

PSCI 2701-B: Introduction to Research Methods in Political Science **Fall 2021: Thursdays 9:35-11:25**

Instructor: Dr. Kirsten Van Houten

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Office Hours: Thursdays 12:30-14:00, Online.

Course Textbook: Halerpin, Sandra & Heath, Oliver (2020). *Political Research: Methods and Practical Skill, 3rd Edition*. Oxford University Press

Course Link:

The instructor recognizes that this course is held on the traditional, unceded territories of the Algonquin Nation.



1. Course Description

This course offers an introduction to designing and applying research methods for political science. The course will explore how research is used in politics and political science in both academic and professional settings. Students will learn and engage with different theoretical and practical debates related to research design and methods. By the end of the course, they will be able to develop their own methodology to explore an original research question.



2. Learning Objectives

By the end of this course students will be able to:

1. Draft a clear and concise research question.
2. Conduct a literature review.
3. Identify and select which methods are appropriate for a given context/research question.
4. Identify and apply the principles of research ethics.
5. Design and execute a research project based on the methods discussed in this course.
6. Engage in critical and creative thinking in relation to major political science questions.



3. Assessments

All assignments and quizzes are to be submitted online through our course's Bright Space page. They should be double-spaced and written in 12 pt Times New Roman font. Citations must be provided for all assignments when a student is drawing on material from other sources using a recognized citation style guide. Rubrics and detailed instructions are also available for each assignment the Bright Space Page.

Op-Ed (15%): 2 pages: Due September 23, 2021.

Op-Eds should be between 900 and 1200 words and respond to a current political topic receiving national or international media coverage. They should follow the formatting guidelines provided by the Globe and Mail: <https://www.theglobeandmail.com/life/first-person/submissions/>

Research Ethics Quiz (10%): Online 11:35 October 7, 2021

This quiz will ask students to answer questions related to the research ethics material covered in the assigned readings and in class on research ethics the week of September 30, 2021.

Research Question and Core Concepts (5%): 1 page, Due October 21, 2021

This assignment asks students to identify a research question of interest to them related to political science that applies course materials on research methods. Students will also be asked to identify the core concepts in their research paper. Research questions should be prepared in consultation with a minimum of five academic sources related to the selected topic, listed in an attached bibliography.

Literature Review: (20%): 6 pages cumulative, Due November 11, 2021

Building on the research question and core concepts identified in the previous assignment, students will be asked to prepare a five-page literature review on the core concepts they identified. This literature will compare and contrast the discussion of a minimum of five academic sources on each of the concepts identified. Students should include a revised research question and core concepts along with this paper accounting for the sixth page.

Research Design and Sample Research Tool (30%): 11 pages cumulative, Due December 9, 2021

Building on the research question and literature review, students will present a research design for their research question that responds to the core concepts and literature review, based on the discussion of design and methods in the class. Students will also be asked to submit a minimum of one research tool that they would use to help them answer their research question such as a survey or a list of interview questions. Students should also include their previously submitted research question and literature review for context.

Tutorial and Class Participation (20%):

Attendance and participation in tutorials are mandatory. Students will receive a mark out of two (2) for each of the ten online tutorials assigned for this group. One point will be assigned based on attendance. The second point will be assigned based on participation. A grade of 0/1 will be assigned when a student is present but does not participate, a grade of 0.5/1 will be assigned to students who participate in a limited manner or whose contributions do not reflect the course materials and students fully participating will receive a 1/1. If you struggle with public speaking or you face other challenges in participating in these groups, please contact your teaching assistant and an alternative activity will be assigned.

Late Assignments:

Students who submit late papers without an accommodation or a pre-existing arrangement with the instructor will be penalized at a rate of 5% of their grade on the assignment per day.

Assignments submitted more than ten days after the due date will not be accepted and receive a zero (0) grade.



4. Course Delivery and Expectations

Course Delivery

This course will be delivered synchronously online on Thursdays between 9:35 and 11:25. It includes opportunities for every student to speak to their peers during the first and last class and will include larger class discussions and breakout groups. Students are welcome, but not required to turn on their cameras while participating in discussions in the larger lecture.

Tutorials are held in the hour immediately following course, also online. Students are encouraged to have their cameras turned on during these smaller groups.

Course Expectations

- Students are not required to turn on their cameras during lectures.
- Students are encouraged to have their cameras on during tutorials.
- Engagement in the class, through the chat, in tutorials and in other online discussions must adhere to Carleton's Human Rights policy. Students are encouraged to bring violations of this policy to the attention of the instructor. The classroom whether online or in-person should be a harassment free space.
<https://carleton.ca/equity/focus/discrimination-harassment/human-rights-policy/>
- The instructor welcomes student feedback on how to improve the delivery of the course to maximize learning outcomes. Students will be given the opportunity to provide formal feedback on the course and its contents at the mid-term and end of the class. Students are also welcome to contact the instructor directly with any concerns.
- Students should expect e-mail communication with their professor and teaching assistants to be answered within 24 hours on weekdays and 48 hours over the weekend.

