

PSCI 4407A
Public Policy: Content and Creation

Instructor: Clara Morgan	Office Hours: Thursdays 10:00 am – 11:00 am Wednesdays 12 pm – 3:00 pm	Contact: claracmorgan@rogers.com Tel. 823-0749 Dunton Tower, 11 th Floor, #1121
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Seminars:

Time: Thursdays, 11:35 a.m. to 2:25 p.m.
Location: 236 Patterson Hall

Course Description and Learning Outcomes:

In this course, we will examine elements of the policy development process – agenda setting, formulation, decision-making, and feedback – as well as the ideas, actors, interests and institutions that influence public policy. We will also cover a variety of theoretical approaches and analytical styles. A case study will be assigned with each weekly seminar so that when you present the readings as a group, you can apply these readings to the case study.

The main objective of this seminar is to prepare you in the foundations of public policy theory and its 'real world' applications. By the end of the course, you should have the acquired skills that will enable you to:

- Synthesize theoretical concepts and approaches to policy analysis and integrate them with the policy process;
- Apply these concepts to the analysis of practical policy problems;
- Compare and contrast differences and similarities across a range of policy areas and/or polities;
- Identify patterns of policy development and policy change across cases and over time.

Student Evaluation and Grading:

1. Seminar Participation: 40%

In a seminar format, student participation is critical, and a significant proportion of the final grade is assigned to reflect this. Regular attendance and thorough preparation for each seminar are minimum requirements for all students (see **Active Reading and Preparing for Seminar Discussions, Appendix 1** of this syllabus). In addition, students are expected to take an active part in seminar discussions. Students will be asked to form small groups, and each group will present and lead discussion on the topic for a given week. Finally, students will be asked to submit a brief written summary/discussion/analysis of readings from **FOUR** of the ten sets of weekly

readings. Further details about these written assignments will be distributed in class.

The breakdown for the participation grade is as follows:

10% for attendance,

10% for group presentation,

and 20% for written reading assignment (each is 5%).

2. Essay Assignment: 35%

Students will be expected to prepare an original analytic paper exploring a specific public policy issue. A brief written outline discussing your paper topic should be submitted to me by **Thursday, February 9**. The essay will be no more than 20 pages, double-spaced. Additional details about and guidelines for the assignment will be distributed in class. The essay will be due in class on **Thursday, March 30, 2006**. Late papers will be penalized at 2/35 per day, to a maximum of 10/35. Papers will not be accepted beyond 5 days (including weekends) after the due date.

3. Take Home Final Examination: 25%

The take-home exam will take an essay-style format. Students will be given a choice of four or five questions, and be required to answer two of their choosing. Further details will be distributed and discussed in class. The examination questions will be distributed at the end of class on Thursday March 30, 2006; completed exams will be due back to the instructor on **Thursday April 6, 2006**.

Late examinations will not be accepted.

Student Conduct and Academic Regulations of the University:

Students are expected to be familiar with and abide by academic and conduct regulations of Carleton University. Undergraduate students should consult the [Academic Regulations](#) listed in the Undergraduate Calendar, in particular those dealing with Instructional Offenses and Offenses of Conduct (sections 14 and 15).

Required Reading:

1. Howlett, Michael and M. Ramesh. 2003. *Studying Public Policy: Policy Cycles and Policy Subsystems*. Second Edition. Oxford: Oxford University Press.

- The text is available through Haven Books (43 Seneca Street, at Sunnyside; telephone 730-9888); copy will be on reserve at MacOdrum Library.

2. PSCI 4407 Coursepack.

- The package can be purchased from Allegra Printing (1069 Bank St., at Sunnyside; 8:30 - 5:30, M-F).

- Readings are also available on reserve at MacOdrum Library or electronically through the university network¹ as indicated.

¹ You would go to the Library Catalogue and type out the Journal title. You should be able to access the article electronically.

- Case study readings are available on-line since they usually refer to government sources or news sources.

