

FYSM 1611 B

Power, Liberty & Public Policy – From Ideas to Practice

Time/Location: Thursdays, 08:35-11:25

Loeb Building, Room C264

Delivery type: IN-PERSON SECTION. NOT SUITABLE FOR ONLINE STUDENTS

Instructor: Alina Sayfutdinova

Zoom Office Hours: Mondays, 13:00-14:00 (or by appointment)

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Course Description

With political polarization quickly becoming the defining issue of our time, there is a pressing need to generate a more precise understanding of government actions and the intentions that determine such actions. In this class, we will develop an in-depth understanding of what public policy is and why we sometimes justify government involvement in solving social problems.

This course will explore many of the paradoxes inherent in public policy research by focusing on the highly controversial topics that inspire today's most meaningful public debates, such as gun ownership, policing /prisons, healthcare (childcare etc.), social assistance and environmental issues (pipelines).

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.

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.

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>

Policy Analysis Presentation (20%)-Presentations will run from weeks (3-12)

Students will sort themselves in one of eight groups. Each group will prepare a 30-minute professional presentation to inform the audience about the main policies that have been implemented in a policy area, as well as the major challenges that remain to be solved. The possible policy areas are: (1) welfare & social policy, (2) education, (3) healthcare, (4) economics & the budget, (5) the environment and energy, (6) indigenous affairs or (7) technology and personal data.

Mid-Term Test (20%) –October 21

There will be a two -hour midterm exam on Thursday , October 21,2021 (8:35-10:05 am). This test will be based on readings and lecture material covered in the first half of the term. These short answer and short essay questions in the test are aimed gauging how well you can analyse policy issues and apply key concepts covered in the class.

Paper Proposal (15%) – Due Friday, October 22 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 two 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.

Participation (15%)-Ongoing

Students are expected to complete all required readings prior to class, actively engage in discussions, and link assigned materials to relevant debates in the media and politics. Readings marked as “extras” are not required.

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.

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, December 3 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

September 9 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

September 16 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

September 23 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, pleaaaaase 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

September 30 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

October 7 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>

Week 6

October 14 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

October 21 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

REMINDER – NO CLASS October 25-29 for Reading Week

Week 8

November 4 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	<p>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</p> <p>Armed and Reasonable – Vice News Doc. https://www.youtube.com/watch?v=q9EI7gEvJWU</p>
Extras These readings are optional. They might be helpful if you choose to write your paper on this topic!	<p>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.</p> <p>McLean, D.S. (2015). Guns in the Anglo-American democracies: explaining an American exception. <i>Commonwealth & Comparative Politics</i>, 53(3): 233-252.</p> <p>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.</p> <p>McLean, D.S. (2018). Gun Talk Online: Canadian Tools, American Values. <i>Social Science Quarterly</i>, 99(3), 977-992.</p>

Week 9

November 11 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

November 18 Health Policy – Case Study: COVID

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 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

November 25 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 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

December 2 Race and Public Policy – Case Study: Policing in Canada

<p>Summary</p>	<p>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?</p>
<p>Readings</p>	<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>
<p>Extras These readings are optional. They might be helpful if you choose to write your paper on this topic!</p>	<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>

Week 13

December 9 The limits of policymaking

<p>Summary</p>	<p>Classify government failures into four general categories and understand the factors that may inhibit a policy from being successful that are not controlled by policymakers.</p>
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<p>Readings</p>	<p>Birkland, T. A. (2011). An introduction to the policy process: Theories, concepts and models of public policy making. Third edition. Routledge. Chapter 9 - Immergut, E. M. (2006).</p> <p>Dunleavy, P. (1995) 'Policy Disasters: Explaining the UK's Record', Public Policy and Administration, 10 (2): pp. 52 - 70.</p>
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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 a class meeting due to illness, please contact me at the very latest 12-hours before the assignment deadline or three-hours before the class 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 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.

Appendix

Covid-19 Information

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 recorded 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

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.

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 accommodation: 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 accommodation: 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.

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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

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 engage in student activities 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.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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.

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 includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

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

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 E-mail Accounts

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

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/>.

Official Course Outline

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