

PSCI 5915F
Community-Based Research on Food and Environmental Policy
Wednesday 14:35 – 17:25
Please confirm location on Carleton Central

Instructor: Peter Andrée
Office: D684
Office Hours: Wednesdays 11:30am - 1:00 pm or by appointment (please e-mail)
Phone: (613) 520-2600 x 1953
Email: pandree@connect.carleton.ca

Course Description: This research seminar is designed to introduce students to the theory and practice of community-based research. A secondary goal is to strengthen student understanding of the role of civil society in the formation of public policy. Working in groups of three to four, students will participate in the development and execution of research projects designed to address policy questions posed by civil society organizations active in the areas of food policy and/or environmental policy. (In select cases, students may pursue alternate research questions posed by other types of organizations with which they have already established relationships – please see the instructor). Over the course of the term, students will effectively be working as consultants in collaboration with these organizations, meeting both in the field and in the classroom to discuss theoretical and methodological issues that arise in the course of the research.

Five community-based research projects are being developed for this course by the instructor in consultation with community partners:

1) People's Food Policy Project Government and Stakeholder Analysis

Community Partner: Moe Garahan and Cathleen Kneen of the People's Food Policy Project.
Goal: To understand the opportunities and constraints to building alliances and partnerships within the federal government, private and non-government sectors in order to move public policies forward that reflect the principles of food sovereignty. Outreach will focus on key federal government, industry and civil society stakeholders with which the grassroots organizations involved in the "People's Food Policy Project" currently have limited working relationships, but that they may need to work with in the future in order to move specific policy recommendations forward. The PFPP "is engaging the grassroots food security movement in Canada to examine the framework offered by the Food Sovereignty concept and develop the policies which are needed to create food sovereignty in Canada."
(<http://peoplesfoodpolicy.ca/welcome>) Building on similar research undertaken by a group of students in this class last year, government representatives and other stakeholders will be asked for their insights on some of the key issues and policy options being examined by the PFPP, including on how specific policy proposals could be advanced within federal food and agricultural policy circles. This information will assist PFPP partners in building new partnerships and strategic planning. Methodology: Primary and secondary literature analysis and interviews with representatives of the federal government and other stakeholder groups in their professional capacities.

2) Environmental Policy Options for Carleton University: Bottled Water and Office Paper

Community Partner: Murdo Murchison, Carleton University's sustainability officer
Goal: To undertake analysis of the policy and planning options available to Carleton University for reducing consumption of bottled water and paper. Researchers will gather information on similar initiatives at other Universities and public institutions, as well as undertake interviews with university and catering services staff. On water, the question is: What steps could Carleton University undertake over the next five years in order to minimize the use of bottled water on campus, replacing it with tap water? Part of the answer to this will lie in understanding the role of the university's contract with its caterers, which will be coming up for renewal during this five year period. On paper, the question is: What steps could Carleton University undertake over the next five years to reduce total paper consumption. In this case the issue is fairly complex since governance of paper use and printers is widely shared among individuals and

departments. This information will assist the university's Sustainability Office in making policy recommendations. Methodology: Primary and secondary literature analysis and interviews with university staff, faculty and management in their professional capacities.

3) Bottled Water and Tar Sands Industry Profiles

Community Partner: Richard Girard, Polaris Institute

The goal of these two reports is to profile the changing face of these industries, with a focus on their environmental and social impact. On bottled water, the question is: How is this industry responding to the drop in demand for bottled water in the Global North, and how does the growing interest of the industry in the markets in the global South affect debates about the provision of public (vs. private) water services in these countries? On the Tar Sands, the question is: How do fossil fuel companies attempt to influence federal and provincial policies that deal with the negative social, economic and environmental impacts of synthetic oil production in Canada, and with what success? The information from these reports will be used by the Polaris Institute in producing reports and policy positions on these issues. Student researchers will be fully credited for their contributions to the final published reports. Methodology: Primary and secondary literature analysis and interviews with industry, government and civil society organization representatives in their professional capacities. (see Appendix I for more detail on this project)

4) Bill and Melinda Gates Foundation Profile

Community Partner: Eric Holt-Giménez, Food First (Oakland, California) with support from Brewster Kneen, The Ram's Horn.

The Bill and Melinda Gates Foundation have taken an active interest in global food security, with a specific emphasis on developing new approaches to agriculture in Africa and elsewhere in the Global South. The goal of this research is to critically examine the activities of this foundation, in order to understand what types of projects they are, and are not funding, and the potential effects of these efforts on the future of global food provision, the protection of biodiversity, etc. Methodology: Primary and secondary literature analysis and interviews with foundation, industry, government and civil society organization representatives in their professional capacities.

