

PSCI 2003 (A/B)
Institutions and Power in Canadian Politics
11:35 a.m. – 1:25 p.m. Tuesdays
Please confirm course location on Carleton Central

I General Information

Instructor: Dr. Erin Tolley (please call me Professor Tolley or Dr. Tolley)
Student hours: Information posted on Brightspace
Email: erin.tolley@carleton.ca (responses generally within 48 hours, weekends excluded)

II Course Description

Politics is about power. How are resources distributed? What rules govern those processes? And who has a say in these decisions? To answer these questions, this course focuses on the structure and outcomes of Canada's major ***political institutions***, including the Constitution, federalism, Parliament, the executive, judiciary, political parties, the media, and the electoral system. We will explore the design, evolution, and functioning of these institutions and assess their performance.

III Classroom Philosophy

Each of us will arrive at this course moulded by different life circumstances and values. Sometimes, the material will challenge our existing perceptions and make us feel uncomfortable. That discomfort is a pit stop on the road to understanding, and we accept it as a part of the journey. What is unacceptable is if you, your classmates, or the instructor feel unsafe. Disrespect, intolerant language, and threatening behaviour can all interfere with our feeling of safety and will be dealt with swiftly. Recognizing that academic spaces can themselves be toxic, alienating, and even hostile, this course emphasizes the development of scholarly practices that promote learning, growth, and community.

IV Course Format

This is a fully in-person course. It features a **two-hour weekly lecture** delivered by the professor. Most weeks, there is also a **mandatory one-hour tutorial**, facilitated by a teaching assistant (TA). This is a designated in-person course, and there is no provision for hybrid or online delivery.

- **In lectures**, the instructor will present course material and answer students' questions at the end of her presentation.
- **In tutorials**, students will discuss and engage with course material, applying it to key debates about the institutions we are examining. There will also be a focus on the development of academic skills.

The secret to success: The students who do best in this course are those who regularly attend lectures, read assigned materials, participate in tutorials, and complete required assessments successfully.

V Learning Outcomes

By the end of this course, students should be able to:

1. Describe the origins, structure, functions, and significance of Canada's major political institutions;
2. Evaluate the evolution and performance of these institutions from a variety of perspectives;
3. Read effectively and critically about Canadian political institutions;
4. Participate productively in face-to-face conversations about Canadian politics; and
5. Develop and collegially assess positions on a variety of issues in Canadian politics.

VI Evaluation

Component	Brief Summary and Due Date	Weight
Mandatory tutorials: attendance/participation (n = 10)	<p>Tutorials are a mandatory course component. Your tutorial grade is based on attendance, punctuality, preparation, and active participation throughout the semester. <i>See Course Policies, below, for further details on grading and the treatment of tutorial absences; note that missing more than four tutorials will result in a deduction to your overall grade for this component.</i> Because in-person oral discussion is a learning objective in this class, there are no provisions for alternate assessments of tutorial participation except in cases where an academic accommodation has been formally granted.</p> <p>Due: Ongoing throughout the term; see syllabus for tutorial weeks</p>	20%
Reading annotations (n = 5)	<p>Throughout the term, you will engage with and collaboratively annotate readings relevant to course content using FeedbackFruits in Brightspace. Reading Annotations are assigned in <i>Modules 3, 4, 5, 6, 7, 9, 11, 12</i>; you must complete the assigned readings and annotations in at least 5 of these weeks although all material is examinable, so you are encouraged to do more. For each week you choose, you must read the assigned material, then for each assigned reading (a) contribute at least two original, discussion threads; (b) respond to at least one of your classmate's discussion threads; and (c) answer any required question cards from the instructor. To receive credit for this assignment, you must complete all components on all readings by the deadline in five of the assigned weeks. <i>Partial completion will result in a zero for that week, late submission is not permitted, and no make-ups will be granted.</i> Your best five submissions will be counted. Full requirements are posted on Brightspace.</p> <p>Due: Ongoing throughout the term; submitted by 11:59 p.m. Monday before the class in which the Reading Annotation is assigned</p>	15%
Academic skills	To help you acquire and strengthen academic skills, you will complete and reflect on two eligible Writing and/or Learning Support Workshops,	10%

workshops and reflection & action paper	<p>offered through Carleton's Centre for Student Academic Support (CSAS). These workshops will be completed online and asynchronously through Brightspace modules. To earn credit for this assignment, students must submit: (1) the records of completion (ROCs) for two eligible CSAS courses and (2) a ~600-word paper that (a) reflects on your skill set prior to taking the workshops and explains the reasons you selected the workshops you did (b) identifies the workshops you completed and summarizes the main learnings and (c) describes 2-3 takeaway points from the experience and concretely outlines an action plan for applying that learning to your coursework; see Brightspace for formatting requirements. Full requirements are on Brightspace.</p> <p><u>Eligible workshops:</u></p> <table border="0"> <tr> <td data-bbox="393 633 848 844"> - Academic Integrity - Academic Writing Fundamentals - Academic Reading - Building Successful Study Habits - Critical Thinking - Editing and Proofreading </td><td data-bbox="848 633 1224 844"> - Effective Presentations - Managing Procrastination - Notetaking - Test and Exam Preparation - Time Management - Working in Groups </td></tr> </table> <p>Due: January 30, 2026 @ 11:59 p.m.</p>	- Academic Integrity - Academic Writing Fundamentals - Academic Reading - Building Successful Study Habits - Critical Thinking - Editing and Proofreading	- Effective Presentations - Managing Procrastination - Notetaking - Test and Exam Preparation - Time Management - Working in Groups	
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Mid-term test	<p>To assess their understanding of course materials, students will complete an in-class mid-term test. Content will be drawn from the readings, tutorials, and lectures. It may include short answer and/or multiple choice questions.</p> <p>Date: March 3, 2026, in class</p>	20%		
Final exam	<p>Students will complete a closed-book cumulative final exam covering all topics, course readings, tutorials, and lectures. It may include multiple choice, short answer, and/or essay questions.</p> <p>Date: scheduled during the formal exam period</p>	35%		

Late penalties, accommodations and grading policies: see section X (Course Policies).

Changes to the syllabus: This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

VII Required Texts

- ❖ Cochrane, Christopher, Kelly Blidook, and Rand Dyck. *Canadian Politics: Critical Approaches*. Toronto: Top Hat. (**Denoted CP below**) **Cost:** \$80
 - You will need to purchase the “[Interactive e-text \(Read + Study\)](#)” text from this website or use a code / access key from the Carleton Campus Store.
 - You should be able to find older print versions of this textbook, including in the Library. However, the content has been revised, and chapter numbers and titles may have changed. If you use a version other than the e-text you are responsible for confirming the content.
- ❖ We will also read a selection of articles available through Brightspace. **Cost:** Free

VIII Brief Course Schedule

Module	Date	Topic	Deadlines
1	January 6	Introduction	<i>Review syllabus</i>
2	January 13	Foundations	<i>Tutorials begin</i>
3	January 20	The Constitution *	
4	January 27	Federalism *	<i>Academic skills paper due January 30</i>
5	February 3	Judiciary *	
6	February 10	Parliament *	
--	February 17	<i>No class – Winter Break</i>	
7	February 24	Executive *	
8	March 3	Evaluation	<i>Mid-term test in class; no tutorials</i>
9	March 10	Political Parties *	
10	March 17	Whipped & Humans of the House	<i>No lecture; tutorials as usual</i>
11	March 24	Elections *	
12	March 31	Politics, Media & Information *	
13	April 7	Overflow and Conclusion	<i>No tutorials</i>

* Weeks marked with an asterisk are those in which Reading Annotations are due. Annotations must be completed and submitted before **11:59 p.m. the day before that week's class** (i.e., Monday).

IX Detailed Course Schedule

The expectation is that you will have read assigned readings *prior* to the class in which they are being discussed. Note that tutorials may include a discussion or skills-building focus or both.

Module 1	Introduction	January 6
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Look around: politics is everywhere. It affects nearly every aspect of your life. How do we define and assess democracy in Canada, and how do political institutions fit into this? More importantly, why should you pay attention to these institutions, and what tools will this course give you to facilitate your role as a citizen and political participant?

Required Background Reading:

- The course syllabus

Tutorial:

- None. Tutorials will start next week.

Module 2	Foundations of Canadian Political Institutions	January 13
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The word “Canada” originates from the Iroquoian word “kanata” which means “village” or “land.” That an Indigenous word was selected as the name for the Dominion is symbolic of the country’s complex (and ongoing) history of conquest, colonialism, and contradiction. This history has shaped

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and continues to shape the country's political culture and institutions. This lecture will link the past to the present, introducing the foundations of Canada's political institutions and discussing their contemporary manifestations.

Required Background Reading:

- *CP*-Chapter 2: Institutional Foundations & Evolution of the State
- *CP*-Chapter 10: The Canadian Political Culture

Readings for Annotation:

- None

Tutorial:

- Discussion: What are the foundations of Canada's political institutions?
- Skills-Building: Surviving and thriving in PSCI 2003

Module 3	The Constitution	January 20
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The constitution outlines the country's fundamental rules and principles, including its laws, rights, and aspirations, the process for introducing and passing legislation, and the scope and division of powers between political actors and orders of government. What is included in Canada's constitution, and which aspects of the constitution are controversial? How might we go about changing these features? And what or who is left out of the constitution?

Required Background Reading:

- *CP*-Chapter 16: The Canadian Constitution & Constitutional Change

Readings for Annotation:

- As assigned on Brightspace

Tutorial:

- Discussion: How democratic is Canada's Constitution?
- Skills-Building: How to conquer the Academic Skills assignment

Module 4	Federalism	January 27
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One pillar of the Canadian polity is its federal character. What is federalism, and why did Canada adopt this organizing principle? How has federalism in Canada evolved over time, and what are its consequences? Does the federal character of Canada's constitution increase inclusiveness, participation, and responsiveness, or does it allow governments to overstep, "punt the political football," or blur the lines of accountability?

Required Background Reading:

- *CP*-Chapter 17: The Federal System

Readings for Annotation:

- As assigned on Brightspace

Tutorial:

- Discussion: There's a [policy] crisis: who do we blame?
- Skills-Building: What's the point of a paragraph? Organizing your writing for understanding

Module 5	Judiciary	February 3
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The word “court” is often associated with criminal justice, but courts play a democratic role as well. The judiciary interprets laws, provides input on the constitutionality of legislation, and adjudicates disputes between citizens and the state. Moreover, with the passage of the *Charter of Rights and Freedoms*, the judiciary has become much more active. Is judicial activism democratic? Should unelected judges be allowed to overturn the decisions of elected representatives? Are courts providing a safeguard against constitutional neglect and abuse by the legislature, or have they become political?

Required Background Reading:

- CP-Chapter 22: The Judiciary

Readings for Annotation:

- As assigned on Brightspace

Tutorial:

- Discussion: Should political institutions be a mirror of society?
- Skills-Building: Check-in on progress (readings, tutorials, etc.)

Module 6	Parliament	February 10
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Parliament is comprised of two separate but related bodies: the House of Commons and the Senate. In this class, we will discuss the role of MPs and Senators in the legislative process and assess the performance of parliament on two fronts: first, as an institution of representation and, second, as an institution for governing. We will examine the principle of “responsible government,” consider limitations on the powers of parliamentarians, and evaluate proposals for reform.

Required Background Reading:

- CP-Chapter 21: Parliament

Readings for Annotation:

- As assigned on Brightspace

Tutorial:

- Discussion: What would a reformed parliament look like?
- Skills-Building: Key concepts

--	Reading Week (No Classes)	February 17
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Module 7	Executive	February 24
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Look at a \$20 bill, you'll see the face of the late Queen (and, maybe, soon the King). Maybe you've heard about the Governor General dissolving parliament or swearing in the new Cabinet. Yet, when asked who the "leader" of the country is, most people point to the Prime Minister. So, who *really* is in charge? In this class, we will examine how power is distributed and assess whether Canada's dual executive is inclusive, responsive, and participatory.

Required Background Reading:

- CP-Chapter 19: The Executive: Crown, Prime Minister, and Cabinet

Readings for Annotation:

- As assigned on Brightspace

Tutorial:

- Discussion: Should Canada cut ties with the monarchy?
- Skills-Building: Mid-term test strategies

Module 8	Evaluation	March 3
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The mid-term test will be held during class time. ***No tutorials this week.***

Module 9	Political Parties	March 10
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Canadian politics are fundamentally *party* politics. Parties structure the organization of elections, the operation of parliament, and the nature of political representation. Despite political parties having rather open membership policies, very few Canadians belong to them, and thus only a small number of people have a hand in choosing electoral candidates, party leaders, and sometimes even the prime minister. In this class, we will discuss the role and functions of political parties. How have political parties influenced electoral competition in Canada? How and why has the party system evolved? And could parties be more inclusive, responsive, and participatory?

Required Background Readings:

- CP-Chapter 13: Political Parties and the Party System

Readings for Annotation:

- As assigned on Brightspace

Tutorial:

- Discussion: Are political parties undemocratic?

Module 10	Whipped / Humans of the House	March 17
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There is no lecture this week. Instead, you will watch a film and listen to a podcast episode on your own time. You will then discuss these materials in your tutorial, which will take place according to the normal schedule. Note that the film and podcast both contain examinable material.

Materials:

- [Whipped](#). Documentary.
- *Humans of the House*. Ep 3 “[The Best/Worst Place I Ever Worked](#).” Podcast.

Readings for Annotation:

- None

Tutorial:

- Discussion: Do MPs have the best job, or the worst one?
- Skills-Building: What connections can you make between the real-world experiences of politicians profiled in this week’s materials and the concepts and ideas we have covered in class so far?

Module 11	Politics and the Information Ecosystem	March 24
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Information—its availability, form, and legitimacy—help to shape political decision-making as well as our understanding and trust in political institutions. As new modes of communication have developed, “traditional” media, including daily newspapers and broadcast news, have experienced decreased market share, and information now comes from a wide range of sources. This change has been accompanied by an increase in mis/disinformation and the rise of AI-generated content. Meanwhile, some watchdogs have called the federal government’s access to information regime “broken.” What is the relationship between the media, information, and politics, and what are the consequences for political institutions and democracy?

Required Background Reading:

- CP-Chapter 11: Read the section entitled “The Mass Media” (you can skip “Political Socialization” and “Public Opinion Polls”)
- Marie Woolf, “Ottawa abusing access to information law to avoid releasing documents, watchdog says: Information commissioner criticized government for wrongly withholding records because they count as advice to ministers,” *Globe and Mail* (September 28, 2025).
- Canadian Security Intelligence Service, “[Foreign Interference Threats to Canada’s Democratic Process](#)” (July 2021).
- Selections from CPAC video series on democracy and disinformation:
 - “[What is the difference between misinformation and disinformation?](#)” Video.
 - “[How AI-Generated Content Affects the Spread of Disinformation](#)” Video.
 - “[How might AI affect an election?](#)” Video.

Readings for Annotation:

- As assigned on Brightspace

Tutorial:

- Discussion: What is the media telling us about politics and why does it matter?
- Experiential learning: **Please bring a news article** that focuses on a Canadian political institution, policy issue, scandal, controversy, or a Canadian politician.

Module 12	Elections	March 31
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Elections are a fundamental building block in Canadian democracy. The electoral system is comprised of all the formal rules governing voting, districting, campaigning, and political financing. What processes are in place to ensure free and fair elections in Canada? And why, despite these rules, do many Canadians feel they have no “real” choices at the ballot box? In this class, we will evaluate whether the electoral system is inclusive, responsive, and fair and consider whether elections encourage or impede democracy.

