

Carleton University  
Winter 2022  
Department of Political Science  
<https://carleton.ca/polisci/>

**FYSM 1611B**  
**Parliamentary Politics in Canada**  
11:25 am – 2:35 pm every Monday

**Office Hours (via Zoom):** Mondays 9am-10am and Tuesdays 9am-10am, or by appointment

**Instructor:** Louise Cockram  
**Email:** [LouiseCockram@cunet.carleton.ca](mailto:LouiseCockram@cunet.carleton.ca)

**IMPORTANT – PLEASE READ:** *Note that face-to-face classes at Carleton will remain suspended until 31 January because of COVID-19. This course will meet in a synchronous online format via Zoom on Mondays from 11:35am-2:35pm. Please wait for further instruction from Carleton University and the instructor for details on returning to in-person classes after 31 January. If in-person classes return after 31 January, our physical course location is University Centre 282.*

### Course Description

Parliament is the theatre of Canadian democracy. Through watching question period or committee proceedings we have a window into the debates that affect our lives as Canadians. Yet, parliament is often derided by media commentators and political scientists as ineffectual and hopelessly partisan. How do we make sense of parliament as an essential, yet flawed, part of Canadian democracy? In FYSM 1611B we will explore key debates on parliamentary politics in Canada, such as (but not limited to) the balance between parliamentary scrutiny vs. legislative efficiency, the benefits and drawbacks of party discipline, along with the problem of the underrepresentation of people of colour and women in politics.

In addition to these debates, we will devote a portion of each class to learning academic skills, such as effective notetaking, crafting a thesis statement and time-management.

### Learning Outcomes

At the end of this course, you will be able to do the following:

- 1) Understand the roles of key actors in parliamentary politics, such as members of parliament, political parties, the speaker, officers of parliament and senators.
- 2) Theorize about parliament's competing roles, including (but not limited to) its role to scrutinize government, pass legislation and represent the views of Canadians
- 3) Discuss the context of underrepresentation in Canadian legislatures based on race, gender, and other social characteristics
- 4) Assess academic debates related to parliamentary democracy in Canada, including arguments about executive centralization and the role of political parties

- 5) Write a research paper based on the tools we have developed during the academic skills portion of each class

### What to expect from each seminar?

FYSM 1611 will be held **in person**. The class will run over the course of three hours each Monday from 11:35am-2:25pm. We will always take a 15-minute break in the middle of each class (around 1pm) to allow us to relax and come back strong for the second half of the class. We will begin each seminar by briefly contextualizing the topic and readings for the week. If a presentation is scheduled for that week, the student will present at the beginning of class (unless other arrangements have been made). The remainder of the class will be spent discussing the readings and the questions posted on the Brightspace weekly question forums. Our discussion will usually take place as a whole class, however we will occasionally discuss the class material and conduct class activities in pairs or in small groups. We will always discuss the academic skills component (e.g. note-taking, crafting an effective thesis statement) near the end of the class after the break.

### A note on masks and physical distancing

As per guidance from Ottawa Public Health and Carleton University, masks must be worn at all times in the classroom. Physical distancing is also required (see section on COVID-19 at the end of the syllabus for more details). The 2021-2022 academic year is Carleton's first in-person session since the university transitioned to online teaching in March 2020. While masks and physical distancing are necessary to mitigate the spread of COVID-19, it may be challenging at times to hear one another during class discussions. I encourage everyone to be patient and understanding with fellow members of the class while we navigate this "new normal." Let others know if you are unable to hear them and ask them to repeat things if necessary.

### Class absences

If you are absent from the seminar you can make up your participation grade by sending me a 250-word (double-spaced) reflection on three things you learned from the readings/sources for that week (for up to a maximum of two classes). The reflection is due at 11:59pm on the Friday of the week that you miss class.

**Note:** *If you are experiencing extenuating circumstances which will significantly affect your studies, please arrange to speak to me about your individual case.*

### Assignments

Note: You can use any citation style for the assignments as long as it is consistent within each assignment. All assignments must be uploaded electronically to Brightspace by 11:59pm on the date they are due.

Course Assignments at a Glance		
Assignment	Due Date	Grade Percentage
Class Participation and attendance	Ongoing	20
Weekly question forum	Ongoing	15

Class Presentation	Sign up via Brightspace	20
Critical Reflection Piece	7 February	15
Final Paper Proposal	28 February	5
Final Paper	15 April	25

## Assignments in Detail (Assignment rubrics are available in Brightspace)

### Class Participation and attendance

This is a seminar class based on active learning, so all students are required to participate in the class discussion. Here are some ways that you can participate:

- 1) Make comments and observations about the class material/weekly topic
- 2) Ask questions about the weekly readings. In other words, is there a concept or idea in the readings that you are unclear about?
- 3) Bring up a recent news story that is relevant to the course
- 4) Respond to a comment/intervention made by one of your classmates

Participation will be graded on the frequency, relevance, and quality of students' interventions in the class discussion. Attendance is not the same as participation. Students are expected to participate meaningfully in each class by making comments which are relevant to the weekly topics being discussed. Student questions and comments should be thoughtful and should demonstrate engagement with the ideas presented by others.

### Weekly question forum

Each week, students will post questions to a Brightspace discussion forum about the weekly readings or topics. Each member of the class will be required to post at least **one question per week by the Sunday before our class at 4pm**. I will collate these questions and use them to guide the discussion for that week. This will allow class participants to take some ownership over the class discussion.

Please keep in mind the purpose of this class is to learn and all questions, no matter how small, are both welcome and encouraged. Your questions can:

- Address a theme in the reading
- Ask about something you find unclear from the readings
- Use the course readings to explore current issues in parliament or news stories that are related to the course

Participation in the weekly question forum will be graded on **both your consistent weekly submission and the quality of your posts**. Your question must be posted by 4pm on the Sunday before class for it to count towards your grade.

### Class presentation

Each member of the class will do one presentation on one of the readings for their chosen week. Presentations should be 10 minutes and will take place at the beginning of each class. The presentation should be a mix of summary and analysis. Students should spend 1-2 minutes briefly summarizing their

chosen reading at the beginning of the presentation and then use the remainder of the presentation to analyze the reading. For instance, do you think the author's argument is convincing? Is there anything that surprised you about the reading? Is there anything you think the author missed that should have been included?

There is a sign-up sheet on Brightspace for students to pick the week on which they would like to present. Students must select their presentation date/topic by 17 January at 11:59pm. There will be one to two student presentations per week. The presentations will be done individually; however, students must consult with the other presenters for that week to ensure minimal overlap in the content being covered. For instance, if two students sign up to present on the same week, they will have to decide how to divide the weekly readings between them.

**\*If you plan to use Power Point slides or any other type of visual (e.g., videos, websites), you must email these materials to me before 11:59pm the date before your presentation.\***

### **Critical Reflection Piece**

For the critical reflection piece students will choose one of the topics from weeks 2, 3 or 5 of the course and analyze two academic readings from that week. The critical reflection piece should be 1,500 words double spaced (not including the bibliography). Your analysis should centre around the following questions:

- 1) What key arguments do the authors make?
- 2) How do the ideas in the two readings connect with each other? Do the authors make similar arguments? Do the authors agree with each other? If the authors disagree, what do they disagree about?
- 3) Do the authors make a convincing argument? Do they provide enough evidence to support their claims?
- 4) Is there anything missing from the authors' arguments that you think should have been addressed?

The critical reflection piece should include a bibliography with references to the two sources you use.

Students cannot do the critical reflection piece on the same topic as their presentation.

### **Final Paper & final paper proposal**

#### **-Final Paper Proposal**

All students are required to submit a 250-word (double-spaced) proposal of their final paper by 28 February. The purpose of the paper proposal is twofold: 1) to encourage you to begin thinking about the final paper early in the semester 2) for me to provide early feedback on the ideas and arguments you plan to include in your paper. The proposal should include the following: a research question and thesis statement, a brief description of the argument you plan to make, as well as a working bibliography (with at least six academic sources). I will review each proposal and provide feedback by 14 March.