5) Community Food Security in Nova Scotia.

Community Partner: Lynn Langille, Co-ordinator, Health Disparities, Chronic Disease and Injury Prevention, NS Health Promotion and Protection

Along with Peter André, Lynn is a co-lead of Working Group 2 (Policy Mapping and Analysis) of a five-year SSHRC-funded Community University Research Alliance project based in Nova Scotia. The central aim of the CURA is to engage a broad range of stakeholders, including those most vulnerable to food insecurity and organizations that serve them, in a strategic research alliance to better understand the determinants of CFS, and build capacity for improved food security (FS) policy. The goal of this first project will be to begin unpacking the key actors, ideas and institutions that influence community food security in Nova Scotia, with a particular emphasis on federal and provincial policy measures. The information will inform the work of Working Group 2, and thus the outcomes of the CURA as a whole. Methodology: Primary and secondary literature analysis and interviews with federal and provincial government, industry, and civil society representatives in their professional capacities.

Course Organization:

This is a seminar course. There will be little formal lecturing. Both the students and the professor will be engaged in research projects throughout the term, and weekly seminars will be used as an opportunity to share what we are learning in our research and to trouble-shoot research obstacles, in addition to discussing assigned readings.

Evaluation:

Individual work:

Participation	10%
Reading responses	20%
Two interview transcripts and analysis (due November 3)	10%
Presentation (November 3 to December 1)	10%

Group work: (3-4 members each)

Research proposal and ethics application (due October 6)	15%
Complete draft of group report (due November 17)	15%
Final draft of group report (due December 1)	15%
Completion of any minor changes required for community partners (December 15)	5%

All course requirements must be completed in order to receive a passing grade.

Participation: Half of your participation grade will be based on attendance in weekly class. Any more than one absence will only be excused if you can provide suitable documentation (e.g. a doctor's note). The other half of your participation grade is based on the quality of your contributions to class discussions, and your ability to interact with your fellow classmates in a respectful manner.

Reading Responses:

For 8 of the 9 weeks for which there are readings assigned, each student should submit a short (200 word, excluding references) response to that week's readings (or other resource material) to the course WebCT site before the class begins. This short piece should present your own analysis and insights: a) in response to an issue raised by the author(s); b) by relating the material to the topic you are researching for the course; c) by picking a representative quote and critiquing it in reference to the rest of the readings or previous week's readings; and/or d) raising questions for further discussion. Reading responses should demonstrate that you have a grasp of the core arguments of at least three of the resources (required or supplementary) for that week. The primary purpose for reading responses is to kick-start discussions and to identify issues that need further elaboration. Come prepared to read your response out in class, and to contribute to discussions based on the readings. Failure to submit eight reading responses to webCT will result in 2.5 marks taken off of your participation grade for each missing response. Frequent failure to submit these responses can affect your participation grade more substantially, as it will affect the overall quality of your participation. Failure to be present in class, at the appropriate time, to discuss your reading response results in a grade of 0 for that response. Reading responses will not be accepted after class unless supported by suitable documentation (e.g. a doctor or guidance counselor's note). In those cases, a hard copy of the response, along with a photocopy of the documentation, should be submitted to the instructor.

Interview Transcript and Analysis:

Each of the community-based research projects undertaken by students in this course will involve primary research that will include interviewing (either individually or in pairs) two to four people. For this assignment, you are required to submit the full transcript of two of your interviews, as well as an analysis of those interviews, relating themes raised in the interviews to both the "grey" literature and the relevant academic literature. Your analysis should take the form of an argument. This argument could focus, for example, on why the organization this individual represents takes the position it does and what this means for the CSO you are working with, providing quotes from the interview as well as references to the relevant literature to back your position. Alternatively, it could focus on the opportunities available for civil society organizations to participate in formal policy processes. The analysis component of this assignment should be 1500-2000 words in length.

Presentation:

In the latter half of the term, each student will do a fifteen minute presentation on their research, focussed on just one or two of the key substantive questions raised in their research. This presentation should draw on individual (and possibly group) research, including interviews, information learned from the project partners, suitable grey literature, and relevant academic literature. Each presenter should provide a handout with an outline of their presentation and key references. Presentation dates will be assigned by the instructor based on the topics students are working on. Two weeks prior to their presentation, and in consultation with the instructor, each presenter is expected to select a journal article that the whole class will read for the week of the presentation. The presentation should spend at least several minutes of the presentation referring to this article, illustrating its relevance to the presentation, and discussing its strengths and limitations. Articles selected should be twenty pages or less, and come from journals that are accessible on-line through the Carleton library, so that the link can be posted on the course webCT site.

