

PSCI 2003 (C/D)
Canadian Political Institutions
11:35 a.m. – 1:25 p.m. Fridays

Please confirm course location on Carleton Central

I General Information

Instructor: Dr. Erin Tolley
Student hours: Information posted on Brightspace
Email: erin.tolley@carleton.ca

*Before you send an email to the instructor or TA, please read the Communication Policy, which is outlined in the Course Policies section below

II Course Description

Politics is about power. How are resources distributed? What rules govern those processes? And who has a say in these decisions? To answer these questions, this course focuses on the structure and outcomes of Canada's major political institutions, including the Constitution, Parliament, the executive, judiciary, political parties, the media, and elections. We will explore the design, evolution, and functioning of these institutions and assess whether they are democratic, inclusive, responsive, representative, and transparent. Alongside this, students will develop new skills in synthesis, research-based analysis, and communication.

III Classroom Philosophy

Each of us will arrive at this course moulded by different life circumstances and values. Our aim is to work collectively and in our own ways to understand the world around us. Sometimes, the material will challenge our existing perceptions and make us feel uncomfortable. That discomfort is a pit stop on the road to understanding, and we accept it as a part of the journey. What is unacceptable is if you, your classmates, or the instructor feel unsafe. Disrespect, intolerant language, and threatening behaviour can all interfere with our feeling of safety and will be dealt with swiftly. Recognizing that academic spaces can themselves be toxic, alienating, and even hostile, this course emphasizes the development of scholarly practices that promote learning, growth, and community. Achieving this objective requires self-reflection, humility, and a commitment to not doing harm.

IV Course Format

This is a fully in-person course that combines a 2-hour lecture with 1-hour tutorials each week.

- **In lectures**, the instructor will present course material. There will be some small group activities and time to ask questions, as well as an introduction to assignments.
- **In tutorials**, students will engage actively with course material, applying it to contemporary debates about the institutions we are examining. There will also be a more detailed focus on expectations for assignments.

The secret to success: It's not a magic formula. The students who do best in this course are those who regularly attend lectures, read assigned materials, and attend and participate in tutorials. If you have registered with the Paul Menton Centre and require accommodations to facilitate your engagement in class, these situations will be addressed individually. Otherwise, the expectation is that students will be present for lectures and participate regularly in tutorials. If you are unable to commit to regular attendance in lectures and tutorials, your final grade will reflect this reduced level of engagement.

V **Learning Outcomes**

This course will:

1. Introduce students to Canada's major political institutions so they can:
 - a. Describe the basic structure, functions, and significance of these institutions;
 - b. Understand and apply frameworks for assessing them; and
 - c. Evaluate their evolution and performance from a variety of perspectives.
2. Help students develop and strengthen foundational academic skills so they can:
 - a. Access, critically evaluate, and use relevant evidence from appropriate sources to construct persuasive arguments;
 - b. Read effectively and write clearly about Canadian politics; and
 - c. Understand and uphold the principles of academic integrity.
3. Highlight positions on a variety of issues in Canadian politics and develop skills to assess and debate them effectively, collegially, and with accountability.

VI **Evaluation**

A brief overview of the evaluation components for this course is provided below. Detailed instructions for all assignments will be posted on Brightspace well in advance of each due date. Assignments will also be discussed in lectures and/or tutorials. **Students are strongly encouraged to attend lectures and tutorials and to consult the information on Brightspace before beginning their assignments.**

	Brief Summary and Due Date	Weight
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. See Course Policies for details on how participation is graded. <i>Due: Ongoing and throughout the term</i>	15%

In-class quizzes	<p>Students will complete 2 in-class quizzes designed to assess their understanding of course materials and to incentivize (and reward) consistent reading and class attendance. Content will be drawn from the readings, tutorials, and lectures, and each quiz will cover a specific set of weeks/modules. Quizzes are closed book and may include both multiple choice and short answer formats.</p> <p>Quiz 1 (modules 2-5): in-class February 16 @ 11:35 a.m. Quiz 2 (modules 6-10): in-class April 5 @ 11:35 a.m.</p>	20%
ChatGPT v Me	<p>Students will select an academic, peer-reviewed article from the provided list. They will summarize its main arguments (paraphrasing appropriately and without plagiarism) and provide a critical response that assesses the evidence and ideas. Students will then ask ChatGPT to “critically respond” to that same article; they will assess this output in comparison to theirs and provide a reflection on its strengths and weaknesses.</p> <p><i>Due: March 1 @ 11:59 p.m.</i></p>	20%
Reform proposal	<p>Students will write a research paper (~1,500 words) that advances an evidence-based argument in favour of a single reform to one of the political institutions covered in this course. The paper will have a clear thesis statement that outlines the proposed reform. The paper will describe the need for the proposed reform and use peer-reviewed evidence from at least 6 scholarly sources (i.e., journal articles, books) to make a case for the proposed reform’s impact and significance. It will also discuss potential drawbacks / limitations.</p> <p><i>Due: March 28 @ 11:59 p.m.</i></p>	20%
Final exam	<p>Students will complete a closed book 2-hour cumulative final exam covering all topics, course readings, tutorials, and lectures. It may include a combination of multiple choice, short answer, and/or essay questions. <i>Due: scheduled during the formal exam period</i></p>	25%

