

Carleton University
Summer 2024
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 2002 (Section A)
Canadian Politics and Civil Society
Tuesday and Thursday: 6:05pm to 8:55pm
Online Synchronous

Instructor: Asif Hameed
Office: Loeb B660, or over Zoom
Hours: Thursdays by appointment. Fridays: 1:00PM – 2:00PM.
Email: asif.hameed@carleton.ca

A. Description:

This course is a critical examination of the relationship between state and society in Canada, and the various conflicts, cleavages, identities, processes, institutions, and forms of knowledge that structure the Canadian body politic.

Our explorations of this complex relationship will cover a wide array of topics, from the regional, linguistic, and cultural clefs between Canada's supposed two solitudes, to the axes of marginalization along lines of indigeneity, race, gender, sexuality, citizenship, and class that border the Canadian 'old stock' concept of nation. Along the way, students are encouraged to think about the processes that construct and perpetuate these relationships, and how they impact our experience as Canadians. Who are the primary actors in Canadian politics, and how are they given recognition and privilege? What are the core debates in Canadian politics, and how are they shaped by concepts like settler colonialism and white supremacy? How have diversity and difference been conceived throughout Canadian political development, and how do these approaches fare amidst the heightened calls for racial and social justice that mark our current moment in time? How does our emerging era of post-truth, anti-political activism play on old divisions within the Canadian federation? Can we envision a Canadian federation that also ensures justice for the Indigenous Peoples of Turtle Island? And, ultimately, what *is* Canada, and what does it mean to be Canadian?

B. Format:

This course will consist of online lectures over Zoom twice a week – on Tuesday and Thursday evenings from 6:05pm to 8:55pm. I will admit, I have about as much interest talking *at* you for three hours straight on a Tuesday night as you have in being talked at for three hours straight on a Tuesday night, so I envision this course being far more interactive and engaged than the archaic 'lecturer-listener' approach. Ideally, my lectures will occupy 2/3 of our evenings together, with the rest of the time being dedicated to an open discussion. This may take the form of a group viewing of content and follow up discussion, or me posing questions to/addressing questions from the group,

or breakout room discussions. Because of the condensed nature of the summer semester, your participation in these discussions carries significant weight in your overall evaluation in this course.

Students are encouraged to participate vigorously, ask questions when necessary and try their utmost to be an active member of this course. Again, I don't come from the perspective that I should just be talking at you, but rather we should be talking to one another; we're all part of an academic community at Carleton, and it is my goal, in part, to use this course to foster this sense of community dialogue. I will do my most to facilitate an open and respectful environment that seeks to aid not only academic development, but personal growth as well – and that is as true of myself as much as it is for you.

Our assigned readings this semester will be drawn both from a standard Canadian politics textbook – Cochrane et al's *Canadian Politics: Critical Approaches* 9th ed – and from the broader academic literature in order to foster a more critical reading of the unfurling of Canadian political life. Generally, the workload for each lecture will consist of 2 assigned readings – one from the course text and one article – alongside a series of recommended readings and forms of content. Students are expected to keep up with the week's required readings and are encouraged to engage the recommended readings whenever possible. While you will not be directly tested on recommended readings that are not addressed in lecture, they will reinforce the issues engaged in class and in the various assignments of this course, so it is definitely worth looking at this extra content whenever time avails. Non-textbook readings can be accessed through ARES, MacOdrum Library's online course reserve. Links to our course's ARES reserve can be found on the course Brightspace.

C. Equity Statement:

Your experience in this course is important to me and is not something I take lightly. As your instructor, I am committed to fostering an equal and inclusive environment where all are respected, and all contributions are welcomed. And my expectation is that, as a student of this course, you will also be committed to this approach in your interactions with myself, the course TAs, and your fellow students as well. While we will study many aspects of state-society relations in Canada, we will also be critically engaging with harsh truths related to racism, patriarchy, genocide, and settler colonialism in this course, and I am well aware we may not all have the same experiences, forms of knowledge and perspectives when it comes to these issues. So, it is fundamental that we approach these conversations openly, respectfully and in good faith. Anything less – whatever the intent – will simply not be tolerated.

