

PSCI 2003 (C/D)
Canadian Political Institutions
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

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). Because of technical limitations, 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. If you have registered with the Paul Menton Centre and require accommodations to facilitate your engagement in class, these situations will be addressed individually.

V Learning Outcomes

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

1. Describe the basic structure, functions, and significance of Canada’s major political institutions;
2. Understand the origins and development of these institutions, including how they have been shaped by British and American influence, settler colonialism, and changes to Canadian society and culture;
3. Evaluate the evolution and performance of these institutions from a variety of perspectives;
4. Read effectively and critically about Canadian politics; and
5. Develop and collegially assess positions on a variety of issues in Canadian politics.

VI Evaluation

A brief overview of the evaluation components for this course is provided below. Further instructions will be provided in class and on Brightspace.

	Brief Summary and Due Date	Weight
Tutorial participation	Tutorials are a mandatory course component. Your tutorial grade is based on attendance, punctuality, preparation, and active participation throughout the semester. See Course Policies, below, for further details on grading and the treatment of tutorial absences. Due: Ongoing throughout the term	20%
Practice quizzes	To incentivize reading and gauge your fluency with course topics, students may complete up to four timed, open-book, multiple choice quizzes. Your top two quiz scores will be averaged to determine your grade for this component. Quizzes will be on material covered in the readings, in class and/or tutorial. Due: Quizzes open at 5 p.m. on the day of lecture and remain open for 48 hours. Once you have opened the quiz, you will have 20 minutes to complete it. There is no provision for making up, retaking, or deferring quizzes. If you forget to write one, miss the deadline or have technical problems opening or submitting the quiz, just write the next one. - Quiz 1: Modules 2, 3 & 4 (due January 30 @ 5 p.m.) - Quiz 2: Modules 5, 6 & 7 (due February 27 @ 5 p.m.) - Quiz 3: Modules 9 & 10 (due March 20 @ 5 p.m.) - Quiz 4: Modules 11 & 12 (due April 3 @ 5 p.m.)	10%

<p>Academic skills workshops and reflection & action paper</p>	<p>To help you acquire and strengthen academic skills, you can earn credit for completing and reflecting on two eligible Learning Support Workshops, offered through Carleton’s Centre for Student Academic Support (CSAS). These workshops will be completed online and asynchronously through Brightspace modules. To earn the credit, you will submit on Brightspace the records of completion (ROCs) for two eligible courses and a 250-word reflection and action paper that (a) identifies the two workshops you completed (b) outlines 2-3 takeaway points and (c) describes how you plan to apply that learning to your coursework; see Brightspace for formatting requirements.</p> <p><u>Eligible workshops:</u></p> <ul style="list-style-type: none"> - Academic Reading - Balancing Life and Learning - Building Successful Study Habits - Critical Thinking - Managing Procrastination - Maximizing Academic Motivation - Memory and Concentration - Notetaking - Test and Exam Preparation - Time Management <p>Date: February 13, 2025 @ 11:59 p.m.</p>	<p>10%</p>
<p>Mid-term test</p>	<p>To assess their understanding of course materials, students will complete an in-class, closed-book 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 4, 2025, in class</p>	<p>20%</p>
<p>Final exam</p>	<p>Students will complete a closed-book two-hour 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>	<p>40%</p>

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.**

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. Topic quizzes and the mid-term must be completed as scheduled; there is no opportunity for rewrite, rescheduling or deferral. Requests for deferral of the final exam are administered by the university registrar.

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.

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. 2020. *Canadian Politics: Critical Approaches*. 9th Edition. Toronto: Top Hat. **(Denoted CP below)** **Cost:** \$72.50
 - Interactive “Read + Study” e-text available at <https://tophat.com/catalog>. *Select “Student” before logging in or registering for an account.
 - A print version of the 9th edition of this textbook was available in prior years, and you should be able to find used copies. There is also a copy available on reserve in the MacOdrum Library.

