

PSCI 3207 (A)
The Government and Politics of European Integration
Monday & Wednesday, 10:05 a.m. – 11:25 a.m.
On-Line via Zoom

I Instructor information

Instructor: Dr. Sam Twietmeyer
Office Hours: Monday, 3:00pm-5:00pm, or by appointment
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TA: TBA **Email:**
TA: TBA **Email:**

II Course description

Following WWII, several nations of Europe began to reinvent politics on the continent through an ambitious and transformative political and economic project which ultimately became the European Union (EU). This project is defined by the objective of integration, a process which features the tension between the ideas of functional institutionalism and inter-governmentalism in creating institutional regimes. It is a remarkable story of supranational institutional development but also of the resilience of nation-states and national identities.

This course interrogates integration processes through the question of a European 'identity'. The course begins by examining the historical underpinnings of the European Union, followed by an analysis of theories and processes of EU integration and expansion and the notion of the "Europeanization" of its member, and potential member, states. Students will learn about the various institutions of the European Union and how they effect and are affected by a broad set of challenges including economic integration, the migration crisis, rising national populism, and democratic backsliding.

The course also investigates crises that have emerged on the "periphery," where the EU borders other European states and competition over the identity of Europe occurs. These include: Democratic backsliding and nationalism in Eastern Europe, Turkey's EU accession process, the UK's 'Brexit' referendum, and war in Ukraine.

III Course Format

The course will be delivered online via synchronous zoom sessions. Students are expected to attend all lectures and engage in class activities via zoom.
Recurring Zoom Meeting ID: [986 4893 9417](#)

IV Texts & Technology

There is no textbook for this course. All required readings are available through Brightspace.

We will use Brightspace Discussions, Zoom Meetings, and Google tools to complete class activities. You will need access to a PDF reader which has a sticky-note or annotation function.

ChatGPT and other AI language models are not permitted for completion of written assignments or tests in this course. You may use them as a research tool to gather background information. Please be aware that these programs are not perfect and fact-check against other sources.

V Learning outcomes

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

- LO1. Describe** the historical origins of the European Union and the principles and processes of EU integration and expansion.
- LO2. Identify** the tensions between the theories of Neo-Functionalism, Federalism, and Inter-Governmentalism and between Europeanization and Nationalism.
- LO3. Analyze** the importance of regional and national narratives in competing histories and explanations of major European events and political processes through a series of in-class discussion activities and a final exam.
- LO4. Develop** skills in critical thinking and communication, in both oral and written mediums, through written assignments, exams, and in-class participation.
- LO5. Apply** critical thinking and course knowledge by evaluating a European Union policy or programme through a Critical Policy Brief.
- LO6. Integrate** personal understandings of what it means to identify the boundaries in Europe with the understandings of fellow students, through peer discussions and reflections.

VI Evaluation at a glance

Course Activity	Due Date	Associated Learning Outcome (LO)
10% Participation	<i>ongoing</i>	LO1, LO2, LO3, LO4, LO6
30% Activity Reflections (3 @ 10% each)	Various: Sep 18, Oct 2, Nov 6, Nov 20*, Dec 4	LO2, LO3, LO4, LO6
8% Annotated Policy Brief	Oct 11	LO4, LO5
10% Concepts Check-In I	Oct 16	LO1, LO2, LO4
22% Critical Policy Brief	Nov 22	LO2, LO4, LO5
20% Final Exam	<i>Scheduled during the formal exam period.</i>	LO1, LO2, LO3, LO4

VII Evaluation in detail

Participation (10%)

Students are expected to attend every class and be prepared for the topic, having read any assigned readings and completed any prep work for the in-class activity days.

Participation consists of lecture engagement and breakout-room activities. Student contributions will be evaluated weekly but scored overall. Contributions should:

1. demonstrate consistent relevance to course content and discussion,
2. be critical and reflective in nature, and
3. make connections through peer response and interaction.

A weekly discussion post of a current event or readings-based question can also be contributed in addition to in-class and breakout rooms participation. More information is on Brightspace.

