

## **PSCI 1200**

### **Introduction to Political Science: World Politics**

July 6<sup>th</sup> – Aug. 12<sup>th</sup> Monday & Wednesday 6:05-8:55pm, Online

**Instructor:** Dr. Tamara Kotar

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Office hours: Wednesdays 5:05-6:05pm

Office Number: 613 236 0754

Office: Email to schedule an appointment

### **Course description**

In this course we will examine debates concerning the role of the state, groups and individual in world politics. Together we will explore the International Relations, Political Theory and Public Policy subfields in Political Science. Students will familiarize themselves with the theoretical tools to navigate complex debates in politics. 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.

### **Learning Outcomes**

- Students are challenged to understand the foundations of international relations and apply this globally.
- 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 throughout the course.

Is there a trade off between freedom and security?

Is the nation-state the optimal way to organize society politically?

What are the paradoxes of the nation-state in terms of security and peace?

### **Required Texts**

Required Texts are available at The Carleton Bookstore

- Mingst, Karen A., Elko McKibben and Arreguin-Toft, Essentials of International Relations (IR), 8th Edition, (Toronto: W.W. Norton, 2018).

\*Available online for rent or purchase - <https://www.vitalsource.com/en-ca/products/essentials-of-international-relations-eighth-karen-a-mingst-heather-elko-v9780393675238?term=039367519X>

- Mingst, Karen A., Snyder and Elko McKibben, Essential Readings in World Politics, 7<sup>th</sup> Edition, (Toronto: W.W. Norton, 2019).

\*Please see links in the syllabus.

### Teaching Approach and Course Format

This course takes advantage of both in-class and online components to enhance the learning experience. Students should pay special attention to the **Assignment Due Date Matrix below**, 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.

### Assignment Due Date Matrix

Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	July 12 <sup>th</sup>	2.88%	
<a href="#">Map Quiz</a>	July 15 <sup>th</sup>	10%	
<a href="#">Academic Briefs</a>	July 19 <sup>th</sup> July 26 <sup>th</sup> August 12 <sup>th</sup>	44%	3 assignments worth 22% each. **There are 3 assignments due. Your best 2 results will count toward your final mark. Your worst mark will be eliminated. Your worst mark could be a 0 or a Academic Brief that you choose not to hand in.** Use <a href="#">My PSCI Academic Brief Format</a> to easily create your Academic Briefs.
In Class Feedback	July 22 <sup>nd</sup>	3%	Answer the feedback questions on cuLearn
Attendance (taken electronically)	Taken each class	Potential for .12%	For your take home quiz to count students must attend at least 7 classes.
Take Home Quiz	Starts: July 28 <sup>th</sup> Ends: August 8 <sup>th</sup>	40%	Long Answer = 20% each

**\*\*Academic Brief assignments will only be marked if you have attended the class on the due date. If you have not attended the mark will automatically be 0. If you have not attended class for medical or family emergency reasons then you may do a 4-page essay on themes from the readings in addition to the assignment.**

### CuLearn

All of your written assignments are due via CuLearn drop boxes. The syllabus and other relevant documents are also posted on CuLearn. Do not submit your assignments via email. 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 any materials associated with it.

### **Discussion Board/Social Media**

For the discussion board/social media components of assignments, particularly Part III of Academic Brief posts, students have a choice of posting items to the class Facebook or the class discussion group on cuLearn. Marks for social media component of assignments will be awarded without bias, that means the marks will be the same regardless of what medium students choose. The idea is to ensure that students have an option to share on a platform they are comfortable with using.

There is a Facebook page Tamara Kotar (formerly Socially Scientific) for the course. I use it for professional/academic purposes only. Students are encouraged but not compelled to join (it is not a course requirement). I find it to be a great forum for collegial discussion, extending and applying the scholarly ideas we discuss in class to contemporary phenomena. I regularly post course relevant materials.

### **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.

### **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 class, lecture attendance and focusing on ideas in class, active participation in team or group work and reviewing notes are essential for good grades on assignments. During each class students will have the opportunity to collaborate with their peers in groups that will exchange and share ideas and approaches to specific issues. To really comprehend these complex issues to be discussed it takes your full attention and investigation especially during class and in collaborating with your peers, you will excel in this class if you do that.

All written assignments are due in the appropriate cuLearn drop boxes. **Late assignments will be marked 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

### **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.

Why?

1. Respect for Fellow Students.
2. Challenging Course Materials. We examine very complex phenomena in the class, particularly the challenges everyday people have faced in difficult circumstances. It is disrespectful to ignore their suffering, especially when we instead direct our attention to comparatively trivial matters. [SEP]
3. Studies on multitasking, all resoundingly demonstrate that you learn far less when distracted by your devices.
4. You are here for a short time, make the best use of your time to really engage with these ideas and with your colleagues.