Required Background Readings:

- CP-Chapter 12: Elections and the Electoral System

Reading for Annotation:

- As assigned on Brightspace

Tutorial:

- Discussion: “The 2015 Election Will [NOT] Be the Last Under SMP.” Should It Have Been?
- Skills-Building: Thesis statements and evidence and general exam prep

Module 13	Overflow and Conclusion	April 7
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So, after 12 weeks of content, what should we make out of all of it? How would you go about rating political institutions in Canada? What are some of the benchmarks or frameworks you would use? Are political institutions inclusive? Are they responsive? Is there meaningful citizen participation? Do citizens feel represented in them or ignored by them? What are the contemporary challenges facing Canadian institutions? And what are some of the measures that could be taken to strengthen our institutions and, thereby, democracy in Canada? This class will tie up any unfinished lecture content and attempt to provide some concluding remarks.

Required Preparation:

- Review readings and course materials to this point
- Come with your questions!

Readings for Annotation:

- None

Tutorial:

- No tutorials this week.

X Course Policies

(a) Requests for Academic Consideration

This course follows Carleton University's [Academic Consideration Policy](#) which outlines the extenuating circumstances in which extensions or alternate academic arrangements may be granted. The policy defines extenuating circumstances as circumstances that are ***beyond a student's control; have a significant impact on the student's capacity to meet their academic obligations; and could not have been reasonably prevented.***

According to the policy, "Extenuating circumstances may include sudden illness or incapacitation, including mental health and compassionate circumstances. Experiencing diverse challenges and stressors is considered typical within the university experience and are not considered extenuating circumstances; for example, managing workload, competing deadlines, inclement weather, amongst others." If you are facing extenuating circumstances that fall within the policy, please contact the **course instructor** as soon as possible and normally no later than 24 hours after the submission deadline. You will be advised of next steps. ***Please note that requests for academic consideration are not automatically approved and are at the discretion of the course instructor, not your TA.***

(b) Late Penalties

If you have not been granted academic consideration by the course instructor, and you submit an assignment late, a late penalty will be assessed as a deduction of **5% per day**, including weekends. Unless arrangements have been made in advance, late assignments will not be accepted more than 7 calendar days after the due date and will receive a **grade of zero**. Requests for academic accommodation related to the mid-term test will only be considered if notified within 24 hours of the date of the test; approval of these requests is not automatic and is at the discretion of the course instructor. Requests for deferral of the final exam are administered by the university registrar.

(c) Tutorial Attendance Policy

When you registered for this course, you also had to select a tutorial section. You must attend the tutorial you selected. The only legitimate reason for switching tutorial sections is class conflict. If this applies to you, please email the course instructor to arrange an alternative section.

During every tutorial, the TA will circulate an attendance register. You are required to sign that register to, in part, provide proof of attendance. Having another student sign the register on your behalf is considered an academic offence.

Every student is allowed ***two tutorial absences***, regardless of the reason (e.g., illness, competing deadlines, work obligations). Consider these "slip" days. These are excused absences; please do not contact your TA or instructor to provide proof or to "make up" the absence. After your two absences are used, any ***additional absences other than those related to documented long-term accommodation will be recorded as zero, no matter the reason***, so please use them wisely. This system has been structured to incentivize you to attend and contribute to tutorials, while still providing some flexibility.

If you face extenuating circumstances that will result in multiple absences and require long-term accommodation (e.g., prolonged illness), please complete the [Long Term Academic Consideration Form](#) as soon as possible and normally within 24 hours of the onset of the extenuating circumstances.

Please note that other than in cases where a documented long-term accommodation has been approved, students who miss between four and six tutorials, will automatically have their tutorial grade reduced by 10 percentage points; those who miss seven or more tutorials, will receive an automatic deduction of 20 percentage points to their tutorial grade.