After each presentation, there will be up to fifteen minutes available for questions and general discussion on both the presentation and the article. Note: Please begin discussing your ideas on possible articles with me three to four weeks before your presentation date, either in class, in office hours, or via e-mail.

Research Proposal and Ethics Application:

Each group will prepare a joint research proposal and ethics application. Ethics application information can be found at <http://research.carleton.ca/forms.php#Ethics>. The research proposal should provide background on the research project, situating the research question(s) in relation to the needs of the community organizations you are working with AND the showing its importance in relation to the academic literature. It should also discuss the choice of methods for examining this question, citing the relevant methodological literature (including the literature on community-based research and interview techniques). Furthermore, it should present a preliminary list of potential interviewees (ranked in terms of priority, with a discussion of why you ranked this way) and a draft of the questions you intend to ask in your interviews. The proposal should be approximately 1500/words per student (not including the ethics application). For a useful guide to research proposals in general, see Pajares, F. (2007). *Elements of a proposal*. Available at <http://www.des.emory.edu/mfp/proposal.html> (accessed September 3, 2009).

Group Report:

The exact makeup of the group report will depend on conversations between the students, the project partners, and the instructor. Your goal is to address the research questions established early in the term, drawing on both primary and secondary evidence to support your claims. Complete transcripts from any interviews undertaken for the research must also be included in the version of the final report given to the instructor and the community partners. The instructor and the partners will be able to make use of all this material in addition to your reports, citing the student research in all such cases. Marking criteria for the group assignments (e.g. the distribution between individual marks, group marks, self-assessment, and group self-assessment) will be determined as a class early in the term.

Policy on Late Assignments:

Reading Responses will not be accepted after the beginning of the class that they are due unless you can provide suitable documentation (e.g. a doctor's or counsellor's note). I do not accept assignments by e-mail except under extenuating circumstances.

Written Assignment Environmental Policy: In the interest of minimizing paper use, I encourage you to print your assignments double-sided or on re-used paper (e.g. paper that has already been used on one side) and not to include a full cover page. Simply put the details (name, title, course #, etc.) at the top of your first page of text. Essays should still be double-spaced in a size 10 or 12 font to allow for written feedback. However, final drafts of research reports for the community partners should be on "clean" paper.

Temagami Field Trip:

There is an optional field trip that students in this class are invited to participate in. From Thursday morning on Sept 23rd, to Sunday evening of September 26th, a group of Carleton Political Science and Canadian Studies students will join a contingent from Trent University and several other universities at Camp Wanapitei on the shores of Lake Temagami in Northern Ontario. Part outdoor adventure (with canoeing, hiking, etc.), part academic conference focussed on the history and politics of resource extraction and aboriginal issues in Northern Ontario, this is an event not to be missed! More details can be found at: <http://www.wanapitei.net/trentweekend.asp>. There are also testimonials from students who attended the event last year on the course webCT site.

For Carleton students, the fees are \$130 for the four days plus a share of gas for the vehicles driving up (approximately \$40) and two meals en route. If you are interested in this optional field trip, let me know ASAP. Spaces are limited.

Schedule:

Week 1: September 15: Introduction, overview of course, and introduction to some of the CBR projects.

Week 2: September 22: Theory of community-based research; further intro to research projects.

Readings:

- 1) Strand, K., S. Marullo, N. Cutforth, R. Stoecker, and P. Donohue. 2003. 'Origins and Principles of Community-Based Research' and 'Methodological Principles of Community-Based Research.' *Community-Based Research and Higher Education: Principles and Practices*. San Francisco: John Wiley and Sons. pp.1-15 and 71-95
- 2) Stoecker, R. 2004. Creative Tensions in the New Community-Based Research. Key-note Address prepared for the prepared for the Community-Based Research Network Symposium, Carleton University, Ottawa, Canada. May 13. <http://comm-org.wisc.edu/drafts/cbrtensions.htm>
- 3) Collaboration and Social Inquiry: Multiple Meanings of a Construct and Its Role in Creating Useful and Valid Knowledge. Edison J. Trickett and Susan L. Ryerson Espino *American Journal of Community Psychology*, Vol. 34, Nos. 1/2, September 2004

Week 3: September 29: Class only from 2:30 to 4pm. Research proposal and Ethics Form

Preparation. The remainder of class time to be used to meet with group members, instructor and/or community partners.