The content we will be engaging here will be difficult at times, and I do not believe in filtering or restraining the depths of issues like race, colonization, and inequality in our understanding of Canadian politics – in fact, I believe they are central to fully understanding the Canadian political environment. If this content or any other aspect of the course makes you feel uncomfortable, please know that you can reach out to me at any time to discuss these concerns and I will do what I can to facilitate an environment that works for you while balancing the expectations and needs of the course.

Lastly, while the global COVID-19 pandemic is officially over, its impacts still loom over us in many ways, and there are fewer spaces where that is most evident than in a classroom. In lieu of this, our approach in this course should be as much concerned with fairness, respect, and tolerance as it is with intellectual growth and achievement. The world needs more of these things, after all – let us do our utmost to foster them here as well.

D. Learning Outcomes:

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

1. **Critically engage** key terms and concepts related to Canadian politics.
 2. **Analyze** the social, political, and economic foundations of state-society relations in Canada.
 3. **Understand** central debates in Canadian politics.
 4. **Employ, apply, and deconstruct** important theoretical frameworks necessary to the understanding of Canadian politics, such as federalism, regionalism, interculturalism/multiculturalism, social movement theory, and settler colonialism to name a few.
 5. **Develop, hone, and strengthen** your research skills, scholarly practice, and intellectual curiosity through the application of the above in discussion and the development of unique research projects.
 6. **Re-evaluate and reflect** on your own place within the various axes of privilege and marginalization that exist within the Canadian concept of nation.
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E. Communication & Office Hours:

If you have questions related to any aspect of the course, I encourage you to reach out to me at any time by email at asif.hameed@carleton.ca. The only caveat is that you must use your Carleton University email account and include the course code (PSCI 2002) in the subject line of all emails. It just saves us both a ton of time and hassle with regards to filters and identification. I generally try to attend to student questions as quickly as possible, but my response time may take up to 48 hours.

Also, I am always willing to meet with students, either in person or over Zoom. At the very least, this will consist of my official office hours on Friday afternoons – should you desire to discuss any aspect of the course in greater detail than just over email, this would be the ideal time for us to speak. Because of my own personal workload, my availability beyond the above office hours is somewhat limited – if there are conflicts on your end which precludes meeting at that time, let me know and we can always try to schedule a mutually beneficial time. Regardless, appointments and meetings can be arranged through the email address above.

F. Evaluation

This course will evaluate student performance based on a combination of written assignments and participation. The breakdown of which is as follows:

Attendance/Participation: 20%

Essay Proposal: 15% - **Due Thursday May 23, by 11:59pm**

Major Research Paper: 30% - **Due Tuesday June 18, by 11:59pm**

Final Exam: 35% - **During Exam Period**

Attendance/Participation – 20%

Students are expected to participate vigorously during discussions on the week's topic/readings. To be clear: participation does not just mean attending the lectures, but rather that you are present in conversation and engaging with the course material during periods of discussion. To facilitate, students will be assigned to a permanent in-class discussion group at the start of the semester. During lectures, we will have periodic discussion sessions based around these groups.

Essay Proposal – 15%

In preparation for their research paper for this course, students are required to produce an essay proposal. Students have free rein in selecting a topic, but also have the option of addressing a research question from a series of pre-written questions that will be made available by May 14. At the very least, this proposal must outline the central argument that will be posed by your paper (that is, the paper's working thesis) as well as offer a detailed outline of the supporting arguments that will be used to support your thesis. Students must also produce an annotated bibliography of at least five (5) scholarly sources used in the development of the proposal, with annotations justifying the inclusion/use of the source. The proposal is intended to be an opportunity for us to provide feedback in order to aid you in the development of your final research paper.

