

PSCI 2002 (Section A)
Canadian Politics and Civil Society
Online Course (Zoom & Brightspace)
Wednesdays: 12:35 PM - 2:35 PM

Instructor: Leonard Halladay

Online Office Hours: Thursdays 12:30 PM - 2:30 PM (by appointment)

Scheduler: <https://calendly.com/leonardhalladay/15min>

Email: leonard.halladay@carleton.ca

A. Description:

This course examines some of the central social, political, and economic cleavages, as well as the identities and historical conflicts that structure political life in Canada. These include national, regional, religious, linguistic, and ethno-cultural cleavages, as well as differences in race, class, gender, and sexuality. We will be exploring the complex interrelationship between these dynamics and their role in Canadian politics in this course.

Students are encouraged to think about these social, political, and economic cleavages in terms of their significance for shifting power relations. Some questions to keep in mind throughout the course include: Who are the primary actors in Canadian politics? Are they formally recognized as such? What are some of the core political claims common to Canadian politics and how do these contribute to key debates, such as those about diversity, unity, and the idea of Canadian identity? What role do ideas play in Canadian politics? What kinds of demands, for instance, do our shared commitments to multiculturalism and reconciliation place on us in an era of Indigenous resurgence and renewed calls for racial justice? Ultimately, what is Canada? And what makes us Canadian? These and other issues will be covered in this course.

B. Format:

This is an online course, the lecture component of which will be delivered asynchronously via audio lecture. The audio lectures will be available each Wednesday, one week ahead of each scheduled lecture time. In the case of our first class on September 8th, for example, the audio lecture will appear on Brightspace on September 1st. Each audio lecture will be roughly 1 hour in length. You are expected to complete the required readings and listen to each audio lecture prior to attending the live components of the course.

This course has two live components in addition to asynchronous audio lectures, each of which will take place on Zoom. The first of these is a weekly Q&A with me, your instructor. These sessions are an opportunity to ask questions about lectures and the required readings. Each of these Q&A sessions will run for roughly one hour from 1:30 PM - 2:30 PM (during the second hour of each scheduled lecture time) on Wednesdays. Though Q&A sessions are entirely optional, they present

an important opportunity to seek clarification on any and all things related to the course, develop your writing and research skills, and engage with your instructor. I will use my microphone and webcam at each Q&A; you are strongly encouraged to do the same.

Along with required readings and lectures, you are expected to participate in weekly tutorials, each of which will be led by a Teaching Assistant (TA) on Zoom. These tutorials will focus on the book chapters and journal articles (beyond the textbook material) assigned each week. That is, while the lectures and live Q&A sessions will address each weekly topic in general terms, your tutorials will serve as a forum to discuss the perspectives and arguments of particular authors. You are expected to be familiar with both the lecture content and the appropriate readings in advance of each tutorial. You are also expected to contribute constructively – with critical arguments and questions – to each tutorial discussion. Each TA will take attendance and assign participation grades accordingly. Please note that regular attendance in tutorial absent consistent engagement with each weekly discussion is unlikely to yield full marks for participation. You are expected to not just attend, but to participate as well. Each TA will use their webcam and microphone in tutorial; you are strongly encouraged to do the same.

C. Equity Statement:

Your experience in this class is important to me. As your instructor, I am committed to fostering a learning environment in which all feel welcome, respected, and invited to contribute. As a student enrolled in this class, you are also expected to observe this commitment, treating me, your fellow students, your TA's, and any guests of the class with respect. In addition, please keep in mind that at least some of the course content will undoubtedly prove contentious. You should always feel free to contact me if any aspect of the class makes you feel uncomfortable.

Both the materials under study and the content of our discussions will draw from a range of different experiences, thoughts, and perspectives, including different sorts of assumptions. Whatever the method, conducting research almost always includes making assumptions, as even the best scholarly conclusions extend from particular points view. Where particular assumptions, understandings, or measures have been used to inform our knowledge of the topics under study, I will strive to point this out. In doing so, I will promote critical engagement with both the research materials that inform the course as well as the implications of these materials for your understanding of course content.

Finally, the COVID-19 pandemic has forced each of us to confront changes and challenges to how we live and work. With ongoing talk of yet another “wave” of the virus, this is a strange time to be both an instructor and a student. As a general “rule of thumb,” let's be patient, understanding, and kind to one another as best as we can.