#### **-Final paper**

Your final paper should be on a topic related to parliamentary politics that interests you. It should present a clear and concise argument based on research from academic sources. The paper should be 2,000 words doubled spaced and should include the following:

- An introduction (1/2 -1 page)
- A brief literature review (2-3 pages)
- 3-4 pieces of evidence to support your argument (3-4 pages)
- A conclusion (½-1 page)

We will use the academic skills sections during our class to prepare for the paper.

Some ideas on relevant topics include (but are not limited to):

- The underrepresentation of people of colour and women in the House of Commons
- The merits and drawbacks of minority parliaments
- The challenges of Canada's virtual COVID parliament

I am available via email and during my office hours to provide advice on your paper topic.

### **A Note on Sources**

The bibliography for your final paper should be primarily comprised of academic sources. Academic sources are peer-reviewed journal articles. While grey literature (e.g., reports from think tanks) can be useful, it should not form the basis of your bibliography.

There are four excellent journals that produce research on legislatures. These include:

Parliamentary Affairs

Legislative Studies Quarterly

The Journal of Legislative Studies

The Canadian Journal of Political Science

Another useful journal (not peer-reviewed) is the Canadian Parliamentary Review. The Canadian Parliamentary Review is the "industry" publication for legislators and House staff across Canada. It features articles from legislative clerks, elected representatives, as well as researchers on Canadian legislative politics.

If you decide to write about a topic currently in the news, for which there is not a lot of academic research, you still need to refer back to earlier academic work to inform your analysis. For instance, David Docherty's book *Mr. Smith Goes to Ottawa* was published in 1998 but is still useful to study parliamentary careers today.

### **Late Assignment Policy**

Late assignments will be deducted by 5% per day including weekends. Assignments that are submitted more than a week past the deadline will not be accepted.

### **Readings**

Note: there is no required textbook for this course. All readings will be available through Ares or through a link on Brightspace.

Date	Topic	Readings	Academic course element
10 January	1. Introduction to the Course What is the role of parliament?	Chapter One "A Democratic Audit of Canadian Legislatures" in Docherty, David. <i>Legislatures</i> . UBC Press, 2005.	Summary vs. critique
17 January	2. The House of Commons – Part One Legislation and Scrutiny	<p>Chapter six "Scrutiny and the Size of Legislatures" in Docherty, David. <i>Legislatures</i>. UBC Press, 2005.</p> <p>Wilson, Paul. R. "Harper and the House of Commons: An Evidence-Based Assessment" <i>The Harper Factor: Assessing a Prime Minister's Legacy</i> edited by Jennifer Ditchburn and Graham Fox, 2-43. Montreal-Kingston: McGill-Queen's University Press, 2016.</p> <p>Marland, Alex. "Why minority governments have been good — and sometimes bad — for Canada." <i>The Conversation</i> (2021)  <a href="https://theconversation.com/why-minority-governments-have-been-good-and-sometimes-bad-for-canada-168018">https://theconversation.com/why-minority-governments-have-been-good-and-sometimes-bad-for-canada-168018</a></p>	Effective notetaking
24 January	3. The House of Commons – Part Two Constituency Representation	Bird, Karen. "'We are Not an Ethnic Vote!' Representational Perspectives of Minorities in the Greater Toronto Area" <i>Canadian Journal of Political</i>	Time management/minimizing procrastination

		<p><i>Science</i> 48, no. 2 (2015): 249-279.</p> <p>Chapters One and Five. Blidook, Kelly, Koop, Royce and Bastedo, Heather. <i>Representation in Action: MPs in the Constituencies</i>. UBC Press, 2018.</p>	
31 January	4. Actors in Parliament: MPs, the Speaker, Officers of Parliament	<p>Chapter Three "Roles in the Assembly"- A Democratic Audit of Canadian Legislatures" in Docherty, David. <i>Legislatures</i>. UBC Press, 2005.</p> <p>Morden, Michael, Hilderman, Jane, and Anderson, Kendall (2018). "Flip the Script: Reclaiming the legislature to reinvigorate representative democracy". <i>The Samara Centre for Democracy</i> <a href="https://www.samaracanada.com/research/political-leadership/mp-exit-interviews/volume-ii/flip-the-script">https://www.samaracanada.com/research/political-leadership/mp-exit-interviews/volume-ii/flip-the-script</a></p> <p>Barnes, Andre. (2021) "Appointment of Officers of Parliament." <i>Library of Parliament</i>: <a href="https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/HillStudies/PDF/2009-21-e.pdf">https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/HillStudies/PDF/2009-21-e.pdf</a></p>	Crafting a thesis statement
7 February	5. Cabinet and the Executive	Savoie, Donald. Chapter Four "Primus: there is no longer inter or pares." <i>Governing from the Centre: the concentration of Power in Canadian Politics</i> . Toronto University Press, 1999.	Research in the library/referencing -Presentation with Aleksandra Blake from MacOdrum Library.