The essay proposal will be due on Thursday May 23, 2024. Submissions will be accepted as on time until 11:59pm and should be between 500 and 750 words (i.e., 2-3 pages minimum based on organization, double spaced, 12-point font), adhere to APA style/format, and be submitted through Brightspace).

Research Essay – 30%

For the major research paper, students are expected to undertake research beyond the content of the course to address a research question relevant to our discussions on state-society relations in Canada. Again, students have the freedom to develop their own topic, but it must be the same topic outlined in your Essay Proposal assignment, unless approved by the course instructor. Though you are not expected to tread new water and develop a completely original argument with this assignment, this paper will be a thesis-driven, argumentative essay – meaning we expect you take a position, communicated through a clearly written thesis, and argued with the support of *peer-reviewed, scholarly literature*. You can, of course, use course content as part of your research, but the expectation is that the vast majority of your research will come from beyond the course. Students are expected to draw from a minimum of 8 academic sources for this paper.

The essay will be due on Tuesday June 18, 2024 – the final day of class. Submissions will be accepted as on time until 11:59pm. The essay should be between 2000 and 2500 words (i.e., 8-10 pages, double spaced, 12-point font), adhere to APA style/format, and be submitted through Brightspace.

Final Exam – 35%

The final exam will be a take-home test during the exam period, with students being given 72 hours to write and submit. Though the exam has yet to be written, students can expect it to feature three sections: two sections of short-answer questions (Sections A and B), and one essay question (Section C). For each section, students will have the option of selecting a single question out of several choices. Students will only be tested on the material of the course (i.e., content solely derived from

lectures and the course readings). Research or the use of content beyond the course is not necessary for the exam, and its use on the exam will be scrutinized heavily.

Extensions and Penalties

Extensions to deadlines will only be granted in exceptional circumstances. Should you wish to request an extension, you must email the instructor with a written justification for the request (with the necessary documentation to verify it, if applicable). Late submissions will be subject to a penalty of 5% off the assignment per day, inclusive of weekends and holidays.

All assignments must be submitted in either .doc/.docx/Microsoft Word format. **Any other file formats will not be accepted.**

As outlined in the appendix below, any assignment suspected of being produced by AI – either in part or in full – will be treated as **plagiarized work** and will **automatically receive a failing grade.**

G. Texts

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

You can purchase this book from the Carleton Bookstore, or through Tophat publishing (<https://tophat.com/catalog/social-science/political-science/full-course/canadian-politics-critical-approaches-9th-edition-rand-dyck-christopher-cochrane-kelly-blidook/4385/>).

Additional readings can be found online through the course Ares reserve or through Carleton's MacOdrum Library.

H. Schedule:

May 7: Lecture 1 – Course Introduction: Citizenship, Nation, and Difference

Recommended Readings

Podcast: Unf**king The Republic – Oh, Canada: Digging Through America's Attic.

<https://www.unftr.com/episodes/unftr28?hsLang=en>

Stasiulis, D. and Jhappan, R. (1995) "The Fractious Politics of a Settler Society" in *Unsettling Settler Societies: Articulations of Gender, Race, Ethnicity and Class*. London: Sage. 95-131.

May 9: Lecture 2 - The Embedded State and State-Society Relations in Canada

Required Readings

Skim: Cochrane et al. – Chapter 2: Institutional Foundations and the Evolution of the State (19-38).

Recommended Readings

Cochrane et al. – Chapter 16: The Canadian Constitution and Constitutional Change (371-399).

May 14: Lecture 3 – Federalism and Regionalism

Required Readings

Skim: Cochrane et al. – Chapter 3: Regionalism (41-67).

Read: Simeon, R (1977). "Regionalism and Canadian Political Institutions," in J. Peter Meekison, ed., *Canadian Federalism: Myth or Reality?* 3rd edition. Toronto: Methuen. 292-304.

Recommended Readings

Cochrane et al. – Chapter 17: The Federal System (401-429).