D. Learning Outcomes:

By the end of the course, you will be able to do the following:

1. **Identify and define** key terms and concepts related to the study of Canadian politics.
2. **Differentiate between the major (theoretical) perspectives** on Canadian politics. This includes being able to define some of the major perspectives, outline some of the key ideas central to each, and explain some of the major strengths and weaknesses of each.

3. **Analyze issues and debates** (both current and historical) using the tools from the course. This includes being able to identify some of the central social, political, and economic cleavages, as well as the identities and historical conflicts that structure political life in Canada and being able to apply course concepts to the issues and debates that extend from them.
4. Demonstrate an ability to **acknowledge and respect different perspectives**. This includes being able to discuss, in good faith, the main arguments entailed by those perspectives with which you disagree and engaging in respectful debate with those whose ideas you oppose.
5. **Write a research paper** that takes an informed position on a particular question, issue, or debate that is central to Canadian Politics. This involves identifying relevant scholarly research on the topic, developing a research question and an argumentative thesis statement, defending your thesis statement with evidence from relevant scholarly sources, and demonstrating an ability to cite sources appropriately.

E. Communication & Office Hours:

As questions, comments, or concerns arise, you are welcome to contact me by email at leonard.halladay@carleton.ca using your Carleton University email address. Please include the course code (PSCI 2002 A) in the subject line of all emails. Though I can usually respond quickly to most messages, you should expect a response time of up to 3 business days for all email correspondence.

If you have questions of an administrative nature, chances are good that your peers will also benefit from hearing the answer. Please post these in the discussion forum on Brightspace and I will do my best to respond to these in a timely manner.

In addition to the weekly Q&A, which is another good forum for questions, I am happy to meet one-on-one with anyone who would like. If your questions are long or complex, or you simply want to discuss the course, feel free to book a meeting with me. To help cut down on the number of emails I receive, I use an application called Calendly to book these meetings. While Calendly helps to arrange and schedule meetings, we will be meeting on Zoom. My office hours are by appointment, from 12:30 PM – 2:30 PM on Thursdays. To book a meeting, please access Calendly through the following link (also available on Brightspace): <https://calendly.com/leonardhalladay/15min>.

F. Text(s):

1. Cochrane, Christopher, Kelly Blidook, and Rand Dyck. 2020. *Canadian Politics: Critical Approaches*. 9th Ed. Toronto: Nelson.

This **required text** is available from Carleton at: <https://www.bkstr.com/carletonstore/home> and Nelson Publishing at: <https://retail.tophat.com/products/9780176883881>.

2. Additional readings posted to cuLearn either through the ARES system via Carleton’s MacOdrum Library or by hyperlink on Brightspace.

G. Evaluation:

- | | |
|---------------------------------------|--------------------------------|
| 1. Participation and Attendance (10%) | Ongoing |
| 2. Critical Review (15%) | Due: September 29, 2021 |
| 3. Paper Proposal (10%) | Due: October 20, 2021 |

4. Research Paper (30%)
5. Final Take-Home Exam (35%)

Due: November 24, 2021

Due: December 23, 2021

A Note on Readings: Though success in this course requires a commitment to keeping up with your reading, please do not be intimidated by the number of readings listed in the Schedule. Though you are neither expected nor required to read every word on every page of each of the assigned readings, you are expected to be familiar with both the lecture content and the readings assigned each week. I suggest applying the 75-80% rule to your reading in this course. That is, focus on the textbook chapters and try to make connections between these and the arguments advanced in each of the additional journal articles and book chapters, covering roughly 80% of the reading each week. For several of the weekly topics, I will also post links to online articles, Podcasts, and short video clips to Brightspace. These are not required, and they are certainly not a substitute for reading consistently. Still, these supplementary materials are likely to be helpful in “filling in the gaps” for you, particularly on weeks where you may end up reading a bit less than others.

Please remember that this course is, indeed, a survey, with a reading list designed expose you to as many different topics and perspectives as possible. Doing this without assigning a lot of reading is a challenge. I am also very much aware that different students will be more interested in certain topics than others. On this point I like to stress that I want you to get what you want to get out of this course. Perhaps you are primarily interested Indigenous issues, and much less interested in federalism, or more interested in social movements and less interested in multiculturalism. Though I am in no way suggesting that specific interests entitle you to skip readings in their entirety, you should focus your reading with your interests in mind. While it remains important to be conversant with the vast majority of themes and concepts covered in the course, reading this way will help you play to your strengths when it comes time write your Research Paper and Final Take-Home Exam.

