

PSCI 1100 D

Introduction to Political Science

This course will be held remotely online with live online discussion sessions Mondays 3-4:25pm

I General information

Instructor: Dr. Tamara Kotar

Office hours: Wednesdays 8-10pm, email to schedule an appointment

Email: tamara.kotar@carleton.ca

II Course description

At its best, politics is the pursuit of figuring out how people can live together better. In this course we will examine core ideas, issues and the role of institutions, groups and individuals in political life. Students will familiarize themselves with a number of sub-fields in political studies and the theoretical tools to navigate complex debates.

Students are compelled to raise their consciousness of core political ideas and apply their knowledge to research, advocacy, policymaking, action and change. My hope is that you find this course engaging and that you successfully complete this course with theoretical and analytical tools that you will employ in your future endeavors.

III Course Format

In order to ensure that all students have access to lectures and that potential barriers such as internet connectivity or time zone differences are overcome, the online schedule for this class is as follows:

1. Pre-recorded Lecture Video Series and Episodes are available the Sunday prior to class on cuLearn and are only posted for 2 weeks, please do not reproduce, record or distribute. The Lecture Video Series and Episodes are carefully crafted to ensure an easy to follow and informative discussion of theorists, ideas and phenomena in the discipline.
2. Discussion Sessions: Mondays 3:00-4:25. Please do not record, in order to ensure the privacy of fellow students. These sessions are intended to address any questions and to discuss topics in the lectures and readings.

IV Learning Outcomes

- Students are challenged to understand the foundations political life in different types of regimes.
- Students engage in comparative investigations of political life in all types of polities.
- Students are compelled to develop their ability to engage in academic writing and research.

Core Questions & Themes

These are the core questions and overarching themes we will explore in this course:

- Is there a trade-off between liberty and equality?
- How can we accurately compare diverse peoples, states and societies?

V Required Texts

Required Texts are available at the Carleton bookstore. Required journal articles are available via the University Library Omni search engine.

- O’Neil, Patrick, Essentials of Comparative Politics, 6th Edition, (Toronto: W.W. Norton, 2015).

E Book available: <https://wwnorton.com/books/9780393624588>

*Electronic version available for purchase or rent: <https://www.vitalsource.com/en-ca/products/essentials-of-comparative-politics-with-cases-patrick-h-o-39-neil-v9780393680577?term=0393639274>

- O’Neil, Patrick, Essential Readings in Comparative Politics, 5th Edition, (Toronto: W.W. Norton, 2017).

*Please see links in the syllabus and/or search for the articles on the University Library Omni search engine.

Writing Resources

The Oxford Research and Writing Guide for Political Science is a good source for tips on writing for political science.

<https://global.oup.com/ushe/product/research-and-writing-guide-for-political-science-9780199890545?cc=us&lang=en&>

Some good databases for scholarly articles include JSTOR & Project MUSE which are both accessible through the library.

VI Evaluation at a Glance

Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	January 17 th	3%	
Map Quiz	January 26 th	7%	
Quiz 1 – 1st Half of Course	Available from Feb. 22 nd and closes on March 12 th	9%	Multiple choice answers. Students may choose when during the dates provided they wish to complete the quiz. The quiz is timed. Students have one chance to complete the quiz, there are no-retakes. There is no extension of the quiz date.

			The material students should be familiar with encompasses the video lectures and readings up to and including March 1 st . See detailed instructions in syllabus.
Academic Briefs	January 31 st February 28 th March 21 st April 11 th	69%	3 assignments worth 23% each. **There are 4 assignments listed because only your best 3 results will count toward your final mark. Your worst mark will be eliminated.** You do not need to hand in all 4 assignments. You can choose not to hand in one assignment and that will be a 0, your worst mark and it will be eliminated. Use the Academic Brief Format (listed in the syllabus) to easily create your briefs.
Feedback	February 28 th	3%	Answer the feedback questions on cuLearn
Quiz 2 – 2nd Half of Course	Available from March 28 th and closes on April 16 th	9%	Multiple choice answers. Students may choose when during the dates provided they wish to complete the quiz. The quiz is timed. Students have one chance to complete the quiz, there are no-retakes. There is no extension of the quiz date. The material students should be familiar with encompasses the video lectures and readings up to and including April 12 th . See detailed instructions in syllabus

How We Will Meet Online – Discussion Sessions

Big Blue Button (BBB) Instructions and Support for Students

Below is a brief guide on how we will meet for online discussion sessions:

1. In order to respect the privacy of all participants, classes will not be recorded on BBB. I ask that students do the same and refrain from recording the class.

