

PSCI 2003 A/B
Canadian Political Institutions

Tuesdays, 12:35 – 2:25 p.m.

This course will be held on-line and is synchronous.

Open the bookmark menu for easy navigation.

I General Information

Instructor: Elsa Piersig

Office Hours: Wednesdays, 10 a.m.-12 p.m. on MS Teams or visit my office.

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II Course Description

This course examines the evolution, structure, functions, and critiques of Canada's major political, constitutional, judicial, and bureaucratic institutions and processes. We will explore these institutions and how they are linked via the Crown, which has a central role in organizing the Canadian state, and the relationship between the Crown (state) and Indigenous peoples. These two themes tie the course together and feature throughout the discussion of Canadian political institutions and processes. Importantly, these themes illustrate how institutions evolve and adapt to changing circumstances and the connections that exist between institutions.

III Course Format

The course is delivered through synchronous, on-line lectures and tutorial groups. Lectures include time to discuss course material and assignment instructions, exercises, and tips and tricks. Tutorials are facilitated by teaching assistants and are opportunities to apply course material through group work and discussions.

IV Learning Outcomes

1. **Professional Behaviour:** By the end of this course, you will be able to *practice* professional behaviour with an awareness of workplace expectations, including: how to use MS Teams; appropriate formality for email communications; crediting the work of others; and time management and organization in arranging and leading meetings.
2. **Working with Feedback:** By the end of this course, you will be able to *identify* constructive feedback, judge what is needed to respond, and assess how you choose to integrate feedback into your work.

3. **Written Communication Skills:** By the end of this course, you should be able to *formulate* documents with clear and concise writing that is direct and active, particularly within the context of a briefing note.
4. **Modeling a Briefing Note/Backgrounder:** By the end of this course, you will be able to *produce* a briefing note for information/backgrounder and *synthesize* relevant evidence to analyze a contemporary issue in Canadian politics and how it is connected core Canadian political institutions.
5. **Critical-Thinking:** By the end of this program of study, you will be able to *demonstrate* the five components of critical thinking, namely *explain* an issue, *assess* and *synthesize* evidence and underlying assumptions, *generate* a perspective or argument, and *develop* conclusions that logically flow from your argument.
6. **Content 1: Core Canadian Political Institutions:** By the end of this course, you will be able to *differentiate* between core Canadian political institutions and *illustrate* their connections, including the role of the Crown as an organizing principle of the Canadian state.
7. **Content 2: The Crown-Indigenous Relationship:** By the end of this course, you will be able to *explain* the Crown-Indigenous relationship and show how it relates to core Canadian political institutions.

V Texts

- Christopher Cochrane, Kelly Blidook and Rand Dyck. 2020. *Canadian Politics: Critical Approaches*. 9th Edition. Toronto: Tophat. (Visit the Carleton Bookstore or the [publisher](#).)
 - NOTE: The 8th Edition of the textbook will also work – similar content, different chapter numbers).
- Additional readings posted on the course page through ARES.

VI Evaluation at a Glance

<i>Assignment/Course Component</i>	<i>Assignment Due Date</i>	<i>Percentage</i>	<i>Running Total</i>
Tutorials	Throughout the semester	10%	10%
Syllabus Quiz (Quiz 1)	Friday, September 20, 2024	1%	11%
Worksheets/Exercises	Throughout the semester	10%	21%
Weekly Quizzes (Quizzes 2-12)	Mondays, prior to class, starting September 17, 2024	5%	26%
Reflection 1	Friday, October 11, 2024	3%	29%
Bilateral Meeting 1	Friday, October 18, 2024	2.5%	31.5
Briefing Note 1	Friday, October 18, 2024	15%	46.5%
Reflection 2	Friday, November 11, 2024	3%	49.5%
Briefing Note 2	Friday, November 22, 2024	25%	74.5%
Reflection 3	Friday, December 6, 2024	3%	77.5%
Bilateral Meeting 2	Before the exam	2.5%	80%
Final Exam	Scheduled during the exam period	20%	100%

This course is designed to foster engagement and dialogue between students and the course instruction team (instructor and teaching assistants) in three ways:

1. Learners connect with the course instruction team and each other through lecture, tutorials, and the two bilateral meetings (Bilateral Meeting 1 and 2).
2. The worksheets and Briefing Note assignments (Briefing Note 1 and Briefing Note 2) build off each other, providing learners with constructive feedback for the next iteration of the assignment.
3. Learners can critically review their work from each iteration of the Briefing Note assignment in the three Reflection assignments.