3. Daily News

- Students are encouraged to read regularly the news – whether it is a Canadian news source (Globe & Mail, The Ottawa Citizen, etc.), an American news source (NYT, The Nation, etc.), or other news source (Le Monde (France), La Reforma (Mexico)). You can also subscribe electronically to receive daily news from your favorite paper. The more diverse the news sources, the more interesting the class discussions will be. Please note that policy related news items will be an important part of our seminar discussions.

4. Policy Analyses

- You are also encouraged to visit various think tank websites and read what their policy ideas and analyses are. For example:

Canadian Centre for Policy Alternatives

<http://www.policyalternatives.ca/>

Institute for Research on Public Policy

<http://www.irpp.org/about/index.htm>

CD Howe Institute

http://www.cdhowe.org/english/whats_new/whats_new.html

Institute of Intergovernmental Relations

<http://www.iigr.ca/iigr.php/>

Course Content and Readings:

Please Note: Required readings are drawn from the Howlett and Ramesh text or the Coursepack. Case study readings are drawn from on-line news sources or government sources. Supplementary readings are available on reserve at MacOdrum Library, and where indicated, electronically. You are responsible for retrieving the supplementary readings that are available electronically.

1. Thursday, January 5: Introduction to the seminar

What is Public Policy?

- No assigned readings

2. Thursday, January 12:

Policy Models and Approaches to Policy Analysis

- What is policy analysis?
- Models of policy making
- Approaches to policy analysis

Required Reading:

1. Stone. 2002. Introduction and Chapter 1 (The Market and the Polis), pp. 1-34
2. Howlett and Ramesh. 2003. Chapters 1 (Policy Science and Policy Cycles) and 2 (Approaches to Public Policy), pp. 2-48
3. Phillips, Susan. 1996. "Discourse, Identity, and Voice: Feminist Contributions to Policy Studies." In *Policy Studies in Canada: The State*

of the Art, ed. Laurent Dobuzinskis et al. Toronto: University of Toronto Press. (pp. 242-265) [on reserve and coursepack][H97.P655]

Supplementary Reading:

4. Theodoulou, Stella Z. 2002. *Policy and politics in six nations*, Upper Saddle River, NJ : Prentice Hall. Chapter 1 (The Value and Art of Comparative Public Policy) Chapter 2 (What Nations and What Policies to Study?) [on reserve][H97 .T435 2002]

**3. Thursday, January 19:
Problem Definition, Agenda-Setting, and Decision-Making**

Required Reading:

1. Stone. 2002. Chapter 6 (Symbols), Chapter 8 (Causes).
2. Howlett and Ramesh. 2003. Chapter 5 (Agenda Setting) and Chapter 7 (Decision-Making).

Mini Case Study: Non-Decisions: Hurricane Katrina

Fischetti, Mark. 2005. "They Saw It Coming" *The New York Times*, September 2. [available electronically – FACTIVA]

Fischetti, Mark. 2001. "Drowning New Orleans." *Scientific American*, October, 77-85 [available electronically]

Supplementary Reading:

3. Stone. 2002. Chapter 7 (Numbers), Chapter 10 (Decisions).
4. John Kingdon. 1995. *Agendas, Alternatives, and Public Policies: Second Edition*. New York: Harper Collins. Chapter 5, "Problems". [on reserve][JK274.K62 1995]
5. Bachrach, Peter and Morton S. Baratz. 1970. *Power and Poverty: Theory and Practice*. New York, Oxford University Press. Chapter 3. "Key Concepts: Decisions and Non-Decisions". [on reserve][JS578.B3 1970]

**4. Thursday, January 26:
Institutions in the Policy Process: Focus on Canadian Aboriginal Policy**

Required Reading:

1. Thelen, Kathleen and Sven Steinmo. 1992. "Historical Institutionalism in Comparative Politics." In *Structuring politics: historical institutionalism in comparative analysis*, ed. K. Thelen, S. Steinmo and F. Longstreth. Cambridge & New York: Cambridge University Press. (pp.1-32) [on reserve and coursepack][JF11.S77]
2. Abele, Frances, Katherine Graham, and Allan Maslove. 1999. "Negotiating Canada: Changes in Aboriginal Policy over the Last Thirty Years." In *How Ottawa Spends 1999-2000. Shape Shifting: Canadian Governance Toward the 21st Century*, ed. Leslie A. Pal. Oxford: Oxford University Press. (pp. 251-292) [on reserve and coursepack]
3. Abele, Frances. 1997. "Understanding What Happened Here: The Political Economy of Indigenous Peoples." In *Understanding Canada: Building on*

the New Canadian Political Economy, ed. Wallace Clement. Montreal and Kingston: McGill-Queen's University Press. 118-140. [on reserve and coursepack][HC115 .U52]