2. To join the discussion session click on the BBB in the course homepage. I encourage students to join a few minutes beforehand, so that you know your connection is working and wait for the session to start.
3. Please ensure your audio is muted and your camera is off. You can always turn on the audio during the discussion session. If you have a question, click the “raise your hand” icon, write the question in the chat and then turn on your microphone. Students may go into “breakout rooms” where you may brainstorm ideas and discuss concepts. Be sure to respect each other.
4. Towards the end of our online discussion session students will be asked if they have any questions related to procedures and assignments. Whoever has questions or would like to listen to questions and answers can stay on the session, others can leave.
5. Below is the link for Big blue Button Support for Students
<https://carleton.ca/culearnsupport/students/bigbluebutton/>
For Students joining class via phone, click on BBB and a special phone number and a code will be provided. If you join by phone you can un-mute and mute using the 0 button.

Teaching Approach and Course Format

Students should pay special attention to the Assignment Due Date Matrix, which clearly delineates assignment due dates and mark weight. The course is arranged by week on cuLearn. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

Do Not Record nor Distribute Course Videos or Discussion Sessions

- In order to respect the privacy of all participants online live sessions will not be recorded. I ask that students do the same and refrain from recording the class.
- Please do not copy, record or distribute online lecture Video Series and Episodes. They are only intended for use in this course and are not for redistribution.

cuLearn

All of your written assignments are due via cuLearn drop boxes. The syllabus and other relevant documents are also posted on cuLearn.

Discussion Board

For the discussion board components of assignments, particularly Part III of Academic Brief posts, students have a choice of posting items to the class discussion group on the university learning platform or on the course Facebook. Marks for discussion board component of assignments will be awarded without bias, that means the marks will be the same regardless of what platform students choose. The idea is to ensure that students have an option to share on a platform they are comfortable with using. The course Facebook page is Tamara Kotar (formerly Socially Scientific). I use it for professional/academic purposes only. Students may join if they choose this platform (it is not a course requirement). The idea of the discussion board component is to have a place for collegial discussion.

Note on Course Materials

The course materials, readings, videos and what is discussed are meant to introduce students to different viewpoints and concepts that have influenced discussion. Inclusion in this course is not an endorsement of any one viewpoint. Rather the goal is to introduce different viewpoints from a variety of thinkers and mediums that students and the professor may agree or disagree with.

This is all done with the intention of sparking discussion and critical thinking.

Students will not be marked based on their political stance or viewpoint. An education in political science is not one rooted in hyper-partisanship or mutual recriminations, but rather in thoughtful, reflective discussion on how to live together better.

Marking in this course is based on demonstration of critical thinking skills, consideration of various contributions to scholarship, ability to engage in scholarly research and demonstration of scholarly writing skills. As outlined in the assignment considerations section of this syllabus, the focus is on crafting a strong thesis and as a way for students to realize their contribution to the study and practice of political science.

Our online classroom provides a space for collegial and critical exchange of ideas. Some readings, course materials or topics raised by the instructor or guest speakers may present different and contrary viewpoints to your own. Some may be triggering, traumatizing or offensive, especially when dealing with examples of war and atrocities.

It's important we discuss these topics and ideas and learn in a respectful and open environment. We must also be aware and sensitive to the impact this material could have. Please know that I focus on providing a safe, encouraging and understanding learning environment. I ask you to reach out if you have any concerns or require any accommodations related to these types of materials, ideas and topics.

Student Success and Course Format

You will make the class a success! It is your responsibility to learn core concepts by doing the readings, taking notes and taking time to consider and apply what you have learned. Reading required readings before watching lectures, taking notes when watching lectures, participation in discussion sessions and reviewing notes are essential for good grades on assignments. To really comprehend the complex issues to be discussed it takes your full attention and investigation. To excel in this class be sure to review lectures, attend discussion sessions, read the readings and review your notes, you will excel in this class if you do.

Electronics Policy

Students should refrain from using cell phones, streaming, surfing the web, using social media or using other applications when the class meets online or when viewing video lectures.

Why?