Extensions and late penalties: Life happens. The best insurance is to start thinking about, researching, and writing assignments as soon as possible. If you are having difficulty meeting a deadline, **please discuss these difficulties with your TA as soon as possible and, when at all possible, prior to the deadline.** With appropriate notice, extensions will generally be granted for medical reasons, emergencies, and on compassionate grounds. Otherwise, late penalties will be assessed as a deduction of 5% per day, including weekends. Unless arrangements have been made in advance, late assignments will not be accepted more than 7 calendar days after the due date and will receive a grade of zero.

Reweighting / extra credit: For equity and transparency reasons, individual requests for reweighting or extra credit will not be considered. The course requirements apply equally to all students.

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

VII Required Texts

There are two required texts for this class:

1. Cochrane, Christopher, Kelly Blidook, and Rand Dyck. 2020. *Canadian Politics: Critical Approaches*. 9th Edition. Toronto: Top Hat. (Denoted *CP* below)
 - Interactive e-text available at <https://tophat.com/catalog>. * Select “Student” before logging in or registering for an account.
 - Note that a print version of the 9th edition of this textbook was available in prior years, and you should be able to find used copies. There is also a copy available on reserve in the MacOdrum Library. The 8th edition of the textbook is also acceptable; chapter numbers may vary with this edition of the text.
2. Cross, William. 2010. *Auditing Canadian Democracy*. Vancouver: UBC Press. (Denoted *ACD* below)
 - Available for purchase in the University Bookstore and on reserve in MacOdrum Library.

We will also read a selection of journal articles. These will be available on Ares and Brightspace.

VIII Brief Course Schedule

Module	Date	Topic	Deadlines
1	January 12	Introduction: Power & Democracy	<i>Review syllabus</i>
2	January 19	Political Culture	<i>Tutorials start</i>
3	January 26	Settler Colonialism	
4	February 2	Constitution & Federalism	
5	February 9	Parliament	
6	February 16	Executive	<i>In-class quiz on February 16</i>
--	February 23	<i>No Class – Winter Break</i>	
7	March 1	Judiciary	<i>ChatGPT v Me due March 1</i>
8	March 8	Political Parties	
9	March 15	Media	
10	March 22	Electoral System	
--	March 29	<i>No Class – University Holiday</i>	<i>Reform Proposal due March 28</i>
11	April 5	Election Campaigns	<i>In-class quiz on April 5</i>
12	April 10 *	Conclusion	<i>No tutorials</i>

* Note this is a **Wednesday**. Classes this day follow a Friday schedule.

IX Detailed Course Schedule



The expectation is that you will have read assigned readings *prior* to the class in which they are being discussed.

CP = *Canadian Politics: Critical Approaches*
 ACD = *Auditing Canadian Democracy*

Module 1: Introduction

Preparation:

- Review the course outline

Lecture: Introduction: Power & Democracy in Canadian Politics

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

Tutorial: None

Module 2: Political Culture

Preparation:

- CP-Chapter 10: The Canadian Political Culture
- ACD-Chapter 1: Constructing the Canadian Democratic Audit

Lecture: Political Culture: The Backbone of the Canadian Political Community

Political culture refers to the values, assumptions and beliefs that are widely held in a political community. Do all Canadians subscribe to the same political culture or are there many political (sub-)cultures? Although Canada scores high on many international assessments of democracy, Canadians are becoming increasingly critical of political institutions. What are the roots of this dissatisfaction? And what are the implications for democracy?

Tutorial: Define the Canadian Political Culture



How to Make the Most of Tutorials (and Maximize Your Grade While You Do It)

Module 3: Settler Colonialism

Preparation:

- CP-Chapter 2: Institutional Foundations & Evolution of the State
- CP-Chapter 4: Indigenous Peoples
- Lorenzo Veracini. 2011. "Introducing: Settler Colonial Studies" *Settler Colonial Studies* 1: 1-12.

