

PSCI 2003A/B
Canadian Political Institutions
11:35 a.m. – 1:25 p.m. Monday
Online

I General information

Instructor: Prof. Andrew Mattan

Office Hours: Fridays, from 1:15 p.m. to 2:15 p.m. or by appointment

Email: andrewmattan@cmail.carleton.ca

*Before emailing, please read the email policy below (under course policies)

II Course description

This course offers an introduction to Canada's major political institutions and practices. In particular, we will consider the Constitution, federalism, the judiciary and the *Charter*, the executive, Parliament, political parties, elections, and advocacy groups. The course will not only explore the design, evolution, and contemporary functioning of these key institutions but will examine how they are measuring up to the expectations and needs of Canadians and whether they are evolving to meet the demands of modern governance. In doing so, we will assess whether or how these institutions contribute to the so called "democratic deficit."

III Course format

The course is based on a mixture of online lectures and tutorials. The class will meet for lecture in live, synchronous Zoom sessions, once a week, on Mondays from 11:35 a.m. to 1:25 p.m. Lectures will include time to discuss course content and assignment instructions, tips, and tricks. Tutorial groups will focus on contemporary debates relating to the institution we are examining for the week or upcoming assignments.

IV Learning outcomes

1. Provide an introduction to, and understanding of, Canada's political institutions and, in doing so, enable students to:
 - a. Identify key concepts and apply them to the study of Canada's major political institutions;
 - b. Explain the role and significance of Canadian political institutions and present debates about their operation;
 - c. Understand and use appropriate benchmarks and frameworks to evaluate institutions and provide an assessment of contemporary Canadian democracy.
2. Assist students in developing and strengthening foundational academic skills, such as:
 - a. Accessing and using relevant sources from electronic databases, journals, and books;
 - b. Critically evaluating published research and its supporting evidence;
 - c. Conducting research, preparing a thesis statement, and rooting arguments in relevant and scholarly work;

- d. Improving reading comprehension and writing skills;
 - e. Understanding and upholding the principles of academic integrity.
3. Stimulate an interest in Canadian politics, develop positions on a variety of Canadian political problems, and offer a forum to present and debate them collegially, professionally, and with accountability in a classroom environment that includes alternate ideas, theories, and viewpoints.
 4. Help students in learning to write an op-ed, article paraphrase, and essays.

V Required texts

Cochrane, Christopher, Kelly Blidook, and Rand Dyck. 2020. *Canadian Politics: Critical Approaches*. 9th Edition. Toronto: Top Hat.

- Available for purchase in the University Bookstore and on reserve in MacOdrum Library.
- The 8th edition of the textbook is also acceptable—note that chapter numbers may vary with this edition of the text.

Cross, William. 2010. *Auditing Canadian Democracy*. Vancouver: UBC Press.

- Available for purchase in the University Bookstore and on reserve in MacOdrum Library.

Note: the Cochrane et al. (2020) readings should be completed before the classes they are assigned and the Cross (2010) readings before the tutorial sessions. You are expected to read all assigned readings and have access to them during the lecture and tutorial.

VI Evaluation

	<u>Due Date</u>	<u>Weight</u>	<u>Submission</u>
Tutorial participation	Students' participation will be assessed on an ongoing basis. Participation is exhibited through consistent attendance, punctuality, preparation, and active participation during the tutorial. The first tutorial will run on September 18. Due: Ongoing	10%	In tutorial
Outline quiz	Students will complete a quick quiz on the course outline. All late submissions will result in a grade of zero. Due: September 20 @ 11:59 p.m.	1%	Brightspace
Op-ed assignment: three parts	Students will complete three components throughout the first half of the semester. Short assignments will provide students with early, constructive feedback for the next iterations and future assignments. Some components are completed in tutorial. 1. Draft thesis statement – 2% Due: September 29 @ 11:59 p.m. 2. Peer feedback – 2%	14%	Brightspace/ tutorial