Mini Case Study: Kashechewan

CBC In Depth: Kashechewan: Water crisis in Northern Ontario

<http://www.cbc.ca/news/background/aboriginals/kashechewan.html>

Indian and Northern Affairs Canada (October 27, 2005):

'Government of Canada announces plan to resolve situation in Kashechewan'

http://www.ainc-inac.gc.ca/nr/prs/s-d2005/2-02724_e.html

'A Plan to assure the health of residents of Kashechewan and the long-term well being and sustainability of their community'

http://www.ainc-inac.gc.ca/nr/prs/s-d2005/02724bk_e.html

'First Nations Implementation Plan' Available at:

<http://www.afn.ca/cmslib/general/FirstNationsPlan.pdf>

Supplemental Reading:

4. Paul Pierson (1995). "Fragmented welfare states: Federal institutions and the development of social policy." *Governance* 8(4):449-478. [available electronically]
5. March, J. G. & J.P. Olsen. 1996. "Institutional perspectives on political institutions. *Governance* 9(3):47-264. [available electronically]
6. Satzewich, Vic and Terry Wotherspoon. 1993. "Aboriginal Peoples and Economic Relations: Underclass or Class Fractions." In *First Nations: Race, Class and Gender Relations*, ed. Vic Satzewich and Terry Wotherspoon. Scarborough: Nelson Canada. (pp.42-74) [on reserve] [E78.C2S27]

5. Thursday, February 2:

Actors and Interests in the Policy Process

Required Reading:

1. Howlett and Ramesh. 2003. Chapters 3 (Policy Actors and Institutions) and 6 (Policy Formulation: Policy Communities and Policy Networks), pp. 52-85, 143-159.
2. Stone. 2002. Chapter 9 (Interests).
3. Miriam Smith. 2000. "Interest Groups and Social Movements." In *Canadian Politics in the 21st Century*, ed. Michael Whittington and Glen Williams. Toronto: Thomson. (Chapter 8)

Mini Case Study: Same Sex Rights

CBC News In Depth – Same-Sex Rights

<http://www.cbc.ca/news/background/samesexrights/>

- Where the parties stand

<http://www.cbc.ca/news/background/samesexrights/parties-positions.html>

- The Supreme Court decision

<http://www.cbc.ca/news/background/samesexrights/beforethecourt.html>

- Canada timeline

http://www.cbc.ca/news/background/samesexrights/timeline_canada.html

Supplemental Reading:

4. Richardson, J. 2000. "Government, interest groups and policy change." *Political Studies* 48(5):1006-1025. [available electronically]
5. Skogstad, G. 2005. "Policy Networks and Policy Communities: Conceptual Evolution and Governing Realities." Paper presented at the annual meeting of the Canadian Political Science Association, London, Ontario. <http://www.cpsa-acsp.ca/papers-2005/Skogstad.pdf>
6. Michael M. Atkinson and William D. Coleman. 1996. "Policy networks, policy communities and the problems of governance." In *Policy Studies in Canada: The State of the Art*. Laurent Dobuzinskis, ed. Michael Howlett and David Laycock. Toronto: University of Toronto Press. (Chapter 11, pp. 193-218) [on reserve][H97.P655]
7. Leo Panitch. 1995. "Elites, classes, and power in Canada." In *Canadian Politics in the 1990s*, ed. Michael S. Whittington and Glen Williams. Toronto: Nelson. (pp. 152-75) [on reserve][FC625.C34 1990]

6.Thursday, February 9: Ideas Interacting with Interests and Institutions

**** Essay Paper outlines due ****

Required Reading:

Mini Case Study 1: Alternative Budgets

1. Neil Bradford. 2004. "Governing the Canadian Economy: Ideas and Politics." In *Canadian Politics in the 21st Century*, ed. Michael Whittington and Glen Williams. Toronto: Thomson. (Chapter 10) [coursepack][on reserve] [FC625 .C34 2004]
2. Isabella Bakker. 2005. *Gender Budget Initiatives. Why They Matter in Canada*. Ottawa: CCPA. [available on-line and in coursepack] http://www.policyalternatives.ca/documents/National_Office_Pubs/2005/af_b2006_techpaper1_gender_budget_initiatives.pdf

Mini Case Study 2: Decriminalizing Marijuana Use in Canada

Required readings:

3. Mark H. Moore. 1988. "What sort of ideas become public ideas?" In *The Power of Public Ideas*, ed. Robert B. Reich. Cambridge: Harvard University Press. (Chapter 3, pp. 55-84) [coursepack][on reserve] [JK1764.P68]
4. MacCoun, Robert and Peter Reuter. 2002. "The varieties of drug control at the dawn of the twenty-first century." *Annals of the American Academy of Political and Social Science* 582(1):7-19. [Available electronically and in coursepack]
5. CBC In Depth: Marijuana. Up in smoke? Canada's marijuana law and the debate over decriminalization http://www.cbc.ca/news/background/marijuana/marijuana_legalize.html

Supplementary Reading:

6. Marilyn Waring. 1988. *If Women Counted*. San Francisco: Harper Collins. Chapter 1, "A Woman's Reckoning: An Introduction to the International Economic System." [on reserve] [HC79.I5W384]
7. Department of Justice, Canada. 2004. *Background: Cannabis Reform Bill*. Retrieved on December 20, 2005 from: http://canada.justice.gc.ca/en/news/nr/2004/doc_31276.html
8. Hathaway, Andrew D. and Patricia G. Erickson. 2003. "Drug reform principles and policy debates: harm reduction prospects for cannabis in Canada." *Journal of Drug Issues* 33(2): 465-495. [HV5800.J68 Floor 4 Serial]
9. Lafreniere, G. 2004. *An Act to Amend the Contraventions Act and the Controlled Drugs and Substances Act. Legislative Summary*. LS-456E. Ottawa: Library of Parliament. <http://www.parl.gc.ca/37/2/parlbus/chambus/house/bills/summaries/c38-e.pdf>
10. Erickson, P.G., D. M. Riley, Y.W. Cheung, P.A. O'Hare. 1997. *Harm Reduction: A New Direction for Drug Policies and Programs*. Toronto: University of Toronto Press. [on reserve][HV5801.H37]

7. Thursday, February 16

Case Study: Actors and Institutions: Reforming Canada's Health Care System

Required Reading:

1. Keith G. Banting. 1995. "The welfare state as statecraft: Territorial politics and Canadian social policy." In *European Social Policy: Between Fragmentation and Integration*, ed., Stephan Leibfried and Paul Pierson, Washington: The Brookings Institute. (Chapter 8, pp. 269-300) [on reserve and coursepack][HN373.5.E83]
2. Antonia Maioni. 2001. "Federalism and health care in Canada." In *Health Policy and Federalism: A Comparative Perspective on Multi-level Governance*, ed. Keith G. Banting and Stan Corbett. Kingston: McGill-Queen's University Press. Chapter 6, pp. 173-199. [on reserve and coursepack][RA395.C3 H435 2002]
3. Gerard Boychuk. 2003. "The Federal role in Health Care Reform: Legacy or Limbo?" In *How Ottawa Spends: 2003-2004. Regime Change and Policy Shift*, ed. Bruce Doern. Oxford: Oxford University Press. (Chapter 6, pp. 89-104) [on reserve and coursepack]
4. Canada, Office of the Prime Minister (2004). A 10-Year Plan to Strengthen Health Care. Press Release. Available at: <http://www.pm.gc.ca/eng/news.asp?id=260>
5. Canadian Broadcasting Corporation (2004). CBC News In-Depth: Health Care. Anatomy of An Agreement. Available at: <http://www.cbc.ca/news/background/healthcare/firstminconf.html>

Supplementary Reading:

6. Centre for Research and Information on Canada [CRIC]. Health Care: A System Under Strain.
http://www.cric.ca/en_html/guide/health/health.html
7. Jacob Hacker. 1998. "The historical logic of national health insurance: structure and sequence in the development of British, Canadian and U.S. medical policy." *Studies in American Political Development* 12(Spring): 57-130. [available electronically]
8. Immergut, E. M. 1992. "The rules of the game: The logic of health policy making in France, Switzerland and Sweden." In *Structuring Politics: Historical Institutionalism in Comparative Analysis*, ed. S. Steinmo, K. Thelen, and F. Longstreth. Cambridge: Cambridge University Press. (pp. 57-89). [on reserve]

8. Thursday, February 23 No seminar – reading week

9. Thursday, March 2

Policy Dynamics

Required Reading:

1. Howlett and Ramesh. 2003. Chapter 9 (Policy Evaluation: Policy Analysis and Policy Learning) and Chapter 10 (Policy Regimes and Policy Dynamics), pp. 207-243.
2. Stone. 2002. "Policy Paradox in Action" (focus on affirmative action in higher education)
3. Pierson. P. 1993. "When effect becomes cause: Policy feedback and political change." *World Politics* 45(4): 292-328. [Available electronically and in coursepack]

Mini Case Study: Black Focused Schools

"Province rules out black-only schools". 2005. *MetroNews*, February 4.

http://www.metronews.ca/news_feature_detail.asp?id=6121

Debi, Candice. 2005. "Separate School?" *The Varsity On-line*, Feb. 29.

<http://www.thevarsity.ca/media/paper285/news/2005/11/29/Feature/Separate.School-1115267.shtml?nrewrite&sourcedomain=www.thevarsity.ca>

Supplementary Reading:

1. Dei, George J Sefa (1996/1997). "Beware of False Dichotomies: Revisiting the Idea of "Black - Focused" Schools in Canadian Contexts." *Journal of Canadian Studies Winter*. Available on-line at:
http://www.findarticles.com/p/articles/mi_qa3683/is_199601/ai_n8735947
2. Hall, P.A. 1993. "Policy paradigms, social learning and the state." *Comparative Politics* 25(3): 275-96. [Available electronically]
3. Bennett, Colin J. and Michael Howlett. 1992. "The lessons of learning: reconciling theories of policy learning and policy change." *Policy Sciences* 25: 275-294. [H1.P69 Location Floor 4 Serial]

10. Thursday March 9:

Internationalization, Globalization and Public Policy

Required Reading:

1. Doern, G. Bruce, Leslie A. Pal and Brian W. Tomlin, eds. 1996. *Border Crossings: The Internationalization of Canadian Public Policy*. Toronto: Oxford University Press. (Chapter 1, pp. 1-26) [on reserve and coursepack][JL75.B67]
2. Skogstad, Grace. 2000. "Globalization and public policy: situating Canadian analyses." *Canadian Journal of Political Science* 33(4): 805-828. [available electronically and in coursepack]
3. Khor, Martin. 2000. "Globalization and the South: Some Critical Issues." UNCTAD Discussion Paper. (Introduction, The Globalization Process, Key Issues in Trade, pp. 1-21). [on reserve] Available on-line: http://www.unctad.org/en/docs/dp_147.en.pdf

Mini Case Study: GATS

Sinclair, Scott. 2005. *The GATS and South Africa's National Health Act. A Cautionary Tale*. Ottawa: CCPA (pp. 9-24, pp. 35-39) [on reserve]

Available on-line:

http://www.policyalternatives.ca/documents/National_Office_Pubs/2005/South_Africa_and_GATS.pdf

Supplementary Reading:

4. Macdonald, Laura. 2004. "In the Shadow of the HyperPower: Beyond Canada's Middle-Power Image." In *Canadian Politics in the 21st Century*, ed. Michael Whittington and Glen Williams. Toronto: Thomson. (Chapter 12) [on reserve][FC625 .C34 2004]
5. Hart, Michael and Brian Tomlin. 2004. "The Emerging Policy-Shift in Canada-US Relations." In *How Ottawa Spends 2004-2005. Mandate Change in the Paul Martin Era*, ed., G. Bruce Doern. Montreal & Kingston: McGill-Queen's University Press. [coursepack and on reserve]
6. Crelinsten, Ronald D. 2001. "Policy making in a multi-centric world: the impact of globalization, privatization and decentralization on democratic governance." In *Who is Afraid of the State? Canada in a World of Multiple Centres of Power*, ed., Gordon Smith and Daniel Wolfish. Toronto: University of Toronto Press. Chapter 3, pp. 89-130. [on reserve][JL75 .W47 2001]

11. Thursday, March 16: Case Study: Policy Learning and International Dynamics of Domestic Policy Choice – Climate Change Policy

Required Reading:

1. Haas, P. M. 2000. "International institutions and social learning in the management of global environmental risks." *Policy Studies Journal*, 28, 558-575. [available electronically and in coursepack]
2. Bernstein, S. 2002. "International institutions and the framing of domestic policies: The Kyoto Protocol and Canada's response to climate change." *Policy Sciences* 35(2): 203-236. [Available electronically and in coursepack]

3. MacDonald et al. 2004. "Implementing Kyoto: When Spending is Not Enough." In *How Ottawa Spends 2004-2005. Mandate Change in the Paul Martin Era*, ed., Bruce Doern. Montreal & Kingston: McGill-Queen's University Press. (Chapter 9, pp. 175-197) [on reserve and coursepack]
4. CBC News In Depth: Kyoto and Beyond. The Montreal Climate Change Conference, Dec. 12, 2005
<http://www.cbc.ca/news/background/kyoto/index.html>

Supplementary Reading:

5. Litfin, K. T. 2000. "Advocacy coalitions along the domestic-foreign frontier: globalization and Canadian climate change policy." *Policy Studies Journal*, 28, 236-252. [available electronically]
6. Lisowski, M. 2002. "Playing the Two-Level Game: US President Bush's Decision to Repudiate the Kyoto Protocol." *Environmental Politics*, 11, 101-119. [Available electronically]
7. Brown, L. 2000. "Scientific uncertainty and learning in European Union environmental policymaking." *Policy Studies Journal*, 28, 576-596. [Available electronically]
8. Centre for Research and Information on Canada [CRIC], Climate Change Resource Page
http://www.cric.ca/en_html/guide/climate/climate_change.html

12. Thursday, March 23 – NO SEMINAR

No assigned readings.

All summary assignments due (4 in total) – please drop off at the Political Science office.

13. Thursday, March 30: REVIEW SESSION

Essay Assignments Due

Take Home Exam Questions and Guidelines

14. Thursday, April 6, 2006

Take Home Exam Due

Important Things to Remember:

- Summary assignments are due a week after the seminar – you have 4 assignments to do.
- Essay outlines are due Feb. 9.
- No class on March 23.
- Essay assignments are due March 30.
- Take Home Exam to be distributed on March 30
- Take Home Exam is due April 6.



Academic Accommodations

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. 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 in-class test or CUTV midterm exam**. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: **November 7th, 2005** for fall and fall/winter term courses, and **March 10, 2006** for winter term courses.

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 Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: www.carleton.ca/polisci/undergrad/styleguide.pdf

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.

Approval of final grades: Standing in a course is determined by the course instructor, *subject to the approval of the Faculty Dean*.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. 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: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.

Appendix 1: Active Reading and Preparing for Seminar Discussions²

The seminar structure of this course is intended to foster discussion among students of the material. In contrast to lectures, the instructors do not do most of the talking; students themselves are expected to participate and contribute. Students will have varied degrees of comfort with and comprehension of the assigned readings; ideally, those who understand and feel comfortable discussing a reading will help those who feel less confident. Please come prepared to *discuss* what you understand, *question* what you are uncertain of, and *express* your opinions and reactions to the readings. ***In order for this seminar structure to be effective, it is critical that each student has completed the required reading every week.***

Reading the material is not, and should not, be a passive exercise. Effective reading is similar to critical reflection – you should be thinking critically about what you are reading as you read. Effective readers are *active* readers. To be effective, you have to read with *a purpose* and *a plan* and with *concentration*.

