

PSCI 3309
MODERN IDEOLOGIES
Wednesdays 11:35 am – 2:25 pm
This course will be held in person

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Contents

Contact Policy.....	Page 2
Course Format.....	Page 2
Course Assignments.....	Page 3
Course Schedule.....	Page 5
Required Readings.....	Page 5
Key Dates.....	Page 11
Course Policies	Page 11
Academic Accommodations.....	Page 12

Course Description

Political ideologies are lenses through which we comprehend the world. They allow to emphasize and highlight certain dimensions of our political experience, but they can also mask or conceal other elements. Ideologies, as we will see this term, can be quite powerful, insofar as they propose a holistic narrative about how things are and provide a framework for understanding thoughts, actions and events. As systems of thought or worldviews (of various levels of coherence), ideologies are mobilized in all sorts of political and social debates.

Our task in this course is to understand and assess a wide range of modern political ideologies – from classical conservatism and liberalism to contemporary environmentalism, feminism and populism. What are ideologies, and how do they operate in everyday life? Is “ideology” a pejorative notion? How to make sense of the coexistence of various – and often opposed – ideological worldviews?

This course is designed to provide a substantive overview of the major ideological currents in Western political thought from the 19th century to the present-day, with the aim of evaluating the role and importance of ideologies in contemporary political life and to gain a critical awareness of our own ideological commitments.

Learning Objectives:

By the end of this course, students should be able to:

- Provide an elaborate account of the historical emergence and evolution of the main modern ideological currents (liberalism, conservatism, socialism, anarchism, environmentalism, nationalism, populism, etc.);
- Analyze the mobilization of these concepts and ideologies in political, cultural and social discourse;
- Contribute to clarify the practices, institutions, norms and values that different ideologies promote;
- Develop the capacity for critical thinking about one's own ideological commitments and to understand what motivates adherence to ideological worldviews;
- Mobilize various theoretical tools in the study of ideology and present coherent, well-supported arguments, both in oral and written form.

Contact Policy:

The best way to contact me outside of scheduled office hours is via email. You can expect a reply within 48 hours (weekends excluded). If your question cannot be answered by a short email, please drop by during online office hours or talk to me before or after class. If your question is of general interest to the whole class, please post in the "Ask your Instructor" Forum.

When emailing:

- Include the course code in the subject line of the email (PSCI 3309)
- Use your Carleton email account
- Sign off with your first and last name

Course Format

This course is delivered in person. **The structure of the course will be as follows:**

- 1) Welcome and updates about the course (5 minutes)
- 2) Instructor's presentation of the weekly topic and readings (35-40 minutes)
- 3) Class discussion/activities in relation to the first text or excerpt
- 4) 15-minute break
- 5) Class discussion/activities in relation with the remaining texts or excerpts

Most required readings are included in the required textbook. Others are posted directly on Brightspace along with additional materials, including optional academic articles and resources, editorials and newspaper articles that deal with topics related to the course.

Use of Brightspace: Course announcements, deadline reminders and course materials will be posted on the course page. Please ensure that you have access to the course on Brightspace and consult it regularly.

Required Texts (available for purchase at the University bookstore)

- Matthew Festenstein, Michael Kenny (eds.), *Political Ideologies* (Oxford, Oxford University Press, 2005).
- You may
- All other readings will be available directly on Brightspace

Course Assignments

Assignment	Due Date	Percentage of Final Grade
Attendance/Participation	Marked weekly	15%
Analysis of News Article	February 3 and March 3 (twice/term)	20%
Research Paper	March 31	35%
Final Exam	TBD	30%
Create a Meme	Anytime before April 6	1% (bonus point)

Course Assignments Overview

1. Attendance and Participation (15%) – Marked weekly

Attendance and participation in the weekly discussions is an **essential component** of this course, which is based on in-class conversations, debates and exchange of ideas.

Participation in class will **be evaluated according to the following criteria**: preparation ahead of the class; quality of interventions; ability to engage critically with the text and to make connections with other concepts/ideas covered in the course. To earn the full points, you are required to attend class on a regular basis, demonstrate that you have read the texts in advance and contribute actively, positively and respectfully to the discussion. Class discussions will assume your familiarity with the assigned readings.

Note about attendance: Excused absences include medical reasons, family emergencies and observance of religious holiday. Please make sure to notify me in

advance and if necessary, to provide the necessary documentation (i.e. medical note). Three or more unexcused absences will result in a change of one third of a letter grade (e.g. from B+ to B). Five or more unexcused absence will result in losing one full letter grade (from B to C).

2. Analysis of News Articles (20%) – Due February 3rd and March 3rd

Students are expected to submit two analyses of news articles during the term. The analysis (min. 750 words – max. 1250 words) should be based on a selected news or opinion article from any reputable periodical oriented toward public affairs (major newspapers such as *The Guardian*, *The New York Times*, *Le Monde*; magazines such as *The Atlantic*, *The Nation*, *The Economist*; journals of opinion such as *Foreign Affairs*). The article should address a contemporary issue.

You should apply **two ideological perspectives** (of your choice) to analyze the contemporary issue you have chosen. Your task is to highlight the ideological implications and assumptions in the article/ issue addressed by relying on the assigned readings and course material when relevant. Your analysis can also include a critical assessment of the ideological perspectives that are neglected or negated in the article. No outside research is necessary, though you are welcome to use additional sources.

You can submit your outline in Word or PDF format. Please name your submitted assignment as follows: Lastname.Firstname.Analysis1 and Analysis2

3. Research Paper (35%) – Due Friday March 31

Your main assignment in this course is to write a research paper (approximately 3000 words including or excluding references – I don't mind) that should be submitted electronically on Brightspace by 11:59pm on the day of the deadline.

The aim of your research paper is to use the ideological frameworks we have studied and discussed throughout the term in order to analyze the world around you. You can select one or more ideological perspectives and develop an argument about how a particular object (academic book, novel, movie, TV show, documentary, historical event, art installation, architecture, video game, government documents, journalism, political speeches, school curriculum, children's books, and so on) expresses or develops the ideology/ideologies you have chosen. Your task is to identify and evaluate the ideological content (hidden or explicit) in your object of study and its broader political and social implications. As such, there is a great deal of flexibility in how you approach your topic and in which sources you mobilize.

A document with detailed guidelines for the final paper will be available on Brightspace at the beginning of the term. The bibliography should include **a minimum of 6 sources**, 4 of which should be peer-reviewed. You can submit your research paper in Word or PDF format. Please name your submitted assignment as follows:

Lastname.Firstname.Paper

4. Final Exam (30%)

Students will write an in-class examination. The examination office will set the time and date for the exam. The exam will be cumulative and will consist of a set of short answer questions and one long essay question based on the material covered in class. More information, including the date and other instructions, will be posted on Brightspace later in the term.

5. Create a Meme (1% bonus point) – Anytime before April 6

Using humour to express ideas and concepts is a proof that you have understood those ideas and can mobilize them in various, creative ways. Anytime during the term, you can post a meme on the “Create a Meme Forum” and share your creation with the rest of the class to earn a 1% bonus. The memes have to be related in some way to the topics/concepts/ideologies covered in the course. We will collectively vote on a Top 3 at the end of the term. The authors of the winning memes will win absolutely nothing except public recognition of their exceptional sense of humour.

Summary

Students are required to:

- 1) Complete the readings before class each week;
- 2) Attend class regularly;
- 3) Participate in class discussions and activities (total of 15%)
- 4) Submit two analyses of news articles (20%)
- 5) Submit their final research paper (35%)
- 7) Write a final exam (30%)

Course Schedule and Required Readings

Week 1 : Introduction: Words in “- ism”. What is an Ideology?

(Jan 11)

Required readings:

- ◆ Giovanni Sartori, “Politics, Ideology and Belief Systems” (textbook, p. 27-32)
- ◆ Michael Freeden, *Ideologies and Political Theory* (textbook, p. 39-44)
- ◆ Ben Yagoda, “Your Lying Mind: The Cognitive Biases Tricking your Brain” (The Atlantic, 2018)
(<https://www.theatlantic.com/magazine/archive/2018/09/cognitive-bias/565775/>)

Week 2: Liberalism(s) (I): Classical Liberalism/Welfare State Liberalism
(Jan 18)

Required readings:

- ◆ John Stuart Mill, *On Liberty* (textbook, p. 79-82)
- ◆ James Madison, Alexander Hamilton, and John Jay, *The Federalist Papers*, No. 10 (1787) and 51 (1788)
- ◆ John Dewey, "Liberty and Social Control" (textbook, p. 93-95)
- ◆ Isaiah Berlin, "Two Concepts of Liberty" (textbook, p. 107-112)
- ◆ Universal Declaration of Human Rights (1948) (textbook, p. 102-107)

Optional:

- ◆ John Locke, *Two Treatises of Government* (textbook, p. 60-65)
- ◆ Franklin D. Roosevelt, "The Continuing Struggle for Liberalism"
- ◆ Adam Smith, *The Wealth of Nations*, Book IV, Chap. 2 (p. 589-595)
- ◆ John Maynard Keynes, "The End of Laissez-Faire" (textbook, p. 99-101)

Week 3: Liberalism(s) (II): Free Market Liberalism/Libertarianism/Neoliberalism
(Jan 25)

Required readings:

- ◆ Ludwig von Mises, *Liberalism: In the Classical Tradition*, Introduction (p. 1-17)
- ◆ Friedrich Hayek, *The Road to Serfdom*, Chap. 1 (p. 17-23)
- ◆ Milton Friedman, "Capitalism and Freedom", Introduction (p. 1-6)
- ◆ Stephen Metcalf, "Neoliberalism: The Idea that Swallowed the World," *The Guardian*, August 18, 2017
(<https://www.theguardian.com/news/2017/aug/18/neoliberalism-the-idea-that-changed-the-world>)
- ◆ Mark Lilla, "The End of Identity Liberalism," *New York Times*, Sunday Review, November 18, 2016. (<https://www.nytimes.com/2016/11/20/opinion/sunday/the-end-of-identity-liberalism.html>)

Optional:

- ◆ Joan Tronto, "Can Markets Be Caring," *Caring Democracy. Markets, Equality and Justice*, Chap. 5 (2013), p. 114-136.

Week 4: Conservatism(s) (I): Classical Conservatism/Social Conservatism
(Feb 1)

Required readings:

- ◆ Edmund Burke, *Reflections on the Revolution in France* (textbook, p. 128-131)
- ◆ Michael Oakeshott, "On Being Conservative", *Rationalism in Politics and Other Essays* (p. 407-437)

- ◆ William Graham Sumner, *Folkways: A Study of the Sociological Importance of Usages, Manners, Customs, Mores and Morals* (textbook, p. 139-142)
- ◆ Phyllis Schlafly, *The Power of the Positive Woman* (in *Dogmas and Dreams*, p. 165-178)
- ◆ Margaret Thatcher, Speech, (textbook, p. 165-167)

Optional:

- ◆ Robert Nozick, *Anarchy, State and Utopia* (textbook, p. 170-172)

Week 5: Conservatism(s) (II): Neoconservatism
(Feb 8)

Required readings:

- ◆ Russel Kirk, "Ten Conservative Principles"
(<https://kirkcenter.org/conservatism/ten-conservative-principles/>)
- ◆ Roger Scruton, *The Meaning of Conservatism* (textbook, p. 150-155)
- ◆ Irving Kristol, "The Neoconservative Persuasion: What it was, and what it is"
(Weekly Standard, 2003)
- ◆ Allan Bloom, "The Democratization of the University" (in *Dogmas and Dreams*, p. 179-200)
- ◆ Allan Bloom, *The Closing of the American Mind* (textbook, p. 168-169)
- ◆ William Kristol, "The Politics of Liberty, the Sociology of Virtue" (textbook, p. 172-174)

Week 6: Socialism(s): Utopian Socialism/Marxism/Revolutionary Socialism/Democratic Socialism
(Feb 15)

Required readings:

- ◆ Charles Fourier, "Utopian Socialism" (in *Dogmas and Dreams*, p. 207-228)
- ◆ Robert Owen, "Observations on the effects of the Manufacturing System"
(textbook, p. 187-192)
- ◆ Pierre-Joseph Proudhon, *What is Property* (textbook p. 192-202)
- ◆ V.I. Lenin, *What is to be Done?* (textbook, p. 233-236)
- ◆ Students for a Democratic Society, "The Port Huron Statement"
- ◆ Tom Hayden and Dick Flacks, "The Port Huron Statement at 40"
(<https://www.thenation.com/article/archive/port-huron-statement-40/>)
- ◆ Heidi Hartman, "The Unhappy Marriage of Marxism and Feminism: Toward a More Progressive Union," (in Sargent (ed.), *Women and Revolution*)

Optional:

- ◆ Karl Marx and Friedrich Engels, *The Communist Manifesto* (textbook, p. 211-219)
- ◆ Karl Marx, "Estranged Labor"
(<https://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>)
- ◆ Norberto Bobbio, "Democracy as It Relates to Socialism"

- ◆ Thomas Piketty, *Capital and Ideology*
- ◆ Michael Shuman, "Marx's Revenge: How Class Struggle is shaping the world," <http://business.time.com/2013/03/25/marxs-revenge-how-class-struggle-is-shaping-the-world/>

Week 7 - Winter Break (Feb. 20-24)

Week 8: Feminism(s): Liberal, Radical, Socialist, Anti-Racist Feminisms
(March 1)

Required readings:

- ◆ Mary Wollstonecraft, "Vindication of the Rights of Woman," (textbook, p. 297-300)
- ◆ Jane Addams, "Why Women Should Have the Vote" (textbook, p. 303-307)
- ◆ Betty Friedan, "Our Revolution is Unique" (in *Dogmas and Dreams*, p. 495-502)
- ◆ bell hooks, *Feminism is for Everybody* (textbook, p. 323-326)
- ◆ Audre Lorde, "Age, Raced, Class, and Sex: Women Redefining Difference" (in *Dogmas and Dreams*, p. 532-539)
- ◆ Kimberly Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,"

Optional:

- ◆ Elizabeth Diggs, "What is the Women's Movement?"
- ◆ Shulamith Firestone, *The Dialectic of Sex*
- ◆ Chandra Talpade Mohanty, "Under Western Eyes Revisited: Feminist Solidarity through Anticapitalist Struggles"
- ◆ Nancy Hartsock, "The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism"
- ◆ Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*, Introduction & Chapter 6, 7 (more about racism/anti-racism)
- ◆ Ta-Nehisi Coates, "The Case for Reparations" (*The Atlantic*, 2014) <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Week 9: Anarchism(s)/Pacifism(s)
(March 8)

Required readings:

- ◆ Emma Goldman, "Anarchism: What It Really Stands For" (p. 367-369)
- ◆ Michael Bakunin, *Statism and Anarchy* (textbook, p. 360-363)
- ◆ Petyr Kropotkin, *Mutual Aid* (textbook, p. 363-366)
- ◆ Friedrich Engels, "On Authority"
- ◆ Henry David Thoreau, "Essay on Civil Disobedience"

- ◆ Mohandas Gandhi, *Non-Violent Resistance* (excerpts)

Optional:

- Bertrand Russel, *Which way to peace?*
- Ursula Franklin, *The Ursula Franklin Reader: Pacifism as a Map*
- Robert Holmes and Barry L, Gan (eds.), *Nonviolence in Theory and Practice*

Week 10: Nationalism(s)/Populism(s)

(March 15)

Required readings:

- ◆ Ernest Gellner, *Nations and Nationalism* (p. 1-7)
- ◆ Benedict Anderson, *Imagined Communities. Reflections on the Origin and Spread of Nationalism* (Introduction, p. 1-7)
- ◆ Franz Fanon, *The Wretched of the Earth* (textbook, p. 288-292)
- ◆ Ian Werner-Müller, *What is Populism?*, Chapter 1
- ◆ Yascha Mounk, “What Bolsonaro’s Loss Reveals About the Limits of Populism” (*The Atlantic*, 2022) <https://www.theatlantic.com/ideas/archive/2022/11/brazil-election-results-lula-wins-bolsonaro-democracy/671989/>
- ◆ Peter C. Baker, “‘We the people’: the battle to define populism” (*The Guardian*, 2019): <https://www.theguardian.com/news/2019/jan/10/we-the-people-the-battle-to-define-populism>

Optional:

- ◆ Chantal Mouffe, *For a Left Populism*, Chapter 1
- ◆ J.S. Mill, Considerations on Representative Government (textbook, p. 271-274)
- ◆ The Guardian, “How Populist Are You?” (<https://www.theguardian.com/world/ng-interactive/2018/nov/21/how-populist-are-you-quiz>)
- ◆ Dean E. Robinson, *Black Nationalism in American Politics and Thought*
- ◆ Samuel P. Huntington, *The Clash of Civilizations*
- ◆ Yascha Mounk, *Democracy v. The People*
- ◆ Steven Smith, *Reclaiming Patriotism in an Age of Extremes*

Week 11: Fascism(s), AI-Right Movements and Anti-Fascism(s)

(March 22)

Required readings:

- ◆ Benito Mussolini, “Fascism: Doctrine and Institutions” (in *Dogmas and Dreams*, p. 434-443)
- ◆ The National Socialist Party, “The Twenty-Five Points”
- ◆ Helen Zia, “Women in Hate Groups: Who Are They? Why Are They There?” (in *Dogmas and Dreams*, p. 477)

- ◆ Richard Spencer, “Interview with Europe Maxima” (<https://radixjournal.com/2017/02/2017-2-15-richard-spencers-interview-with-europe-maxima/>)
- ◆ “Why the ideology of the ‘New Right’ is so dangerous” (The Conversation, 2022) (<https://theconversation.com/why-the-ideology-of-the-new-right-is-so-dangerous-192833>)
- ◆ Southern Poverty Law Center, websites on Alt-Right (<https://www.splcenter.org/fighting-hate/extremist-files/ideology/alt-right>)
- ◆ Mark Bray, *Antifa: The Anti-fascist Handbook*, Introduction (p. xi-xxiv)

Optional:

- ◆ Jason Stanley, *How Fascism Works. The Politics of Us and Them*

Week 12: Environmentalism(s): Deep Ecologism, Indigenous Perspectives, Radical Green Movements

(March 29)

Required readings:

- ◆ Arne Naess, *Ecology, Community and Lifestyle* (textbook, p. 341-346)
- ◆ Rachel Carson, *Silent Spring* (textbook, p. 332-335)
- ◆ Ernst Schumacher, *Small is Beautiful* (textbook, p. 335-337)
- ◆ Murray Bookchin, *Post-Scarcity Anarchism* (textbook, p. 346-348)
- ◆ Vandana Shiva, *Staying Alive: Women Ecology and Development* (textbook, p. 350-352)
- ◆ Program of the Green Party of the Federal Republic of Germany (in *Dogmas and Dreams*, p. 598-605)
- ◆ Carolyn Merchant, *Radical Ecology: The Search for a Livable World* (in *Dogmas and Dreams* p. 606-615)

Optional:

- ◆ Interview with Adrienne Buller on *The Value of the Whale* (a critique of green capitalism: <https://www.theguardian.com/environment/2022/nov/24/how-whales-can-help-dispel-the-myth-of-green-capitalism-adrienne-buller>)
- ◆ Aldo Leopold, *Land Ethic*
- ◆ Ralph Waldo Emerson, “Nature”
- ◆ Al Gore, *Earth in the Balance: Ecology and the Human Spirit*
- ◆ David Attenborough, *A Life on our Planet* (documentary)

Week 13: Conclusion: Ideologies and Politics

(April 5)

Required readings:

- ◆ No required readings

Key Dates: Summary

Date	Topic	Assignment
Wednesday, January 11	Introduction	Attendance/Participation marked weekly
Wednesday, January 18	Liberalism I	
Wednesday, January 25	Liberalism II	
Wednesday, February 1	Conservatism I	
Friday, February 3		News analysis due
Wednesday, February 8	Conservatism II	
Wednesday, February 15	Socialism	
Wednesday, February 22	Winter Break	
Wednesday, March 1	Feminism	
Friday, March 3		News analysis due
Wednesday, March 8	Anarchism/Pacifism	
Wednesday, March 15	Nationalism/Populism	
Wednesday, March 22	Fascism/Anti-Fascism	
Wednesday, March 29	Environmentalism	
Friday, March 31		Research paper due
Wednesday, April 5	Conclusion	

Course Policies

Citations and Bibliography

All written assignments should include a full list of sources used and avoid plagiarism or other violations of academic integrity. For examples of what constitutes plagiarism and what could be the possible sanctions, consult this page on academic integrity: <https://carleton.ca/registrar/academic-integrity/>

You must indicate all references to the texts in footnotes or with in-text references. You are free to choose the style of citation with which you are most comfortable, as long as it is consistent throughout your assignment. For more details on how to cite properly, please consult the MacOdrum Library website: <https://library.carleton.ca/help/citing-your-sources>. In doubt, don't hesitate to reach out to me.

All assignments submitted should be **double-spaced**, formatted in **12-point font** and should include **page numbers**.

Copyright

Lectures and course materials (including all PowerPoint presentations, handouts, videos, and similar materials) are protected by copyright. You may take notes and make

copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

Late Essays & Extensions

If you are ill or have any other legitimate reason for not being able to complete coursework or submit your assignments on time, **please advise me as soon as possible (preferably before the deadline)**. If an extenuating circumstance prevents a student from submitting an assignment on time, they should be prepared to provide proper documentation concerning the situation. Accommodations can be discussed on a case-by-case basis.

Please note that assignments in other courses **are not sufficient grounds** for an extension. As you dispose of several weeks to complete the assignments, it is your responsibility to start early in the term.

Late assignments will be penalized at the **rate of 4% of the student's assignment grade** per day. An assignment is considered one day late if it is submitted to Brightspace any time up to 23:59 hours after the deadline. Assignments that have **not been submitted seven (7) days** after the deadline will not be accepted.

There is an increased risk of depression and anxiety among students during the pandemic, so please make sure to seek help if you are experiencing mental health-related problems. Carleton offers a broad range of resources:

<https://carleton.ca/wellness/>

Grade Appeal

Any suspicion of error on the part of the instructor should be brought up immediately to be corrected. You are more than welcome to drop by during online office hours to discuss your assignment. If you are concerned that your assignment was not assessed fairly, you can request a review by submitting a **one-page justification** explaining the reasons why the assignment should be reviewed. You should send the justification along with the original essay by email **no later than one (1) week** after receiving your grade. A request for review can involve the raising or lowering of a grade upon further examination.

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those

around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- **Off Campus Resources:**
 - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

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

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 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

Carleton's [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.

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. 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.