	<p>Due: October 2 in tutorial</p> <p>3. Final op-ed – 10%</p> <p>Due: October 20 @ 11:59 p.m.</p>		
Mid-term	<p>Students will have three days to draft an essay and upload it to Brightspace. Additionally, students must complete a multiple choice, 18-minute ‘quiz’ on Brightspace. Both open on November 1 @ 12:00 A.M</p> <p>Due: November 3 @ 11:59 p.m.</p>	20%	Brightspace
ChatGPT v Me: Article summary and critical response	<p>Students will select an academic, peer-reviewed article. They will then summarize, accurately paraphrase, and critically respond to the words and ideas of the author(s), without plagiarizing. Student will then ask ChatGPT to “critically respond to” that same article. They will then critique ChatGPT’s output by comparison.</p> <p>Due: December 6 @ 11:59 p.m.</p>	25%	Brightspace
Take-home examination	<p>Similar in format to the mid-term, student will have three days to complete both an essay and multiple choice ‘quiz’ on Brightspace.</p> <p>Due: Scheduled during the formal exam period.</p>	30%	Brightspace

Additional information and detailed instructions for all evaluation components will be provided on Brightspace and discussed in class and tutorial. Except where indicated (i.e., “ChatGPT v Me” assignment) the use of ChatGPT is prohibited. Students are also prohibited from submitting work from another course. Before beginning any assignment, please read the course policies below.

VII Course schedule

Week	Date	Topic	Notes
1	September 11	Introduction	
2	September 18	Institutional Foundations & Political Culture	<i>Outline quiz due September 20 Tutorials start</i>
3	September 25	The Constitution	<i>Draft thesis statement due Sept 29</i>
4	October 2	Federalism and Regional Character	<i>Peer feedback in tutorial</i>
*	October 9	Thanksgiving	
5	October 16	The Judiciary & the <i>Charter</i>	<i>Final op-ed due October 20</i>
*	October 23	Reading Week	
6	October 30	The Executive	<i>Mid-term due November 3</i>
7	November 6	Parliament	
8	November 13	Political Parties & the Party System	
9	November 20	Elections & the Electoral System	
10	November 27	Voting & Electoral Campaigns	
11	December 4	Interest Groups, Lobbying, and Social Movements	<i>“ChatGPT v Me” due Dec 6</i>

12	December 8	Conclusion	Take-home examination due during exam period
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You can follow this link to find all dates associated with the academic year:

<https://calendar.carleton.ca/academicyear/>

Readings for class are demarcated with a *CP* (from Cochrane et al. text) and with *ACD* (from Cross text) for tutorial sessions.

Week 1

Preparation:

- Review the course outline (on Brightspace)

Lecture: Introduction: What is Politics? Why Should I Be Interested ? How Will This Course Help Me?

Look around: politics is everywhere! Indeed, it affects nearly every aspect of your life. 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 discerning political participant?

Tutorial: None

Week 2

Preparation:

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

Lecture: More Than Not American: Canada's Political Culture & Its Institutions

Political culture refers to the values, ideas, beliefs, and identities that are widely held within a political community. Do all Canadians subscribe to the same political culture or are there many political (sub-)cultures? What are the implications for democracy? How do we define and assess democratic institutions in Canada? While Canada might score high on many international metrics for democracy, many Canadians are critical of their existing political institutions. So, how democratic can Canada's institutions really be? What does it truly mean to be democratic? Do our institutions allow for an adequate representation of Canada's diverse interests?

Tutorial: Activity: Define the Canadian Political Culture

Outline quiz due @ 11:59 p.m. on September 20
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Week 3

Preparation:

- *CP*-Chapter 16: The Canadian Constitution & Constitutional Change
- *ACD*-Chapter 1: Constructing the Canadian Democratic Audit

Lecture: Peace, Order, and Good Government: Canada's Constitutional Foundations

The constitution can be conceived of as the "rules of the game," which provide the basis for political life in Canada. Thus, in order to understand Canadian politics and its institutions, we must first understand Canada's constitution. The constitution outlines the country's

fundamental rules and principles, including our laws, rights, and aspirations, the process for introducing and passing legislation, the responsibilities of different political actors and institutions, and the scope of their jurisdiction. What specifically is included in our constitution? Which aspects are unwritten or simply left unsaid? Which aspects of the constitution are controversial? How might we go about changing them? Or can we even change the “rules of the game” once the “game” has started?