Attendance: You must attend at least 50% of scheduled classes (11) to receive a passing grade for participation. Attendance of less than 11 classes is an automatic 0%.

Activity Reflections (30% | 3 @ 10% each)

There are five (5) in-class activities that require pre-class prep and in-class discussion.

Students must submit a minimum of three (**3**) reflection papers, but you may submit all five. Only the three (**3**) highest grades will be counted.

Reflection papers should be 750-1000 words long and use the what/so-what/now-what format of reflective writing. You are expected to reflect directly upon the in-class discussion activity and course content, thus attendance on these days is required for submission.

Please see the individual activity handouts in Brightspace for more information.

	Activity Topic	Activity Day	Reflection Due
1.	Regional News Activity	Sep 11	Sep 18
2.	Integration Policy Activity	Sep 25	Oct 2
3.	Migration Policy Activity	Oct 30	Nov 6
4.	Populism Activity	Nov 13	Nov 20 (or 27)
5.	War in Europe Activity	Nov 27	Dec 4

Annotated Policy Brief (8%)

Due Friday Oct 11

Students will select a policy brief from a given list and complete a worksheet of questions in order to learn about the structure and content of a policy brief as well as to apply critical thinking and course knowledge to the policy brief itself.

Annotations are evaluated on a basic scale of satisfactory completion of all questions.

Annotations are to be made directly on the policy brief PDF. Please see the annotation 'how-to' guide and assignment handout for more information.

Concepts Check-In (10%)**Due Oct 16**

Students will complete a concepts check-in quiz, consisting of multiple choice and short answer questions. The check-in primarily assesses the students' grasp of the theory of institutions, and the theory and policy of European integration and Europeanization.

The quiz will be time-limited and distributed via Brightspace. Students will have 25 minutes to complete the quiz and may start at any time between 9AM and 9PM on the Quiz Day. Class will be deferred on October 16th to allow time to complete the quiz.

Critical Policy Brief (22%)**Due Nov 22**

Students will investigate a key tension in European integration policy, including but not limited to European-wide policy, candidate state accession processes, national disputes, etc. Students will develop a policy brief evaluating a single EU policy or programme related to this tension. Please see the policy brief instructions handout for more information.

Presentation through a logical, coherent structure, evidence of research and proper citation are key elements of a complete assignment. The papers should be a maximum of 2,500 words all-inclusive (title, citations, footnotes, works cited, appendices, etc.).

Final Exam (20%)**TBA**

Students will write a 2-hour open book, non-proctored exam designed to test your holistic knowledge of class discussions and assigned readings and your applied analytical capacities.

The exam will be delivered via Brightspace and will consist of a short-essay section, and a major essay section. You will be evaluated on your ability to formulate a clear and correct argument and to substantiate your argument through a coherent analysis utilising a breadth of the course material. You will be required to reference course readings and lecture content directly.

*Though non-proctored and at-home, the restrictive time limit will effectively make this a closed-book exam in many ways. More details will be provided later in the semester.

Good Standing for deferred exams: "Good standing" in this course means you have submitted all (non-excused) assessments and have met the minimum attendance threshold (50%).

VIII Course Policies for PSCI 3207A

Please defer to the Appendix for Carleton Political Science standard policies. In the event of a conflict between policies, the Department and University policies take precedent.

Submission Policy

All assignments will be submitted electronically via the course dropbox in Brightspace.

Per the principles of Universal Design, all written assignments will be allowed an automatic 48hr submission window to account for possible disruptions in being able to complete the assignment on time. You do not have to request this extension.

- This window does not apply to the time-limited Concepts Quiz or Final Exam
- This window can be extended up to 7 days for the Annotated Policy Brief and Policy Brief Assignments. Extensions will be granted automatically, by request.

To assure fairness to all students, this submission policy will be strictly enforced. Further extensions will only be granted by my discretion.

Format and Citation: All written submissions, except where specified, should be submitted with a clear title, student name and ID, and date on a cover page or at the top of the first page.

Submissions should be double spaced, with 1-inch margins, page numbers, and use a consistent citation style. Snapshots or photos of the first page of all cited material must be attached as an appendix.

Instructor Commitment: In return for student adherence to the submission policy, I will ensure Assignments which are submitted complete and on-time, or within the no penalty window, are graded per the appropriate rubrics, provided thorough feedback and comments, and returned in a reasonable amount of time within 10 working days of submission.

Course Commitment

Carleton University is situated on the traditional, unceded territories of the Algonquin nation. It is important that we recognize how our current activities today continue to uphold the settler colonial state and work against Indigenous Peoples who continue to live upon the land. In taking responsibility for these harms, we have been Called to Action through the TRC Report and UNDRIP to ensure that we are working towards healing these relationships which have been torn apart by genocide and ethnic cleansing through the violence of colonialism.

The class will seek to embrace anti-racist and decolonial pedagogies, emphasizing student-guided-learning over authoritative instruction. To this end, the syllabus should be seen as a living document, which is renegotiable with the members of the class to fit the needs of the whole as they may change throughout the semester.

We recognize that equity and diversity are vital to our course objectives, and that direct, indirect, and systemic discrimination within our institutions, policies, and practices differentially advantages and disadvantages persons across a wide variety of social identities.

As part of our commitment to counteracting discrimination in this course, we as a group will adopt a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate and one that facilitates all individuals - and equity-seeking groups - free, safe, and full participation.

Email Policy

Primary Email: sam.twietmeyer@carleton.ca

I will typically respond to emails within 24-36hrs on weekdays only. Following the return of any grades there will be a 48hr email freeze on communication regarding the grade or feedback.

Beyond these restrictions, if you have any questions or concerns it is important to see me as soon as possible so we can appropriately address the situation. I am happy to address any of your questions via email, provided they are not answered in the Course Syllabus or Brightspace. However, if your email implies a very long answer, please see me via my office hours.

I will hold virtual office drop-in hours on Mondays from 3:00pm to 5:00pm. You may also email me to schedule a meeting by appointment.

X Course schedule

Week 1: Introduction (Sep 4)

Syllabus overview and course introduction

Week 2: Origins of a European Community (Sep 9 + 11)

Explores the historical and theoretical foundations of the conceptualization of “Europe” and the emergence of the European Union. Students are assigned their countries for the semester activities.

→ Readings

Bale, Tim. (2018). “Europe – A Continent in the Making.” In *European Politics: A Comparative Introduction*. Palgrave Macmillan: pp. 3-38.

Costa, Olivier & Nathalie Brack. (2019). “A Political System Forged by History.” In *How the EU Really Works*. Routledge: pp. 18-48.

OPTIONAL: Pagden, A. (2002). “Conceptualizing a Continent.” In *The Idea of Europe: From Antiquity to the European Union*. Cambridge University Press: pp. 33-54.

→ Regional News Activity (Sep 11)

Week 3: EU Integration and Europeanization Theories (Sep 16 + 18)

Introduces the core theories of integration, institutionalism, and ‘Europeanization’ which seek to explain the European Union and its development.

→ Readings

CIVITAS. (2015). Theories of European Integration. Factsheet.

<https://www.civitas.org.uk/content/files/OS.16-Theories.pdf>

Hooghe, Liesbet, & Gary Marks. (2019). Grand Theories of European Integration in the twenty-first century. *Journal of European Public Policy* 26(8): pp. 1113-1133.

Palmowski, Jan. (2011). The Europeanization of the Nation State. *Journal of Contemporary History* 46(3): pp. 631-657.

→ Regional News Reflection Due (Sep 18)

Week 4: Core EU Institutions and Bodies (Sep 23 + 25)

Situates the various countries of Europe within wider European institutions and introduces the main bodies of the EU regime. Examines the creation and implementation of the Common Market.