Papillon, M. (2008). "Is the Secret to Have a Good Dentist? Canadian Contributions to the Study of Federalism in Divided Societies," in Linda White, et al, eds. *The Comparative Turn in Canadian Political Science*. Vancouver: UBC Press, 123-139.

May 16: Lecture 4 – Political Culture(s) and Political Socialization

Required Readings

Skim: Cochrane et al. – Chapter 10: The Canadian Political Culture (215-233).

Perry, B., Mirrlees, T., & Scrivens, R. (2017). "The Dangers of Porous Borders: The "Trump Effect" in Canada". *Journal of Hate Studies*, 14, 53-75.

Recommended Readings

Cochrane et al. – Chapter 11: Political Socialization, the Mass Media, and Public Opinion Polls (235-259).

Leuprecht, C. (2003). "The Tory Fragment in Canada: Endangered Species?" *Canadian Journal of Political Science*, 36(2), 401-416.

May 21: Lecture 5 – Quebec and Cultural Accommodation

Required Readings

Skim: Cochrane et al. – Chapter 5: French Canada and the Quebec Question (99-124).

Read: Taylor, C. (2012). "Interculturalism or multiculturalism?", *Philosophy and Social Criticism*, 38(4-5), p. 418.

Recommended Readings

Bilodeau, A. (2017). "Mobilisation or demobilisation? Perceived discrimination and political engagement among visible minorities in Quebec". *Political Science*, 69(2), 122–138.

May 23: Lecture 6 – Multiculturalism and the Discourse of Diversity

Essay Proposal Due

Required Readings

Read: Cochrane et al. – Chapter 6: Immigration and Diversity (125-140).

Recommended Readings

Kymlicka, W. (2010). "Testing the Liberal Multiculturalist Hypothesis: Normative Theories and Social Science Evidence". *Canadian Journal of Political Science*, 43(2), 257–271.

Bannerji, H. (2020). "On the Dark Side of the Nation: Politics of Multiculturalism and the 'State' of Canada". In *The Ideological Condition: Selected Essays on History, Race and Gender*. Toronto: Brill. pp. 364-393).

May 28: Lecture 7 – Indigeneity and Settler Colonialism

Required Readings

Skim: Cochrane et al. – Chapter 4: Indigenous Peoples (69-98).

Read: Elliott, M. (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.

Recommended Readings

Podcast: Thunder Bay: Chapter 1 – There's a Town in North Ontario...

<https://www.canadaland.com/podcast/chapter-1-there-is-a-town-in-north-ontario/>

Podcast: Unreserved – Land Back: Movement to Reclaim Indigenous Land Grows.

<https://www.cbc.ca/radio/unreserved/land-back-movement-to-reclaim-indigenous-land-grows-1.5891912>.

Midzain-Gobin, L., & Smith, H. A. (2020). "Debunking the myth of Canada as a non-colonial power". *American Review of Canadian Studies*, 50(4), 479-497.

Stote, K. (2012). "The coercive sterilization of aboriginal women in Canada," *American Indian Culture and Research Journal*, Vol.36(3). pp. 117-150.

Coulthard, G. (2007). "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada." *Contemporary Political Theory*, 6: 437–460.

May 30: Lecture 8 – Race and White Supremacy

Required Readings

Read: Banting, K., & Thompson, D. (2021). "The Puzzling Persistence of Racial Inequality in Canada". *Canadian Journal of Political Science*, 54(4), 870-891

Read: Thobani. (2007). "Introduction – Of Exaltation" in *Exalted Subjects: studies in the making of race and nation in Canada*. Toronto: University of Toronto Press. 3-29.

Recommended Readings

Angus Reid Institute (2021, July 21). *Diversity and racism in Canada: Competing views deeply divide country along gender, generational lines*. Angus Reid Institute. <https://angusreid.org/diversity-racism-canada>.