Tutorial: Debate/Activity : “Can You Change the ‘Rules’ Without Consulting the People (Popular Ratification)?” & Writing a Thesis Statement

This tutorial will provide you an opportunity to practice writing a thesis statement.

Draft thesis statement due @ 11:59 p.m. on September 29

Week 4

Preparation:

- CP-Chapter 17: The Federal System
- ACD-Chapter 2: Federalism

Lecture: A Tale as Old as Canada: Federalism

Federalism is a form of power-sharing, between a national and one or more sub-national governments. This division of powers in Canada impacts how our institutions are structured. Does federalism increase inclusiveness, participation, and responsiveness? Does federalism represent a process for balancing territorial diversities within a national society or does it merely allow multiple layers of government actors to “punt the political football?” What are some of the strengths and weaknesses of Canadian federalism? Does federalism exacerbate or ameliorate regionalism? What are the implications for democracy?

Tutorial: Activity: My Map of Canada & Peer Feedback

Peer review is at the very heart of academia. Before scholarly work is published, it is evaluated by a group of the researcher’s peers, who provide feedback to improve the piece. A peer review model will be employed in this tutorial. You will work together to strengthen each other’s scholarly work. In order to participate in this activity, you must bring your op-ed thesis statement to tutorial.

**Peer feedback (2%) in tutorial
Bring your thesis statement!**

Thanksgiving Day: NO CLASSES!
(Nothing says Thanksgiving quite like chatting politics at the dinner table!)

Week 5

Preparation:

- CP-Chapter 22: The Judiciary
- CP-Chapter 22: The Charter of Rights and Freedoms

Lecture: “Governing from the Bench”: Canada’s Judiciary & the Charter of Rights and Freedoms

The word “court” is often associated with criminal justice but courts—and the Supreme Court of Canada, in particular—play a vital democratic role as well. The American practice of referring to the court as a “check and balance” on the other two branches of government has been used to describe their role; however, that isn’t exactly how it is described in the constitution. Yet, the judiciary does interpret laws, provides input on the constitutionality of legislation, and adjudicates disputes between citizens and the state. However, since the passage of the *Charter of Rights and Freedoms*, the judiciary has become much more active. But is judicial activism democratic? Should unelected judges be allowed to overturn the decisions of elected representatives? Does this put parliamentary supremacy at risk or are courts providing a safeguard against constitutional neglect and abuse by the legislature?

Tutorial: Final Op-Ed Assignment Prep: Finding and Citing Sources

Have you ever started researching an assignment to only feel completely overwhelmed trying to find and use academic sources? Have you wanted to cite a book chapter or newspaper article but had no idea which format to follow? Are you losing sleep over plagiarism? Do you even know *exactly* what plagiarism is? In this tutorial, we will discuss ways to find, retrieve and sort through sources so that you can find and use the ones most relevant to your op-ed assignment. We will also talk about the reasoning behind source citation and help trouble-shoot citation formatting.

Final op-ed due @ 11:59 p.m. on October 20

Fall Break: NO CLASSES!

Week 6

Preparation:

- CP-Chapter 19: The Executive: Crown, Prime Minister, and Cabinet
- ACD-Chapter 3: Cabinets and First Ministers

Lecture: Who's in Charge Here: Canada's Dual Executive

Look at a \$20 bill, you'll see the face of the late Queen (and soon King). News headlines of the Governor General of Canada dissolving Parliament. And you might have just heard of an overhaul of Cabinet Ministers with new portfolios. Yet, when asked who the “leader” of the country is, most people point to our Prime Minister, Justin Trudeau. So, who *really* is in charge? In fact, Canada's dual executive, includes both the effective/political executive (the Prime Minister and Cabinet) and the symbolic/formal executive (the King and his representatives). Here we will examine how power is distributed and assess whether Canada's executive is inclusive, responsive, and participatory.

Tutorial: Debate: “Out with the King! Should (And Can) Canada Cut Ties with the Monarchy?”