1. Challenging Course Materials. We examine very complex phenomena in the class, particularly the challenges everyday people have faced in difficult circumstances. It is important we respectfully and meaningfully consider the phenomena, experiences and ideas that we are discussing.
2. Studies on multitasking all demonstrate that you learn far less when distracted.
3. You are here for a short time, make the best use of your time to really engage with the ideas and perspectives discussed.

VII Evaluation in Detail

Syllabus Scavenger Hunt

Since this course may have many features that you have not yet encountered in other classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions and win the scavenger hunt!

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What do I need to know for the Map Quiz?
3. What are the 3 parts of the Academic Brief assignment and what kind of knowledge does this assignment try to combine?
4. Do I have to submit all 3 parts for each academic brief?
5. Under what subheading do I find the reading materials for each week?
6. What are the components of the take home quiz?

Map Quiz

Since we are discussing politics globally it is important that students are familiar with the countries of the world where political decisions are often made. The goal of this assignment is to ensure familiarity with countries of the world. Students must know all of the countries and territories.

1. Students will need to know all of the countries and territories in the world.
2. Be prepared to complete the quiz on the due date. The assignment and full instructions will be visible on cuLearn on the start date, until 11:55 on the due date. No late submissions will be accepted.
3. The site (where the geography quiz will happen) and full instructions will be visible on the due date. Once you access the quiz site, you will be instructed to identify places on the map provided.
4. Once you have completed the quiz as instructed you will take a screenshot and submit the screenshot in the cuLearn submission area.

To practice for the quiz students could use geography or map quiz testing websites such as

- Sporcle, Lizard Point or Seterra
- I encourage you to search out other maps and map testing sites as well and see what works best for you. For example, the Perry-Castañeda Library Map Collection at the University of Texas at Austin - <https://legacy.lib.utexas.edu/maps/>

To practice for the quiz students could use the following blank maps

Asia - <http://webserver.sms.org/intranet/classes/history/worldhist/maps/asiaseftest.gif>

Africa - <https://www.worldatlas.com/webimage/testmaps/africa.gif>

South America - <https://www.worldatlas.com/webimage/testmaps/samer.gif>

Middle East - <https://www.sporcle.com/games/hkw5/middle-eastern-country-map>

Europe - <http://webserver.sms.org/intranet/classes/history/worldhist/maps/europeselftest.gif>

My PSCI Academic Brief

- Brief - A brief in this sense is understood as "a short and concise written statement"
- Academic - The academic part of the brief means that there is a clear thesis statement and scholarly work that supports that statement.

Why this Assignment?

- Academic Briefs will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures and discussions.
- It is a way to combine our exploration of theoretical phenomena and ideas from scholarly works, in-class discussion/activities, and current events.
- These assignments help students focus on how to write a succinct thesis; a key skill required for future success.
- Students have concise and condensed notes on the readings and discussions that provides them with excellent study materials for assignments and quizzes.
- More questions = more learning. Thoughtful and reflective questions about what we discuss and what we read is the goal of this course, indeed it is a main goal of higher education. From questions comes the search for answers through consideration of a variety of viewpoints, ideas and understandings.

How to do this Assignment?

1. The assignments are due via cuLearn at **11:55pm on the due date**. The submission spaces will be entitled #1 Academic Brief, #2 Academic Brief.
2. Use the format provided below and the assignment evaluation considerations at the end of the syllabus to ensure the quality of the brief. Academic Briefs require **clear thesis statements and scholarly support for statements**.
3. **Your worst mark will be eliminated**. This is an opportunity to get your best work recognized.
4. **To organize your Academic Brief** you can cut and paste the **Academic Brief Format** provided below into your own word document and fill in the material required.

My PSCI Academic Brief Format

The format provides an easy to use guide for completing the assignment. Copy and paste, follow the instructions and fill it in with your written work.

Each Academic Brief assignment requires that all of the 3 parts described below are submitted in one file on cuLearn. In other words, Part I, II and III of the assignment are all due at the same time in the same file with all of the requirements listed in the format included below.

Part I- Analyze Seminar/Lecture/Tutorial Discussion

For this component you will identify and discuss an issue discussed in video lectures or discussion sessions prior to the due date. Identify and critically engage with one idea/concept/issue dealt with in class that attracted interest and in a scholarly manner explain why it is important.

It is important to critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis and supporting arguments. Refer to the Assignment Evaluations section of this syllabus.

Anything we discuss that piques your interest can be used for this part of the assignment it all depends on the topics we discuss.

You should have a thesis and include reference to other scholarly work.

400 words

Part II Analyze Readings

For the discuss the readings component of the Academic Brief you will write about an issue that you found interesting in the readings that are assigned for the coming week, the week that the assignment is due. Choose one of the readings, required or recommended.

Using your own words, and in a critical and scholarly manner, identify and critically engage with one idea/concept/issue you found of interest in the reading. Discuss the idea or issue developed in the article that intrigued you and that you would like to discuss further in class.

Create 2 questions that relate to the article and larger issues discussed in the class. These questions may be used for in-class discussion and debate.

You should have a thesis and include reference to other scholarly work.

400 Words

Part III Connect Analysis of Current Events/Social Media

Students will include all of the part III requirements in their single cuLearn submission for the academic brief. **Part 1, II and III of the assignment are all due at the same time in the same file with all of the requirements listed in the assignment.** Students need only copy and paste urls for the discussion board component.

1. Cite the url and title of one media item (article, podcast or video clip) that relates to issues discussed during this class or in the readings. Only post the url on the cuLearn discussion board.

However, **you must include your 250 word commentary in the cuLearn submission.**

250 words

2. Cite the url and title of a media time (article, podcast or video clip) that you found interesting, posted by anyone else (from any class or even the prof.) on the class Discussion Group. Do not post any commentary on the class Discussion Board. However, **you must include your 250 word commentary in the cuLearn submission.**

Feedback

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about.

Students will answer the following questions with 1-3 sentences for each question:

1. What is the most significant thing you learned in the most recent video lectures or discussion sessions?
2. What question is at the top of your mind at the end the most recent video lectures or discussion sessions?
3. What have you enjoyed learning about most in the class so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What aspects of the syllabus, assignments or assignment structure work well for you and what would you recommend changing?

Multiple Choice Quizzes, Instructions for Quiz 1 and Quiz 2

There are two multiple choice quizzes this semester (see assignment Evaluation at a Glance). Both quizzes contain 18 multiple choice questions. Students will pick the answer that best matches the question being asked, based on course lectures and readings. The quizzes are automatically marked, and the student will receive their mark upon completion.

Both quizzes can be taken by students anytime that suits them best, within the date range that the Quizzes are scheduled for as noted in the Evaluation at a Glance section of the syllabus.

Each quiz will be worth 9% of your final mark, will consist of 18 questions with a time limit of 25 minutes.

Quiz 1 – 1st Half of Course

For Quiz 1 The material students should be familiar with encompasses the video lectures and readings up to and including March 1st.

Quiz 2 – 2nd Half of Course

For Quiz 2 The material students should be familiar with encompasses the video lectures and readings up to and including April 12th.

Once a student opens the quiz the timer will begin, the timer cannot be paused. Do not click onto the quiz before you plan on taking it, if you click on the quiz and it starts then you must complete the quiz, there is no re-do.

Each quiz must be completed in a single session, within the time limit. Quizzes submitted after the time limit will be given an automatic mark of 0%.

Each quiz is multiple-choice, for each question a number of possible answers will appear, you **choose only one answer, the answer that is the most correct.** Each question will be awarded one mark for each most correct answer you choose, and zero marks for all other possibilities.

After you select your choice for each question, the next question will appear. **You will not be able to navigate back to earlier questions. Be sure to follow all instructions carefully as you go through the quiz**

Prior to taking the quiz be sure that you have completed watching all of the Video Series and Episodes and all of the readings that the quiz covers (as noted in the Evaluation at a Glance section). Be sure to have made notes on all of the video and written materials so that you are prepared for the quiz. If there is something you do not understand fully, be sure to re-watch the lectures, re-read readings and ask questions in discussion sessions.

The quizzes are timed, meaning that you must complete and submit each quiz within the time-limit, or it will be a mark of 0%. Once you open the quiz the timer will begin, and it will not pause if you close the window. **Each quiz must be completed in a single session, within the time limit.** Quizzes submitted after the time limit will be given an **automatic mark of 0%.** Each quiz has randomized questions, so that students will receive different questions of equal difficulty.