Week 4: October 6: Civil Society and the Politics of the Environment and Food

Readings:

- 1) Michele M. Betsill and Elisabeth Corell. 2001. NGO Influence in International Environmental Negotiations: A Framework for Analysis, *Global Environmental Politics* 1: 65-85
- 2) Levy, David L. and Peter J. Newell. 2002. "Business Strategy and International Environmental Governance: Towards a Neo-Gramscian Synthesis." *Global Environmental Politics* 2(4): 84-101
- 3) Koc, M. R. MacRae, E. Desjardins and W. Roberts. 2008. "Getting Civil About Food: The Interactions Between Civil Society and the State to Advance Sustainable Food Systems in Canada," *Journal of Hunger & Environmental Nutrition*, Vol. 3(2/3): 122-144
- 4) Dryzek, John. S. 2009. Democratization as Deliberative Capacity Building. *Comparative Political Studies*.

Week 5: October 13: Interviewing techniques.

Readings:

- 1) Berry, Rita S. Y. 1999. Collecting data by in-depth interviewing. Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2 – 5. <http://www.leeds.ac.uk/educol/documents/000001172.htm>
- 2) Guerrin, Yvonne. In-Depth Interviewing Techniques webcast: <http://www.blc.lsbu.ac.uk/aa/aa/Multimedia/In-Depth%20Interviewing%20Techniques/player.html>
- 3) Richard, Dennis. 1996. Elite Interviewing: Approaches and Pitfalls. *Politics* 16(3): 199-203
- 4) Hubbell, L. D. 2003. False Starts, Suspicious Interviewees and Nearly Impossible Tasks: Some Reflections on the Difficulty of Conducting Field Research Abroad *The Qualitative Report* 8(2): 195-209 <http://www.nova.edu/ssss/QR/QR8-2/hubbell.pdf>

Week 6: October 20: The global politics of food

Readings:

- 1) Collier, Paul. 2008. The Politics of Hunger. *Foreign Affairs* 87(6): 67-79
- 2) McMichael, Phil. 2009. The World Food Crisis in Historical Perspective. *Monthly Review* 61(3) <http://www.monthlyreview.org/090713mcmichael.php>
- 3) Desmarais, A-A. 2002. PEASANTS SPEAK - The Via Campesina: Consolidating an International Peasant and Farm Movement. *The Journal of Peasant Studies* 29(2): 91-124
- 4) Guthman, Julie. 2008. Neoliberalism and the making of food politics in California. *Geoforum* 39: 1171-1183

Week 7: October 27: Environmental politics in the neoliberal era; Interview analysis.

Readings:

- 1) McCarthy, J. and S. Prudham. Neoliberal nature and the nature of neoliberalism. *Geoforum* 35(3): 275-283

- 2) Smith, Laila. 2004. The murky waters of the second wave of neoliberalism: corporatization as a service delivery model in Cape Town. *Geoforum* 35(3): 375-393
- 3) M'Gonigle, Michael. 2006. Minding Place: Towards a (rational) political ecology of the sustainable university. *Environment and Planning D: Society and Space*. 24:325-348
- 4) Dick, Bob. 2005. Grounded theory: a thumbnail sketch. *Resource Papers in Action Research*.
<http://www.scu.edu.au/schools/gcm/ar/arp/grounded.html>

Week 8: November 3

Presentations. Readings to be determined by presenters. Consult WebCT

Week 9: November 10

Presentations. Readings to be determined by presenters. Consult WebCT

Week 10: November 17

Presentations. Readings to be determined by presenters. Consult WebCT

Week 11: November 24

Presentations. Readings to be determined by presenters. Consult WebCT

Week 12: December 1

Presentations. Readings to be determined by presenters. Consult WebCT

Texts:

There is no required text for the course. All course readings can be found in on-line journals accessible from Carleton University, on websites (links provided in the syllabus) or in documents housed on the course WebCT site.

Recommended supplemental readings on food politics and food sovereignty:

- 1) Roberts, Wayne. 2008. *The No-Nonsense Guide to World Food*. New Internationalist, Toronto.
- 2) Guthman, Julie. 2007. the Polanyian Way? Voluntary Food labels as neoliberal governance. *Antipode* 457-478 and Guthman, Julie. 2008. Thinking inside the neoliberal box: the micro-politics of agro-food philanthropy. *Geoforum* 39: 1241-1253
- 3) Patel, Raj. 2008. *Stuffed and Starved*. Harper Collins: Toronto
- 4) Lang, T., D. Barling and M. Caraher. 2009. *Food Policy: Integrating Health, Environment and Society*. Oxford: Oxford UP
- 5) Desmarais, A. A. 2007. *La Via Campesina: Globalization and the Power of Peasants*. Halifax, NS: Fernwood
- 6) Lang, Tim and Michael Heasman. 2004. *Food Wars: The Global Battle for Mouths, Minds and Markets*. Sterling, VA: Earthscan.
- 7) Rosset, Peter M. 2006. *Food is Different: Why we must get the WTO out of agriculture*. Halifax: Fernwood Publishing
- 8) Weis, Tony. 2007. *The Global Food Economy*. London: Zed Books