Mid-term due @ 11:59 p.m. on November 3

Week 7

Preparation:

- CP-Chapter 21: Parliament

- ACD-Chapter 4: Legislatures

Lecture: Order! Order! Canada’s Parliament

“Order! Order!” might evoke passing clips of Members of Parliament yelling at each other across the aisle of the House of Commons. If you have ever seen such clips, you might wonder: is the honorable member for constituency X just there to yell? We will discuss the role MPs have in the legislative process and how they hold the Prime Minister and Cabinet to account. We will also discuss the principle of “responsible government” and appreciate how it organizes both Parliament and the entire political system. Conversely, we will assess the limitations MPs have on their powers—and highlight the mechanisms that the government can use to keep backbenchers in check. We will also examine the chamber of “sober second thought” (i.e., the Senate) and investigate why it has fallen into disrepute. In doing so, we will get to the bottom of what the Senate actually does and why there are calls for its reform. Looking at both legislative bodies, we will consider whether they are truly representative bodies and if reforms are needed or possible.

Tutorial: Debate: “Should Party Discipline Be Relaxed? Should the Senate Be Reformed?”

PROTIP:
Have you started the “ChatGPT v Me” assignment yet? Yes, I realize the assignment isn’t due for more than 4 weeks, but the earlier you start, the more beneficial the upcoming tutorials will be. So, get at it! Choose an article!

Week 8

Preparation:

- CP-Chapter 20: Political Parties and the Party System
- ACD-Chapter 7: Political Parties

Lecture: Where My Party People At? Political Parties and Canada’s Party System

Canadian politics, at its most fundamental, is *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, they attract low levels of membership. As a result, a very small percentage of the population make very important decision (such as choosing a leader or local nominee). In some cases, they may even choose the next prime minister. Could parties be more inclusive, responsive and participatory? What do political parties exactly do? How have political parties influenced electoral competition in Canada? How and why has the party system evolved?

Tutorial: Debate: “Are Political Parties, at Their core, Undemocratic? Does This Matter?”

Week 9

Preparation:

- CP-Chapter 12: Elections and the Electoral System
- ACD-Chapter 6: Elections

Lecture: Casting and Counting: Elections and Canada’s Electoral System

The electoral system includes all of the formal, legal, and official aspects related to the organization of campaigns, as well as the method for districting, voting, and, ultimately,

determining who wins and who loses. What processes are in place to ensure free and fair elections in Canada? What are some of the rules related to drawing districts, financing campaigns, voting, and converting votes into seats? We will evaluate whether these regulations make our electoral system inclusive, responsive, and fair. In other words, does it encourage or impede democracy?

Tutorial: Debate: “The 2015 Election Will [NOT!] Be The Last Under SMP. Should It Have Been?”

Draft thesis statement due @ 11:59 p.m. on September 29

Week 10

Preparation:

- CP- Chapter 14: The Election Campaign, Voting, and Political Participation
- ACD-Chapter 5: Citizens

Lecture: Market It with An X: Voting and Electoral Campaigns

Voting is by far the most common political act for a majority of Canadians. However, voter turnout is historically on the decline. Elections are at the core of democracy, ensuring citizens can express preferences about their government/representatives and hold them to account; yet, critics argue that campaigns are now less about ideas and more about identity politics and the micro-targeting of narrowly defined interests. Further, citizens complain that they have no “real” choices at the ballot box or that their vote “doesn’t matter.” What does election campaigning look like in Canada today? Do election campaigns enhance or hinder inclusiveness, responsiveness, and participation?

Tutorial: Let’s Chat About ChatGPT

With the recent advent of ChatGPT and other AI text generators, academia is just beginning to grapple with the stark reality that students can now use these new digital tools to complete assignments and other forms of examination. If used unethically, these technologies can infringe upon academic integrity and diminish both the learning process and its objectives. Many in the area of education are faced with a dilemma: do we adapt or resist? Here, we choose to adapt. This tutorial will provide you an opportunity to familiarize yourself with ChatGPT, discuss the risks and concerns (both broadly and for academia) of ChatGPT, and discuss the expectations for the “ChatGPT v Me” assignment. By choosing to adapt, this class raises awareness of the importance of knowing and using technology for ethical purposes in education and will better prepare students to the challenges they will face in a world evermore reliant on AI.