If you are registered with the Paul Menton Centre (PMC) with an accommodation for timed quiz, contact the Prof. and your TA with the exact accommodation extra time required on this quiz. Please do so before the quiz opens so that your accommodation can be entered into the system before the quiz opens for you.

If you have any questions, or experience any technical difficulties, contact cuLearn support at <https://carleton.ca/culearnsupport/students/>. If this technical difficulty negatively impacted your quiz writing ability please include the correspondence with cuLearn support in a message

to both your TA and Prof. This will then be evaluated to find the most appropriate means to address it. Remember, cuLearn, the prof. and TAs will be able to see your quiz progression, if the quiz did crash, if there were technical difficulties where and when the difficulties happened.

VIII Course Schedule

Introduction

Jan. 11th

Course structure, assignments and expectations.

Recommended Reading

- O’Neil, Patrick, Essentials of Comparative Politics
Chapter 1 Introduction
- Pericles’ Funeral Oration from Thucydides, 431 BCE, The Peloponnesian war, http://corematerials.homestead.com/01_pericles_funeral_oration.pdf
- Amartya Sen, How to Judge Globalism, 2002
- Francis Fukuyama, Chapter 1, The Necessity of Politics, from The Origins of Political Order, available: <https://tinyurl.com/y9z25eap>

What is Comparative Politics?

Jan 18th & Jan 25th

Required Readings

- O’Neil, Patrick, Essentials of Comparative Politics, Chapter 11
- King, Gary, Robert Keohane and Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research, 1994, pp. 3-14
https://edisciplinas.usp.br/pluginfile.php/4182875/mod_resource/content/2/Gary%20King%20Robert%20Keohane%20Sidney%20Verba%20Designing%20Social%20Inquiry%20%201994.pdf
- Lijphart, A. “Comparative Politics and the Comparative Method” The American Political Science Review, Vol. 65, No. 3. (Sept., 1971): 682- 693
Available:
<http://www.la.utexas.edu/users/chenry/core/Course%20Materials/Lijphart1971/0.pdf>

Case Study/Resources

- International IDEA (Institute for Democracy and Electoral Assistance), available: <http://www.idea.int/> *Go to their State of Democracy assessment methodology section
- Polity IV, <http://www.systemicpeace.org/polityproject.html>

Nation States, People and Patterns of Interaction

Feb. 1st & 8th

Required Readings

- Appiah, Kwame, “Chapter 6: Education for Global Citizenship.” The Yearbook of the National Society for the Study of Education, vol. 107, no. 1, Wiley, 2008, pp. 83–99

(available through the library online search)

- O'Neil et. al. – Essentials of Comparative Politics
Chapter 2, States
- O'Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 2
 - Robert I. Rotberg, The New Nature of Nation-State Failure

Available, [https://www.boell.de/sites/default/files/assets/boell.de/images/download_de/demokratie/The New Nature of Nation-State Failure Rotberg 2002 en.pdf](https://www.boell.de/sites/default/files/assets/boell.de/images/download_de/demokratie/The%20New%20Nature%20of%20Nation-State%20Failure%20Rotberg%202002_en.pdf)

- Sophie Harman, The Danger of Stories in Global Health, The Lancet, vol 395, issue 10226, 7-10 March, 2020, available in the Carleton Library E-journals

Case Studies/Resources

- Our World in Data, available <https://ourworldindata.org/>
- World Wealth and Income Database, Paris School of Economics, available, <http://wid.world/>

Public Administration & Public Policy

Feb. 22nd & March 1st

Required Reading

- Lindblom, Charles, E, The Science of Muddling Through, Public Administration review, vol 19, no. 2, Spring 1959.
Available: <https://goo.gl/aRgsde>
- Sabharwal, Meghna, and Evan M. Berman. Public Administration in South Asia : India, Bangladesh, and Pakistan . First edition., Routledge, 2017, Introduction and Chapter 1 (available through the library online search)
- Douglas C. North, Institutions, Journal of Economic Perspectives, vol. 5, no. 1, winter 1991, pp. 97-112., available: <https://www.aeaweb.org/articles?id=10.1257/jep.5.1.97>
(be sure to click on the download free version
Or search in ejournals)

Case Studies/Resources

- Life Expectancy and Income, Gapminder Global Interactive available, <https://goo.gl/OS8ImU>