→ Readings

Karns, Margaret P. & Karen A. Mingst. (2015). Chapter 5 segment. *International Organizations: The Politics and Processes of Global Governance 3rd Ed.* Lynn-Rienner: pp. 169-195.

Nugent, Neill. (2017). Internal Policies. In *The Government and Politics of the European Union 8th Ed.* Palgrave Macmillan: pp. 345-370.

Alessi, Christopher & James McBride (2015) The Eurozone in Crisis. *Council on Foreign Relations*. (Feb 11). Online at: <https://www.cfr.org/backgrounder/eurozone-crisis#chapter-title-0-4>

→ European Policies Activity (Sep 25)

Week 5: Eastern Europe's Accession and the 'EU-ization' of Nation-States (Sep 30 + 2)

Examines and critiques processes of "Europeanization" via the Copenhagen Criteria through the Eastern European 'A8' accession process, and minority and national identity policies.

→ Reading

Haughton, Tim. (2007). When Does the EU Make a Difference? Conditionality and the Accession Process in Central and Eastern Europe. *Political Studies Review* 5: pp. 233-246.

Sasse, Gwendolyn. (2006). National minorities and EU enlargement. In *European Integration and the Nationalities Question*. Eds. John McGarry and Michael Keating, Eds. Routledge: pp. 64-84.

OPTIONAL: Bieber, Florian & Roland Bieber. (2021). The Gradual Emergence of European Minority Rights. In *Negotiating Unity and Diversity in the European Union*, Palgrave Studies in European Union Politics: pp. 181-206.

→ European Policies Reflection DUE (Oct 2)

Week 6: Nationalism Theory and Eurovision Song Contest (Oct 7 + 9)

Introduces Nationalism theory in both complicating and defining the integration of states. Wednesday's class examines the politics of the Eurovision Song Contest and notions of an ideal European identity.

→ Reading

Csergo, Zsuzsa & James Goldgeier. (2004). Nationalist Strategies and European Integration. *Perspectives on Politics* 2(1): pp. 21-37.

Clark, Nicholas & Robert Rohrschneider. (2021). Tracing the development of nationalist attitudes in the EU. *European Union Politics* 22(2): pp. 181-201.

OPTIONAL: Yair, Gad. (2019). Douze point: Eurovisions and Euro-Divisions in the Eurovision Song Contest – Review of two decades of research. *European Journal of Cultural Studies*, 22(5-6): pp. 1013-1029.

→ Eurovision Day Activity (Oct 9)

→ Annotated Policy Briefs DUE (Friday Oct 18)

Week 7: Concepts Check-In (Oct 16*)

No class on October 14th

Concepts Quiz on Wednesday.

→ Check-In Concepts Quiz (no class on Oct 16 in lieu of quiz)

-- Semester Break | Oct 21-25 --

Week 8: 'Fortress Europe' and the Refugee Crisis (Oct 28 + 30)

Examines the Schengen Agreement and critiques the Dublin System refugee regime through an analysis of the 2016 refugee crisis and institutional and national responses.

→ Readings

Armstrong, Ashlie. (2020). You Shall Not Pass: How the Dublin System Fueled Fortress Europe. *Chicago Journal of International Law*, 20(2): pp. 332-383.

Davies, Thom, Arshad Isakjee, Lucy Mayblin & Joe Turner. (2021) Channel crossings: offshoring asylum and the afterlife of empire in the Dover Strait. *Ethnic and Racial Studies*, 44(13): pp. 2307-2327.

OPTIONAL: Reynolds, John. (2020). Fortress Europe, Global Migration & the Global Pandemic. *AJIL Unbound*, 114: pp. 342-348.

→ Migration Crisis Activity (Oct 30)

Week 9: Conflict in Cyprus and Turkey's Waning EU Accession Bid (Nov 4 + 6)

Presents the EU Periphery on the island of Cyprus and the question of the role of the EU as a peacemaker. Introduces Turkish accession and explores notion of a European identity through Turkish Euroscepticism.