Week 11

Preparation:

- CP-Chapter 15: Advocacy Groups, Social Movements, and Lobbying
- ACD-Chapter 8: Constructing the Canadian Democratic Audit

Lecture: Influencing the Influencers: Advocacy Groups, Social Movements, and Lobbying

In Canada, an individual citizen can express opinions by contacting their local representative, trying to get media attention, or participating in government consultation processes. However, lone voices often get drowned out. Some of these voice band together with others who share a common goal or concern. Sometimes they wish to do this out of their own self-interest and

other times for a concern for the good of the public. If a Canadian wants to indeed effect political change – whether it’s updating a public policy, repealing legislation, or simply maintaining the status quo – what can they actually do? Is joining an advocacy group effective? Do governments even listen? Who does the lobbying? Which tactics are effective? Are advocacy groups and social movements representative of broader Canadians? Which voices tend to be heard or ignored, and which groups appear to have more power than the rest?

Tutorial: Final “ChatGPT v Me” Assignment Prep: Reading and Paraphrasing Scholarly Literature

This tutorial will provide you an opportunity to practice reading and paraphrasing scholarly literature.

“ChatGPT v Me” due @ 11:59 p.m. on December 6

Week 12

Preparation:

- ACD-Chapter 10: Canadian Democracy: An Assessment and an Agenda

Lecture: Conclusion: Assessing Canadian Institutions and Democracy

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 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 the measures that could be taken to strengthen our institutions and, thereby, democracy and citizenship in Canada?

Tutorial: None

December 10-22: Final exam period

VIII Course policies

Attendance policy

The course is based on a mixture of online lectures and tutorials. Attendance for both is necessary if you expect to do well. 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 me to arrange an alternative section.

Tutorial participation policy

Your participation in tutorials is graded. There are no provisions for students to submit written summaries as a substitute for tutorial participation nor complete extra assignments to make up for an unsatisfactory tutorial grade. Participation can be thought of as a combination of consistent attendance, punctuality, preparation, and active participation during the tutorial. You must attend tutorial to receive any participation mark at all; however, mere presence is insufficient to do well. You must also make purposeful contributions to the tutorial. This can include any or all of the following: initiating a

discussion; providing an example; defining a concept; clarifying a fact; giving an informed opinion or reaction; asking a question; drawing a connection with other course concepts/discussions; and/or, seeking the opinion of another student or encouraging others to participate.

Tutorial preparation requires strategic and active reading. Take careful notes as you read through the texts. This may include: listing key terms/concepts; writing out a few sentences about key points or arguments; noting any misunderstanding; and, thinking about how the reading relates back to the course.

Each week, the TA responsible for your tutorial will grade your participation using this 3-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 purposeful contributions

Your tutorial participation grade in this class will be an aggregation of your weekly participation marks (out of 30). This means that to do well you must attend and participate regularly.

Email policy

Your TA is your first line of contact for this course. However, I am available to answer some enquiries via email, please see below for advice on when to use (and not use) email. If you need to contact me, 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. ***I do not respond to emails in the afternoon 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
- Still not sure? Contact your TA

Questions about your grade, your tutorial attendance, or your participation mark?

- Contact your TA

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

- Short answer: yes, ***don't bother asking this!*** All assigned readings are examinable, as are lectures and tutorials, and audio-visual components. During lectures, I don't read straight from the course textbooks because that would be extremely boring. And this class—and politics, in general—should never be boring!

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

- Review the textbook
- Attend the lecture and your tutorial
- Visit your TA during their office hours

- Do not send an email! ***Email is the least effective way of resolving this kind of issue***

Having trouble with an assignment?

- Attend the lecture and your tutorial; here we provide important assignment information
- Visit your TA during their office hours
- Make an appointment with the Centre for Student Academic Support (<https://carleton.ca/csas/writing-services/>)

In need of academic accommodation?

