

Carleton University
Winter 2021
Department of Political Science



FYSM 1611E
Power, Liberty & Public Policy – From Ideas to Practice
Time/Location: Tuesdays, 14:35-16:25
Zoom

Instructor: Noah Schwartz
Zoom Office Hours: Tuesdays, 13:25-14:25
E-mail: noahschwartz@cunet.carleton.ca

Course Description

Do you care about political issues like gender equality, climate change, public health, gun control, and indigenous rights? Do you want to learn how to write a speech or an op-ed? How about developing important transferable skills that will help you in your career? This course might be for you.

Over the semester we will be working together to find answers to several key questions. What is public policy? Who makes it? Why does it matter? This course will introduce you to the basics of public policy, with a focus on exploring what theory can tell us about key policy issues. The first section of the course will introduce you to a few important concepts and theories that will help us navigate through the murky waters of politics. In the second section, we will use these core concepts to explore important issues in public policy like gun control, the COVID-19 pandemic, pipeline projects, and the politics of policing.

As this course is a first-year seminar, you will get to explore the course content in a small group. This means you will get the chance to discuss the course material and readings with your peers, take part in hands-on learning activities, and tailor certain elements of the course to suit your interests and career goals. Just because the course is online, does not mean it will not be interactive. During the course, you will get to take part in exciting learning activities like debates, small group discussions, and crisis simulations.

Together, we will explore the role of power in politics and examine the delicate balance that policymakers must strike between promoting the public good and protecting individual liberty.

Learning Outcomes

By the end of this course, you will be able to...

Distinguish between the major theories of the public policy process and their related concepts. This includes being able to:

- Define the major policy process theories.
- Outline the key ideas and concepts for each theory.
- Explain the major strengths and weaknesses of each theory.

Analyze important policy issues using these concepts and theories. Including being able to:

- Identify key policy issues.
- Apply the concepts and theories we learned to these issues.
- Explain what insights the theories of public policy can provide on these policy issues.

Demonstrate the ability to acknowledge and respect alternate views. Including being able to:

- Identify and explain the central arguments of positions that you disagree with.
- Engage respectfully in debates with those whose ideas you oppose.

Write a short research paper taking an informed position on a public policy issue. This involves being able to:

- Identify relevant scholarly research on the topic.
- Develop a research question and a specific, argumentative thesis statement based on theory to answer it.
- Defend your thesis statement with empirical evidence from relevant scholarly sources.
- Demonstrate the ability to cite sources using the APA citation style.

Course Format

The course has both ***asynchronous*** and ***synchronous*** elements. Students are expected to watch the **weekly briefing** (approx. 1hr) before class time. Class Zoom meetings (weekly for 110mins) will be taken up with discussion and activities based on the readings and weekly briefing.

Brightspace Trial

The course will take place in the Brightspace Learning Management System as part of the Brightspace Pilot. You will be among the first students to experience the Brightspace environment. Brightspace is the digital learning environment that will replace cuLearn/Moodle at Carleton in May 2021. Brightspace can be accessed from a web browser on most internet-enabled devices, including laptops, Chromebooks, tablets, and smartphones, by going to: www.brightspace.carleton.ca.

*****You can also access your Brightspace course through the regular CuLearn course link. Training materials and resources have been added there for you.*****

Login to cuLearn using your MC1 credentials. Click on the course link for your Winter 2021 course, read the information about Brightspace, review the introductory video to familiarize yourself with the Brightspace interface, and use the Brightspace link to login to your course in Brightspace.

The Brightspace Pulse App is also available for iPhone and Android devices. However, the App is best used to review grades and deadlines. The App is not the best way to review the course content. To explore course content, please use a web browser instead.

Brightspace Support

Brightspace Support is available via phone/email/chat 24 hours a day, 7 days a week, 365 days a year. Information about Brightspace Support is available in your cuLearn course in the FAQ and in the Brightspace course in the D2L support widget.

A Brightspace Student Support website will also be available in Winter 2021:
<https://carleton.ca/brightspace/students/>

For more information about Online Learning, including resources, strategies, and training modules, visit: [Carleton.ca/online/](https://carleton.ca/online/)

Materials

The main textbook for the course is:

Paul Cairney (2020). *Understanding Public Policy* (2nd edition). London: Red Globe Press.