(d) Tutorial Participation Policy

You must attend scheduled tutorials to receive any participation mark at all; however, mere presence is insufficient to do well. You must also make a meaningful contribution to the tutorial; this contribution should reflect good preparation (e.g., linked to course readings and/or material) and active participation. ***There is no provision for students to submit written summaries as a substitute for tutorial participation nor to complete extra assignments to make up for an unsatisfactory tutorial grade.*** If you have a documented condition that requires accommodation in tutorials, this should be arranged with the Paul Menton Centre. Otherwise, if you miss tutorial, you miss out on all the points for that day; if you attend but do not participate meaningfully, you will receive partial points. Each week, the TA responsible for your tutorial will grade your participation using this three-point scale:

Grade	Description
0	Not present in tutorial
1	Present in tutorial but did not participate at all
2	Present in tutorial and participated, but in a limited way
2.5	Present in tutorial and made a good contribution
3	Present in tutorial and made an excellent contribution

Examples of excellent contributions include: asking a question or clarification; defining a concept; giving an informed position on a discussion question; drawing a connection with other course concepts/discussions; and/or encouraging others to participate. Although personal experiences, observations or opinions can be meaningful, they are often tangential. ***Students are encouraged to ground their contributions in the lecture material and course readings.*** You cannot participate adequately if you do not do the readings.

Your tutorial participation grade in this class will be an aggregation of your weekly participation marks. There are 10 tutorial sessions scheduled in the term, and thus a total of 30 available points (3 points per tutorial x 10). To account for the two unexplained, excused absences extended to each student, your participation will be scored out of 24. Please note the attendance policy above, which provides that your participation score will automatically be reduced by 10 percentage points if you miss between four and six tutorials and by 20 percentage points if you miss seven or more tutorials.

(e) Policy on Artificial Intelligence

At Carleton University, policies about the use of AI tools vary by course. **Here, I briefly outline how AI tools may be used in this course.** A complete policy is posted on Brightspace. Students are responsible for reviewing this policy and ensuring their use of AI tools complies with the acceptable uses outlined below.

Guiding Principles

1. AI can replicate some skills, but it can't replicate thinking, authentic writing, or engaged reading.
2. University isn't only a place to acquire subject knowledge; it's a place where we learn how to think, how to evaluate, how to apply principles, how to solve problems.
3. To master these skills, we need to practice them by experiencing diverse perspectives, making cognitively demanding decisions, and facing and overcoming challenges.
4. Learning is hard work; when we offload that work, we forego the opportunity to learn.
5. The opportunity to be a student at an excellent university—to learn how to think—is a position that thousands of people around the world would love to be in.
6. Someone is paying for all of us to be here: universities in Canada are themselves subsidized by taxpayers; the rest is provided by you, your parents, relatives, scholarships or loans.
7. We should not waste this incredible—and incredibly expensive—opportunity trying to *avoid* learning. We need to do the work that will help us learn, help us think, help us grow.
8. Some uses of generative AI interfere with the process of learning; generative AI also raises ethical issues about labour exploitation, environmental degradation, information credibility, and authentic voice.
9. The use of generative AI should therefore be carefully considered and documented.

Permitted and Prohibited AI Tools and Uses

In this course, students **may use**:

- Spelling and/or grammar checkers (e.g., Grammarly) to help them revise texts they have already written in their own words;
- AI tools that help them revise, condense, reorganize, or improve the readability of original text that they have produced by themselves;
- Tools to help properly *format* citations from resources selected for use in assignments; and
- AI tools that answer student-generated questions about course materials (e.g., “What is federalism?” “What is Canada’s electoral system?”)

Students **may not use** AI tools to:

- Generate any text to use in whole or in part in their submitted assignments, including papers, reflections, posts, and response papers; this prohibition includes cut-and-pasted text as well as text originally generated using AI tools which the student then edits or revises;
- Produce bibliographies or lists of references for their assignments;
- Summarize readings and other course materials including those related to the Academic Skills assignment; or
- Generate content for reading annotations, including responses to question cards or discussion threads.