*** Remember, the course instructor and teaching assistants are here to help! Please reach out to us through email, office hours, the Course Questions discussion forum, or schedule a meeting with us (make it a bi-lateral meeting to satisfy a course assignment!).

VII Course Evaluation in Detail

Tutorials – 10% of Final Grade – Ongoing (Weeks 1-12)

Learners earn participation within teaching assistant-led tutorial groups. Tutorials start following the first class for introductions and a meet and greet with the teaching assistant. These are the dates for the first tutorials by section:

- A04, A05 – 2:35pm, Tuesday, September 10, 2024 (after lecture)
- B01 – 1:35pm, Friday, September 13, 2024
- A01, A02 – 11:35am, Tuesday, September 17, 2024 (before lecture)

From the second tutorial onwards, tutorials focus on the weekly course material and provide time for completing the worksheets and exercises and peer feedback sessions. Questions on course material and assignments are also welcome. Tutorial topics are primarily designed to build on lectures completed before the Tuesday afternoon tutorials. Topics and questions are posted in the Tutorial Guide and tutorial participation is graded based on the 10 best weeks (lowest week is dropped).

Worksheets and Exercises – 10% of Final Grade – Ongoing (Weeks 2-12)

There are ten worksheets and exercises over the course. The topics for the exercises are introduced in lecture and time is provided for Learners to work on them during tutorials. The worksheets and exercises work through each of the five components of critical thinking skills and build towards the two briefing note assignments. The schedule for all worksheets and exercises is listed in the [Course Schedule](#) below. Learners are expected to complete each worksheet and exercise and, if unable to attend a class or tutorial, can still submit an attempt on Brightspace.

Learners are asked to upload their completed worksheet or a post about the exercise in an online discussion forum¹ for their tutorial group within 24 hours of their completed tutorial. For example, if the tutorial is from 2:35pm on Tuesday, the upload/post must be up by 3:30 on Wednesday.

The worksheets and exercises are assessed out of 2: not completed (0); partially completed (1); and successfully completed (2). The course instruction team will provide more detailed feedback on the worksheets and on an 'as needed' basis for exercises (exercises will get discussion time in tutorial).

Syllabus Quiz – 1% of Final Grade – Due Friday, September 23, 2024 (Week 3)

The Syllabus Quiz is a quick review of the course components and communication with the course instruction team. The quiz must be completed to unlock the modules for Weeks 4 and up. Quizzes completed on time will receive 1% and all late submissions will result in a grade of 0.²

Weekly Quizzes – 5% of Final Grade – Ongoing (Weeks 2-12)

There are 11 brief quizzes due on Mondays, prior to lecture. The quizzes are for feedback purposes (learner and course instructor) and are graded based on completion by the deadline (1 for complete, 0 for incomplete). Learners only need to complete 10 of 11 weekly quizzes for the full 5%.

Bilateral Meetings – 5% of Final Grade – Due by end of Week 7 and by end of Term

Learners are required to schedule and attend **two bilateral meetings** (2.5% each) with their teaching assistant. The first should be before Reading Week and the second before the end of classes and the exam. These meetings are for introductions and discuss course material and *upcoming* assignments. *Meetings to review an assignment grade do not count* towards these two bilateral meetings.

Learners are expected to lead the bilateral meeting by a) drawing up a brief agenda for the meeting, b) submitting it to Brightspace prior to the meeting, and c) ensuring all agenda items are covered in a timely fashion.

