

PSCI 2701 Section A

Introduction to Research Methods in Political Science

Wednesdays, 11:35 am to 13:25 pm

This course will be held remotely online

*This is a **blended online course**, meaning there will be a mixture of synchronous meetings and asynchronous activities. Students should be prepared to meet some of the time online via zoom at scheduled days and times. More details are provided below.*

I. General Information

Instructor

Professor Vandna Bhatia

Email: vandna.bhatia@carleton.ca

On-line office hours

Wednesdays, 12:30 to 1:30 pm

Or by appointment

Please note that all email communication must be done using your official Carleton university e-mail accounts or via Brightspace, not personal emails.

II. Course Description: Why Research Methods?

A quick scan of news and social media illustrates the complex, often conflicting, and controversial ideas that influence politics, animate political debates, and influence policy decisions. Whether it's the procurement and distribution of vaccines in a pandemic, the merits of a universal basic income, or the regulation of the internet and online media in Canada, information of all kinds – its quality, accuracy, and source – is often contested and debated.

As political scientists, our goal is to *understand* the political world and how it works through empirically sound research and analysis. We also want to *contribute* to political life by making persuasive arguments and offering evidence-informed solutions to myriad public issues. The scientific method provides us with a versatile toolkit and techniques for generating information that is credible, dependable, and verifiable.

In this course, we will learn how to *produce* empirical information based on the principles of the scientific method and how to use it, in the form of evidence-informed analysis, critical commentary, and rigorous research. With this foundation, we can also become more intelligent and informed *consumers* of information, such as what's reported in the news or social media, scholarly materials, or data we are inundated with daily. In addition to producing and using information, the course will also introduce you to the [FUSION \[Future Skills Innovation Network\]](#) curriculum to help you better understand how *you* learn, and to enhance your skills in processing information, communication, and problem-solving. These practical skills are invaluable for academic success – whether its reading peer-reviewed books and journal articles, researching and writing papers, or making persuasive presentations. They are also critical for active and informed citizens outside of academia, and for virtually any career path you may choose.

The goal of this course is to introduce you to key concepts and techniques of empirical inquiry in political science research and analysis. This includes giving you the tools to critically analyze and produce information, and an understanding of the general principles, processes, and issues associated with empirical social science.

In **Part I: Fundamentals of Inquiry**, we will begin with a discussion of the role of research in political analysis, particularly its importance for making strong arguments. Then, we'll explore some key historical developments in the 'science' of politics, including different philosophies of science and how they have influenced approaches to empirical analysis. Finally, to complete this section, we'll examine how to analyze and construct strong, evidence-based arguments (based on research and logic) for lay audiences, such as in op-eds and policy briefs.

In **Part II: Designing Research**, we'll look at the basic tenets of research design – elements and considerations that are essential to and common across all types of research methodologies. We'll start with a discussion of ethical issues and principles associated with doing research with human subjects, as well as professional ethics for political scientists. We'll explore the role of theory in designing research – different types of theories, their role in formulating research questions and guiding the research process. Next, we'll discuss how to clearly identify, define, and measure concepts that we use to study social and political phenomena. We'll conclude this section by putting all these elements of research design together to help identify and select appropriate samples and cases.

In **Part III: Research in Practice**, we will explore several designs for data collection and methods for data analysis in political science research, such as case studies, interviews, and experiments. We'll discuss issues related the selection and application of these approaches, including the fit between research goals and questions, techniques, and the validity and reliability of findings they produce.

III. Course Learning Outcomes

By the completion of this course, you should be able to:

1. Assess and reflect on your personal approach to learning, communicating, and problem-solving.
2. Construct logical and persuasive arguments using empirical evidence.
3. Discuss different philosophies of social science and how they shape the 'scientific' study of politics.
4. Identify and discuss different research designs, the types of research questions each address, their techniques for data collection, and their strengths and weaknesses.
5. Identify and apply the principles of ethical research practice in political science.
6. Read and evaluate the credibility, dependability, portability, and confirmability of political science research publications.

IV. Assessments and Evaluation

The course is divided into three main sections, and each section is comprised of multiple modules, for a total of 12 modules over the course of the term. Each module will focus on one main topic and should take between 4 to 6 hours of your time each week. You should pace your progress through the course by aiming to complete one module per week.

Assignment 1: Op-Ed	15%
Assignment 2: Journal Article Review	15%
Assignment 3: Research Design Proposal	20%
Formative Assignments (10 @ 5%)	50%
Total	100%

Each module consists of an introduction and learning objectives; one or two assigned readings; specific learning materials such as lecture videos; and a formative assessment and/or tutorial exercise. The **formative assessment** is a low-stakes assignment that will help you keep track of your learning and progress through the course, such as a brief online quiz, a short reflection or response paper, or components of the FUSION curriculum. Individually these assignments are worth 5% of the final course grade, and only your best 10 assessments will be used in your final grade.

At the end of each of the three sections of the course, a **summative assessment** will be assigned to evaluate your learning. These are formal written assignments that you must submit to earn credit for this course. Together, the three summative assignments are worth 50% of your final grade. There is no final exam for this course.

For **Assignment 1 [500-750 words, due October 6]** you will write an op-ed paper on a current political or policy issue. The objective of this paper is to write an evidence-informed and persuasive argument that targets a general (lay) audience. In **Assignment 2 [750-1000 words, due November 3]**, you will read, summarize, and evaluate the strengths and weaknesses of a research-based journal article. In **Assignment 3 [1500-2000 words, due December 8]**, you will develop an original research proposal, including a researchable question and design for collecting data. Detailed instructions and rubrics for written work will be posted in Brightspace. All written work must be submitted in Brightspace. Graded work will be returned, and grades posted in Brightspace.

Guidelines for Assignments

Instructions for all assignments will be posted in Brightspace and I will address them in more detail during my synchronous weekly sessions. All written assignments should follow accepted bibliographic and citation formats, such as [APA](#), [MLA](#), or [Chicago](#), must be your own original work, in accordance with the University's [Academic Integrity](#) policies. Please note that you are not permitted to re-use your own work from a different course for assignments in this course. You may cite your own work, if appropriate, but you should obtain my permission or permission from your TA before doing so.

Late Assignments Policy

Late **summative** assignments will be penalized up to 5 days, including weekends (see individual assignment instructions for deductions). After 5 days, late assignments may be given a zero. Weekly **formative** assignments for each module are due by 5:00 pm on the Wednesday following their release and must conform to the expectations and instructions provided. Please do not email your assignments directly to me or to your TA – submit them all in Brightspace. This ensures no assignment gets missed or lost, and that grades are recorded in the gradebook. If you need accommodations for assignments, please contact Professor Bhatia directly via email as soon as possible.

V. Course Format, Expectations & Policies

Course Format

This course is a **blended online course**, meaning there is a mixture of synchronous meetings and asynchronous activities. Each Wednesday morning, a new module will be released, including recorded lectures, assignments, and related activities associated with that module. You should plan to complete one module each week, beginning on Wednesday and ending with a short, graded assignment or task due by the following Wednesday. Synchronous tutorials will also be held during your regular tutorial times.

ASYNCHRONOUS ELEMENTS	SYNCHRONOUS ELEMENTS
<p>Wednesdays 11:35 am</p> <p>A new module is released on Brightspace.</p> <p>You will have a full week to do the assigned readings, view the lectures, and complete the assessment for new module, so you can work at your own pace.</p> <p>You will have the opportunity to discuss the contents of the module with your TA and peers in the tutorial on the Wednesday <i>following</i> its release. For example, Module 3 will be released on September 22, and will be the topic of the tutorial on September 29.</p>	<p>Wednesdays 11:35 – 12:25</p> <p>I will host a live online session to introduce and discuss the new module and assignments and address any questions.</p> <p>Attendance for this session is <i>optional</i>.</p>
	<p>Wednesdays 13:25 – 14:25, or 14:35 – 15.25</p> <p>(Check your tutorial time)</p> <p>Tutorial group meetings. Attendance for tutorials is <i>required</i> – some module assignments may be completed during tutorial.</p>

Brightspace

All course content – lectures, assignments, tutorials, quizzes, grades, zoom meeting links, etc. will be accessible through Brightspace. The course website will be updated regularly, so please log in frequently for updates and news. To access Brightspace, go to brightspace.carleton.ca and login with your MyCarleton1 username and password. If you have technical difficulties with accessing Brightspace, please consult the [student support site](#) or contact the [ITS Service Desk](#) as soon as possible.

Email Communication

Email will be the primary means of communication with me and your teaching assistant. Please ensure that your email:

- ✓ Has a clear **subject line** indicating the course and nature of the issue the email concerns
- ✓ Includes a **salutation** (e.g., *Hello Professor Bhatia...*) and **signature** (*Regards*, followed by your first name, last name, and student number)
- ✓ **Concisely** identifies your issue and/or question
- ✓ Always comes from your **Carleton email** address

In turn, we will check our email regularly and do our best to respond with 24-hours, Monday to Friday.

Online Office Hours and Virtual Meetings

I will be available to answer questions during my weekly Wednesday drop-in, between 11:35 and 12:25 pm. I will also have additional drop-in office time on Wednesdays from 12:30 to 1:30 pm for individual meetings. Your TA will also be available during your regularly scheduled tutorial times to chat or meet with you. Further details on how to arrange meetings will be posted by your TA.

Communication is Key

If you miss an assignment, are ill, or experiencing other issues that are affecting your performance in the course, please let me know as soon as possible. If you require accommodation for assignments or other course components, please reach out to me. You can reach me by email or make an appointment for a virtual meeting. Please DO NOT wait until the end of the term to get in touch with me about issues or concerns because by then it may be too late for us to address them.

VI. Modules & Readings

Schedule in Brief

Part I: Introduction to the Fundamentals of Inquiry				
Module 1	Sep 8	Science and the Study of Politics		
Module 2	Sep 15	Forms of Knowledge	Module 1 assignment due	
Module 3	Sep 22	Thinking Critically	Module 2 assignment due	
Part II: Designing Research				
Module 4	Sep 29	Ethics in Social Research	Module 3 assignment due	
Module 5	Oct 6	Theory Building, Causation, Explanation	Module 4 assignment due	Summative 1 due
Module 6	Oct 13	Concepts and Measurement	Module 5 assignment due	
Module 7	Oct 20	Populations and Samples	Module 6 assignment due	
	Oct 27	Reading Week Break		
Part III: Research in Practice				
Module 8	Nov 3	Textual Analysis	Module 7 assignment due	Summative 2 due
Module 9	Nov 10	Interviews, Focus Groups & Surveys	Module 8 assignment due	
Module 10	Nov 17	Observation and Field Research	Module 9 assignment due	
Module 11	Nov 24	Experimental & Small-N Research	Module 10 assignment due	
Module 12	Dec 1	Exploration and Reflection	Module 11 assignment due	
	Dec 8	Last day of classes – no new module	Module 12 assignment due	Summative 3 due

For all statutory holidays, drop dates, and other important dates on the university calendar, please refer to the Undergraduate calendar at <http://calendar.carleton.ca/undergrad/>.

Readings

There is one **required textbook** for this course:

- Loleen Berdahl and Jason Roy (2021). *Explorations: Conducting Empirical Research in Canadian Political Science* (Fourth Edition). Oxford University Press.

Please note that this is the newest edition of this text, and it differs significantly from previous editions in some parts. The text is available at [Haven Books](#) and can be purchased in hard copy; it is also available as an e-book for purchase or rent. Other required and supplementary readings are available on electronic reserves, accessed via [Ares](#).

VII. Detailed Schedule and Module Topics

Part I: Fundamentals of Inquiry

Module 1 (Sep 8): Science and the Study of Politics

What are the different types of political analysis? How does the scientific method apply to political science? Is political science really a 'science'? What are the goals and objectives of research in political science?

Required Readings

- Berdahl & Roy, Chapter 1 (Science and the Study of Politics), p. 1-20
- Doctrow, C. (2019). [Why Do People Believe the World Is Flat?](#) *The Globe & Mail*, Sep 20.

Supplementary Readings

- Issak, A.C. (1969). *Scope and Methods of Political Science*. Homewood: Dorsey Press. (on e-reserve)
 - Chapter 2: Politics and science, pp. 13-30
 - Chapter 4: Is political science a science? pp. 45-57.

Module 2 (Sep 15): Forms of Knowledge: Ontology, Epistemology, and the Science of Politics

How we know what we know? What are the different philosophies that underpin social scientific inquiry and how do they differ? What are the roles of objectivity and values in the research process? Can research really be 'objective' and value-free?

Required Readings

- Sandra Halperin & Oliver Heath (2020). *Political Research*, 3rd Edition. Oxford University Press. Chapter 2 – Forms of Knowledge (pp. 27-63)
- Wearing, D. (2010). [How Scientific is Political Science?](#) *The Guardian*, March 8.

Supplementary Readings

- Carlson, T. (2019). Through the grapevine: Informational consequences of interpersonal political communication. *American Political Science Review*, 113(2), 325-339.
- Dryzek, J. (2006). Revolutions without enemies: Key transformations in political science. *American Political Science Review*, 100(4):487-492
- Halperin, S. & O. Heath (2020). *Political Research*, 3rd Edition. Oxford University Press. Chapter 3: Objectivity and Values.

Module 3 (Sep 22): Thinking Critically – Logic, Evidence and Argumentation

What are the different ways we acquire knowledge about the world? What are the qualities of a strong, logical, evidence-based argument? What makes an argument persuasive to different audiences, and how does the role of evidence change?

Required Readings

- Berdahl & Roy, Chapter 2 (Reading and Writing in Political Research), p. 21-38
- Baxter-Moore, N., T. Carroll, and R. Church (1994). *Studying Politics: An Introduction to Argument and Analysis*. Toronto: Cobb Clark Longman. Chapter 2: Understanding arguments, pp. 23-48
- Gutting, G. (2012). [Facts, Arguments and Politics](#), *New York Times*, September 13.

Supplementary Readings

- Caulfield, T., T. Bubela, J. Kimmelman & V. Ravitsky (2021). [Let's do better: public representations of COVID-19 science](#). *FACETS*. 6: 403-423.
- Hoover Green, A. (2013). *How to Read Political Science: A Guide in Four Steps* [blog post]. Drexel University. Retrieved from: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>
- Moscrop, D. (2019) [Are evidence-based decisions impossible in politics?](#) *Open Democracy*, November

Part II: Designing Research

Module 4 (Sep 29): Ethics in Social Research

What are the values and principles that govern ethical research, especially involving individuals and communities? How can researchers conduct research that respects the unique experiences, cultures, and traditions of different peoples, particularly First Nations, Inuit, and Métis communities in Canada? What are the standards of conduct that govern political scientists in their scholarly and professional activities?

Required Readings

- Berdahl & Roy, Chapter 3 (Research Ethics), p. 39-54
- Carroll SR, et al. (2021). Indigenous Peoples' data during COVID-19: From external to internal (policy brief). *Frontiers in Sociology*, 6. <https://doi.org/10.3389/fsoc.2021.617895>

Supplementary Readings

- Cronin-Furman, K., & Lake, M. (2018). Ethics Abroad: Fieldwork in Fragile and Violent Contexts. *PS: Political Science & Politics*, 51(3), 607-614
- Fujii, L. A. (2012). Research Ethics 101: Dilemmas and Responsibilities. *PS: Political Science & Politics*, 45(04): 717-723.
- Lupia, A., & Elman, C. (2014). Openness in political science: Data access and research transparency. *PS: Political Science & Politics*, 47(1), 19-42.
- Riddell, J.K. et al (2017). [Laying the groundwork: A practical guide for ethical research with Indigenous communities](#). *The International Indigenous Policy Journal*, 8(2).

Module 5 (Oct 6): Theory Building, Causation, and Explanation

What is the role of theory in political science research? Can we, and should we even try to, establish causal relationships in social research? How do causation, correlation, and explanation differ? What is a literature review and why should you do one?

Required Readings

- Berdahl & Roy, Chapter 4 (Research Foundations: Theory, Concepts, and Measures), p. 55-82
- Knopf J.W. (2006). Doing a literature review. *PS: Political Science & Politics*, 1:127-132.

Supplementary Readings

- Collins, C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*. 17:1-10. <https://doi.org/10.1177/1609406918797475>
- Gerring J. (2010). Causal Mechanisms: Yes, But.... *Comparative Political Studies*. 43(11):1499-1526.
- Ghose, T. (2013). ['Just a Theory': 7 Misused Science Words](#). *Scientific American Live Science Newsletter*. April 2.

Module 6 (Oct 13): Measurement

How can we measure complex and abstract concepts in social science research? How is measurement different in qualitative research? What is the difference between conceptualization, operationalization, and measurement? How and why should we determine whether measures are valid and reliable?

Required Readings

- Cartwright, N. & R. Runhardt (2012). Measurement. In Cartwright, N. & Montuschi, E. [eds.] *Philosophy of Social Science. A New Introduction*. Oxford University Press, Chapter 14, pp. 265-287. (ARES reserve)
- Bittner, A., Goodyear-Grant, E. (2018). [Why “sex” may not be the best way to understand the gender gap in political behavior](#). *LSE USAPP Blogpost*, March 2.

Supplementary Readings

- Adcock, R. and Collier, D. (2001). Measurement validity: A shared standard for qualitative and quantitative research. *American Political Science Review*, 95(3): 529-546.
- Gerring, J. (1999). What makes a concept good? A critical framework for understanding concept formation in the social sciences. *Polity*, 31(2): 357-93

Module 7 (Oct 20): Populations and Samples

How do we determine the populations that are appropriate for a particular research question? What are some different sampling techniques for selecting cases? How do different techniques influence the kind of questions we can ask and the answers we can give? What is the value of comparing between cases or groups?

Required Readings

- Berdahl & Roy, Chapter 5 (Populations of Study), p. 83-110
- Berdahl & Roy, Chapter 10 (Small-N Methods), p. 209-228

Supplementary Readings

- Gerring, J. (2004). What is a case study and what is it good for? *American Political Science Review*, 98(May): 341-354
- Lijphart, A. (1971). Comparative politics and the comparative method. *The American Political Science Review*, 65(3):682-693
- Marshall, M. N. (1996). [Sampling for qualitative research](#). *Family Practice*, 13(6), 522-526.

Part III: Research in Practice

Module 8 (Nov 3): Textual Analysis

How can we use documents and texts for research? What do we mean by 'text'? What are some commonly used techniques for systematically analyzing text? What is the difference between content analysis and discourse analysis?

Required Readings

- Berdahl & Roy, Chapter 6 (Researching Documents and Texts), p. 111-133
- Wallace, R. (2018). Contextualizing the crisis: The framing of Syrian refugees in Canadian print media. *Canadian Journal of Political Science*, 51(2): 207-231

Supplementary Readings

- DiFrancesco, D. A., & Young, N. (2011). Seeing climate change: The visual construction of global warming in Canadian national print media. *Cultural Geographies*, 18(4), 517-536.
- Meeks, L. (2012). Is she "man enough"? Women candidates, executive political offices, and news coverage. *Journal of Communication*, 62(1):175–193

Module 9 (Nov 10): Interviews, Focus Groups & Surveys

How can we study real people using interviews? What are the different types of interview formats and when/how should they be used? What makes a 'good' question? How do interviews differ from surveys, and when should each be used? How do we analyze data from interviews and focus groups?

Required Readings

- Berdahl & Roy, Chapter 7 (Interview, Focus Group), only p. 134-143
- Berdahl & Roy, Chapter 8 (Survey Research and Official Statistics), p. 153-180

Supplementary Readings

- Aberbach, J. and B.A. Rockman (2002). Conducting and coding elite interviews. *PS: Political Science and Politics*, 35(4): 673-76
- Bastedo, H. (2015) Not 'one of us': understanding how non-engaged youth feel about politics and political leadership, *Journal of Youth Studies*, 18(5): 649-665. DOI: [10.1080/13676261.2014.992309](https://doi.org/10.1080/13676261.2014.992309)
- Harvard University Program on Survey Research (2007). [Tip Sheet on Question Wording](#).
- Leech, B.L. (2002). Asking questions: Techniques for semi-structured interviews. *PS: Political Science and Politics*, 35: 665-668

Module 10 (Nov 17): Observation and Field Research

What is observational research and how is it used in political science? What is the difference between observation and ethnography? How can ethical issues associated with observational research be addressed? What criteria are used to assess the quality of qualitative data? How are data from observations and interviews analyzed?