Recommended readings on environmental politics:

- 1) Dryzek, John, and David Scholsberg. *Debating the Earth: The Environmental Politics Reader* (Second Edition). Oxford University Press: Oxford
- 2) Adkin, Laurie. 2009. *Environmental Conflict and Democracy in Canada*. UBC Press: Vancouver.
- 3) MacDonald, D. 2007. *Business and Environmental Politics in Canada*. Broadview Press: Peterborough, Ontario
- 4) Stoett, P. and C. Gore. 2008. *Environmental Challenges and Opportunities: Local-Global Perspectives on Canadian Issues*. Emond- Montgomery: Toronto
- 5) Boyd, David. *Unnatural Law: Rethinking Canadian Environmental Law and Policy* (UBC Press, 2003).
- 6) McKenzie, Judith. *Environmental Politics in Canada* (Oxford University Press, 2002).
- 7) Carter, Neil. *The Politics of the Environment: Ideas, Activism, Policy* (Cambridge University Press, 2001)

Water

International bottled water report

What we know

- Recent data has shown that bottled water sales are declining in Canada, the United States and Western Europe.
- Recent statements from the big four global bottled water producers (Coca Cola, PepsiCo, Groupe Danone, Nestlé) and industry analysts indicate that these bottlers will be shifting their focus towards so-called ‘emerging markets’ in the global South, in particular Brazil, China, India, Indonesia, México and Vietnam for future growth opportunities.
- It has been well documented that access to publicly delivered tap water is limited in many countries in the Global South including those targeted by the big four bottled water producers.

What we need to know

- What is the main motivation for the big four global bottled water brands to shift focus for future profit growth to the global South?
- Why have sales of bottled water dropped in the ‘traditional markets’ for these companies?
- How has the bottled water industry grown in the global South over the past five years?
- Has access to clean publicly delivered tap water in the global South changed during the same time period? If so how has it changed and what forces are driving this change?
- Will access to publicly delivered potable water increase with this shift in focus by the bottled water industry to the Global South?
- How does the debate around public water delivery vs privatized water delivery relate to the Global South being the target for future growth by the bottled water industry?
- How does the notion of water as a human right relate to this situation?

Energy

Tar Sands Lobby piece

What we know:

- The environmental destruction caused by the Alberta Tar Sands has been well documented.
- Operators in the Alberta Tar Sands include large multinational corporations, large (foreign) state owned enterprises, large Canadian based corporations and smaller Canadian corporations.

- The inability or unwillingness of the Alberta Government to strongly regulate the environmentally unsustainable expansion of the Alberta Tar Sands has been well documented.
- The inability or unwillingness of the Canadian Government to strongly regulate the environmentally unsustainable expansion of the Alberta Tar Sands has been well documented.
- Information available on oil company lobbying of various Government of Canada and provincial ministries and departments documents widespread consultation between industry and policy makers.
- The revolving door (industry employees moving to government posts and vice versa) between the Tar Sands industry and the federal and provincial governments has been partially documented.

What we need to know

- How do corporations operating in the Alberta Tar Sands influence federal and provincial policies that regulate with everything from environmental oversight to first nations issues related to Alberta?
- Which individuals inside governments do these corporations target?
- What tools do corporations operating in the Alberta Tar Sands use to exert pressure and influence? In house lobbyists? Hired government relations firms? Industry associations?
- What is the role of the Canadian Association of Petroleum Producers in pressuring Canadian policy makers?
- Do these corporations, lobby groups and industry associations usurp the power of elected officials?
- What is the extent of influence from operators in the Alberta Tar Sands on public policy governing the environment, first nations, regulation of corporations etc.?
- How can this influence be quantified?
- We need to document and quantify the revolving door (industry employees moving to government posts and vice versa) between the Tar Sands industry and the federal and provincial governments.
- How does the revolving door phenomenon impact the formation of government policies.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations.** If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 15 2010 for December examinations and March 11 2011 for April examinations.**

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

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

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

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

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

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

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

Grading: Assignments and exams will be graded with a percentage grade. To convert this to a letter grade or to the university 12-point system, please refer to the following table.

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

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

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

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

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

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