Reflection Assignments – 9% of Final Grade – Three submissions (Weeks 5, 7, 12)

The three reflections are due following the briefing note worksheet, Briefing Note 1, and Briefing Note 2 submissions (3% each). These are informal journal entries for personal reflection, approximately 300-500 words in length. 3-4 questions will be provided to guide the responses and learners are expected to critically review their work and thought processes/preconceptions in their most recent submission.

- **Reflection 1** is due Friday, October 11, 2024 (reflection on the utility and challenge of putting content into the format of a briefing note)
- **Reflection 2** is due Friday, November 1, 2024 (responds to Briefing Note 1)
- **Reflection 3** is due Friday, December 6, 2024 (addresses feedback and development of Briefing Note 2)

¹ The exception is the Feedback Exercise. There will be a dropbox available for it to ensure privacy.

² The last day to register in a full Fall course or switch between courses is September 20, 2024. All learners, regardless of registration date, will have until the end of the week to complete the Syllabus Quiz.

Note: The related worksheet or assignment must be completed to open the dropbox for the corresponding reflection assignment.

Briefing Note 1 – 15% of Final Grade – Due Friday, October 18, 2024 (Week 6)

The Briefing Note introduces students to a style of concise and precise writing. It is a short assignment of 2 pages (maximum). The document should be single-spaced and can involve a combination of short paragraphs and bullet notes. Learners can find additional details on briefing notes and the assignment on Brightspace.

The assignment asks learners to think of themselves as an employee of a government or parliamentary (i.e., Officer of Parliament) organization and prepare a briefing note for information (or backgrounder) on a current issue dividing Canadians. The briefing note should advise the minister or other head of the organization of the necessary background information to support their decision-making and policy formulation. Learners can choose from a list of recommended contemporary issues or request permission from the professor for a separate topic related to course material. The briefing note should provide a high level summary of the issue and focus on answering the following questions:

- What is the issue? How does the issue relate to the organization or impact the work of the organization? Is there any history of your organization addressing the issue or a similar policy area?
- What is your organization and what is its role/what is it supposed to deliver?
- Why is it important for your organization to address the issue?
- What further information or considerations should the head of the organization review?

The Briefing Note 1 assignment prioritizes content/subject matter comprehension and analysis, as well as format and writing style.

Briefing Note 2 – 25% of Final Grade – Due Friday, November 22, 2024 (Week 10)

The assignment is the second iteration of the briefing note and expands upon Briefing Note 1. Whereas the first submission was restricted to the learner's organization, the expanded briefing note should also consider how the learner's organization connects to other organizations and/or core Canadian political institutions and constitutional principles. The briefing note should draw connections with at least one other organization or institution, but preferably two to three. In addition to the questions posed for Briefing Note 1, the second iteration should also address these questions:

- What other organizations, institutions, or principles should your organization consider or work with when addressing the issue?
- What do the other organizations/institutions do and how does the issue impact them? Do they have a history of working with the issue or similar policy area?

Assignments will be graded on argument, use of course content, critical thinking skills, assignment structure and writing and grammar. It is imperative to include a thesis statement that ties the entire briefing note together. The assignment should demonstrate a strong understanding of the chosen topic and the connection between institutions. Briefing Note 2 must cite all sources used, including course material. The length of the briefing note should be between 3 and 4 pages.

Final Exam – 20% of Final Grade – Formal Exam Period (December 2024)

The Final Exam is made up of 15 multiple choice questions and an essay question of 1200-1500 words. Learners will have 3 days to draft the essay and upload it to Brightspace. Learners must also complete the multiple choice questions in a separate, 'quiz' on Brightspace.

The essay must feature a formal structure, including an introduction, body paragraphs (one for each supporting argument), and a conclusion. Learners will be graded on argument/thesis construction, use of course content, and structure. The introduction and conclusions should be streamlined and leave most of the essay for the supporting body paragraphs. A good introduction avoids general statements about the world and lays out the essay's main question or issue followed by a thesis that answers the problem. The thesis statement should feature the main justifications for the argument and may list some possible consequences flowing from the thesis.