6. Course Outline and Readings

Date:	Topic:	Agenda	Readings
Sept. 9	Introduction to Research Methods in Political Science	<p>9:35: Welcome to the Class and Overview of the Course.</p> <p>9:50: Student Introductions. Each student will be invited to introduce themselves to the class (camera use is optional).</p> <p>10:30: 10-minute break</p> <p>10:40: Introduction to Political Science Research Methods</p> <p>11:25: Class Ends</p>	<p><u>Required:</u></p> <p>Halperin & Heath: Chapter 1</p> <p>Ménard, Chapter 1 (The Importance of Research in Political Argument), <i>Political Argument. A Guide to Research, Writing, and Debating</i>. Oxford. pp. 24-43.</p> <p><u>Optional:</u></p> <p>Jane Mansbridge (2014). “What Is Political Science For?” Perspectives on Politics, 12, pp. 8-17.</p>
Sept. 16	Forms of Knowledge and Critical Thinking	<p>9:35: Forms of Knowledge</p> <p>10:00: Arguments</p> <p>10:30: 10-minute Break</p> <p>10:40: Guest Speaker: Dr. Andrés Peralta on forms of knowledge and critical thinking.</p> <p>11:00: Guidance on Writing an op-ed.</p> <p>11:25: Class Ends</p> <p>11:35: <u>Tutorial 1: Getting to know you and the course.</u> Students will meet the members of their tutorial and TA’s. The teaching assistant will review the materials from the first two weeks of class.</p>	<p><u>Required:</u></p> <p>Halperin and Heath: Chapter 2</p> <p>Baxter-Moore, N., Carroll, T. and Church R. (1994). Studying Politics: An Introduction to Argument and Analysis. Toronto: Cobb Clark Longman. Chapter 2: Understanding arguments, pp. 23-48;</p> <p><u>Optional:</u></p> <p>Halperin & Heath: Chapter 3</p> <p>John S. Dryzek. (2006) “Revolutions Without Enemies: Key Transformations in Political Science,” <i>American Political Science Review</i> Vol. 100 (4): 487-492.</p> <p>Stephens, B. (2017). Tips for Aspiring Op-Ed Writers, <i>New York Times</i>, August 25.</p>

<p>Sept. 23</p>	<p>Research Questions</p>	<p><u>Op-Ed Due</u></p> <p>9:35: Research Questions 10:30: 10-minute Break 10:40: Hypotheses 11:00: Citations and Bibliographies 11:25: Class Ends 11:35: <u>Tutorial 2: Questions and Answers.</u> Students will practice identifying research questions that they will present to their group. Students will be encouraged to provide peer feedback based on the material discussed in class.</p>	<p><u>Required</u></p> <p>Halperin and Heath: Chapter 4 and Chapter 5</p>
<p>Sept. 30</p>	<p>Research Ethics</p>	<p><u>National Day for Truth and Reconciliation</u></p> <p>9:35: Research Ethics Overview 10:05: Research Ethics and Vulnerable Populations 10:30: 10-minute Break 10:40: Guest Speaker: Leslie MacDonald-Hicks, Research Ethics Board Coordinator at Carleton 11:25: Class Ends 11:35: <u>Tutorial 3: Research Ethics Review.</u> Teaching assistants will review course material on research methods and help students prepare for the quiz.</p>	<p><u>Required:</u></p> <p>Palys, T. & C. Atchison (2008). Chapter 3: Ethics in Social Research. In <i>Research Decisions: Quantitative and Qualitative Perspectives</i> (4th Edition). Toronto: Thomson-Nelson.</p> <p>Linda Tuhiwai Smith (2012). “Research Through Imperial Eyes” <i>Decolonizing Methodologies, 2nd Edition</i>, London: Zed Books, pp. 44-61.</p> <p><u>Optional:</u></p> <p>Cronin-Furman, K., & Lake, M. (2018). Ethics Abroad: Fieldwork in Fragile and Violent Contexts. <i>PS: Political Science & Politics</i>, 51(3), 607-614.</p> <p>Fujii, L. A. (2012). Research Ethics 101: Dilemmas and Responsibilities. <i>PS: Political Science & Politics</i>, 45(04): 717-723.</p>