Participation and Attendance: You are expected to be familiar with both the lecture content and the appropriate readings in advance of each tutorial. You are also expected to contribute constructively – with critical arguments and questions – to each tutorial discussion. Each TA will take attendance and assign participation grades accordingly. Please note that regular attendance in tutorial absent consistent engagement with each weekly discussion is unlikely to yield full marks for participation. You are expected to not just attend, but to participate as well. Each TA will use their webcam and microphone in tutorial; you are strongly encouraged to do the same.

Critical Review: For this assignment, you are expected to select one article or book chapter (that is not from the textbook) and submit a critical review essay of your chosen reading. Material from the textbook for the week selected should not be included in your review. This assignment is meant to be a critical analysis of the reading rather than a summary of its themes. You are therefore expected to question, trouble, probe, support, defend, examine and/or evaluate the author’s contentions, assumptions, claims, and arguments in the reading chosen. In doing so, you may also choose to highlight points of (dis)agreement or contrast that emerge from the reading in question relative to others assigned that week, demonstrating a capacity for critical thinking. This assignment allows you to receive feedback on your writing and critical thinking skills prior to submitting your Paper Proposal and Research Paper.

Despite it being short, appropriate essay format must be followed for this assignment. You are expected to construct a clear and concise thesis statement and support it with clear and logical arguments. No additional research is required for this assignment. This assignment must be single-spaced and no more than 1 page in length.

Paper Proposal: For this assignment, you are expected to select a topic for your upcoming Research Paper and provide an outline of your argument. This includes drafting an introductory section containing your research question and thesis statement, providing a sketch of subsequent sections, and identifying 5 peer-reviewed scholarly sources related to your chosen topic. You will provide an annotated bibliography for this assignment, demonstrating how your sources relate to your topic and support your argument. More information on this assignment, as well as a list of possible topics for your Research Paper, will be distributed in the first two weeks of class. This assignment must be single-spaced and no more than 2 pages in length.

Research Paper: For this assignment, you are expected to undertake research using sources beyond those covered in the course. A minimum of 8 peer-reviewed scholarly sources are required. Though you are not obliged to make a wholly original argument in your research paper, you will again be expected to construct a clear and concise thesis statement and support it with clear and logical arguments derived from the research you conduct. You may use course content to support your arguments and claims, drawing on primary sources, news articles, and other non-scholarly material if you wish. However, these will not count toward required number of peer-reviewed scholarly sources necessary for completing this assignment. Appropriate essay format must also be followed for this assignment, which must be single-spaced and no more than 5 pages in length.

Final Exam: On the day of the last lecture (December 8, 2021), a final take-home exam will be posted on Brightspace. This exam consists of three sections, each containing three essay questions. You will select and answer one question from each section. Each answer should be single-spaced and approximately 1.5 pages in length. You are expected to draw on course lectures and readings when answering the exam questions; no outside research is required. Just like the other assignments, appropriate essay format must also be followed for this assignment, which must be single-spaced and no more than 5 pages in length.

Submission Requirements: All assignments for this course (including the final exam) will be submitted through Brightspace. Email submissions will not be accepted. You are responsible for ensuring that the correct file has been uploaded to cuLearn when submitting assignments. Assignments must use a standard 12-point font (Times New Roman, Arial etc.), be single-spaced, have standard 1-inch margins, include page numbers on the bottom of each page, use one of either MLA or Chicago/Turabian citation styles, and be accompanied by a bibliography or reference list.

All assignments must be submitted as Microsoft Word documents to the appropriate online drop box on Brightspace by 10:00 PM on the date they are due. Carleton University offers Microsoft Office (which includes Word and other programs) to students for download at no charge. To download Microsoft Office, visit: <https://carleton.ca/its/help-centre/get-microsoft-office-for-students/>.

Each assignment must also include a header at the top of the first page (justified to the left margin before the assignment title), including your name and student number; course code; instructor's name; and TA's name. Title pages are not required for assignments submitted in this course. An example of the header format is as follows:

First Last | 000000000
PSCI 2002 A | Leonard Halladay
TA: First Last

Submission Title

First line of your submission.

H. Grading:

Grading: All components of this course eligible for a grade (participation and attendance, assignments, and exams) will receive a percentage grade. To convert this percentage to a letter grade, or to the university's 12-point system, consult the following link:
<https://carleton.ca/academicadvising/cgpas/>.