→ Readings

Alpan, Başak. (2021). Europeanization and EU-Turkey Relations: Three Domains, Four Periods. In *EU-Turkey Relations: Theories, Institutions, and Policies*. Palgrave Macmillan: pp. 107-136.

Kaya, Hülya. (2020). The EU-Turkey Statement: a challenge to human rights? In *The EU-Turkey Statement on Refugees – Assessing its Impact on Fundamental Rights*. Edward Elgar Publishing: pp. 71-107.

VIDEO: de Waal, Thomas. (2018). *Cyprus: In Europe, in Limbo*. Carnegie Europe YouTube.
<https://www.youtube.com/watch?v=tADwqmEbl0>

→ Migration Activity Reflection Due (Nov 6)

Week 10: From Yellow Vests to Orange Ties, National Populism in Europe (Nov 11 +13)

Addresses the rise of populist politics across Europe, its relationship to European integration and potentially disintegration, and the debate between "eastern" and "western" modes of populism.

→ Readings

Brubaker, Rogers. (2017). Between nationalism and civilizationism: the European populist moment in comparative perspective. *Ethnic and Racial Studies* 40(8): 1191-1226.

Bonikowski, Bart. (2017). Ethno-nationalist populism and the mobilization of collective resentment. *The British Journal of Sociology* 68: S181-S213.

Vachudova, Milada Anna. (2020). Ethnopolitism and democratic backsliding in Central Europe, *East European Politics*, 36:3, 318-340.

OPTIONAL: Mueller, Jan-Werner. (2014). Eastern Europe goes south: disappearing democracy in the EU's newest members. *Foreign Affairs* 93(2): pp. 14-19.

→ Populism Activity (Nov 13)

Week 11: The origins of Brexit and the impact on the peace process in Northern Ireland (Nov 18 + 20)

Presents a historical overview of the unique British relationship with Europe and membership in the EU leading to the Brexit crisis, the first act of disintegration, and the Northern Ireland protocol discussions.

→ Readings

- Maccaferri, Marzia. (2019). Splendid isolation again?? Brexit and the role of the press and online media in re-narrating the European discourse. *Critical Discourse Studies* 16(4): pp. 389-402.
- Malik, Shahroo. (2018). Post-Brexit Scenario: The European Union under Threat. *Strategic Studies*, 38(4), pp. 90–109.

→ Populism Reflection DUE (Nov 20 or 27*)

→ Policy Brief DUE (Friday Nov 22)

Week 12: A Common Security Policy for Europe & War in Ukraine (Nov 25 + 27)

Introduces the institutions for a European-wide foreign and security policy and critically examines security impacts, such as the war in Ukraine, on European integration processes

→ Readings

- Rumelili, Bahar. (2018). Breaking with Europe's Past: Memory, Reconciliation, and Ontological (In)security. *European Security* 27(3): 280-295.
- Krastev, Ivan & Mark Leonard. (2022). Peace Versus Justice: The Coming European Split Over the War in Ukraine. *European Council on Foreign Relations Policy Brief* (June).
- OPTIONAL: Paikin, Zachary & Daniel Gros. (2022). Will Putin's war in Ukraine make the EU stronger? *CEPS Blog* (June 2). <https://www.ceps.eu/will-putins-war-in-ukraine-make-the-eu-stronger/>

→ War in Europe Activity (Nov 27)

Week 13: Polycrisis and the Future of the European Project (Dec 4 + 6)

The final week we look at the politics of European integration through the lens of crisis. We ask whether crisis, and the response to crisis, is ultimately a strength or weakness in the politics of European integration.

→ Reading

- Anderson, Jeffrey. (2021). A Series of Unfortunate Events: Crisis Response and the European Union After 2008. In Riddervold, M. et. al. (eds.) *The Palgrave Handbook of EU Crises*. Palgrave Studies in European Politics: pp. 765-789.

→ Exam Review (Dec 6)

→ War in Europe Reflection DUE (Dec 6)

Final Exam Period (Dec 9-21)

→ Final Exam (TBA)

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

Deferred final exam: Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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.