Instructor

Dr. R. Jhappan  
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Tel: 520 2600, ext. 2788
Email: Radha.Jhappan@carleton.ca
Office Hours: W 12:00 – 14:00  
Th 15:30 – 17:30, or by appointment

Course Description

This course offers an introduction to Canadian federal political institutions, and through them to some of the major themes, issues, and conflicts in Canadian political life. In recent years, widespread critiques of the “democratic deficit” have led all political parties to offer various proposals for reform of the Canadian Parliamentary system. Thus, after setting the context of contemporary politics through a brief overview of Canadian social and political history, the course focuses on the design, evolution, structure, functions, and contemporary critiques of federal political institutions and processes, including the constitution, federalism, the Crown, the electoral system, the Executive, Parliament (House of Commons and Senate), political parties, the public service, the courts, and the Charter of Rights. As the Canadian Parliamentary system is based on the Westminster system of the United Kingdom, with some elements of the U.S. system, some comparative analysis of the parent models is offered. Stressing the themes of representation, citizen participation, and institutional reform, the course is geared towards evaluating the success of the Canadian variant of democracy as well as various proposals to enhance it.

The companion course to this, PSCI 2002, focuses on the evolving linkages between state and society and major issue areas or sources of conflict in Canadian politics such as regionalism, language, class, gender, ethnicity, and Aboriginal politics.
Course Objectives

This course is designed to enhance students’:

▪ theoretical and empirical knowledge of the design, structures, processes, and functions of Canadian parliamentary government, as compared with the British and U.S. systems;
▪ understanding of the socio-historical contexts in which some major contemporary conflicts in Canadian society are rooted;
▪ understanding of how world-views and ideologies shape political ideas and encourage specific political arrangements, as well as who participates in formal politics;
▪ ability to comprehend issues from different points of view through study of the concepts and approaches developed by political scientists and other scholars;
▪ critical skills by which to assess contemporary Canadian politics;
▪ communication skills in both written assignments and oral discussion/debate.

It is a really good idea to read and/or watch a reputable national news source (e.g. The Globe & Mail, The National Post, The CBC) regularly to help you connect course readings and lectures to the real world of Canadian politics and political institutions. Your learning experience and our class discussions will be the richer for it.

Required Texts (available at Carleton Bookstore; and on reserve at the library)


Course Requirements

1. Essay #1: Reflection 15%  Due: In class, Thursday, October 19, 2017
2. Essay #2: Research Essay 25%  Due: In class, Thursday, November 16, 2017
3. Scheduled exam 40%  (3 hours - readings and lectures) December 10-22, 2017
4. Participation 20%  (scheduled TA/discussion groups)

Students must fulfill all course requirements to achieve a passing grade. Failure to hand in any assignment or to complete any other course component will result in a grade of F. Failure to write the final examination will result in a grade of ABS. FND (Failure No Deferral) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on
the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

### Grading Formula

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90+%</td>
<td>EXCELLENT Excellence in: evidence of original thought; strong, clear, logical argument; research and use of sources; organization of material and writing skills (including superior composition, no grammatical errors or typos; formal elements of essay structure such as introduction, body, conclusion, correctly formatted footnotes and bibliography)</td>
</tr>
<tr>
<td>A</td>
<td>85-89%</td>
<td>GOOD (above average) Mastery of material and solid writing skills (i.e. good syntax, organization, structure, very few grammatical errors or typos)</td>
</tr>
<tr>
<td>A-</td>
<td>80-84%</td>
<td>SATISFACTORY Clear understanding of material and adequate writing/organizational skills</td>
</tr>
<tr>
<td>B+</td>
<td>77-79%</td>
<td>SATISFACTORY Limited understanding of material and/or deficient writing skills (i.e. awkward syntax and/or frequent grammatical and other errors)</td>
</tr>
<tr>
<td>B</td>
<td>73-76%</td>
<td>SATISFACTORY Inadequate work in several or all areas</td>
</tr>
<tr>
<td>C</td>
<td>63-66%</td>
<td>SATISFACTORY Inadequate work in several or all areas</td>
</tr>
<tr>
<td>C-</td>
<td>60-62%</td>
<td>SATISFACTORY Inadequate work in several or all areas</td>
</tr>
<tr>
<td>D</td>
<td>53-56%</td>
<td>SATISFACTORY Inadequate work in several or all areas</td>
</tr>
<tr>
<td>D-</td>
<td>50-52%</td>
<td>SATISFACTORY Inadequate work in several or all areas</td>
</tr>
<tr>
<td>F</td>
<td>49-0%</td>
<td>FAIL Inadequate work in several or all areas</td>
</tr>
</tbody>
</table>