This textbook can be found:

1. At the Carleton Bookstore
2. On the 2hr reserve desk at the library.

Other readings will be made available through the **ARES** system on Brightspace or through the Carleton Library.

Assessments:

All assessments are to be submitted on Brightspace by 10:00 pm on the due date.

Anytime that you draw on information you did not come up with (including the lectures or course readings) you **MUST** cite them in text as well as in your bibliography.

All citations should be done in APA format.

Please consult the Carleton APA guide here:

<https://library.carleton.ca/sites/default/files/research/course-guides/Using%20APA%20style%20-%20Final%202016-04-15.pdf>

Study Skillz Modules (10%)– Any time between January 6 and February 5, by 10:00 pm.

University is not just about learning course content, but important skills (or skillz if you are hip with the youth like me). Complete the study skillz workshops on Brightspace at your own pace. Each session contains a pass-fail multiple-choice quiz at the end, to ensure that you are paying close attention. You must complete all of the study skillz sessions before February 5. It is all or nothing, so make sure you have done them all!

Choose Your Own Assignment (20%) – Due Friday, February 12 by 10:00pm on Brightspace.

There are three options for this assignment, depending on your preferences and the direction you see yourself taking in the future with your career. You must write a 500-word assignment on a major policy issue you find interesting. This could include climate change policy, indigenous affairs, firearms policy, welfare policy, childcare policy, etc. This assignment should take the form of a briefing note to a government minister, a speech, or a newspaper op-ed. You will be introduced to each of these formats in special briefings posted on the Brightspace page. Please also take a look at the detailed assignment instructions & rubric posted on Brightspace.

Paper Proposal (20%) – Due Friday, March 5 by 10:00 pm on Brightspace.

The purpose of the paper proposal is for students to get early feedback on their ideas for their final paper. The paper proposal has three parts:

1. **Abstract (250 words)** - An abstract is a quick summary of a paper. They are usually placed before the paper in academic journals. When applying for conferences, academics are usually asked to submit a short abstract of their paper. For this assignment, you must submit a short, 250-word abstract that introduces the topic of your paper, your research question, and your tentative thesis statement.
2. **Annotated Bibliography** - An annotated bibliography provides a properly formatted list of some of the sources you will use for your final paper, as well as a brief explanation of why they are useful to your project. You must identify **three (3) academic sources** for your paper. These sources must come from **academic journals** or **books** from a **reputable scholarly press** in the fields of **political science** or **public policy**. You must write a short paragraph (3-4 sentences) for each source which explains what the source

is and how it will inform your paper. You **cannot** use sources that are listed on the course reading list.

3. **Essay Outline** – This is a rough sketch of your paper (which arguments will you use to support your thesis statement?) Instructions for how to create an essay outline can be found in the Study Skillz videos.

Please take a look at the detailed assignment instructions & rubric posted to Brightspace for more information.

Weekly Participation & Reflection Assignment (20%) – Ongoing/March 26 by 10:00pm on Brightspace.

Most (15%) of your participation grade will be assessed based on your weekly participation. This includes coming to class every week unless you have a legitimate reason to miss it as well as participating in class discussions and small group activities.

The final 5% of your participation grade will be made up of your 500-word reflection assignment, due March 26. Graduation is going to come faster than you think. This assignment is meant to encourage you to reflect on how this course will help you with your career. You must identify at least three transferable skills that you have developed over the course of the term and explain how this course has helped you to work towards your career goal.

You can find the list of transferable skills on the Carleton Website here:

<https://students.carleton.ca/degree-to-future/know-your-skills/>

Final Paper (30%) – Due Friday, April 9 by 10:00 pm on Brightspace.

The principal summative assessment for this course will be a 2,000-2,500 word final paper. This assignment will require you to apply **one** of the theories we have studied to a policy issue of your choice to make an argument regarding that issue. This involves creating an argumentative thesis statement and defending it with well-structured arguments based on academic sources (peer-reviewed journal articles, books from academic publishing presses).

You must draw on **at least five (5) academic sources**, four (4) of which must be from **political science** or **public policy journals**. Please note – journals from other fields, especially public health, **DO NOT** count toward your total. I understand these sources are tempting, as they generally involve less reading, but the purpose of the assignment is to become familiar with the theories and literature in public policy and political science. You may also use news articles, government documents, and other media sources to provide additional context but they also **DO NOT** count towards your tally of academic sources.