		<p>Lewis, J.P. "Elite Attitudes on the Centralization of Power in Canadian Political Executives: A Survey of Former Canadian Provincial and Federal Cabinet Ministers, 2000–2010." <i>Canadian Journal of Political Science</i> 46, no. 4 (2013): 799-819.</p>	
14 February	6. Political Parties	<p>"Chapter Nine – Legislative Assemblies." Marland, Alex. <i>Whipped: Party Discipline in Canada</i>. Vancouver: UBC Press, 2020.</p> <p>May, Elizabeth. "Chapter One – Westminster Parliamentary Democracy: Where some MPs are more Equal than Others." In <i>Turning Parliament Upside Down: Practical Ideas for Reforming Canada's Democracy</i>, edited by Michael Chong, Scott Sims and Kennedy Stewart, 15-35. Vancouver: Douglas and McIntyre, 2017</p>	Creating a paper outline
21 February	Reading Break – Relax and enjoy		
28 February	7. The Senate	<p>Docherty, David. C. (2002) "The Canadian Senate: Chamber of Sober Reflection or Loony Cousin Best Not Talked About", <i>Journal of Legislative Studies</i> 8, no.3 (2002): 27-48.</p> <p>Macfarlane, Emmett. "The Renewed Canadian Senate: Organizational Challenges and Relations with the Government." <i>IRPP</i>. (2019) Montreal: Institute for</p>	Making an argument

		<p>Research on Public Policy.  <a href="https://irpp.org/research-studies/renewed-canadian-senate-organizational-challenges-relations-government/">https://irpp.org/research-studies/renewed-canadian-senate-organizational-challenges-relations-government/</a></p>	
7 March	8. Provincial and Territorial Legislatures	<p>Thomas, Paul and Lewis, J.P. "Executive creep in Canadian Provincial Legislatures." <i>Canadian Journal of Political Science</i> 52, no.2 (2018): 363-383.</p> <p>Raney, Tracey. "The Ontario Legislature: Living Up to Its Democratic Potential amidst Political Change?" In <i>The Politics of Ontario</i>. Edited by Jonathan Malloy and Cheryl Collier, 81-99. Toronto: University of Toronto Press, 2016.</p> <p>"No political parties: How Nunavut's consensus government works" (Video) CBC - <a href="https://www.youtube.com/watch?v=2sEVjwiXfSU">https://www.youtube.com/watch?v=2sEVjwiXfSU</a></p>	Referencing and plagiarism
14 March	9. Parliament and Public Space	<p>Dance, Anne. "<a href="#">Negotiating Public Space on Canada's Parliament Hill: Security, Protests, Parliamentary Privilege, and Public Access.</a>" <i>Journal of Canadian studies</i> 48 no, 2 (2014): 169-197</p> <p>Paranjape, Avnee. "Will the West Block Chamber Change Parliamentary Culture?" <i>Policy Options</i> (2019). <a href="https://policyoptions.irpp.org/magazines/may-2019/will-">https://policyoptions.irpp.org/magazines/may-2019/will-</a></p>	Developing a literature review