- ❖ We will also read a selection of articles available through Brightspace. **Cost:** Free

VIII Brief Course Schedule

Module	Date	Topic	Deadlines
1	January 7	Introduction	<i>Review syllabus</i>
2	January 14	Foundations	<i>First tutorial</i>
3	January 21	The Constitution	
4	January 28	Federalism	<i>Quiz 1 open @ 5 p.m. for 48 hours</i>
5	February 4	Judiciary	
6	February 11	Parliament	<i>Academic skills paper due February 13</i>
--	February 18	<i>No class – Winter Break</i>	
7	February 25	Executive	<i>Quiz 2 open @ 5 p.m. for 48 hours</i>
8	March 4	Evaluation	<i>Mid-term test in class; no tutorials</i>
9	March 11	Whipped & Humans of the House	<i>No lecture; tutorials as usual</i>
10	March 18	Political Parties	<i>Quiz 3 open @ 5 p.m. for 48 hours</i>
11	March 25	Politics, Media & Information	
12	April 1	Elections	<i>Quiz 4 open @ 5 p.m. for 48 hours</i>
13	April 8	Conclusion and Review	<i>No tutorials</i>

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 7
-----------------	---------------------	------------------

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?

Tutorial: None

Module 2	Foundations of Canadian Political Institutions	January 14
-----------------	---	-------------------

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 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.

Readings:

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

Tutorial:

- Discussion: What are the foundations of Canada’s political institutions?
- Skills-Building: What are we even doing here?

Module 3	The Constitution	January 21
-----------------	-------------------------	-------------------

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?

Special Guest. This week’s class will also include a visit from Setareh Najmi at the Centre for Student Academic Support (CSAS). Setareh will provide an overview of the Centre’s Learning Support Workshops, which are the foundation of the Academic Skills Development assignment.

Readings:

- CP-Chapter 16: The Canadian Constitution & Constitutional Change
- Veldon Coburn, “[Indigenous People and the Constitution Conversation](#),” *Policy Options* (June 9, 2017).

Tutorial:

- Discussion: How democratic is Canada’s Constitution?
- Skills-Building: There’s a quiz coming up... now what?

Module 4	Federalism	January 28
-----------------	-------------------	-------------------

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?

Readings:

- CP-Chapter 17: *The Federal System*
- Robert Schertzer, “[The promise and perils of collaborative federalism](#),” *Policy Options* (December 15, 2016).
- Rebecca Zandbergen, “[The federal government used to build social housing. Then it stopped. How is that going?](#)” CBC News (August 27, 2023).

Tutorial:

- Discussion: There’s a housing crisis: who do we blame?
- Skills-Building: How to conquer the Academic Skills assignment

Module 5	Judiciary	February 4
-----------------	------------------	-------------------

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?

Readings:

All material © Erin Tolley. May not be used or reproduced without the express written consent of the author.

- CP-Chapter 22: The Judiciary
- Crandall, Erin. 2022. “A Reflection of Canadian Society? An Analysis of Federal Appointments to Provincial Superior Courts by the Liberal Government of Justin Trudeau.” *Dalhousie Law Journal* 45(2): 359-384.
- Jacques Gallant, “[‘I am going to make sure we have like-minded judges,’ Doug Ford doubles down amid Ontario court outcry](#),” *Toronto Star* (February 27, 2024).

Tutorial:

- Discussion: Should political institutions be a mirror of society?
- Skills-Building: Check-in on progress

Module 6	Parliament	February 11
-----------------	-------------------	--------------------

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.

Readings:

- CP-Chapter 21: Parliament
- Christian Noel, “[Poilievre’s office maintains tight control over what Conservative MPs say and do](#),” CBC News (November 20, 2024).

Tutorial:

- Discussion: What would a reformed parliament look like?

Module 7	Executive	February 25
-----------------	------------------	--------------------

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.

Readings:

- CP-Chapter 19: The Executive: Crown, Prime Minister, and Cabinet
- Philippe Lagassé, “[The Governor General deserves better, but we deserve impartiality](#),” *Inside Policy* (April 16, 2024).

Tutorial:

- Discussion: Should Canada cut ties with the monarchy?