### Course Expectations

Students are expected to attend all lectures and discussion groups (and arrive on time), read the required readings, and complete all assignments to the best of their ability, on time, and honestly. Carleton's policy on academic integrity will be strictly enforced. Class attendance will be taken for TA groups. **Students who are chronically absent from lectures and TA discussion groups should not expect to pass the course.**

### Conduct of the Class

This course addresses sensitive and controversial political issues through a variety of approaches. These matters have been vigorously debated for many years, and are bound to give rise to disagreement. Carleton's Student Rights and Responsibilities Policy states that: “The University requires tolerance, civil conduct, and respect for the rights of others. It endeavours to provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice and violence, but is also characterized by understanding, respect, peace, tolerance, trust, openness and fairness. Membership in the University community entails certain rights and responsibilities, including an obligation to deal ethically and fairly with other members and to not discriminate or harass. All members of the University community share responsibility for ensuring that the University’s educational, work and living environments respect these commitments”. Incivility, disrespectful, discriminatory, harassing, or disruptive communication and/or conduct
are unacceptable. Intolerance will not be tolerated!

**Lecture Notes**

I MAY make SOME of the lecture information/slides available on cuLearn after lectures. This would be to assist students in making notes for certain kinds of data, principally tables and numerical data. However, the materials will be partial, NOT a substitute for attending lectures and taking your own notes, which is both an essential part of the course and one of the important skills to be cultivated at university.

I will only provide my lecture notes if attendance is consistently high, at least 90% each week.

**Use of Laptops and other electronic devices during seminars**

You may use a laptop for taking notes and making presentations in TA groups, but please be aware that the use of laptops and other electronic devices can be distracting, both for yourself and for those around you. Please read:

Michael Oliveira, “Students' use of laptops in class lowers grades: Canadian study”, Ottawa Citizen, 15/08/13:  
http://www.ottawacitizen.com/technology/Students+laptops+class+lowers+grades+Canadian+study/8788540/story.html

Please **SWITCH OFF** and put away other electronic devices such as cell phones, ipods, tablets etc. **Presence is a course requirement!**

**Written Assignments**

Students are required to complete **two essays** (see descriptions below) and a **scheduled examination**, as well as **any assignments set by the TAs** in the discussion groups. A document entitled “Essay Tips”, which is **required reading**, is posted on cuLearn. If you need help with writing, please see your TA, or make use of the free writing tutorial service offered by the university.


**Submission of term work**

A hard copy of each of your two papers must be handed directly to the instructor in class or during office hours on (or before) the due date. Late assignments (hard copy submitted after 4:00 p.m. on
the due date) may be deposited in the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every week day at 4 p.m., stamped with that day's date, and then distributed to the instructor. However, please be warned that this is sometimes an unreliable method of submitting papers, and neither the instructor nor the department accept responsibility for papers that may be delivered late to mailboxes or go missing for any reason. The late penalty is one-third of a letter grade per day, beginning after 4:00 p.m. of the due date.

Please attach a **stamped, self-addressed envelope (with sufficient postage)** so that your assignment can be returned by mail as soon as it is ready. Final exams are intended solely for the purpose of evaluation and will not be returned.

Please note the following:

- Papers emailed to the Instructor, TAs, or the Department will not be accepted.
- **DO NOT** put on-time essays in the instructors' or TAs' mailboxes. Essays placed in mailboxes may be considered late, as instructors are not necessarily on campus every day.
- Papers that are dropped off after 4:00 p.m. will be date stamped for the next day and will be considered late.
- **DO NOT** put essays under Instructors' or Teaching Assistants' doors under any circumstances.
- There is no penalty for submitting/handing in essays before the due date.
- To obtain credit in a course, students must meet all the course requirements for attendance, term work and examinations. A grade of ‘F’ will be assigned where term work is incomplete.

- **Subject to earlier course deadlines**, no term assignment submitted after the last day of classes (December 8, 2017) will be accepted.

**Late Paper Policy**

You may have an extension automatically. However, marks will be deducted for late submissions at the rate of one-third of a letter grade per day, e.g. B- to C+, with weekends counting as two days. **DO NOT ASK FOR AN EXTENSION WITHOUT PENALTY UNLESS YOU HAVE MEDICAL DOCUMENTATION COVERING THE PERIOD AT LEAST 3 DAYS BEFORE AND UP TO THE DUE DATE.**

Only serious extenuating circumstances would warrant an extension without penalty, such as death in the family or illness, and in such cases medical documentation detailing the extent of your incapacitation is required, and you must make your case before the due date. Instructors are under no obligation to accept a late paper unless it has been cleared prior to the deadline. Retroactive extensions will not be granted. Therefore, you are strongly advised to begin early so that you can get sources from the library (and help if you need it). You should complete your paper before the deadline.