All written submissions will be evaluated using the rubric provided on Brightspace. Each category on the rubric is weighted equally, with citation covered under "spelling and grammar." All written submissions should employ appropriate grammar, syntax, spelling, and be free of errors. Producing polished written work is a significant dimension of this course. For assistance with developing your ideas, proof-reading, and for tips on how to refine your writing, I encourage you to connect with Carleton University's Writing services at: <https://carleton.ca/csas/writing-services/>.

Generally speaking, written submissions in the A range will demonstrate mastery of the material that exceeds many (if not all) of the expectations for the assignment by showing originality and critical engagement with the chosen subject; these are polished and virtually error free. Similarly, written submissions in the B range will demonstrate a thorough understanding of the material and meet all of the expectations of the assignment; these may have a few minor errors. Finally, written submissions in the C range will demonstrate some broad acquaintance with aspects of the material but may read confused or be missing key insights; these may also have frequent errors or show a lack of regard for proper style and citation.

Extensions & Penalties: Extensions will be granted in exceptional circumstances only. Should you wish to request an extension, you will be required to provide a written justification for your request and verifiable documentation where applicable. Late submissions are subject to a penalty of 3% per day late, inclusive of weekends and holidays. If you have a valid reason for making a late submission, you should contact both myself and your TA as early as possible.

I. Intellectual Property:

Materials created for this course (including presentations, notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s) (whether the instructor, teaching assistants or students themselves). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

J. Schedule:

1. **September 8, 2021 (Introduction & Overview: Citizenship & the Embedded State)**

- Text: Cochrane et al. CHAPTER 1 (3-17).
- Pal, Leslie A. 1999. "State and Society: Conceptualizing the Relationship" in *Canadian Politics* 2nd Ed. Peterborough: Broadview Press (487-500).
- Fourot, Aude-Claire, Mirelle Paquet, and Nora Nagels. 2018. "Introduction: Citizenship as a Regime" in *Citizenship as a Regime: Canadian and International Perspectives*. Montreal: McGill-Queen's University Press (3-23).

2. **September 15, 2021 (Conceiving Canada: Conventional Perspectives, Constitutional Change)**
 - Text: Cochrane et al. CHAPTER 2 (19-38).
 - Text: Cochrane et al. CHAPTER 17 (401-432).
 - LaSelva, Samuel V. 2020. "Understanding Canada's Origins: Federalism, Multiculturalism and the Will to Live Together" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press (3-20).

3. **September 22, 2021 (Conceiving Canada: Critical Perspectives, Settler-Colonial Capitalism)**
 - Shipley, Tyler A. 2020. "Colonial Encounters" and "Conquest and Genocide" in *Canada in the World: Settler Capitalism and the Colonial Imagination*. Winnipeg: Fernwood Press (13-62).
 - Stasiulis, Daiva and Radha Jhappan. 1995 "The Fractious Politics of a Settler Society: Canada" in *Unsettling Settler Societies: Articulations of Gender, Race, Ethnicity and Class*. London: Sage (95-131).

4. **September 29, 2021 (Social Cleavages: Regionalism & Federalism)**
 - Text: Cochrane et al. CHAPTER 3 (41-67).
 - Text: Cochrane et al. CHAPTER 17 (401-429).
 - Wallner, Jennifer. 2020. "Practices of Federalism in Canada" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press (147-169).
 - **NB: Critical Review Assignment DUE TODAY**

5. **October 6, 2021 (Social Cleavages: Class & Canadian Political Economy)**
 - Text: Cochrane et al. CHAPTER 8 (163-184).
 - Porter, John. 2016. "The Vertical Mosaic" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond (497-504).
 - Panitch, Leo. 2016. "Elites, Classes, and Power in Canada" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond (505-511).

6. **October 13, 2021 (Identity & Citizenship: Québec Politics)**
 - Text: Cochrane et al. CHAPTER 5 (99-124).
 - Laforest, Guy and Alain-G. Gagnon. 2020. "The Canadian Political Regime from a Québec Perspective." in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press (21-44).
 - Gagnon, Alain-G. 2020. "The Five Faces of Quebec: Shifting Small Worlds and Evolving Political Dynamics" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press (197-216).