To put it simply: AI tools may be used to *enhance* one’s thinking or writing, but they may not be used to *generate* the thinking or writing upon which the final product is based. ***Apart from the accepted uses outlined above, students are prohibited from using any other AI tool to complete the requirements of this course.*** All submitted assignments in this course must be accompanied by an ***AI Disclosure Statement***. Students are required to document all ways in which they have used AI to assist them in the completion of their assignment. Students who choose to use AI tools are responsible for checking the accuracy and validity of the results. As our understanding of the uses of AI and its relationship to

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student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course. Failure to adhere to the spirit or requirements of the AI policy for this course will be considered a violation of the university's academic integrity policy. For more information, see Carleton's policy on [academic integrity](#).

(f) Grading Policies

Posting of grades: normally, we endeavor to post grades for all assigned work within two weeks of the due date. However, because this is a large class, we may sometimes require additional time.

Feedback: feedback is provided on written assignments but not on term tests or the final exam. However, students are permitted to review a graded copy of their term test or final exam; they must contact the instructor to arrange an in-person viewing.

Grade appeals: Students who are disappointed by the grades they receive are encouraged to review the assignment instructions and read the feedback they have received. If after doing so, you feel a grade should be revisited, please prepare a *written half-page explanation outlining the basis of the appeal and submit this by email to Professor Tolley* (not to your TA). There is a “cooling off” period of 48 hours after the grade has been released during which appeals cannot be submitted. Students must submit their appeal within 7 working days of the day on which the official grade in question was made available. After this period, appeals will not be considered by the instructor. As a result of the appeal, the original grade may be raised, lowered, or left unchanged. Tutorial grades are at the discretion of the TA and cannot be appealed.

Re-use of work previously submitted for credit in another course: You are given credit for work completed in this course, for this course. You are not permitted to re-use any work you have previously submitted for credit in another course.

Extra credit: Individual requests for extra credit will not be considered.

(g) Recording Policy

To create a space where all learners feel free to participate, share ideas, and occasionally make mistakes, lectures and tutorials will not be recorded by the instructor and, **under no circumstances should students record, take photographs / screenshots, or otherwise digitally capture any part of lectures or tutorials unless express consent is provided by all students and the instructor/TA in advance.** This restriction prohibits the use of digital notetaking assistants with a recording function unless permitted through an academic accommodation.

(h) Communication Policy

Emailing your TA or Instructor. If you need to contact your TA or course instructor by email, please do so using an official Carleton University email account and include the course code (e.g., PSCI 2003) in the subject line. Personal emails, such as gmail, are often misdirected to spam. On weekdays, I will generally respond within 48 hours—this is a goal, not a promise—and **I do not respond to emails in the evenings or on weekends.** Substantive questions about course material or assignments are best discussed during office hours or by appointment.

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Questions about course requirements or deadlines?

- Check Brightspace
- Contact your TA

Questions about your tutorial attendance or participation?

- Contact your TA

Requesting academic consideration or a grade appeal?

- Contact the professor

Wondering if [X] will be on the mid-term or exam?

- Short answer: yes! All assigned readings are examinable, as are lectures and tutorials, and audio-visual components.

Confused about a topic we've discussed or interested in learning more?

- Review the textbook and lecture slides
- Attend the lecture and your tutorial and ask questions

Having trouble with an assignment?

- Attend the lecture and your tutorial; we provide important assignment information
- Visit the Centre for Student Academic Support (<https://carleton.ca/csas/writing-services/>)

(i) Policy on the Use of Names

I will address you by your preferred name and by your pronouns. I ask you to address me by my preferred name – Professor Tolley or Dr. Tolley. I use she/her pronouns. If the name on the official course list does not match the name by which you would like to be addressed (including in class, in emails, and when you submit assignments), please send me an email to advise me. I cannot change the official course list, but I can address you as you prefer. If you send me an email, I suggest you sign it using your preferred name / nickname, as this is how I am most likely to address you.