Lecture: Settler Colonialism and the Shaping of the Canadian State

The word "Canada" originates from the Iroquoian word "kanata" which means "village" or "land." That an Indigenous word was selected as the name for the Dominion is symbolic of the complex history of conquest and contradiction between First Nations peoples and the Europeans who colonized them. This week, we will discuss the meaning of settler colonialism and its consequences for Canada and the Indigenous inhabitants of this land. We will look at historical examples and contemporary manifestations of settler colonialism and discuss efforts

to achieve truth and reconciliation. What is the state's obligation to Indigenous peoples and nations, and has it lived up to them? Are the outcomes we observe consistent with the tenets of democracy?

Tutorial: Is Settler Colonialism an Event or a Process?

Module 4: Constitution & Federalism

Preparation:

- CP-Chapter 16: The Canadian Constitution & Constitutional Change
- Coburn, Veldon. 2017. "[Indigenous People and the Constitution Conversation.](#)" *Policy Options* (June 9). Online.
- ACD-Chapter 2: Federalism

Lecture: Peace, Order and Good Government?

The constitution outlines the country's fundamental rules and principles, including its laws, rights, and aspirations, the process for introducing and passing legislation, and the scope and division of powers between political actors and orders of government. What is included in Canada's constitution, and which aspects of the constitution are controversial? How might we go about changing these features? What or who is left out of the constitution? Does the federal character of Canada's constitution increase inclusiveness, participation, and responsiveness, or does it allow governments to "punt the political football"?

Tutorial: How Democratic is Canada's Constitution?

Module 5: Parliament

Preparation:

- CP-Chapter 21: Parliament
- ACD-Chapter 4: Legislatures

Lecture: The People's House and the Chamber of Sober Second Thought

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

Tutorial: What Would a Reformed Parliament Look Like?



In-Tutorial Assignment Help: Let's Chat about ChatGPT

Module 6: Executive

*** In-class quiz this week! Modules 2-5 ***

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, maybe, soon the King). Maybe you've heard about the Governor General dissolving parliament, or about a cabinet shuffle and new portfolios for ministers. Yet, when asked who the "leader" of the country is, most people point to the Prime Minister. 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). In this class, we will examine how power is distributed and assess whether Canada's executive is inclusive, responsive, and participatory.

Tutorial: Should Canada Cut Ties with the Monarchy?



In-Tutorial Assignment Help: Reading and Paraphrasing Scholarly Literature

WINTER BREAK: NO CLASS

Module 7: Judiciary

Preparation:

- CP-Chapter 22: The Judiciary
- Crandall, Erin. 2022. "A Reflection of Canadian Society? An Analysis of Federal Appointments to Provincial Superior Courts by the Liberal Government of Justin Trudeau." *Dalhousie Law Journal* 45(2): 359-384.

Lecture: Is the Justice System Just?

The word "court" is often associated with criminal justice, but courts often play a democratic role as well. The judiciary interprets laws, provides input on the constitutionality of legislation, and adjudicates disputes between citizens and the state. Moreover, with the passage of the *Charter of Rights and Freedoms*, the judiciary has become much more active. Is judicial activism democratic? Should unelected judges be allowed to overturn the decisions of elected representatives? Does this put parliamentary supremacy at risk or are courts providing a safeguard against constitutional neglect and abuse by the legislature?

Tutorial: Should the Judiciary Be a Mirror of Society?



In-Tutorial Assignment Help: Picking a Topic for Your Reform Proposal

Module 8: Political Parties

Preparation:

- CP-Chapter 13: Political Parties and the Party System
- ACD-Chapter 7: Political Parties

Lecture: There's No Party Like a Political Party

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

Tutorial: Are Political Parties Undemocratic?



In-Tutorial Assignment Help: Finding and Citing Scholarly Sources

Module 9: Media

Preparation:

- CP-Chapter 11: Read the section entitled “The Mass Media” (you can skip “Political Socialization” and “Public Opinion Polls”)
- ACD-Chapter 9: Communication Technology
- Tolley, Erin. 2019. “[Racialized and women politicians still get different news treatment.](#)” *Policy Options* (March 7). Online.

Lecture: Setting the Agenda: Media and Politics in Canada

The media are one of the crucial connectors between citizens and their governments. We rely on the media to inform us about policy issues, to alert us to corruption, and to provide resources to assist us in our political decision-making. The media are not neutral, however. Rather, they play an active role in choosing what gets covered, how much, and in which ways. How do the media report on politics? Is their coverage fair? What does “bias” look like? And do the media enhance or limit democratic participation?

Tutorial: Critical Media Consumption (Activity). **Please bring a news article** that focuses on a Canadian political institution, controversy, or a Canadian politician. We will use these resources as a basis for discussion on news media coverage.