- Skills-Building: Mid-term test strategies / Academic Skills assignment

Module 8	Evaluation	March 4
-----------------	-------------------	----------------

The mid-term test will be held during class time. *No tutorials this week.*

Module 9	Whipped / Humans of the House	March 11
-----------------	--------------------------------------	-----------------

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.

Tutorial:

- Discussion: Do MPs have the best job, or the worst one?

Module 10	Political Parties	March 18
------------------	--------------------------	-----------------

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?

Readings:

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

Tutorial:

- Discussion: Are political parties undemocratic?
- Skills-building: Thesis statements and evidence

Module 11	Politics, Media and Information	March 25
------------------	--	-----------------

We rely on the media to inform us about policy issues and to assist us in our political decision-making. The media, in turn, shape how we understand political issues. As new modes of communication have developed, information increasingly comes from sources outside the mainstream media. As the “traditional” media have declined, mis/disinformation has increased, a development that has been complicated by the rise of AI-generated content. What is the relationship between the media, information, and politics, and what are the consequences for political institutions and democracy?

Special guest: In this class, we will have a visit from an official at the Canadian Security Intelligence Service (CSIS) who will discuss threats to elections, information, and democracy.

Readings:

- CP-Chapter 11: Read the section entitled “The Mass Media” (you can skip “Political Socialization” and “Public Opinion Polls”)
- Erin Tolley, “[Racialized and women politicians still get different news treatment](#),” *Policy Options* (March 7, 2019).
- 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.

Tutorial:

- What is the media telling us about politics and why does it matter?
- There will be an experiential activity in this class. **Please bring a news article** that focuses on a Canadian political institution, controversy, or a Canadian politician.

Module 12	Elections	April 1
------------------	------------------	----------------

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 not “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.

Readings:

- CP-Chapter 12: Elections and the Electoral System

Tutorial:

- Discussion: The 2015 Election Will [NOT] Be the Last Under SMP.” Should It Have Been?
- Skills-Building: Preparing for the final exam

Module 13	Conclusion and Review	April 8
------------------	------------------------------	----------------

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 that we have used? 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?

Preparation:

- Review readings and lecture material to this point

No tutorials this week.

X Course Policies

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.

Every student is allowed **two unexplained, excused tutorial absences**, regardless of the reason (e.g., illness, competing deadlines, work obligations). 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 will be recorded as zero, no matter the reason**. 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.

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
2	Present in tutorial and made some 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). To account for the two unexplained, excused absences extended to each student, your participation will be scored out of 24. You can receive a maximum score of 24/24 for participation. Please note the attendance policy above, which provides that your participation score will automatically be reduced by 10 percentage points if you miss three or more tutorials.

All material © Erin Tolley. May not be used or reproduced without the express written consent of the author.

Grade Appeal Policy

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.

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 our lectures or tutorials unless express consent is provided *by all students and the instructor/TA* in advance.

Communication Policy

Emailing the Instructor. If you need to contact the 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 24 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.

Questions about course requirements or deadlines?

- Read the outline (***this should always be your first step***)
- 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
- Attend the lecture and your tutorial and ask questions
- ***Email is the least effective way of resolving this kind of issue***

Having trouble with an assignment?

- Attend the lecture and your tutorial; we provide important assignment information
- Ask your TA if you can meet with them to discuss

- Make an appointment with the Centre for Student Academic Support (<https://carleton.ca/csas/writing-services/>)

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.

Political Science Course Outline 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/>

ood2Talk: 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:

Academic consideration for medical or other extenuating circumstances:

Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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, please contact Equity and Inclusive Communities (EIC)

at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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](#).

Academic Accommodations for Students with Disabilities:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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

<https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a

deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is **September 30th, 2024**. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is **January 31, 2025**. The last day for academic withdrawal from full fall and late fall courses is **November 15, 2024**. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is **March 15, 2025**.

WDN: For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: **December 9-21, 2024**. Winter and Fall/Winter courses: **April 11-26, 2025** (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

PLAGIARISM

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

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or

- other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory