

**PSCI 1100B**  
**Democracy in Theory and Practice**

Monday 2:35-4:25

This course will consist of

1. Pre-recorded lectures available on Brightspace and
2. Live online tutorials as scheduled on Carleton Central – each student has their discussion session assigned to them through their course schedule
3. Live in-person final exam during formal exam period

**I General information**

Instructor: Dr. Elizabeth Friesen

Office Hours: 6:30 -8:30 pm online via Zoom (email to schedule an appointment)

Email: [Elizabeth.Friesen@carleton.ca](mailto:Elizabeth.Friesen@carleton.ca)

All email communication is to be via official Carleton university e-mail accounts and/or cuLearn, not personal emails.

**II Course description, aims, and objectives**

**Course description**

The course is divided into two sections:

1. Democracy in Theory: This section starts with a theoretical examination of what democracy is and how it evolved as a theoretical concept. It also asks why, in spite of its many shortcomings, democracy has become one of the most enduring and respected ideas of our time. This section explores competing definitions of democracy and introduces the discussion of what these differences might mean in practice. The section concludes by asking “Why democracy?” but also touches on “Why not democracy?”.

2. Democracy in Practice: This section builds on the previous section. It considers the practical applications of competing definitions of democracy and democratization in a global context with a special attention being paid to the Canadian case. This section explores processes of democratization including the various paths to democracy, what conditions support democracy, what conditions challenge democracy, the implications of alternatives to democracy, and, finally, the challenges of not only getting but also of keeping a functioning democratic system.

**Aims**

This course is one of two first year lecture courses in the Department of Political Science that give an overview Political Science as a discipline. PSCI 1100 provides an introduction to Political Theory, Canadian Politics, and Public Policy Analysis, three subfields of Political Science. Through the study of democracy in theory students will be introduced to not only the concept of democracy but also touch on

other core ideas of Western political theory such as the state, citizenship, rights, responsibilities, distributive justice, legitimacy, and authority. Through the study of democracy in practice students will be introduced to politics and policy making in Canada and elsewhere.

### **Learning objectives and how to achieve them**

1. Gain an understanding of the history, development, and current state of democracy and democratization. Students who complete this course should be able to show knowledge of basic concepts and definitions of democracy and think critically and constructively about democracy and democratization. Students should also develop a basic understanding of how the Canadian system of government works.
2. Strengthen skills in reading and thinking both critically and constructively about the material presented in this course.

How to achieve objectives 1 and 2:

- Read the required readings before class, view online asynchronous lectures, view assigned links.
  - Study for and complete assignments and exam.
  - Participate in weekly synchronous discussion groups.
3. Develop skills in academic research and evaluating scholarly writing.
    - Research a topic in the Carleton University library.
  4. Develop written communication skills.
    - Write a research paper and in person final exam.
  5. Develop verbal communication skills.
    - Complete the assigned readings and lectures before discussion groups. Read critically. Organize thoughts. Listen attentively to other students. Contribute constructively to furthering the discussion in the discussion group. Work on making concise and relevant contributions. Be respectful of others.

### **III Course Format**

The course will be taught online through weekly asynchronous lectures and videos and activities and also through weekly synchronous discussion groups with the Teaching Assistants (TAs). **Please note there is a formal in-person final exam in this course.** Completing readings and assignments is also an important part of the learning process.

**Asynchronous lectures:** Pre-recorded asynchronous lectures and supporting materials will be posted on Brightspace. Each week students can view the lectures and supporting materials at their own pace.

**Synchronous discussion groups:** Weekly Zoom discussion groups will be held from Week 3 (January 23) to Week 12 (March 3). These groups are intended to provide the opportunity to discuss and ask

questions about topics in the lectures and the readings. Specific links to join each discussion group will be available on the Brightspace page. Discussion groups will be held in the scheduled time slots. Check your Carleton Central class timetable to confirm your registered group and the time it meets. Only attend the group you are formally registered in. If students attend the wrong group they will be counted as absent.

\*Groups will not be taped and in order to ensure their own the privacy, as well as the of fellow students, students must not record discussion groups.

**Readings:** Reading and reflecting on the required readings is a vital part of this course.

**Assignments and In Person Final Exam:** Completing the assignments and preparing for the **in-person final exam**, is an important part of the learning process.