N.B. Instructors cannot grant a deferral past the last day of classes under any circumstances. Students seeking official deferrals must apply through the Registrar’s Office.
ESSAY #1: REFLECTION - 15%, THURSDAY, OCTOBER 19, 2017

On July 1, 2017, Canada officially celebrated its 150th ‘birthday’. It was a contested moment, however, signifying different things for different groups and individuals, especially for Indigenous and French Canadians.

Choose 3 articles published by reputable news outlets in 2017 about the ‘Boycott Canada 150’ debates. Write a 7-page paper that briefly outlines the main objections to the Canada 150 celebrations (2 pages), and reflects on how the course materials of the first 5 weeks have affected your understanding of the issues.

There are many appropriate articles, for example:


Although this is a think-piece rather than a research essay, it is a good idea to read a few more articles to make sure you get a variety of opinions and a solid grasp of the issues. You should read the assigned chapters in the course texts for topics 2-4 in the outline below (which you have to read anyway week by week). You MUST submit hard copies of the 3 chosen articles with your paper.

Format: the essay must consist of 1750 words, or 7 double-spaced, typed, numbered pages in 12-pt Times New Roman, with 1-inch margins, plus endnotes and bibliography in standard format. See “Essay Tips” on cuLearn for acceptable citation styles.


ESSAY #2 – RESEARCH ESSAY – 25%, THURSDAY NOVEMBER 16, 2017

Outline the long-standing criticisms of the unreformed Senate, then outline and evaluate the current Liberal government’s approach to Senate reform, addressing recent debates in the
mainstream media. To what extent is this approach likely to resolve the criticisms rather than exacerbate them?

You MUST use at least 3 secondary sources (academic books and journal articles on the Senate and its reform) for in-depth and critical analyses of the Senate’s problems. **You must also use at least 5 recent debates of the pros and cons of the current government’s measures to reform the Senate found in opinion-pieces or op-ed articles in reputable newspapers and magazines** (Globe and Mail, National Post, Huffington Post, Vancouver Province, Calgary Herald, Edmonton Journal, La Liberté, Toronto Star, London Free Press, Ottawa Citizen, Montreal Gazette, New Brunswick Telegraph Journal, Halifax Herald) or magazine (The Walrus, Macleans) - for example, Peter O’Neil, “Justin Trudeau’s Senate Reform ‘dangerous’ for B.C.: experts”, Vancouver Sun 22/01/17; e.g. Bruce Carson, “Trudeau’s Reform Plan has paved the way for an independent Senate”, Huffington Post, 09/29/16; e.g. "Liberals to Face Senate as Showdown Looms over Infrastructure Bank Plan”, National Post, 07/06/17. Be sure to find a mix of opposing views (i.e. for and against the reforms) to explore the complexities of the issues.

You may also use additional supplemental primary sources (leaders’ or MPs’ or Senators’ speeches, political parties’ websites and other media, online /internet sources, newspapers, Hansard, think tanks, research institutes, and interest groups’ websites and position papers).


**Format:** the essay must consist of 3000 words, or 12 double-spaced, typed, numbered pages in 12-pt Times New Roman, with 1-inch margins, plus endnotes and bibliography in standard format. See “Essay Tips” on cuLearn for acceptable citation styles.

Essays will be evaluated on:

- **Focus** – the clarity of the thesis/argument;
- **Support for the thesis** – the extent to which the explanations and evidence provided to support the thesis are relevant and sufficient;
- **Clarity of analysis** – whether the meanings of important terms and concepts are made clear, important assumptions are explored, and ideas are placed in proper context;
- **Organization** – whether ideas are presented in a logical order and provide a coherent argument
- **Quality and quantity of research** – whether you have consulted appropriate (at least four) scholarly books and journal articles and other credible sources (you may use electronic/web sources to supplement your main research)
- **Style** – whether the sentence/paragraph structure and diction add clarity and persuasiveness to the argument (including whether the paper conforms to high standards of grammar, spelling, and citation style)
Approval of final grades

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

Discussion/TA Groups – 20%

A participation mark of 20% will be assigned by the Teaching Assistants for regular attendance and the quality of each student’s contributions to discussions, including any specific assignments required for the discussion groups. The relative weight of any specific assignment (apart from regular attendance and participation) is to be determined by the TA of each group, though with coordination among all TAs to ensure consistent assignments and weighting between groups. The discussion groups are an integral part of the course and therefore attendance is compulsory. Failure to attend at least 50% of the sessions of one’s assigned TA group will be regarded as non-completion of a vital course component, producing a final grade of ‘F’ for the whole course.