Please see the assignment instructions & rubric posted to Brightspace for more details.

Teaching Approach

The focus of this course is on **active learning** rather than passive lecturing. As a result, you are expected to take responsibility for your learning. Keeping up with weekly readings will be important, as not all course content will be directly delivered in the briefings. You are expected to come prepared to discuss the key concepts from the readings.

Weekly Schedule

Week 1

January 12 **Why are we here? Course intro.**

Summary	Public Policy: it sounds boring right? That is what I thought for most of my undergraduate degree. But public policy is the heart of politics. It helps us to understand how policies and laws are made that change our lives and the world around us. This lecture will introduce us to the basic concepts of public policy and hopefully kindle an interest (if not a love) of policy.
Readings	Cairney Textbook – Chapter 2 – What is policy and policymaking? Marc Menard – Political Argument – Chapter 4 (Ares) ¹

Week 2

January 19 **Who has the power in policymaking?**

Summary	Power is a tricky concept. Like art, it is hard to place boundaries around. We know it when we see it, but have trouble locating and studying it. But the study of power is central to public policy. This week, we will talk about power: What is it? Who has it? How do we study it?
Readings	Cairney Textbook – Chapter 3 – Power and Public Policy

Week 3

January 26 **Is policy rational?**

Summary	You have likely heard politicians try to sell their policies as “evidence-based”. After all, it is hard to be against policies based on evidence, right? But policymaking is a tricky business, and evidence is not always clear – it must be interpreted by
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¹ This is one of the most important readings of the term! It will teach you skills you will use for the next four years. Please, please, pleaaaaaase read it carefully.

	<p>policymakers and filtered through the prisms of interest and ideology. In this class, we examine the concept of rationality in public policy. Can we take the power out of politics? Can science solve all of our problems? Tune in to find out!</p>
Readings	<p>Cairney Textbook – Chapter 4 – Bounded Rationality and the Psychology of Policymaking</p>

Week 4

February 2 Structure or agents?

Summary	<p>We heard a lot about structural racism following the wave of police killings in America this summer. But what is structural racism? What are social structures? How do they influence policy?</p>
Readings	<p>Cairney Textbook – Chapter 6 – Structures, Environments, and Complex Systems</p>

Week 5

February 9 Parliament, the Courts, the bureaucracy – Institutions matter!

Summary	<p>Why can leaders like Stephen Harper and Justin Trudeau prorogue (temporarily shut down) Parliament when it suits their interests? How does the First Past the Post System in Canada or the American Electoral College influence election outcomes? Institutions serve as formal and informal rules of the game that policymakers must adhere to. They can often have a profound influence on policy. This week we will examine why institutions matter in politics. It's less boring than it sounds, I promise!</p>
Readings	<p>Cairney Textbook – Chapter 5 – Institutions and New Institutionalism</p>

REMINDER – NO CLASS February 16 for Reading Week



Week 6

February 23 Ideas in Public Policy

Summary	Our ideas can change the world. Don't believe me? Think about the influence of powerful ideologies like Liberalism, Marxism, or Fascism on the history of the 20 th century? But how do ideas get translated into action? More specifically, how do ideas influence policy?
Readings	Cairney Textbook – Chapter 11 – Ideas and Multiple Streams Analysis

Week 7

March 2 Power to the People! Collective Actors and Public Policy

Summary	Politics is the story of people coming together to make change. This story is not always a nice one. Why do we have so much trouble getting along? How can we encourage people to work together to solve complex transnational problems like climate change? Collective action (advocacy, lobbying, protest) also provides a way for everyday people to participate in politics beyond simply casting a ballot every four years. How do collective actors influence policy?
Readings	Cairney Textbook – Chapter 7 – Collective Action Problems in Public Policy

Week 8

March 9 Firearms Policy in Canada – Case Study: the Assault Weapons Ban

Summary	Firearms policy (sometimes called gun control) is a contentious issue in Canadian politics. Since coming to power, the Trudeau government has made large changes to Canada's gun control laws. But are we any safer? This module will equip us with the tools to critically evaluate firearms policy in Canada.
Readings	Ferguson, L. & Koziarski, J. (2019). What Do We Know About Firearms in Canada?: A Systematic Scoping Review. <i>Sociology Publications</i> . 50. https://ir.lib.uwo.ca/sociologypub/50 Armed and Reasonable – Vice News Doc. https://www.youtube.com/watch?v=q9EI7gEvJWU
Extras These readings are optional. They might be helpful if you choose to write your paper on this topic!	Brown, R.B. (2017). Firearm 'Rights' in Canada: Law and History in the Debates over Gun Control. <i>Canadian Journal of Law and Society</i> , 32(1), pp. 97-116. McLean, D.S. (2015). Guns in the Anglo-American democracies: explaining an American exception. <i>Commonwealth & Comparative Politics</i> , 53(3): 233-252. Langmann, C. (2020). Effect of firearms legislation on suicide and homicide in Canada from 1981 to 2016. <i>PLoS ONE</i> , 15(6), 1-17. McLean, D.S. (2018). Gun Talk Online: Canadian Tools, American Values. <i>Social Science Quarterly</i> , 99(3), 977-992.

Week 9

March 16 Gender, Sexuality and Public Policy – Achieving Equity

Summary	Since the 1960s, feminist and 2SLGBTQ+ activists and academics have fought to bring issues related to gender and sexuality onto the political agenda. From issues of women's underrepresentation in politics and government to social issues like abortion, gay marriage, and maternity leave, feminism has had a massive impact on public policy. This week we will look at key policy issues through the lens of gender.
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Readings	Cohen, M.G. & Pulkingham, J. (2009). Introduction: Feminist Public Policy in Canada. <i>Public Policy for Women: the State, Income Security, and Labour Market Issues</i> . 3-23.
Extras These readings are optional. They might be helpful if you choose to write your paper on this topic!	<p>Schwartz, N. (2019). Called to arms: the NRA, the gun culture & women. <i>Critical Policy Studies</i>, 1–16. https://doi.org/10.1080/19460171.2019.1697892</p> <p>Crenshaw, K. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. <i>Stanford Law Review</i>, 43(6), 1241–1299. https://doi.org/10.2307/1229039</p> <p>MacDonald, F. (2017). Knocking Down Walls in Political Science: In Defense of an Expansionist Feminist Agenda. <i>Canadian Journal of Political Science</i>, 50(2), 411-426.</p> <p>Hawkesworth, M. (1994). Policy studies within a feminist frame. <i>Policy Sciences</i>, 27(1):97-118.</p> <p>Mazy, S. (2000). Introduction: Integrating gender - intellectual and 'real world' mainstreaming. <i>Journal of European Public Policy</i>, 7, 333-345.</p> <p>Paterson, S. (2010). What's the problem with gender-based analysis? Gender mainstreaming policy and practice in Canada. <i>Canadian Public Administration</i> 53(3): 395-416.</p>

Week 10

March 23 Health Policy – Case Study: COVID-19

Summary	As sick as we all are of hearing about the “new normal”, we cannot avoid dealing with the implications of COVID-19 in our daily lives, and in public policy. The pandemic provides us with an interesting case study to explore some of the theories and concepts we have studied in action. How has evidence-based policy fared during the pandemic? How has the government made use of policy narratives to convince people to adopt public health measures? Why did Canada and the US take such radically different approaches to dealing with the disease? This week we will look at the politics of rona.
Readings	Weible, C.M., Nohrstedt, D., Cairney, P. et al. COVID-19, and the policy sciences: initial reactions and perspectives. <i>Policy Sci</i> 53, 225–241 (2020). https://doi.org/10.1007/s11077-020-09381-4

<p>Extras</p> <p>These readings are optional. They might be helpful if you choose to write your paper on this topic!</p>	<p>Hartley, K., Vu, M.K. Fighting fake news in the COVID-19 era: policy insights from an equilibrium model. Policy Sci (2020). https://doi.org/10.1007/s11077-020-09405-z</p> <p>Migone, A. (2020). Trust, but customize: federalism’s impact on the Canadian COVID-19 response. Policy & Society, 39(3), 382–402. https://doi.org/10.1080/14494035.2020.1783788</p>
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Week 11

March 30 Environmental Policy/Indigenous Policy– Case Study: Canadian Pipeline Politics