Democracy

March 8th & 15th

Required Readings

- O'Neil – Essentials of Comparative Politics, Chapter 5 Democratic Regimes
- O'Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 8
Alexis de Tocqueville, Author's Introduction, from Democracy in America, pp. 12-18, available, <http://seas3.elte.hu/coursematerial/LoikoMiklos/Alexis-de-Tocqueville-Democracy-in-America.pdf>
- O'Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 5

Philippe C. Schmitter and Terry Lynn Karl, What Democracy Is . . . and Is Not, available, <http://pscourses.ucsd.edu/ps200b/Schmitter%20&%20Karl%20What%20Democracy%20is%20.pdf>

- Nyabola, Nanjala. Digital Democracy, Analogue Politics: How the Internet Era Is Transforming Politics in Kenya. 1st ed., Zed Books, 2018, Introduction (electronic copy available through a library search)

Case Studies/Resources

Association for the Study of Nationalities, <http://nationalities.org/>

Nations and Nationalism, journal

Nationalism and Ethnic Politics, journal

Nationalities Papers, journal

Consolidated Democracies – Democratic Deconsolidation?

March 22nd

Required Readings

- O’Neil – Essentials of Comparative Politics Chapter 8 Developed Democracies
- O’Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 5 Roberto Stefan Foa and Yascha Mounk, The Danger of Deconsolidation. Available, <https://www.journalofdemocracy.org/wp-content/uploads/2016/07/FoaMounk-27-3.pdf>

Case Study/Resources

- PBS News Hour, Former Supreme Court Justice Souter, Sept 17th, 2012, available <https://goo.gl/kPEBwi>
- Journal of Democracy

Non-Democratic Regimes

March 29th

Required Readings

- O’Neil - Essentials of Comparative Politics, Chapter 6 Nondemocratic Regimes
- O’Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 6 Seven Levitsky and Lucan A Way, Elections without Democracy, The Rise of Competitive Authoritarianism. Available, https://scholar.harvard.edu/files/levitsky/files/SL_elections.pdf

Case Study/Resources

- Freedom House, <https://goo.gl/XCz723>
- The Economist Intelligence Unit Democracy Index, available, <https://goo.gl/VE7eWL>

Communism & Post Communism

April 12th

Required Readings

- O’Neil – Essentials of Comparative Politics Chapter 9, Communism and

Postcommunism

- O’Neil, Patrick, **Essentials Readings** in Comparative Politics, Chapter 9
Karl Marx and Friedrich Engels, Manifesto of the Communist Party. Available, <http://www.yorku.ca/comnine/courses/4090pdf/manifest.pdf>
Hale, Henry, 25 Years After the USSR: What’s Gone Wrong, available, <https://www.journalofdemocracy.org/articles/25-years-after-the-ussr-whats-gone-wrong/>

Case Studies/Resources

- Chuck Norris vs. Communism, <https://www.youtube.com/watch?v=znp1dNaPp3k>
- Goodbye Lenin, Dir. Wolfgang Becker, 2003, Available: <https://itunes.apple.com/us/movie/good-bye-lenin/id563188049>
- PBS People’s Century, People Power <https://www.youtube.com/watch?v=9AQw9t0NUd4>
 - Karl Marx & Fredrick Engels, Manifesto of the Communist Party, available: <https://tinyurl.com/ydb7x7mn>
 - Economist Explains, Thomas Piketty’s Capital, Summarized in four paragraphs, May 5th, 2014, link available: <https://tinyurl.com/y9a4xvfe> or find through the library e-journals

Assignment Evaluation Considerations

Below is a table and list of questions used to evaluate each assignment. Keep this in mind when writing your assignments.

Thesis & Explanation of subject - 70%
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
Use of Scholarly Literature - 25%
Scholarly literature is employed to strengthen arguments.
Definitions and terms should be used properly.
Jargon should be kept to a minimum.
Structure of Assignment - 5%
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.

These questions are utilized to assess written assignments

- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Do my answers flow, are they well organized?

- Am I utilizing proper grammar?

Writing Resources

The Oxford Research and Writing Guide for Political Science is a good source for tips on writing for political science.

<https://global.oup.com/ushe/product/research-and-writing-guide-for-political-science-9780199890545?cc=us&lang=en&>

Some good databases for scholarly articles include JSTOR & Project MUSE which are both accessible through the library.

IX Academic Accommodations

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

X Academic Accommodations

Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: 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

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.

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

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.

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).