- Contact the Department of Equity and Inclusive Communities (<https://students.carleton.ca/services/accommodation/>)
- Visit the course instructor during office hours

Are you in personal distress?

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

Style guidelines

All written assignments **must** use standard formatting: 12-pt font, double spaced, 1-inch margins, using a recognizable font (e.g., Times New Roman), with page numbers, and must include complete citations using the guidelines of the *Canadian Journal of Political Science*. The guidelines can be found on Brightspace. Marks will be deducted from assignments that use another citation style. All written assignments are to be submitted electronically through Brightspace as either a Word (docs or docx) or Text (txt) format.

Course outline reader

Wow! You have made it to here, you are actually reading this. I am impressed. Before September 18, send me an email titled “PSCI 2003 – Course Outline Reader,” with a GIF, meme, tweet (or X? If that’s what we’re calling it now), or Tiktok that you think reflects course content or a discussion we have had in class. If you do so, I will give you a 1% bonus—but keep it secret. Dedicated course outline readers deserve recognition!

Academic misconduct policy

Plagiarism, cheating, and all other forms of academic dishonesty will not be tolerated in this course. Students must write all assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge it using proper referencing and quotation marks, where appropriate. Students are also prohibited from submitting work from another course. All written assignments must be completed independently unless the instructor indicates otherwise. The minimum penalty recommendation will be a zero on the assignment. Students must keep a copy of their work until after final grades are given. Students are also advised to keep drafts and research materials. In the case of loss, theft, destruction, or dispute over authorship, it will be the student's responsibility to provide a copy of their work.

Please ensure you are familiar with the University's policy in the Appendix

Recording policy

Under no circumstances should students make a visual and/or audio recording, openly or covertly, of any lecture material delivered in the course unless express consent is provided by **all students and the instructor** before the class in question.

Lateness policy

Late penalties will be imposed in the interest of equity to your class members. Late assignments will be subject to a penalty of 5% each day (including Saturday and Sundays). Assignments more than two weeks late will not be accepted.

If your assignment will be late, you should contact your TA as soon as possible, and preferably well before the due date. It remains at their discretion whether or not to accept a late assignment.

Extensions will not be granted once the due date has passed. Laptop/computer problems are not acceptable grounds for extensions or late assignments. Extensions will only be granted for legitimate, documented medical, or compassionate reasons.

Assessment policy

Detailed descriptions of requirements are provided on Brightspace. Please note that course evaluation requirements are non-negotiable. In the interest of equity to your class members and to ensure the meeting of all learning outcomes, reweighting of assessments or extra credit assignments will not be considered.

Grade appeal policy

If after considering your mark for **72 hours** (a "cool down" period), reviewing the assignment instructions, and reading the feedback, you feel the mark should be revisited, please prepare a half-page explanation outlining the basis of the appeal (with specific references to the assignment). Unfortunately, marks cannot be raised because you tried hard, you think you deserve a better mark, or are trying to get into law school. Adjustments based on these reasons are unfair to students who understand their quality of work at times varies and, as a result, they occasionally receive grades that are outside of their expectations. Appeals submitted before the cool down period has ended will not be considered. Note that a re-read of written will be done **by the instructor** and work may result in a **raising or lowering of the grade** and there are no provisions for re-writing or "make up" assignments.

Office hours policy

Students are strongly encouraged to make use of office hours. Office hours are a space to seek clarification on materials discussed in the seminar, to get assistance on an assignment, or review

feedback after an assignment is returned. Office hours will be held on Zoom. Office hours will be one-on-one. If you cannot make scheduled office hours for whatever reason, please feel free to make an appointment by email.

Additional policies

Please see the Appendix to this outline for additional, university-wide policies.

Appendix

Student Mental Health

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

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

- **Carleton Resources:**

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

- **Off Campus Resources:**

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

Requests for Academic Accommodation

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

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

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

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

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

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

Sexual Violence Policy

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

Academic Integrity

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

Plagiarism

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

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

Examples of plagiarism include, but are not limited to:

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

Use of Artificial Intelligence

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

Procedures in Cases of Suspected Violations

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

Intellectual property

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

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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