Effective readers are organised; they do not just look at words, they search for their meaning. They assimilate what is being read with what they already know; they are active readers who *remember* and *draw conclusions* from the material as it is being read. Some reading will add to your store of knowledge, some will be to gain new information.

As you read, you should:

- know what you are looking for in the reading and how to find it;
- relate new knowledge to old knowledge;
- make patterns and connections;
- ask questions about the text.

Read with a specific purpose in mind. It enables you to focus on the relevant parts of a text and to use appropriate reading strategies. Are you reading:

- to gain background information?
- to gather specific facts?
- to identify the structure of an author's argument?
- to understand a concept?
- to find alternative views to challenge an argument?

Reading Strategically

These reading strategies will enable you to find and absorb information more easily.

Surveying: Reading surface messages to predict content

For example, year of publication: is it recent enough or is it out-of-date?; table of contents: is the information detailed enough for your purposes?

²Adapted from: Academic Literacy by Jo-Anne Reid (FEHPS), Corinne Buckland (Academic Skills Office TLC), Catherine Clarke and Iain MacKay (Online Unit TLC) University of New England, Armidale, Australia, and the Offshore Manual of Charles Stuart University, Australia.

Skimming: Reading quickly for an overview.

Glance over the entire text to look for relevant or interesting ideas. Reading the first sentence of every paragraph, the topic sentence, should help you to quickly locate the main idea.

Scanning: Reading quickly for specific information. Glance at headings and topic sentences of paragraphs for key words and ideas.

This is like looking for a name in a telephone directory.

Reading Complex Material

Some information, particularly that which includes difficult abstract concepts or technical terms, cannot be easily understood on first reading. These strategies often help:

- Read the information several times at least. This may best be done over a day or two, leaving gaps of time between each reading. This clears the head and allows for unconscious processing of the material.
- Read with a dictionary at your side. If there are unfamiliar specialist terms, look them up, either in the dictionary or a glossary.
- Summarize the information into your own words, or try to reconstruct it as a diagram or concept map. This may provide the structure for your notes and exam studying.
- Consult other sources on the same topic, such as the suggested readings in the course syllabus or those cited by the author in the bibliography of the article or chapter. Reading another source may give you a more accessible explanation, or a slightly different but enlightening perspective.
- Remember that reading at this level requires practice. The more you do, the easier it becomes.
- Keep in mind that sometimes academic texts are not well-written, and thus it is not your fault if you do not understand them. The frustration you feel in these circumstances is similar to that of essay markers when ideas are not clearly expressed!
- Be a critical reader.

Reading Critically

Being a critical reader does not mean criticising for the sake of being argumentative. It means understanding how ideas have been arrived at, and evaluating their strengths and weaknesses. Here are some of the main features of critical reading. Use these as guides or questions to structure your reading.

- Recognising the writer's purpose.
 - What is the main objective of this reading?
- Recognising the writer's assumptions and underlying values.
 - What social, cultural and historical influences are apparent in the author's perspective?
- Recognising patterns of argument.
 - What is the basic thesis or argument of the article? What steps does the author take to build the argument and (how) does s/he justify or support it?
- Linking ideas in the text to other ideas and texts.

- How does this piece/argument/theory fit with other readings for this week?
From previous weeks?
- Are the different texts compatible, complementary, contradictory?
 - Understanding how language choices reflect values and indicate power relations.
- Is the language that of an economist? A feminist? A layperson?
- Is the writer intimidating the reader by using obscure words or jargon?
- Is the writer persuading with emotive words, such as 'statistics', 'democracy', 'moral', 'should'?
- Recognising how the text positions the reader.
- Is the reader being addressed as an academic colleague or researcher?
- Does the writer want the reader to agree or does the writer invite debate?
- Exploring alternatives to the stated idea.
- Do you agree or disagree with the author's argument? Do you find his/her theory/explanation convincing, useful, effective?
- How have others explained this phenomenon, policy or concept?
- Recognising the assumptions and underlying values that **you** bring to your reading.
- What are your personal views on this subject or this policy area?
- How or what influenced these views?
- How do your views influence your interpretation of this reading or this subject?