		<p><a href="https://www.cbc.ca/news/politics/black-voices-racism-regan-1.5024623">west-block-chamber-change-parliamentary-culture/.</a></p> <p>Harris, Kathleen. "Speaker condemns 'racial profiling' of black visitors to Parliament Hill." CBC (2019): <a href="https://www.cbc.ca/news/politics/black-voices-racism-regan-1.5024623">https://www.cbc.ca/news/politics/black-voices-racism-regan-1.5024623</a></p> <p>Al-Medhar, Zainab. "Hill security racial profiling complaint highlights need for training, systemic change, say Senators, former MP." The Hill Times (2021): <a href="https://www.hilltimes.com.proxy.library.carleton.ca/2021/07/05/hill-security-racial-profiling-complaint-highlights-need-for-training-systemic-change-say-senators-former-mp/305075">https://www.hilltimes.com.proxy.library.carleton.ca/2021/07/05/hill-security-racial-profiling-complaint-highlights-need-for-training-systemic-change-say-senators-former-mp/305075</a></p>	
21 March	10. Why are women and people of colour underrepresented in parliament?	<p>Tolley, Erin. "Who you know: Local party presidents and minority candidate emergence." <i>Electoral Studies</i> 58 (2019): 70-79.</p> <p>O'Neill, Brenda. "Unpacking Gender's Role in Political Representation in Canada." <i>Canadian Parliamentary Review</i> 38, no. 2 (2015) <a href="http://www.revparl.ca/english/issue.asp?param=223&amp;art=1643">http://www.revparl.ca/english/issue.asp?param=223&amp;art=1643</a></p>	Essay writing tips
28 March	11. What are the effects of the underrepresentation of women and people of colour?	Arneil, Barbara. "Lactating Mothers in Parliament." In <i>Mothers and Others: The Role of Parenthood in Politics</i> , edited by Melanie Thomas	Coping with stress at the end of the semester

		<p>and Amanda Bittner, 46-63. Vancouver: UBC Press, 2017.</p> <p>Morden, Michael. "Parliament and the Representation of Indigenous Issues: The Canadian Case." <i>Parliamentary Affairs</i> 71, no.1 (2018): 124-143</p> <p>"Celina Caesar-Chavannes gives candidate account of Trudeau, tokenism" (video), CBC – <a href="https://www.youtube.com/watch?v=RFBDhTvLT5s">https://www.youtube.com/watch?v=RFBDhTvLT5s</a></p>	
4 April	12. Parliament in Crisis	<p>Valpy, Michael. "The Crisis: A Narrative" in <i>Parliamentary Democracy in Crisis</i> edited by Peter H. Russell and Lorne Sossin, 3-18. Toronto: University of Toronto Press, 2009.</p> <p>Malloy, Jonathan. "The Adaptation of Parliament's Multiple Roles to COVID-19." <i>Canadian Journal of Political Science</i> 53, no.2 (2020): 305-309</p>	Proof-reading/editing
11 April	13. Parliamentary Reform	<p>Thomas, Paul E.J., Petit-Vouriot, Adelina and Morden, Michael. "Assessing the Reform Act as a Tool of of Parliamentary Reform: One Step Forward, One Step Back." <i>Canadian Parliamentary Review</i> 43, no.2 (2020): 10-16.</p> <p>Stanton, Bruce. "A Parallel Chamber for Canada's House of Commons?" <i>Canadian Parliamentary Review</i> 41 no. 2 (2018): <a href="http://www.revparlcan.ca/en">http://www.revparlcan.ca/en</a></p>	

		<p><a href="/vol-41-no2-a-parallel-chamber-for-canadas-house-of-commons/">/vol-41-no2-a-parallel-chamber-for-canadas-house-of-commons/</a></p> <p>Maloney, Ryan. "‘Senator-in-waiting’ who topped Alberta vote applying for job through federal process." CBC News (2021):  <a href="https://www.cbc.ca/news/politics/alberta-senate-elections-pam-davidson-1.6230470">https://www.cbc.ca/news/politics/alberta-senate-elections-pam-davidson-1.6230470</a></p>	
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### **Accommodations during COVID**

Due to COVID, instructors will not request or require a doctor’s note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: [https://carleton.ca/registrar/wp-content/uploads/COVID-19\\_Self-declaration.pdf](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf)

### **Academic Accommodations**

#### **Pregnancy**

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

#### **Religious obligation**

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

### **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

## **Survivors of Sexual Violence**

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

## **Student Activities**

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

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

## **Plagiarism**

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

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

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

More information on the University’s Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

## **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are

intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

## **COVID-19**

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

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

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

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

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