In-Tutorial Assignment Help: Identifying Arguments & Writing Thesis Statements

Module 10: Electoral System

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 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. Do Canada's electoral rules encourage or impede democracy?

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



In-Tutorial Assignment Help: What Will It Take to Get an A?

Module 11: Election Campaigns

*** In-class quiz this week! Modules 6-10 ***

Preparation:

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

Lecture: The Will of the People?

Elections are at the core of democracy, ensuring citizens can express preferences about their government and hold them to account. While voting is by far the most common political act for most Canadians, voter turnout has reached historic lows. Citizens complain that they have no "real" choices at the ballot box, and critics argue election campaigns are now less about ideas and more about identity politics and the targeting of narrowly defined interests. Moreover, there is evidence that bad actors are attempting to interfere in elections and influence the outcome, and governments seem ill-prepared (or unwilling?) to address it. What does election campaigning look like in Canada today? Do election campaigns enhance or hinder inclusiveness, responsiveness, and participation?

Tutorial: Why Don't More Young People Participate in Politics?

Module 12: Conclusion

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 in Canada? In this class, we will also discuss the final exam.

Tutorial: None

FINAL EXAM SCHEDULED DURING EXAM PERIOD

X **Course Policies**

Tutorial Attendance Policy

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

Tutorial Participation Policy

Your participation in tutorials is graded. There is no provisions for students to submit written summaries as a substitute for tutorial participation nor to complete extra assignments to make up for an unsatisfactory tutorial grade. 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 three-point scale:

Grade	Description
0	Not present in tutorial
1	Present in tutorial, but did not participate
2	Present in tutorial and made some contribution
3	Present in tutorial and made meaningful contributions

Your tutorial participation grade in this class will be an aggregation of your weekly participation marks. There are 10 tutorial sessions scheduled in the term, and thus a total of 30 points. Your participation will be graded out of 27, thus allowing each student one “free pass” (i.e., excused absence). The maximum grade you can receive for tutorial participation is 100% (27 out of 27). If you face extenuating circumstances (e.g., a prolonged illness) that will result in multiple absences, please contact the instructor or your TA as soon as possible.

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

At times, students are disappointed by the grade they receive on an assignment. Students are encouraged to consider their grade, review the assignment instructions, and read the feedback they have received. If after doing so, you feel a grade should be revisited, please prepare a half-page explanation outlining the basis of the appeal (with specific reference to the assignment criteria). This will be submitted *to the instructor*. There is a **“cooling off” period** of 72 hours (3 days) after the assignment has been returned to you, during which time appeals will not be considered. Grades cannot be raised simply because you tried hard, because you think you deserve a higher mark, or you need a higher grade for a scholarship, job application, or law school. Adjustments based on these criteria are unfair to other students. Note that a re-read of written work may result in a raising or lowering of a mark, and there are no provisions for re-writing or “making up” assignments.

Recording Policy

To create a space where all learners feel free to participate, share ideas, and occasionally make mistakes, lectures and tutorials will not be recorded by the instructor and, under no circumstances should students record, take photographs / screenshots, or otherwise digitally capture any part of our lectures or tutorials unless express consent is provided *by all students and the instructor/TA* in advance.

Communication Policy

Please see below for advice on when and how to find information about this course.

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.

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

- Review the textbook
- Attend the lecture and your tutorial and ask questions
- 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; we provide important assignment information
- Ask your TA if you can meet with them to discuss
- Make an appointment with the Centre for Student Academic Support (<https://carleton.ca/csas/writing-services/>)

Emailing the Instructor. In general, the TA should be your first line of communication. If you need to contact the course instructor by email, please do so using an official Carleton University email account and include the course code (e.g., PSCI 2003) in the subject line. Personal emails, such as Gmail, are often misdirected to spam. On weekdays, I will generally respond within 24 hours—this is a goal, not a promise—and ***I do not respond to emails in the evening or on weekends.*** Substantive questions about course material or assignments are best discussed during office hours or by appointment.

Policy on the Use of Names

I will address you by your preferred name and by your pronouns. If the name on the official course list does not match the name by which you would like to be addressed (including in class, in emails, and when you submit assignments), please send me an email to advise me. I cannot change the official course list, but I can address you as you prefer. If you send me an email, I suggest you sign it using your preferred name / nickname, as this is how I am most likely to address you. I would like to pronounce your name correctly. To help me with this, I greatly appreciate a phonetic pronunciation guide (e.g., Erin Tolley = air-in tall-ee) or a short audio clip with the correct pronunciation (e.g., <https://namedrop.io/erintolley>).

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:

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

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.