Dhamoon, R., & Abu-Laban, Y. (2009). "Dangerous (internal) foreigners and nation-building: The case of Canada". *International political science review*, 30(2), 163-183.

Pal, M., & Choudhry, S. (2014). "Still not equal? Visible minority vote dilution in Canada". *Canadian Political Science Review*, 8(1), 85-101.

Thompson, D. (2020). "Race, the Canadian Census, and Interactive Political Development," *Studies in American Political Development* 34(1): 44-70.

June 4: Lecture 9 – Social Movements, Interest Groups and Policy Networks

Required Readings

Skim: Cochrane et al. – Chapter 15: Advocacy Groups, Social Movements and Lobbying (345-370).

Skim: Smith, M. (2005). "Chapter 1 – Power and Group Politics". In *A Civil Society: Collective Actors in Canadian Political Life*. Peterborough, ON: Broadview Press.

Recommended Readings

Collier, C. (2013). "Not Quite the Death of Organized Feminism in Canada: Understanding the Demise of the National Action Committee on the Status of Women". *Canadian Political Science Review*. 8(2).

Montpetit, É (2014). "Are Interest Groups Useful or Harmful? Take Two," in J. Bickerton and A.-G. Gagnon, (eds.), *Canadian Politics*, Sixth Edition. Toronto: University of Toronto Press. 329-348.

June 6: Lecture 10 – Class and Inequality

Required Readings

Skim: Cochrane et al. – Chapter 8: Political Economy (163-184).

Read: Porter, J. (2016). "The Vertical Mosaic" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond Montgomery Publications. 497-504

Read: Panitch, L. (2016). "Elites, Classes, and Power in Canada", in *Essential Readings in Canadian Government and Politics*. Toronto: Edmond Montgomery Publications. 505-511.

Recommended Readings

Watkins, M. (2007). "Staples Redux". *Studies in Political Economy*. Vol. 79. 213-226.

June 11: Lecture 11 – Gender and Sexuality

Required Readings

Skim: Cochrane et al. – Chapter 7: Gender.

Read: Brodie, J. (2008). "We Are All Equal Now." *Feminist Theory* 9(2), 145-64.

Read: Smith, M. (2020). "Homophobia and Homonationalism: LGBTQ Law Reform in Canada." *Social and Legal Studies* 29(1) 65-84.

Recommended Readings

Brown, W. (1992). "Finding the Man in the State." *Feminist studies*, 18(1), 7-34.

DeGagne, A. (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. 258-280.

June 13: No Lecture

Recommended:

Use this time to work on your final paper.

June 18: Lecture 12 – Review and Canada and/in the World

*****Major Research Paper Due*****

Recommended Readings

Cochrane et al. – Chapter 9: Canada's External Environment: The United States and the World.

Foran, C. (2017, January 4). 'The Canada experiment: is this the world's first "postnational" country?'. The Guardian. <https://www.theguardian.com/world/2017/jan/04/the-canada-experiment-is-this-the-worlds-first-postnational-country>

I. Additional Resources for Students

Are you struggling academically? Reach out to the [Academic Advising Centre](#) and the [Centre for Student Academic Support](#).

Are you experiencing disability and require academic accommodations? Consult the [Paul Menton Centre for Students with Disabilities](#).

Are you experiencing food insecurity? Visit CUSA's [Unified Support Centre](#).

Are you experiencing distress and need to talk to someone? Reach out to [Carleton Health and Counselling Services](#); [Sexual Assault Support Services](#); or call the Good2Talk Postsecondary Student Helpline (Phone: 1-866-925-5454).

Need a furry friend to scratch? Visit a [Carleton Therapy Dog](#) (including our unofficial TA Aristotle).

Appendix

Student Mental Health

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

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

- **Carleton Resources:**

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

- **Off Campus Resources:**

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

Requests for Academic Accommodation

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

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please [click here](#).

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.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

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

Examples of plagiarism include, but are not limited to:

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

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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