7. **October 20, 2021 (Identity & Citizenship: Indigenous Politics)**
 - Text: Cochrane et al. CHAPTER 4 (69-98) **AND/OR** as much as you can from:
 1. Monchalin, Lisa. 2016. "Canadian Legal History: The Interpretation of Indigenous Treaties and Rights" in *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Toronto: University of Toronto Press (81-102).
 2. Monchalin, Lisa. 2016. "Indigenous Peoples and the State: Legal Manipulation and Indian Legislation" in *The Colonial Problem: An Indigenous Perspective on Crime and Injustice in Canada*. Toronto: University of Toronto Press (103-122).
 3. Monchalin, Lisa. 2016. "The Impact of Assimilation: Residential Schools and Intergenerational Trauma" in *The Colonial Problem: An Indigenous*

Perspective on Crime and Injustice in Canada. Toronto: University of Toronto Press (123-142).

- Elliott, Michael. 2018. "Indigenous Resurgence: The Drive for Renewed Engagement and Reciprocity in the Turn Away from the State." *Canadian Journal of Political Science* 51(1): (61-81).
- **NB: Paper Proposal Assignment DUE TODAY**

8. **October 27, 2021 (**NO CLASSES**)**

9. **November 3, 2021 (Identity & Citizenship: Immigration & Multiculturalism)**

- Text: Cochrane et al. CHAPTER 6 (125-140).
- Kymlicka, Will. 2020. "Citizenship, Communities, and Identity in Canada" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press (327-348).
- Bickerton, James. 2018. "Managing Diversity through Citizenization: Citizenship Regime as a Framework of Analysis" in *Citizenship as a Regime: Canadian and International Perspectives*. Montreal: McGill-Queen's University Press (141-164).

10. **November 10, 2021 (Identity & Citizenship: Race & Racism)**

- Thompson, Debra. 2016. "Is Race Political?" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond (480-487) **AND** as much as you can from:
 1. Vickers, Jill and Annette Issac. 2012. "Introduction" and "Foundational Race Regimes" in *The Politics of Race: Canada, the United States, and Australia* (3-69).
- Maynard, Robyn. 2017. "The Black Side of the Mosaic: Slavery, Racial Capitalism, and the Making of Contemporary Black Poverty" in *Policing Black Lives: State Violence in Canada from Slavery to Present*. Winnipeg: Fernwood Press (50-82).

11. **November 17, 2021 (Identity & Citizenship: Social Movements & Interest Groups)**

- Text: Cochrane et al. CHAPTER 15 (345-370).
- Smith, Miriam. 2018. "Historical Trajectories of Influence in Canadian Politics" in *A Civil Society? Collective Actors in Canadian Political Life*. Toronto: University of Toronto Press (33-70) **AND** as much as you can from:
 1. Smith, Miriam. 2018. "Power and Group Politics" in *A Civil Society? Collective Actors in Canadian Political Life*. Toronto: University of Toronto Press (1-32).

12. **November 24, 2021 (Identity & Citizenship: Gender & the Women's Movement)**

- Text: Cochrane et al. CHAPTER 7 (141-162).
- Brodie, Janine. 2008. "We Are All Equal Now." *Feminist Theory* 9(2): (145-64).
- Dobrowolsky, Alexandra. 2020. "A Diverse, Feminist "Open Door" Canada? Trudeau-Styled Equality, Liberalisms, and Feminisms" in *Turbulent Times, Transformational Possibilities? Gender Politics Today and Tomorrow*. Toronto: University of Toronto Press (23-48).
- **NB: Research Paper Assignment DUE TODAY**

13. **December 1, 2021 (Identity & Citizenship: Sexuality & 2SLGBTQ+ Politics)**

- Tremblay, Manon. 2015. "Introduction" in *Queer Mobilizations: Social Movement Activism and Canadian Public Policy*. Vancouver: UBC Press (3-41).

- Smith, Miriam. 2015. "LGBTQ Activism: The Pan-Canadian Political Space" in *Queer Mobilizations: Social Movement Activism and Canadian Public Policy*. Vancouver: UBC Press (45-63).
- DeGagne, Alexa. 2020. "Pinkwashing in Pride Parades: The Politics of Police in LGBTQ2S Spaces in Canada" in *Turbulent Times, Transformational Possibilities? Gender Politics Today and Tomorrow*. Toronto: University of Toronto Press (258-80).

14. December 8, 2021 (Conclusion & Review: Citizenship & Diversity in Canada Today)

- Abu-Laban, Yasmeeen. 2020. "Diversity in Canadian Politics" in *Canadian Politics* 7th Ed. Toronto: University of Toronto Press (349-371).
- **NB: Final Take-Home Exam Questions Distributed TODAY (DUE December 23, 2021)**

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

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

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

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible

after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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

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

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

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and

the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

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

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

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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