VIII Course Schedule and Topics

Week	Topic	Description	Readings	Worksheets and Assignments
Part I: Introductory Weeks				
Week 1 Sept. 10	Course Overview	<ul style="list-style-type: none"> Overview of the syllabus and assignments Introduction of the Critical Thinking Skills Rubric (foundation for assignment grading rubrics) <ul style="list-style-type: none"> Explanation 	Syllabus Critical Thinking Skills Rubric	<ul style="list-style-type: none"> First tutorial for introductions, starting Sept. 10, 2024 Predict the Exam Question Exercise Syllabus Quiz (Quiz 1) due Friday, Sept. 20, 2024
Week 2 Sept. 17	Indigenous Peoples and Historical Foundations	<ul style="list-style-type: none"> Historical foundations to Canadian political institutions Indigenous peoples in Canada and the treaty relationship Critical Thinking – Evidence 	Cochrane et al., Chapter 2 and 4 (<i>available on ARES</i>)	<ul style="list-style-type: none"> Quiz 2 – Sept. 16, 2024 Evidence Scavenger Hunt Exercise
Part II: The Constitutional Framework				
Week 3 Sept. 24	The Constitution and Constitutional Change	<ul style="list-style-type: none"> What is an institution? The Constitution – written and unwritten Constitutional evolution/change Briefing Notes 	Cochrane et al., Chapter 16	<ul style="list-style-type: none"> Quiz 3 – Sept. 23, 2024 Briefing Note Formatting Worksheet Syllabus Quiz Due (Friday, Sept. 20, 2024)
Week 4 Oct. 1	The Courts and the Judicial System	<ul style="list-style-type: none"> The courts and the judicial system The Charter of Rights and Freedoms Impact of court decisions Critical Thinking – Influence of Context and Assumptions 	Cochrane et al., Chapter 22 and 18	<ul style="list-style-type: none"> Quiz 4 – Sept. 30, 2024 Influence of Context and Assumptions Exercise

Week	Topic	Description	Readings	Worksheets and Assignments
Week 5 Oct. 8	Federalism in Canada	<ul style="list-style-type: none"> Federalism Treaty Federalism Critical Thinking – Argument/Author’s Position 	Cochrane et al., Chapter 17	<ul style="list-style-type: none"> Quiz 5 – Oct. 7 Theses and Arguments Worksheet Reflection 1 (Friday, Oct. 11, 2024)
Part III: Responsible Government and the Crown				
Week 6 Oct. 15	Responsible Government and the Crown	<ul style="list-style-type: none"> Recall the unwritten constitution Responsible government The dignified Crown 	Malcolmson and Myers, Chapter 3 (See ARES) Cochrane et al., Chapter 19 (first half)	<ul style="list-style-type: none"> Quiz 6 – Oct. 14 Briefing Note 1 (Friday, October 18, 2024) Bilateral Meeting 1 (Due by Friday, Oct. 18, 2024)
READING WEEK				
Week 7 Oct. 29	The Executive: The Prime Minister and Cabinet	<ul style="list-style-type: none"> The role of the prime minister and cabinet Development of cabinet government Is the prime minister too powerful? Critical Thinking – Conclusions Briefing Note 2 Assignment 	Cochrane et al., Chapter 19 (second half) Lagassé (2016)	<ul style="list-style-type: none"> Quiz 7 – October 28 Conclusions Worksheet Reflection 2 (Friday, Nov. 1, 2024)
Week 8 Nov. 5	The Bureaucracy	<ul style="list-style-type: none"> The Bureaucracy The policy-making process The relationship between the political executive and public administration 	Cochrane et al., Chapter 20 MacDonald (1980) Biggs (2020)	<ul style="list-style-type: none"> Quiz 8 – November 4 Institution/Organization Jigsaw Exercise