Readings from the Charlton and Barker text are assigned for the discussion groups. When reading the course materials, make sure you understand:

- the terms and concepts used by the author
- the central point or argument the author is trying to make
- the major themes
- how the argument is organized
- how the reading relates to other course materials

Think of what you may agree or disagree with, what was weak about the argument, how it might have been stronger, what was persuasive (or not) and why, whether enough reliable information was provided to support the position, and how it does, would, or should respond to the counter-position. Make notes on these points to bring to the discussion group as ways in to the discussion.

Scheduled Examination – 40%, December 10-22, 2017

The examination at the end of the term will be 3 hours in duration, and will be based on readings, lectures, and seminar material from the discussion groups. Students will be required to complete three short answer questions (based on definitions of key terms) and two long essay questions. N.B. Examinations are scheduled by the university administration, not the Instructor. Please note that they may be scheduled at any time up to the final day of the examination period from December 10-22, 2017. If you are not going to be available during the scheduled examination period, do not take this course.
Plagiarism

The Undergraduate Calendar defines plagiarism as: “to use and pass off as one’s own idea or product, work of another without expressly giving credit to another”. Plagiarism has occurred when a student:
(a) directly copies another’s work without acknowledgment; or
(b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or
(c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student’s own thought, where such ideas, if they were the student’s own would contribute to the merit of his or her own work
(d) downloads, purchases, borrows, or otherwise procures an essay or other type of assignment, in whole or in part, and presents the work as his or her own work.

Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Department Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses.

The Department's Style Guide is available at:
www.carleton.ca/polisci/undergrad/styleguide.pdf
Students should be especially careful about full citation of sources downloaded from the Internet. For greater clarity, see the "Essay Tips" document on CuLearn and the Undergraduate Calendar.

For their own protection, all students are required to keep a complete dossier of their notes, rough drafts, research materials (other than returnable library books) and a hard copy of their final draft, as well as computer files as records of ‘dates created’ and ‘dates modified’ for essay files. Failure to keep such materials could result in a failing grade.

Essays submitted electronically via CuLearn will be checked via Turnitin.com as well as other websites dedicated to the prevention of cheating.
There are no excuses for plagiarism and it will not be tolerated under any circumstances. At a minimum, plagiarists will fail the course.

Note re Notes

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
Oral Examination

At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays. You must keep a copy of your paper, as well as all notes and earlier drafts of your work until after the final grade has been assigned and accepted.

Course Email via cuLearn

All registered students should have an email account through the cuLearn system, which will be used by the Instructor and the Teaching Assistants to post information related to the course (e.g. answers to frequently asked questions, hand-outs, and news about discussion groups). Students are responsible for checking their cuLearn email accounts frequently for such information.

Please do not send substantive questions relating to course material via email. If you have questions, speak with your TA, or please come to see me during office hours to discuss them.

Course Topics and Readings

The readings listed below are obviously not the only ones relevant to the given topics. You are encouraged to do some supplementary research of your own. Readings from the required texts are compulsory. Website addresses are given for further information, and are recommended as supplementary sources.

Topics are not listed by calendar weeks, nor will equal lecture time be devoted to each. Some sections will be emphasized more than others. Lectures will include material beyond that found in the assigned readings, so attendance is strongly advised. I will NOT be posting full lecture notes.

In order to focus on contemporary institutional reform issues, no lectures will be given on Political Parties and the Bureaucracy, and Federalism will principally be covered in lectures in relation to the BNA Act. Students will be responsible for the required readings for these and all other topics listed for the purposes of the examination.

Several MPs and Senators have been invited to speak with the class. Because they are busy and scheduling is a complex exercise, we must remain flexible re scheduling, so some topics may be covered out of the order shown below.