## Attendance

For your take home quiz to count students must attend at least 7 classes. Attendance will be recorded for each class electronically through quizzes on cuLearn.

## Assignments

### 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 attend class for my Academic Briefs to be marked?
5. Under what subheading do I find the reading materials for each week?
6. How will attendance be taken.

## Map Quiz - Online

Since we are discussing world politics 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. Be prepared to complete the quiz on the due date. The assignment and full instructions will be visible on cuLearn the morning of the due date, until 11:55 on the due date. No late submissions will be accepted.
2. 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.
3. Once you have completed the quiz as instructed you will take a screenshot and submit the screenshot in the cuLearn submission area.

### Study Tools

To practice for the quiz students could use the following sites

Sporcle

<https://www.sporcle.com/games/g/world>

Lizard Point

<https://lizardpoint.com/geography/>

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>

Europe

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

Middle East

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

South America

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

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 is a good resource. Below is a world map from their collection:

[http://legacy.lib.utexas.edu/maps/world\\_maps/world\\_pol\\_2015.pdf](http://legacy.lib.utexas.edu/maps/world_maps/world_pol_2015.pdf)

## My PSCI Academic Brief

### Why this Assignment?

- A brief in this sense is understood as “a short and concise written statement”  
The academic part of the brief means that there is a clear thesis statement and scholarly work that supports that statement.
- Academic Briefs will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures and discussions.
- These assignments help students focus on how to write a succinct thesis, a key skill required for future success.
- 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.
- It is a way to combine our exploration of theoretical phenomena and ideas from scholarly works, in-class discussion/activities, and current events.

- Students have concise and condensed notes on the readings and discussions that provides them with excellent study materials for assignments and quizzes.

### 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 **My POL Academic Brief Format** provided below into your own word document and fill in the material required.
5. In order for your Academic Brief to be marked you must attend the class prior to the due date and the class of the due date. **You must attend the class for the My PSCI Academic Briefs to be graded. Attendance will be noted**. If you do not attend class the assignment will not be marked. If you miss the class, even for unforeseen reasons, you may hand in a 4-page, double-spaced paper in addition to the assignment within a week of the due date. The paper will be an extension of your discussion of the readings for that Academic Brief assignment. If you do not hand it in by that time, your mark will remain 0.

\*If you miss the class, even for unforeseen reasons, you may hand in a 4-page double spaced extension of Part II of the Academic Brief post lieu of Part I (the extension of Part II is intended to compensate for the hours of class time and participation missed). Both Part II and Part III of the Academic Brief assignments are still required.

## My PSCI Academic Brief Format

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 we talked about in our seminar at the class before 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 for the day 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.** For example, if you choose to, or choose not to, post your commentary on FB or the discussion board, you still need to include your commentary on the cuLearn submission for the assignment

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. You can post it on the class cuLearn discussion board or the class Facebook page Tamara Kotar. If you post to the Class FB page, Tamara Kotar, be sure to include the course code with a hashtag so that it is known this was posted for a class requirement. On your discussion board or Facebook posting you can choose to explain why the link may enhance understanding of the topic discussed in class.

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 FB or the class Discussion Group. However, **you must include your 250 word commentary in the cuLearn submission.**

## In-Class 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 today's class?
2. What question is at the top of your mind at the end of today's class?
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?

## Take Home Quiz

The Take Home Quiz will be based on a combination of what we have discussed in lectures, the work you have done in assignments as well as reading materials.

The format will be:

Essay Answer, 2 essays worth 20% each

Students will have a choice of 2 questions to answer out of 4

**\*\*There will be no make-up quiz\*\***

Below are instructions:

- The questions will be available on CULearn on the start date at 8am. The deadline for students to hand in their response for the quiz is the end date at 11:55pm. Any quizzes handed in on cuLearn after 11:55pm on the due date will not be accepted and will receive a mark of 0.
- There will be 4 questions, you will answer your choice of 2 out of the four.
- Proper citation should be used, use your preferred citation style. (MLA, APA or other)
- Please hand in the quiz in a single Microsoft Word document. The first page should include the class, the date, the professor's name and your name and student number.
- You should number your questions and copy and paste the question that you are answering above your answer. Be sure to have a blank page between your first and second essay. The document should be single spaced.
- During the take-home exam period, to ensure fairness for all students, the TAs nor I will be able to aid you with content questions. We can answer general questions about accessing the quiz and about the due date.
- Do the quiz on your own, do not consult other students in the class, in order to avoid any possibility of plagiarism.



# Seminar Schedule

## Introduction

### Class 1: July 6<sup>th</sup>

Course structure, assignments and expectations.

- Mingst et. al. – Essential Readings in World Politics  
Chapter 1 – Jack Snyder, "[One World, Rival Theories](#)"

#### Recommended

- Thomas Hobbes, & Marshall Missner. (2016). Thomas Hobbes: Leviathan (Longman Library of Primary Sources in Philosophy).
- Kant, I., & Smith, M. (1917). Perpetual Peace a Philosophical Essay. London;[New York: George Allen & Unwin Ltd.; The Macmillan Company.

## Theory – Contending Perspectives - Realism

### Class 2: July 8<sup>th</sup>

#### Required Readings

- Mingst et. al. – Essentials of International Relations – Textbook  
Chapter 1 – Approaches to International Relations
- Mingst et. al. – Essential Readings in World Politics  
Chapter 1 – Thucydides, Melian Dialogue, from Peloponnesian War, available: <https://www.mtholyoke.edu/acad/intrel/melian.htm>

#### Recommended

- Morgenthau, H., Thompson, K., & Clinton, W. (2006). Politics among nations : the struggle for power and peace (7th ed. / revised by Kenneth W. Thompson and W. David Clinton.). Boston: McGraw-Hill Higher Education.
- Machiaveli, Nicolo, (2014). The Prince (Toronto: Penguin).
- Waltz, K. (2008). Realism and international politics . New York: Routledge.
- Wendt, A. (2015). Quantum Mind and Social Science : Unifying Physical and Social Ontology . Cambridge: Cambridge University Press.

## Theory – Contending Perspectives

### Liberalism, Conflict Theories and Constructivism

### Class 3: July 13<sup>th</sup>

#### Required Readings

- Mingst et. al. – Essentials of International Relations – Textbook  
Chapter 3: Contending Perspectives: How to Think about International Relations
- Mingst et. al. – Essential Readings in World Politics

Chapter 2 – Kant, from Perpetual Peace or Kant, from Perpetual Peace, pp. 106-117- available <http://www.gutenberg.org/files/50922/50922-h/50922-h.htm>

#### Recommended

- Enloe, C. (2004). *The curious feminist searching for women in a new age of empire* . Berkeley: University of California Press.
- Jervis, R. (1976). *Perception and misperception in international politics* . Princeton, N.J: Princeton University Press.
- Lenin, V. (1975). *Imperialism, the highest stage of capitalism : a popular outline* . Moscow: Progress Publishers.

### International Relations (IR) in Practice – Ancient to Medieval

#### Class 4: July 15<sup>th</sup>

##### Required Reading

- Mingst et. al. – *Essentials of International Relations – Textbook*  
*Chapter 2: The Historical Context of Contemporary International Relations*
- Mingst et. al. – *Essential Readings in World Politics*  
*Ted Hopf, The Promise of Constructivism in International Relations Theory*  
*Available: Carleton University Library, J Stor search*

#### Recommended

- Steiner, B. (2018). *Diplomatic theory a focused comparison approach*.
- Krasner, S. (2009). *Power, the state, and sovereignty : essays on international relations* . London : Routledge.

### IR in Practice – Monarchies to Nation States

#### Class 5: July 20<sup>th</sup>

##### Required Reading

- Mingst et. al. – *Essential Readings in World Politics*  
*Chapter 2 - Woodrow Wilson, "The Fourteen Points"*
- Mingst et. al. – *Essential Readings in World Politics*  
*Chapter 2 – George F. Kennan, "The Sources of Soviet Conduct"*

*Available: <http://slantchev.ucsd.edu/courses/pdf/Kennan%20-%20The%20Sources%20of%20Soviet%20Conduct.pdf>*

### IR in Practice – Cold War to Present

#### Class 6: July 22<sup>nd</sup>

##### Required Reading

- Mingst et. al. – *Essential Readings in World Politics*  
*Chapter 2 - Huntington, Clash of Civilizations*
- Mingst et. al. – *Essential Readings in World Politics*  
*Chapter 2 – John Ikenberry The End of Liberal International Order?*

Available:

[https://scholar.princeton.edu/sites/default/files/gji3/files/inta94\\_1\\_2\\_241\\_ikenberry.pdf](https://scholar.princeton.edu/sites/default/files/gji3/files/inta94_1_2_241_ikenberry.pdf)

#### Recommended

- Carson, A. (2018). Secret wars covert conflict in international politics.
- Kalyvas, S. (2006). The logic of violence in civil war . Cambridge ; Cambridge University Press.