<p>Summary</p>	<p>The politics of pipelines in Canada touches on two of the most important political issues of our generation: the environment and our relationship with indigenous peoples. In western Canada, anti-pipeline sentiment is seen as an affront to Alberta and the economic benefits of Canada’s resource economy. In the east, pipelines represent big oil, environmental catastrophe and climate change. For Canada’s Indigenous people, pipelines are either an infringement on their sovereign territory, or an economic opportunity to help lift communities out of poverty. In this lecture, we will work to disentangle these competing policy narratives to get to the heart of pipeline politics in Canada.</p>
<p>Readings</p>	<p>Janzwood, A. (2020). Explaining Variation in Oil Sands Pipeline Projects. Canadian Journal of Political Science, 1–20. https://doi.org/10.1017/S0008423920000190</p>
<p>Extras</p> <p>These readings are optional. They might be helpful if you choose to write your paper on this topic!</p>	<p>Raso, K., & Neubauer, R. (2016). Managing Dissent: Energy Pipelines and “New Right” Politics in Canada. Canadian Journal of Communication, 41(1), 115–. https://doi.org/10.22230/cjc.2016v41n1a2777</p>

Week 12

April 6 Race and Public Policy – Case Study: Policing in Canada

Summary	Police violence towards racialized minorities is often discussed in US politics, most recently because of the death of George Floyd in Minneapolis in the summer of 2020. But structural racism is a problem in Canada as well. According to the Ontario Human Rights Commission, black people in Toronto are 20x more likely than other Canadians to be killed by police. Further, police violence towards Canada's indigenous communities is well documented. How can we understand police violence in Canada and what can be done to fix it?
Readings	<p>CBC – Deadly Force: Fatal Encounters with Police in Canada: 2000-2017 https://newsinteractives.cbc.ca/longform-custom/deadly-force</p> <p>Roziere, B., & Walby, K. (2018). The Expansion and Normalization of Police Militarization in Canada. <i>Critical Criminology</i>, 26(1), 29–48. https://doi.org/10.1007/s10612-017-9378-3</p>
Extras These readings are optional. They might be helpful if you choose to write your paper on this topic!	<p>Wortley, S., & Owusu-Bempah, A. (2011). The usual suspects: police stop and search practices in Canada. <i>Policing and Society: Stop and Search in Global Context</i>, 21(4), 395–407. https://doi.org/10.1080/10439463.2011.610198</p> <p>Yunliang Meng. (2017). Profiling minorities: police stop and search practices in Toronto, Canada. <i>Human Geographies</i>, 11(1), 5–23. https://doi.org/10.5719/hgeo.2017.111.1</p> <p>Khenti, A. (2013). The Canadian war on drugs: Structural violence and unequal treatment of Black Canadians. <i>International Journal of Drug Policy</i>, 25(2), 190–195. https://doi.org/10.1016/j.drugpo.2013.12.001</p>

Course Policies

Illness

IF YOU ARE SICK, STAY HOME! Given the evolving nature of the COVID-19 pandemic, there will be no late penalties assigned to students who fall ill during the term. If you cannot make an assignment deadline or an online meeting due to illness, please contact me at the very latest 12-hours before the assignment deadline or three-hours before the online meeting, and we will work out a suitable accommodation.

Late Papers

All assignments should be submitted through Brightspace. All assignments are due, at the latest, by 10:00 pm on the assigned due date. There will be a **5% per day** late penalty on all assignments unless you have contacted me in advance. Extensions will be handled on a case by case basis. Legitimate excuses for extensions include, but are not limited to illness, mental health issues, documented learning disability, death/illness of a family member/friend, providing support for a sick friend/family member/roommate, etc. Barring exceptional circumstances, late assignments will not be accepted more than **three (3) days** after the original deadline.

24hr Policy

Requests to meet to discuss a grade on a paper will not be acknowledged until 24hrs after the paper has been handed back. This is to allow for you to have a cool-off period and reflect on the comments on your assignment.

Course Conduct

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition, and intellectual freedom. When contentious issues are being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will **not** be tolerated.

Carleton E-mail Accounts

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

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

Requests for Academic Accommodation

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

Pregnancy 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: 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

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

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who 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

Plagiarism

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

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;

- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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

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

Submission and Return of Term Work

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

Grading

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

Percentage	Letter grade	12-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.

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

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