Required Readings

- Berdahl & Roy, Chapter 7 (Interview, Focus Group), only p. 143-151
- Berdahl & Roy, Chapter 11 (Analyzing Qualitative Data), p. 229-245

Supplementary Readings

- Cohen, N., & Arieli, T. (2011). Field research in conflict environments: Methodological challenges and snowball sampling. *Journal of Peace Research*, 48(4), 423-435.
- Fenno, R.F. (1986). Observation, context, and sequence in the study of politics. *American Political Science Review*, 80(1): 3-15.
- Majic, S. (2017). Participating, observing, publishing: Lessons from the field. *PS, Political Science & Politics*, 50(1), 103-108.

Module 11 (Nov 24): Experimental Research

What are the central features of classical experimental design? How are experiments used and adapted for political research? What are the differences between field and natural experiments?

Required Readings

- Berdahl & Roy, Chapter 9 (Experimental Research), 183-204

Supplementary Readings

- John, P. & T. Brannan (2008). How different are telephoning and canvassing? Results from a 'Get Out the Vote' field experiment in the British 2005 General Election. *British Journal of Political Science*, 38: 565-574
- Loewen, P.J., D. Rubenson and L. Wantchekon (2010). Help me help you: Conducting field experiments with political elites. *The ANNALS of the American Academy of Political and Social Science*, March, 628(1): 165-175

Module 12 (Dec 1): Exploration and Reflection

How does knowledge of political science research relate to your academics, your career, and your personal life? How can we incorporate research into our practice as political scientists?

Required Readings

- Berdahl & Roy, Chapter 14 (Reading and Conducting Empirical Research in Political Science), p.320-328
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VIII. Academic Accommodations & Regulations

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

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.

Plagiarism

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

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

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. During the COVID-19 pandemic, 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.

IX. Campus Resources for Students

If you need assistance with...	Refer to...	Contact Information
<ul style="list-style-type: none"> Academic advising related to your Political Science courses, programs Program information, courses, experiential opportunities 	Department of Political Science	psci.advising@carleton.ca B640 Loeb Building Hours: Monday-Friday 9:00-4:00
<ul style="list-style-type: none"> Academic support and advice Choosing, changing major Academic planning 	Academic Advising Centre	academicadvising@carleton.ca 302 Tory Building Hours: 08:30 -16:30
<ul style="list-style-type: none"> Accommodations for a disability Individual learning needs and supports 	Paul Menton Centre	PMC@Carleton.ca 501 University Centre Hours: 08:30 -16:30
<ul style="list-style-type: none"> Study skills Finding a tutor Peer-assisted subject coaching On-line, in-person workshops 	Centre for Student Academic Support	csas@carleton.ca 4 th Floor MacOdrum Library Hours: 08:30 -16:30
<ul style="list-style-type: none"> Hone writing skills Writing tutors – drop-in Academic writing workshops 	Writing Services	csas@carleton.ca MacOdrum Library, 4 th Floor Hours: 08:30 -16:30
<ul style="list-style-type: none"> Research assistance Library help Research tips, citation guides 	Research Help	Email: askthelibrary@carleton.ca Online chat: https://library.carleton.ca/help Texting: 613-505-4245
<ul style="list-style-type: none"> IT support – email, wireless On-campus computing issues 	Information Technology Services	its.service.desk@carleton.ca
<ul style="list-style-type: none"> Coping with stress or crisis Health care services Health promotion, wellness 	Health and Counseling Services	Tel: 613-520-6674 2600 CTTC Building Hours: Monday-Friday, 8:30-4:30
<ul style="list-style-type: none"> Sexual violence, assault, or harassment Discrimination or harassment 	Carleton Sexual Assault Support Centre	equity@carleton.ca Tel: (613) 520-5622 503 Robertson Hall

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