). When and why do ideas matter? The influence of framing on opinion formation and policy change. *European Political Science Review*, 6, 73-92.
- Stone, D. (1989). Causal stories and the formation of policy agendas. *Political Science Quarterly*, 104(2): 281-300.

III. The Policy Cycle

7. February 25: Agenda Setting – The Definition of Alternatives

Required Reading:

- Howlett et al., Chapter 4 (Agenda Setting), pp. 92-109
- Cairney, Chapter 9 (Punctuated Equilibrium), pp. 175-199
- Jones S. (2014) Flirting with climate change: A comparative policy analysis of subnational governments in Canada and Australia, *Journal of Comparative Policy Analysis: Research and Practice*, 16:5, 424-440

Supplementary Reading

- Cairney, P. and Jones, M. D. (2015), Kingdon's Multiple Streams Approach: What is the empirical impact of this universal theory? *Policy Studies Journal*. doi: 10.1111/psj.12111
- Downs, A. (1972). Up and down with ecology – the ‘issue attention cycle’. *The Public Interest* 28: 38-50.
- Keskitalo, E. C. H., Westerhoff, L. and Juhola, S. (2012), Agenda-setting on the environment: the development of climate change adaptation as an issue in European states. *Environmental Policy and Governance*, October online edition. doi:10.1002/eet.1579
- Pralle, S. B. (2009). Agenda-setting and climate change. *Environmental Politics*, 18(5): 781-799.
- Rochefort D.A. and Cobb R.W. (1993). Problem definition, agenda access, and policy choice. *Policy Studies Journal* 21(1): 56-71.
- Scrase, J. I., & Ockwell, D. G. (2010). The role of discourse and linguistic framing effects in sustaining high carbon energy policy. *Energy Policy*, 38(5), 2225-2233.

8. March 3: Policy Formulation – The Choice of Policy Instruments

Required Reading:

- Howlett et al., Chapter 5 (Policy Formulation)
- Weaver, R. K. (2015). Getting people to behave: Research lessons for policy makers. *Public Administration Review*, 75: 806–816.
- Von Tigerstrom, B., Larre, T., & Sauder, J. (2011). Using the tax system to promote physical activity: Critical analysis of Canadian initiatives. *American Journal of Public Health*, 101(8): e10-e16

Supplementary Reading:

- Elmore, RF (1987). Instruments and strategy in public policy. *Policy Studies Review*, 7(1): 174-186.
- Faulkner, G. E., Grootendorst, P., et al. (2011). Economic instruments for obesity prevention: Results of a scoping review and modified delphi survey. *International Journal of Behaviour of Nutrition and Physical Activity*, 8(109):1479-5868.
- Hood, C. (2007) Intellectual obsolescence and intellectual makeovers: Reflections on the tools of government after two decades. *Governance* 20(1): 127–44.
- Howlett et al., Chapter 7 (Policy Implementation)
- Powell, L. M., & Chaloupka, F. J. (2009). Food prices and obesity: evidence and policy implications for taxes and subsidies. *Milbank Quarterly*, 87(1), 229-257.
- Schneider A. and Ingram H. (1990). Behavioural assumptions of policy tools. *Journal of Politics* 52(2): 510-529.
- Spence, J. C., Holt, N. L., Dutove, J. K., & Carson, V. (2010). Uptake and effectiveness of the Children's Fitness Tax Credit in Canada: The rich get richer. *BMC Public Health*, 10(1), 356.

9. March 10: Policy Decision-Making – Selecting an Alternative

Required Reading:

- Howlett et al., Chapter 6 (Policy Decision-Making), pp. 139-159
- Engeli, I. and Varone, F. (2011). Governing morality issues through procedural policies. *Swiss Political Science Review*, 17: 239–258

Supplementary Reading:

- Bachrach, P. and Baratz M.S. (1963). Decisions and non-decisions: An analytical framework. *American Political Science Review* 57 (3): 632–642
- Cohen, M., March, J. and Olsen J. (1972). A garbage can model of organizational choice. *Administrative Sciences Quarterly* 17(1):1-25.
- Hennigar, M. A. (2010). Exploring complex judicial-executive interaction: Federal government concessions in Charter of Rights Cases. *Canadian Journal of Political Science*, 43(4), 821-842.
- Hirschl, R. (2008). The judicialization of mega-politics and the rise of political courts. *Annual Review of Political Science*, 11:93-118
- Kingdon, J.W. (1995). *Agendas, Alternatives, and Public Policies*, 2nd ed. Boston: Little, Brown & Company.
- Lindblom, C. (1959). The science of muddling through. *Public Administration Review*, 19:79-88.
- Zahariadis N. (2008). Ambiguity and choice in European public policy. *Journal of European Public Policy*, 15(4): 514-530

10. March 17: Policy Feedbacks and Change

Required Readings:

- Howlett et al., Chapter 8 (Policy Evaluation), pp. 178-196
- Campbell, A. L. (2012). Policy makes mass politics. *Annual Review of Political Science*, 15: 333-351.
- Jacobs, A. M., & Weaver, R. K. (2014). When policies undo themselves: Self-undermining feedback as a source of policy change. *Governance*. 28(4): 441-457

Supplementary Reading:

- Jacobs, L. R. (2014). Health reform and the future of American politics. *Perspectives on Politics*, 12(03), 631-642.
- Moynihan, D. P. and Soss, J. (2014), Policy Feedback and the Politics of Administration. *Public Administration Review*, 74: 320-332.
- Pierson, P. (1993). When effect becomes cause: Policy feedback and political change. *World politics*, 45(04), 595-628.
- Weaver, K. (2010). Paths and forks or chutes and ladders? Negative feedbacks and policy regime change. *Journal of Public Policy*, 30(02), 137-162.

11. March 24: Policy Transfer and Learning

Required Readings:

- Cairney, Chapter 12 (Policy Transfer), pp. 244-264
- Cairney, P. (2009). The role of ideas in policy transfer: The case of UK smoking bans since devolution. *Journal of European Public Policy*, 16(3), 471-488.
- Studlar, D. T. (2006). Tobacco control policy instruments in a shrinking world: How much policy learning? *Intl Journal of Public Administration*, 29(4-6), 367-396.

Supplementary Readings:

- Bennett, C. J., & Howlett, M. (1992). The lessons of learning: Reconciling theories of policy learning and policy change. *Policy Sciences*, 25(3), 275-294.
- Howlett, M. (2012). The lessons of failure: Learning and blame avoidance in public policy-making. *International Political Science Review*, 33 (5): 539-555.
- Benson, D. and Jordan, A. (2011). What have we learned from policy transfer research? Dolowitz and Marsh Revisited. *Political Studies Review*, 9: 366-378
- Stone D. (2012) Transfer and translation of policy, *Policy Studies*, 33(6):483-499,

IV. Global and International Dimensions of Public Policy

12. March 31: International Networks and Public Policy

Required Readings:

- Keck, M. and K. Sikkink (1999) Transnational advocacy networks in international and regional politics, *International Social Science Journal*, 51, 89-101.
- Meyer, W. H. (2012). Indigenous rights, global governance, and state sovereignty. *Human Rights Review*, 1-21.
- Peterson, M.J. (2010). How the indigenous got seats at the UN table. *The Review of International Organizations*, 5(2): 197-225

Supplementary Reading:

- Belanger, Y. (2011). The United Nations declaration on the rights of indigenous peoples and urban aboriginal self-determination in Canada: A preliminary assessment. *Aboriginal Policy Studies*, 1(1).
- Carpenter, R. C. (2007). Setting the advocacy agenda: Theorizing issue emergence and non-emergence in transnational advocacy networks. *International Studies Quarterly*, 51(1), 99–120.
- Corntassel, J. (2007). Partnership in action? Indigenous political mobilization and co-optation during the First UN Indigenous Decade. *Human Rights Quarterly*, 29(1):137–166.
- Kaul I. (2015). Global Public Policy. *International Encyclopedia of the Social & Behavioral Sciences* (Second Edition), 10: 178-185 [on-line resource]
- Morgan, R. (2007). On political institutions and social movement dynamics: the case of the United Nations and the global indigenous movement. *International Political Science Review*, 28(3), 273-292.
- Ruggie, J.G. (2004). Reconstituting the global public domain: Issues, actors, and practices. *European Journal of International Relations*, 10(4): 499-531
- Stone, D.A. (2008). Global public policy, transnational policy communities, and their networks. *Policy Studies Journal*, 36(1): 19-38.
- Tarrow, S. (2001). Transnational politics: contention and institutions in international politics. *Annual Review of Political Science*, 4(1), 1-20.

13. April 7: Global Public Policy

Required Reading:

- Kaul I. (2015). Global Public Policy. *International Encyclopedia of the Social & Behavioral Sciences* (Second Edition), 10: 178-185 [on-line resource]
- Geiger, M., & Pécoud, A. (2014). International organisations and the politics of migration. *Journal of Ethnic and Migration Studies*, 40(6), 865-887.
- Miller, S. D. (2014). Lessons from the Global Public Policy Literature for the Study of Global Refugee Policy. *Journal of Refugee Studies*, 27(4): 495-513

Supplementary Readings

- Coleman, W. D. (2012). Governance and global public policy. In D. Levi-Faur (Ed.), *Oxford Handbook of Governance*. New York: Oxford University Press. Pp. 673-685
- Milner J. (2014). Introduction: Understanding Global Refugee Policy. *Journal of Refugee Studies*, 27(4): 477-494

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

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

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

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

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

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

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

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

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

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

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities that will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

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