Week	Topic	Description	Readings	Worksheets and Assignments
Part IV: Representation				
Week 9 Nov. 12	Parliament	<ul style="list-style-type: none"> • The legislative process • The House of Commons • The Senate • Parliament and holding government accountable 	Cochrane et al., Chapter 21 Rae (2019)	<ul style="list-style-type: none"> • Quiz 9 – November 11 • Feedback Exercise
Week 10 Nov. 19	Political Parties and the Party System	<ul style="list-style-type: none"> • Why have political parties, where do they come from? • The role of political parties • Party organization 	Cochrane et al., Chapter 13	<ul style="list-style-type: none"> • Quiz 10 – November 18 • Briefing Note 2 (Friday, Nov. 22, 2024) • Concept Map Exercise for Political Parties
Week 11 Nov. 26	The Electoral System	<ul style="list-style-type: none"> • How the electoral system works • Seat distribution • Consequences of FPTP in Canada • Electoral reform options 	Cochrane et al., Chapters 11 and 15	<ul style="list-style-type: none"> • Quiz 11 – November 25 • Recall and Review (Your Predicted Exam Question + Concept Map) Exercises
Week 12 Dec. 3	Conclusion	<ul style="list-style-type: none"> • What use is the Crown in Canada today? • The Crown and Reconciliation • Changing expectations for responsible government 	Lagassé (2013) Review Cochrane et al. Chapter 4	<ul style="list-style-type: none"> • Reflection 3 (Friday, Dec. 6, 2024) • Bilateral Meeting 2 (Due by the exam)

IX Course Procedures and Policies

Assignment Submission

- All assignments are due on Brightspace. Learners are responsible for ensuring that the correct file has been uploaded. Assignments should be uploaded as Microsoft Word documents (not PDFs) to the appropriate online dropbox by 11:59 p.m. on the due date.
- The recommended length for an assignment reflects both the expected effort of the learner and the time available to the course instructional team for providing feedback. Please respect the recommended length. Assignments over or under the expected length by 10% will receive a reduction in the assigned grade.
- Carleton offers MS Office (including Word, Excel, PowerPoint, OneNote, etc.) for free from ITS: [Get Microsoft Office for Students - Help Centre \(carleton.ca\)](http://carleton.ca/help-centre/microsoft-office-for-students).

Citation is Required!

- Citing is important for a) giving credit where credit is due (intellectual property), b) justifying evidence, and c) avoiding [plagiarism](#).
- Learners must use proper citation for all evidence and arguments derived from sources other than themselves. Citation is required for all sources beyond the course material.
- The preferred citation format is an in-text option such as MLA, Chicago Author-Date system, or the [Canadian Journal of Political Science](#) guide. Please avoid APA.

Late Penalties and Extensions

- Late papers will lose 3% per day, inclusive of weekends and holidays.
- Learners who need accommodations for deadlines are asked to contact the professor and recommend a new due date. Learners are asked to keep in mind that many of the assignments are linked and should consider how the extension will impact other work in the course so that, if needed, an appropriate schedule can be worked out.
- Learners needing accommodations for tutorials should contact their teaching assistant.
- See [Sections X](#) and [XI](#) below for accommodations.

Communication

- Please make use of email, discussion forums, lectures, tutorials, and office hours to reach out to the course instruction team.
- All email communication must be via official Carleton university e-mail accounts.
- Email formatting to contact the course instruction team:
 - Please use a formal greeting, such as 'Hi,' 'Hello,' or 'Dear' and include the name of the person to whom the email is addressed.
 - Avoid writing everything in one paragraph – it is hard to read and obscures information!
- The course instructional team may not respond to emails after regular business hours.
- Suggested communication options for questions/comments:
 - Carleton University email for technical concerns, course procedures,
 - Lectures, tutorials, office hours, or scheduled meetings for substantive questions,
 - Submit general questions to the Course Questions discussion forum,
 - Schedule a meeting with the TA or instructor for personal questions and issues.

X 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>

XII Academic Accommodations

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

Pregnancy

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 Obligation

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, visit the [Equity Services website](#).

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, please visit carleton.ca/pmc.

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. Visit [here](#) for more.

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

XII 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, 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: carleton.ca/sexual-violence-support.

XIII 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/>.

XIV APPENDIX

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](#).

Official Course Outline

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