## **The State & International Relations**

### **Class 7: July 27<sup>th</sup>**

#### **Required Readings**

- Mingst et. al. – Essentials of International Relations – Textbook  
Chapter 5: The State and the Tools of Statecraft
- Julia Smith, Nathan Sears, Ben Taylor & Madeline Johnson, "Serious games for Serious crises: Reflections from an infectious disease outbreak matrix game" Globalization and Health, no 18, 2020, available at the Carleton Library e-journals database.

#### Recommended

- Putnam, R., & Putnam, R. (2010). Diplomacy and domestic politics: the logic of the two-level games. Revista de Sociologia e Politica, 18(36), 147–174.
- Nussbaum, M. (2013). Political emotions : why love matters for justice . Cambridge, Massachusetts ; The Belknap Press of Harvard University Press.

## **International Organizations and Law**

### **Class 8: July 29<sup>th</sup>**

#### **Required Readings**

- Mingst et. al. – Essentials of International Relations – Textbook  
Chapter 7: International Cooperation and International Law
- Mingst et. al. – Essentials of International Relations – Textbook  
Chapter 9 Intergovernmental Organizations and Nongovernmental Organizations

#### Recommended

- Sen, A. (1992). Inequality reexamined. New York: Russell Sage Foundation.
- Hardy, H., Harris, I., & Berlin, I. (2002). Liberty : incorporating four essays on liberty / Isaiah Berlin ; edited by Henry Hardy ; with an essay on Berlin and his critics by Ian Harris (pp. xxxiv, 382). Oxford: Oxford University Press.

## **Psychology, the State & International Relations**

### **Class 9: August 5<sup>th</sup>**

#### **Required Readings**

- Mingst et. al. – Essential Readings in World Politics

## Chapter 4: Yarhi-Milo, In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries

### Recommended

- Yarhi-Milo, K. (2019). *Who Fights for Reputation The Psychology of Leaders in International Conflict*. Princeton: Princeton University Press.
- Axelrod, R., Keohane, R., & Axelrod, R. (1985). Achieving Cooperation under Anarchy: Strategies and Institutions. *World Politics*, 38(1), 226–226.

## War

### Class 10: August 10<sup>th</sup>

#### Required Readings

- Mingst et. al. – Essentials of International Relations – Textbook  
Chapter 6: War & Security
- Mingst et. al. – Essential Readings in World Politics, Chapter 6, Clausewitz, War as an Instrument of Policy, from *On War, also available, Chapter VI, B. War as an Instrument of Policy*, <https://www.gutenberg.org/files/1946/1946-h/1946-h.htm>

### Recommended

Mingst et. al. – Essential Readings in World Politics, Chapter 6, Fearon, Rationalist Explanations for War

Mingst et. al. – Essential Readings in World Politics, Chapter 6, Erica Borghard and Shawn Lonergan, The Logic of Coercion in Cyberspace

## Human Rights and Course Wrap-Up:

### August 12<sup>th</sup>

#### Required Readings

- Mingst et. al. – Essentials of International Relations – Textbook  
Chapter 10: Human Rights
- Mingst et. al. – Essential Readings in World Politics  
Chapter 7: Harold Hongju Koh, How Is International Rights Law Enforced? Available:  
<https://www.repository.law.indiana.edu/cgi/viewcontent.cgi?article=2279&context=ilj>
- Mingst et. al. – Essential Readings in World Politics  
Chapter 10: Amartya Sen, Human Rights and Capabilities, Available:  
[https://www.unicef.org/socialpolicy/files/Human\\_Rights\\_and\\_Capabilities.pdf](https://www.unicef.org/socialpolicy/files/Human_Rights_and_Capabilities.pdf)

### Recommended

- Addison, C., & Harold, H. (2006). How Is International Human Rights Law Enforced? In *International Law of Human Rights* (1st ed., pp. 241–262).

- Warburton, N. (2014). John Rawls A Theory of Justice. In Philosophy: The Classics (pp. 295–302).

## Assignment Evaluation Considerations

Below is a table and list of questions used to evaluate each assignment.

Keep this in mind when writing your assignments.

<b>Thesis &amp; Explanation of subject - 70%</b>
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
<b>Use of Scholarly Literature - 25%</b>
Scholarly literature is employed to strengthen arguments.
Definitions and terms should be used properly.
Jargon should be kept to a minimum.
<b>Structure of Assignment - 5%</b>
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?

## Academic Accommodations

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### Requests for Academic Accommodation

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

**Pregnancy obligation**

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

**Religious obligation**

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

**Academic Accommodations for Students with Disabilities**

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

**Survivors of Sexual Violence**

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

**Accommodation for Student Activities**

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

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

**Plagiarism**

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

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

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

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

### Submission and Return of Term Work

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

### Grading

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

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

### Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

#### **Carleton 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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

#### **Carleton Political Science Society**

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

#### **Official Course Outline**

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

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