<p>Oct. 7</p>	<p>Research Design</p>	<p>9:35: Research Design and Choosing the Right Methods 10:30: 10-minute Break 10:40: Primary Sources of Data for Political Science 11:10: Secondary Sources 11:25: Class Ends <u>11:35: Online research ethics quiz, tutorial cancelled</u></p>	<p><u>Required</u> Halperin and Heath: Chapter 6</p> <p>Keith Archer and Loleen Berdahl (2011). “Chapter 10: Government Data Sources” in <i>Explorations: Conducting Empirical Research in Canadian Political Science</i>, 2nd edition. Don Mills, ON: Oxford University Press.</p> <p><u>Optional</u> Cresswell, J.W. (2014). <i>Research design. Qualitative, Quantitative, and Mixed-Methods Approaches</i>. Fourth Edition. London: SAGE.</p> <p>Linda Tuhiwai Smith (2012). “Articulating an Indigenous Research Agenda” <i>Decolonizing Methodologies, 2nd Edition</i>, London: Zed Books, pp. 127-142.</p>
<p>Oct. 14</p>	<p>Concepts and Measurement</p>	<p>9:35: Core Concepts 10:30: 10-minute Break 10:40: Measurement 11:00: Research Question and Core Concepts Assignment Introduced 11:25: Class Ends 11:35: <u>Tutorial 4: Identifying Core Concepts</u>. Students will practice identifying core concepts from examples provided by their TAs.</p>	<p><u>Required</u> Halperin and Heath: Chapter 7</p> <p>Gerring, J. (1999). What makes a concept good? A critical framework for understanding concept formation in the social sciences. <i>Polity</i> 31(2): 357-93</p> <p><u>Optional</u> Adcock, R. and Collier, D. (2001). Measurement validity: A shared standard for qualitative and quantitative research. <i>American Political Science Review</i>, 95(3): 529-546.</p> <p>Goertz, Gary. (2006) <i>Social science concepts: a user’s guide</i>. Princeton: Princeton University Press.</p>

			Barrington, L. (1997). "Nation" and "Nationalism": The Misuse of Key Concepts in Political Science. <i>PS: Political Science and Politics</i> , 30(4), 712-716.
Oct.21	Literature Review and Content Analysis	<p><u>Research Questions and Core Concepts Assignment Due</u></p> <p>9:35: Content Analysis 10:30: 10-minute Break 10:40: Guest Speaker, from MacOrdum library and Introduction to Literature Reviews 11:25: Class Ends 11:35: <u>Tutorial 5: Selecting the Right Methods for your research question.</u> Review of research design and literature review material.</p>	<p><i>Required</i></p> <p>Halperin and Heath: Chapter 14</p> <p>Knopf J.W. (2006). Doing a literature review. <i>PS: Political Science & Politics</i>, 1:127-132.</p> <p><i>Optional</i></p> <p>Klaus Krippendorf (2013) <i>Content Analysis: An Introduction to its Methodology</i>. Thousand Oaks: Sage.</p> <p>Hart, Chris. (2003) <i>Doing a Literature Search: A Comprehensive Guide for the Social Sciences</i>. London: Sage.</p> <p>Tumasjan, A., T.O. Sprenger, P.G. Sandner and I.M. Welp (2011) "Predicting elections with Twitter: What 140 characters reveal about political sentiment." <i>Proceedings of the Fourth International AAI Conference on Weblogs and Social Media</i>, Association for the Advancement of Artificial Intelligence Press, 178-85 http://www.aaai.org/ocs/index.php/ICWSM/ICWSM10/paper/view/1441</p>
<i>Oct. 28 – Reading Week Class Cancelled</i>			
Nov. 4	Case Studies and Comparative Research	<p>9:35: Case Studies 10:30: 10-minute Break 10:40: Comparison 11:05: Literature review assignment reminders. 11:25: Class Ends 11:35: <u>Tutorial 6: Get on the case!</u> TAs will lead students in an activity practicing how to identify</p>	<p><i>Required</i></p> <p>Halperin and Heath: Chapter 9</p> <p>Seawright, Jason and John Gerring (2008). <i>Case-Selection Techniques in Case Study Research: A Menu of Qualitative and Quantitative Options</i>. <i>Political Research Quarterly</i> 61 (2): 294-308.</p> <p><i>Optional</i></p>

		most similar and least similar cases to study different political science questions.	Lijphart, A. (1971). Comparative politics and the comparative method. <i>The American Political Science Review</i> , 65(3):682-693
Nov. 11	Surveys	<p><u>Remembrance Day</u></p> <p>9:35: Surveys 10:00: Types of Surveys in Political Science 10:30: 10-minute Break 10:40: Guest Lecture: Brad Snider, Retired Statistician 11:00: Moment of Silence 11:02: Polling 11:25: Class Ends 11:35: <u>Tutorial 7: Survey Design and Practice.</u> In this tutorial students will practice designing survey questions and testing them with their classmates.</p>	<p><u>Required</u></p> <p>Halperin and Heath: Chapter 11</p> <p>Eck, Kristine (2011). "Survey Research in Conflict and Post-conflict Societies" in K. Holgund & M. Oberg, eds. <i>Understanding Peace Research</i>. London: Routledge.</p> <p><u>Optional</u></p> <p>Harvard University Program on Survey Research (2007). Tip Sheet on Question Wording, Access online at: http://psr.iq.harvard.edu/book/questionnaire-design-tip-sheet</p> <p>Barabas, Jason&Jeniffer Jerit (2010) "Are Survey Experiments Externally Valid? <i>American Political Science Review</i> 104:226-242</p> <p>Breton, C., Cutler, F., Lachance, S., & Mierke-Zatwarnicki, A. (2017). Telephone versus online survey modes for election studies: Comparing Canadian public opinion and vote choice in the 2015 federal election. <i>Canadian Journal of Political Science</i>, 50(4), 1005-1036</p>
Nov. 18	Interviews and Focus Groups	<p>9:35: Introduction to Interviews and Interview Technique 10:30: 10-minute Break 10:40: Guest Speaker and introduction to focus groups. 11:25: Class Ends 11:35: <u>Tutorial 8: Interview Design and Practice.</u> In this tutorial students will practice</p>	<p><u>Required</u></p> <p>Halperin and Heath: Chapter 12</p> <p>Gallagher, J (2015) 'Interviews as Catastrophic Encounters: An Object Relations Methodology for IR Research', <i>International Studies Perspectives</i>: 1-17.</p> <p><u>Optional</u></p>

		<p>designing qualitative open-ended interview questions and testing them with their classmates.</p>	<p>Broneus, Karen (2011). "In-depth Interviewing: The process, skill and ethics of interviews in peace research" in K. Holgund & M. Oberg, eds. Understanding Peace Research. London: Routledge.</p> <p>Dexter. (2012) Elite and specialized interviewing, ECPR Press, Colchester.</p> <p>Leech, B.L. (2002). Asking questions: Techniques for semi-structured interviews. PS: Political Science and Politics, 35: 665-668.</p> <p>Speckhard, A. 2009. "Research challenges involved in field research and interviews regarding the militant jihad, extremism, and suicide terrorism." Democracy and Security 5: 199–222</p>
<p>Nov. 25</p>	<p>Ethnographic Observation and Fieldwork</p>	<p>9:35: Research Design Assignment Introduction 10:00 Introduction to Ethnography and Observation 10:30: 10-minute Break 10:40: Fieldwork 11:05: Fieldwork in Conflict Affected States 11:15: The Kenny Roger's Guide to Risk Mitigation 11:25: Class Ends 11:35: <u>Tutorial 9: Observation in Practice.</u> During this tutorial students will be given 30 minutes to observe and document a space near where they are taking the class from and return and discuss the outcomes with their group.</p>	<p><i>Required:</i> Halperin and Heath: Chapter 13</p> <p>Collings, P (2009) 'Participant observation and phased assertion as research strategies in the Canadian Arctic', Field Methods 21: 133-153.</p> <p><i>Optional:</i> Fenno, R.F. (1986). Observation, context, and sequence in the study of politics. American Political Science Review, 80(1): 3-15</p> <p>Richards, P., 2005. New War: An Ethnographic Approach. In: P. Richards, ed. No Peace, No War: An Anthropology of Contemporary Armed Conflicts. Athens: Ohio University Press.</p>

<p>Dec. 2</p>	<p>Experiments</p>	<p><u>Assignment 3 Due</u> 9:35: Experiments 10:30: 10-minute Break 10:40: Experiments Continued 11:25: Class Ends 11:35: <u>Tutorial 10: Designing Experiments</u></p>	<p><i>Required:</i> Halperin and Heath: Chapter 8</p> <p>McDermott. (2002) “Experimental Methodology in Political Science,” Political Analysis 10(4): 325-342.</p> <p><i>Optional:</i> Anderson, C.D., P.J. Loewen, R.M. McGregor (2018). Implementation intentions, information, and voter turnout: An experimental study. Political Psychology, 39(5): 1089-1104.</p> <p>Berinsky, A.J. and D.R. Kinder. 2006. “Making sense of issues through media frames: Understanding the Kosovo crisis.” Journal of Politics 68(3): 640-56;</p> <p>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</p>
<p>Dec. 9</p>	<p>Student Presentations and Course Review</p>	<p>9:35: 1 Minute Student Presentations: Each student presents their research question and selected research design. 10:50: 10 Minute Break 11:00: Course Recap</p>	<p><u>No Readings!</u></p>

Appendix

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.