Weekly tutorial sessions will focus on contemporary debates re Canadian political institutions.
1. Introduction to the Study of Canadian Politics

Cochrane, Blidook, and Dyck, Introduction, pp. 1-17

2. Constitutional Foundations

Cochrane, Blidook, and Dyck, ch. 2

Daniel Paul, WE WERE NOT THE SAVAGES: A MI’KMAQ PERSPECTIVE ON THE COLLISION BETWEEN EUROPEAN AND NATIVE AMERICAN CIVILIZATIONS, (Halifax: Fernwood, 2000), Foreword and chs. 1, 3, 12, 13 (electronic resource online in Library)

The Royal Proclamation, 1763 (see website below)

Charlton and Barker:
• ch. 2, “Can Native Sovereignty Co-exist with Canadian Sovereignty?”

Recommended:


- Early Canadiana Online (a digital library providing access to over 1,330,000 pages of Canada’s printed heritage): http://www.canadiana.org/eco/english/index.html

- Pre-Confederation Documents (e.g. The Charter of the Hudson’s Bay Company, 1670, The Treaty of Paris, 1763, The Royal Proclamation of 1763): http://www.solon.org/Constitutions/Canada/English/PreConfederation/index.html

- Treaty Texts:
  http://guides.library.ualberta.ca/content.php?pid=69956&sid=2638860

- National Library’s Canadian Confederation site:
  http://www.collectionscanada.gc.ca/confederation/index-e.html

- Constitutional Documents and Constitutional Proposals:
http://www.solon.org/Constitutions/Canada/English/index.html
http://www.solon.org/Constitutions/Canada/English/Proposals/index.html

- Statistical Profiles of Canada and General Information
  http://www.statcan.gc.ca/start-debut-eng.html

3. Constitution and Federalism

Cochrane, Blidook, and Dyck, pp. 393-396, ch. 18

Charlton and Barker:
- ch. 5, “Should the Federal government play a leading role in health care?”

4. Constitutional Monarchy: Crown and Governor General

Cochrane, Blidook, and Dyck, pp. 507-514


http://www.gg.ca/

5. Voting and the Electoral System

Cochrane, Blidook, and Dyck, chs. 13, 15

Charlton and Barker:
- ch. 9, "Is a Mixed-Member Proportional electoral system in Canada’s interest?"
- ch. 10, “Should Women Focus on Small-p Politics?”

http://www.elections.ca/

6. Party System, interest groups

Cochrane, Blidook, and Dyck, ch. 14

Charlton and Barker:
- ch. 3, “Will Conservatism and the Conservative Party Fail?”

7. The Executive: Prime Minister and Cabinet

Cochrane, Blidook, and Dyck, ch. 21, pp. 515-537

Charlton and Barker:
• ch. 6, "Is the Prime Minister Too Powerful?"
• ch. 7, "Is a Majority Government More Effective Than a Minority Government?"

http://pm.gc.ca/

8. Senate

Cochrane, Blidook, and Dyck, ch. 23, pp. 596-610

Charlton and Barker, 1st edition, "Should Canada adopt a Triple E Senate?" (cuLearn)

http://www.sen.parl.gc.ca/

9. House of Commons

Cochrane, Blidook, and Dyck, ch. 23, pp. 569-596

Charlton and Barker:
• ch. 8, “Should party discipline be relaxed?”
• ch. 13, “Should representation in Parliament mirror Canada’s social diversity?”

“50% population, 25% representation: Why the Parliamentary Gender Gap Persists”:
http://www.cbc.ca/news2/interactives/women-politics/

http://www.parl.gc.ca

10. Public Bureaucracy

Cochrane, Blidook, and Dyck, ch. 22
11. Judiciary

Cochrane, Blidook, and Dyck, ch. 24

Sean Fine, “Appointment of Russ Brown extends Harper’s influence on Supreme Court”, 

http://canada.justice.gc.ca/

❖ Jurist Canada (Canadian legal news, opinion, and research sources): 
http://jurist.law.utoronto.ca/

12.

Cochrane, Blidook, and Dyck, ch. 17, pp. 396-420, ch. 19


Charlton and Barker:
• ch. 4, "Is the Canadian Charter of Rights and Freedoms anti-democratic?"

Recommended: Canadian Legal Information Institute (federal and provincial government sites, Supreme Court and Charter of Rights decisions): https://www.canlii.org/en/

Academic Accommodations

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, contact
your PMC coordinator to send me your Letter of Accommodation 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). 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).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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

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

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

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>11</td>
<td>63-66</td>
<td>C</td>
<td>5</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>10</td>
<td>60-62</td>
<td>C-</td>
<td>4</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
<td>3</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>8</td>
<td>53-56</td>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>7</td>
<td>50-52</td>
<td>D-</td>
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</tbody>
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Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

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

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit https://www.facebook.com/groups/politicalsciencesociety/ or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.