#### **IV To whom should I address questions?**

In the case of general questions such as “when is this assignment due?” first check the course outline, then the Brightspace site, then ask a fellow student. If this fails, check the discussion board and then post the question on the discussion board. For individual questions relating to your own work and involvement in the course email your TA. You may also email the instructor with specific questions as needed.

Office hours with the TAs as well as the instructor are online and by appointment. Please email to book an appointment. The TAs will communicate their own arrangements for office hours after discussion groups begin.

#### **V Texts and other readings**

There two required textbooks that you may wish to purchase for this course:

Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015. (referred to as Dahl with Shapiro below)

Dahl and Shapiro has been placed on order at the Bookstore but it should also be fairly easy to find elsewhere. The assigned chapters are also available on ARES

Grugel, Jean and Matthew Louis Bishop, Democratization a Critical Introduction, Second edition. New York: Palgrave Macmillan, 2014. (referred to as Grugel and Bishop below)

Grugel and Bishop is available on Reserve at the library. It may also be possible to find it available for purchase new or used.

All other readings can be accessed from ARES (the library’s online reserves which are accessible from a tab on the PSCI 1100 Brightspace page).

## VI Evaluation at a glance

Grade item	Due date	Value
Discussion group participation	Week 3-Week 12	20%
Reaction Paper 1	Tuesday January 24	10%
Reaction Paper 2	Tuesday February 7	10%
Mini Research Paper Topic and Annotated Bibliography	Week 7 Tuesday February 28	5%
Mini Research Paper	Week 11 Tuesday March 28	20%
In-Person Final Exam	In formal exam period	35%

## VII Evaluation in Detail

### A. Discussion Groups

#### 1. Discussion Group participation (20%)

As scheduled starting in Week 3 each group will meet on Zoom for ten, 50 minute discussion groups. Links will be posted in Brightspace. Be sure to locate the correct links for the discussion group you in which you are registered.

Discussion groups will consist of small group discussion and general debate with some open format discussion. You will also have the opportunity to discuss upcoming assignments. While attendance is not compulsory, you cannot earn participation grades if you are absent and your grade cannot be made up after the fact. Attendance will be taken. If you believe you have a legitimate reason for not attending the discussion group please contact the instructor. **Otherwise, each discussion group you miss will affect your final grade.**

Both quantity and quality of participation will be taken into account. Good quality active participation should reflect the student's knowledge and understanding of the readings and their ability to engage in constructive discussion with other students. It is important to complete all required readings and activities and give them some thought before coming to class.

For general advice on good online discussion group etiquette see: <https://carleton.ca/online/online-learning-resources/netiquette/>

### B. Assignments

#### 1. Reaction papers (2x10% = 20%)

- **Reaction Paper 1 (10%)**
  - Due on or before 11:59 pm Tuesday January 24
  - Prompt: What is democracy?
- **Reaction Paper 2 (10%)**
  - Due on or before 11:59 pm Tuesday February 7

- Prompt: Why democracy? Why not democracy?

This is an opportunity for students to express their thoughts in writing. The reaction papers are intended to be informal but still thoughtful, concise, and well-crafted responses to the prompts. In these papers students are intended to draw on readings, lectures, and discussion groups. These are very short papers. This format is intended to encourage students to pick and choose what they feel is most important to their response.

Each paper is to be 2-3 pages double spaced (approximately 500 words). This is an opportunity for students to reflect on the content, make connections between theoretical approaches, get in touch with their own opinions, bring up questions, and articulate their comments in writing. More information on this will be posted in the assignment prompt on Brightspace.

## **2. Mini Research Paper (To be completed in 2 stages 5%+20%)**

This is a formal academic paper assigned in two stages to facilitate student success. Students are required to write a 1500- 2000 word mini research paper (6-8 pages double spaced) excluding bibliography.

Further details and a list of topics will be posted on Brightspace.

- **Mini Research Paper Topic Selection and Annotated Bibliography (5%)**
  - Due on or before 11:59 pm Tuesday February 28
  - To be sure your paper is on the right track a brief one page preliminary outline must be submitted through the assignments activity on Brightspace. This should include:
    - The provisional title of your paper
    - **The research question** your paper will address
    - **A thesis statement**
    - **A brief outline of the arguments, evidence, and counter arguments you intend to pursue**
    - A preliminary list of at least three references drawn from academic sources with an explanation of the contribution each is expected to make to your paper (i.e. peer reviewed books or refereed journal articles).
  - \*Please note, this assignment is a starting point and not a contract. It is expected to develop and change as you work on the paper.
- **Final Individual Research Paper (20%)**
  - Due on or before 11:59 pm Tuesday March 28
  - The content of your paper should follow the following structure:
    - In a paragraph or two highlight/discuss the importance of your topic/question.
    - State your research question. What is it about this topic that you want to investigate?
    - State your hypothesis, your thesis statement as it pertains to the research question.

- Conduct an analysis of your hypothesis. Present evidence and arguments. Briefly address counter arguments.
- Bring together conclusions.
- Complete reference list

Papers will be evaluated on form (grammar, syntax, and presentation), content (use of relevant material), and analysis (nuance, balance, and critical assessment). Final papers should include at least three references from academic sources in addition to the course resources. Use APA style for citations and references. A style guide will be posted. Don't forget page numbers!

**Submitting the assignments:** Please be sure to submit to the correct assignment link on Brightspace. Also, please note there will be a penalty for late assignments. Late assignments will be deducted one letter grade category per calendar day. For example, a B paper that is one day late will be reduced to a B-. Students are strongly encouraged to organize their time to avoid late penalties.

**Extensions can only be granted by the instructor and, with few exceptions, are granted only for documented medical reasons.**

Always remember to back up and keep a copy of your work.

### **C. Final in-person examination (35%)**

The final exam will be three hours long. It is designed to test your overall comprehension of the course material. The last class of the semester will provide an overview of what to expect in the exam. It will be held in the formal exam period. The date will be announced when it becomes available.

### **Online Etiquette**

Students are expected to demonstrate ongoing mutual respect for one another in all class activities and discussion. This entails speaking respectfully, listening carefully, supporting one another, offering constructive feedback, being open to alternate points of view, and generally giving each other the opportunity to express and develop ideas.

See Netiquette: Expectations of Student Behaviour Online at:

<https://carleton.ca/online/online-learning-resources/netiquette/>

In the synchronous sessions and discussion groups it is important to arrive on time and participate in the entire session. Late arrivals and early departures are disruptive. It is highly recommended that the professor be informed when students have to miss discussion groups for legitimate reasons.

### **Other interesting and relevant sources of information**

We are living through very interesting times. To complement the information presented in this course and elsewhere students are encouraged to follow the news and editorial opinion available from credible news sources (e.g. the Globe and Mail, Wall Street Journal, New York Times, Financial Times, The Guardian, CBC, PBS, BBC, The Economist). Official websites and social media can also be useful sources.

However, always remember to “Map the texts”. In other words, always think critically and consider the agenda and reliability of any source. More about this in Week 1.

### **VIII Course Schedule, Topics, and Assigned Readings**

\*The instructor reserves the right to make changes.

## **Part I Democracy in Theory**

### **Week 1 (Monday January 9) Introduction**

No discussion groups this week

#### ***Required***

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015. Preface: vii-xiv
- Shapiro, Ian. 2003. *The State of Democratic Theory*. Princeton: Princeton University Press. Introduction 1-9.

### **Week 2 (Monday January 16) Democracy as an idea, how democracy evolved, what is democracy?**

No discussion groups this week

#### ***Required***

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.
  - Preface: vii-xiv\*
  - Chapter 1 Do we really need a guide? 1-4.
  - Chapter 2 Where and how did democracy develop? 7-25.
  - Chapter 3 What lies ahead? 26-32.
- Shapiro, Ian. 2003. *The State of Democratic Theory*. Princeton: Princeton University Press. Introduction 1-9.\*

#### ***Supplementary***

- Schmitter, Philippe C. and Terry Lynn Karl. 1991. “What Democracy is... and is not.” *Journal of Democracy* 2(3): 75-88.

**Questions:** What is democracy? How can we define democracy? What about Dahl? What about Shapiro? Why does this matter?

### **Week 3 (Monday January 23) What is democracy? Part 2**

Reaction Paper 1 due

Discussion groups start

#### ***Required***

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.

- Chapter 4 What is Democracy?: 35-43.
- Shapiro, Ian. 2003. *The State of Democratic Theory*. Princeton: Princeton University Press. Introduction 1-9.\*
- Schmitter, Philippe C. and Terry Lynn Karl. 1991. "What Democracy is... and is not." *Journal of Democracy* 2(3): 75-88.

### **Supplementary**

- Sen, Amartya. 1999. "Democracy as a Universal Value." *Journal of Democracy* 10(3): 3-17.
- Parekh, Bhikhu. 1992. "The Cultural Particularity of Liberal Democracy," *Political Studies*, 40(Special issue): 160-175.

**Possible discussion questions:** What is democracy? How can we define democracy? What about Dahl? What about Shapiro? Why does this matter? What are Schmitter and Karl arguing? What about Sen? What about Parekh? Where do they agree? Where do they differ? How does this relate to Dahl, to Shapiro? Is democracy a universal value?

## **Week 4 (Monday January 30) Why democracy?**

### **Required**

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.
  - Chapter 5 Why Democracy? 44-61
  - Chapter 6 Why Political Equality I? 61-68
  - Chapter 7 Why Political Equality II?: 69 -80.

### **Supplementary**

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.
  - Chapter 16 Continuing the Journey? 191-199
- Machiavelli, Niccolo. 2016. *The Discourses*, ed. Bernard Crick (Penguin, Harmondsworth, 1970), pp. 252-7. In *Democracy: A Reader*. Second edition. R. Blaug and J. Schwarzmantel eds., Columbia University Press: New York. 33-36.

**Possible discussion questions:** Why democracy? Why not democracy?

## **Part II Democracy in Practice or "Getting and keeping democracy"**

## **Week 5 (Monday February 6) Paths to democracy**

### **Required**

- Grugel, Jean and Matthew Louis Bishop, Democratization a Critical Introduction, Second edition. New York: Palgrave Macmillan, 2014.
  - Chapter 1 Democracy. 20-51.



- Chapter 2 Democratization in Historical Perspective.52-73.

**Supplementary**

- Huntington, Samuel P. 1991. "Democracy's Third Wave." *Journal of Democracy* 2(2): 12-34.
- Shapiro, Ian. 2003. *The State of Democratic Theory*. Princeton: Princeton University Press.
  - Chapter 4:4.1 Democratic Transitions and Consolidation: 4.1.1. 80-85.

**Possible discussion questions:** Can democracy be measured? If so how? If not, why not? What is the path to democracy? Is there more than one path? Is it only a one way path?

**Week 6 (Monday February 13) Democratization and the State**

Reaction Paper 2 due

**Required**

- Grugel, Jean and Matthew Louis Bishop, Democratization a Critical Introduction, Second edition. New York: Palgrave Macmillan, 2014.
  - Chapter 4 Democratization and the State. 105-134.

**Supplementary**

- Grugel, Jean and Matthew Louis Bishop, Democratization a Critical Introduction, Second edition. New York: Palgrave Macmillan, 2014.
  - Chapter 3 Explaining Democratization. 74-104
- Carothers, Thomas. 2002. "The End of the Transition Paradigm." *Journal of Democracy* 13(2):5-21.
- Schmitter, Philippe C. and Terry Lynn Karl. 1991. "What Democracy is... and is not." *Journal of Democracy* 2(3): 75-88.\*

**Possible discussion questions:** How can democracy be achieved and maintained? Are there differing types of democracy? Why has democratization proceeded unevenly around the world?

**Winter Break February 20-24**

**Week 7 (Monday February 27) Democracy, institutions, constitutions, and elections**

Mini Research Paper Topic Outline and Annotated Bibliography due

**Required**

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.
  - Chapter 8 What Political Institutions does Large-Scale Democracy Require? 83-99.

**Supplementary**

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.

- Chapter 9 Varieties I: Democracy on Different Scales. 100-118.
- Chapter 10 Varieties II: Constitutions. 119-129.
- Chapter 11 Varieties III: Parties and Electoral Systems. 130-141.
- Berman, Sheri. 2007. "Lessons from Europe." *Journal of Democracy* 18(January): 28-41.

**Possible discussion questions:** What political institutions are most important in achieving and maintaining a democratic system?

## **Week 8 (Monday March 6) Democracy, underlying conditions, opportunities, and obstacles**

### **Required**

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.
  - Chapter 12 What Underlying Conditions Favour Democracy? 145-165
- Grugel, Jean and Matthew Louis Bishop, Democratization a Critical Introduction, Second edition. New York: Palgrave Macmillan, 2014.
  - Chapter 5 "Democratization and Civil Society. 121-163

### **Supplementary**

- Zakaria, Fareed. 1997. "The Rise of Illiberal Democracy." *Foreign Affairs* November/December: 22-43.

**Possible discussion questions:** What conditions are most important for achieving and maintaining democracy?

## **Week 9 (March 13) Capitalism, distribution, and democracy**

### **Required**

- Dahl, Robert A., On Democracy, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.
  - Chapter 13 Why Market-Capitalism Favors Democracy. 166-172.
  - Chapter 14 Why Market-Capitalism Harms Democracy. 173-179.
  - Chapter 17 "Democracy and Inequality. 200-208.
- Berman, Sheri. 2012. "Warnings from History." *Journal of Democracy* 23(4): 7-14.

### **Supplementary**

- Polanyi, Karl. 1944/1957. *The Great Transformation*. Boston: Beacon Press.
  - Chapter 11 Man, Nature, and Productive Organization) 130-134
- Schmitter, Philippe C. and Terry Lynn Karl. 1991. "What Democracy is... and is not." *Journal of Democracy* 2(3): 75-88.\*

**Possible discussion questions:** Do capitalism and democracy reinforce each other? Are democracies necessarily more efficient economically than other forms of government? Does capitalism undermine democracy?

## **Week 10 (Monday March 20) Continuing the Journey Part 1 and where is Canada on this journey?**

### **Required**

- Dahl, Robert A., *On Democracy*, Second edition (with Ian Shapiro). New Haven, CT: Yale University Press, 2015.
  - Chapter 15 The Unfinished Journey. 180-188.
  - Chapter 16 Continuing the Journey. 191-199.
- Grugel, Jean and Matthew Louis Bishop, *Democratization a Critical Introduction*, Second edition. New York: Palgrave Macmillan, 2014.
  - Conclusion. 338-351.

### **Supplementary**

- Brooks, Stephen and Marc Menard. 2017. *Canadian Democracy: A Concise Introduction*. Oxford: Oxford University Press, Chapter 8.

**Possible discussion questions:** What have we learned not only about the challenges of getting but also about the challenges of keeping democracy?

## **Week 11 (Monday March 27) Canada and Democracy**

Mini Research Paper due

### **Required**

- Brooks, Stephen and Marc Menard. 2017. *Canadian Democracy: A Concise Introduction*. Oxford: Oxford University Press, Chapter 8.
- Hiebert, Janet. 2010. "The Canadian Charter of Rights and Freedoms". In *The Oxford Handbook of Canadian Politics*, edited by John C. Courtney and David E. Smith. Oxford: Oxford University Press, pp. 54-71.

**Possible discussion questions:** Is Canada a democracy? Why? Why not? Does it matter? Why? Why not? What lessons about democracy have you learnt from working on your research papers? How do they relate to the themes of the course?

## **Week 12 (Monday April 3) Continuing the Journey Part 2**

### **Required**

- Lim, Merlyna and Mark E. Kann. 2008. "Politics: Deliberation, Mobilization, and Networked Practices of Agitation." In *Networked Publics*, edited by K. Varnelis, 77-80. Cambridge, MA: MIT Press.

### **Supplementary**

- Della Porta, Donatella. 2005. "Globalizations and Democracy." *Democratization* 12(5): 668-685.
- Shapiro, Ian. 2003. *Chapter 6 "Reconsidering the State of Democratic Theory"* In *The State of Democratic Theory*. Princeton: Princeton University Press: 146-152.

- O'Donnell, Guillermo A. 2007. "The Perpetual Crises of Democracy." *Journal of Democracy* 18(1): 5-11.

**Possible discussion questions:** What is the future of democracy? What is the future of politics? What are the alternatives?

### **Week 13 (Monday April 10) Conclusion and Final Exam Orientation**

No discussion group

#### **Required**

- Shapiro, Ian. 2003. *Chapter 6 "Reconsidering the State of Democratic Theory"* In *The State of Democratic Theory*. Princeton: Princeton University Press: 146-152.
- O'Donnell, Guillermo A. 2007. "The Perpetual Crises of Democracy." *Journal of Democracy* 18(1): 5-11.

## **Appendix**

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### **Covid-19 Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their

booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### **Student Mental Health**

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**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 [click here](#).

**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](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, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

**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](https://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](https://carleton.ca/sexual-violence-support).

## **Plagiarism**

Carleton's [Academic Integrity Policy](#) 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, websites, 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. 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.