

PSCI 3402A

Canadian Public Policy

Mondays, 11:35 to 14:25
Synchronous Online – Zoom Link via Brightspace

I. General Information

Instructor

Dr. Vandna Bhatia
vandna.bhatia@carleton.ca

On-line Office Hours

Mondays, 15:00 to 16:30
Or by appointment

Please note that all email communication must be done using your official Carleton university email accounts or via Brightspace, not using personal email accounts. Students are required to use their Carleton email to access all online material in Brightspace and to attend virtual zoom sessions.

II. Course Description

Canada is one of the most decentralized federations in the world. Responsibility and authority for key programs and public policies are divided or shared between the federal government, ten provinces and three territories, as well as over 5,000 municipalities. Moreover, Canadian society is increasingly diverse – socially, economically, and culturally – even as it is becoming more interconnected. These factors, together with the policy impact of the courts, political parties, and Canada’s Westminster system, produce a challenging and complex policymaking environment.

The primary objective of this course is to explore the context and challenges of policy making in Canada. We will examine broad social, political, and economic features of the Canadian policy environment and how they influence both the policymaking process as well as the design and content of policy. We will apply this understanding to a range of specific policy issues. The course will draw on key frameworks and concepts for understanding, analyzing, and comparing public policies and their development across Canada.

III. Learning Outcomes

At the end of the course, students should be able to:

1. Describe, compare, and analyze key features of the political, social, and economic environment that influence public policy making in Canada
2. Analyze and explain how these features influence the policy process and content of policy at the national and subnational scales
3. Identify and discuss ways in which the political and policy environment reflects, accommodates, and affects the equity and inclusion of diverse people and groups in Canada
4. Locate and evaluate information about specific policy issues from a variety of primary and scholarly sources to investigate and analyze a range of policy issues in Canada

Students should also be able to demonstrate progress in the development of:

5. Strong analytic writing skills, which reflect their ability to articulate and support complex ideas, construct and evaluate arguments, and compose coherent scholarly analysis
6. Applied writing and communication skills to convey complex arguments and information in an accessible format
7. Metacognition skills, which demonstrate their ability to recognize, plan, and monitor their own learning and thinking processes

IV. Course Format

This course has both synchronous and asynchronous components. Each week is organized around an asynchronous lecture and readings, and synchronous seminar discussions. Recorded lectures will be posted in Brightspace each Wednesday before the seminar discussion of that topic. Students are expected to watch the lecture and complete assigned readings *before* the seminar discussion each Monday.

Students will be divided into groups for seminar discussions of the assigned course materials and topics, as well as for small group presentations.

Brightspace

All course content – lectures, assignments, tutorials, grades, etc. will be accessible through Brightspace. The course website will be updated regularly, so please log in frequently for updates and news.

Communication

Email will be the primary means of communication with me and your teaching assistant. In order to facilitate that process, please ensure that your emails:

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

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

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

V. Evaluation at a Glance

The following components comprise the evaluation of students' work in this course:

Item	Weight
1. Seminar attendance and participation	15
2. Seminar group presentation	15
3. Précis – 5 @ 5% – ongoing	25
4. Policy brief – due March 6 th	20
5. Research paper – due April 10 th	25
Total	100

VI. Evaluation in Detail

Seminar Attendance and Participation

Students will be assigned to discussion groups in each seminar. Students are expected to attend seminars throughout the term and contribute to discussion regularly. Therefore, it is essential that you come to class prepared, having read/watched the assigned material. You should be an active and respectful participant, which includes active listening and constructive engagement with the material and with your colleagues.

Presentation

In small groups, students will be responsible for delivering a presentation on the policy topic of the assigned readings to the class. Presentations will be 15 minutes long and should present a brief summary of the policy issue as presented in the assigned reading, discuss the contemporary significance of the issue in Canada, and list at least two questions for discussion. Based on these questions, the presenting group will be responsible for leading a 15-minute discussion of the issue with the class. More detail about the presentations will be posted in Brightspace.

Précis

Students are expected to compose 5 [précis](#) (250 words), each summarizing one required reading from a topic/week of the course. Guidelines for composing précis will be posted in Brightspace. Each précis must be submitted by 11:00 AM on Monday of the week for which the reading was assigned; précis submitted after the deadline will be given a zero. At least 2 précis must be submitted before the Reading Week break, by Monday February 13th. **Students must submit a minimum of 3 précis to receive a passing grade in the course.**

Policy Brief

A policy brief presents information and analysis, followed by recommendations, on a policy-oriented topic for a lay audience, such as policy makers, the media and interested scholars. Students are expected to prepare a 1000-1200-word brief on a policy topic drawn from the course, but different from the topic of their policy research paper. Additional details and guidelines for the assignment will be posted in Brightspace. This policy brief is due on Monday, March 6th, by 11:59 PM. **Students must submit this assignment to receive a passing grade in the course.**

Research Paper

An academic research paper involves researching and analyzing a policy issue to *explain* how or why it came to be. Students are expected to prepare an academic essay explaining some aspect of a specific policy issue in Canada, drawn from topics addressed in the course syllabus. The essay should be approximately 2000-2500 words in length. Additional details about and guidelines for the assignment will be posted in Brightspace. The paper is due on Monday, April 10th, by 11:59 PM. **Students must submit this assignment to receive a passing grade in the course.**

Guidelines for Written Work

Detailed instructions and guidelines for written work will be posted in Brightspace. ALL written work must be uploaded in Brightspace in pdf format. Please do not send papers via email.

Late Assignments: Late papers will be deducted 5% for each day they are late (i.e., a grade of 80% on the assignment becomes 75%).

Regrading Policy: After receiving any grade, students must wait 24 hours before contacting the instructor or the TA regarding the grade. If you feel your grade is incorrect, you must contact your TA within one week from the day the grade is released and follow these steps:

1. After 24 hours, you may discuss your grade with your TA in office hours or an appointment.
2. After meeting with your TA, you may ask the instructor to regrade the assignment if you still feel the grade is incorrect. This request must include a detailed and specific explanation of why the grade is incorrect.
3. The instructor will review your concerns and your assignment. This may result in your grade going up or down, or it may remain unchanged.

Re-using Course Work Policy: Students are not permitted to reuse work previously submitted for this or any other course.

Citations and Style: All sources (class readings or other sources including books, book chapters, articles, internet sources, lecture materials etc.) must be clearly referenced in the text, with quotation marks and page citations where appropriate. All papers should include a cover page with your name and student number, conform to either [Chicago](#) or [APA citation format](#), and meet minimum standards of essay writing, including format, grammar and style.

Students are strongly encouraged to seek out guidance and support from [Writing Services](#), at the Centre for Student Academic Support (csas@carleton.ca). The Centre has writing consultants available and can help you get started on your research and writing assignments. Students should also consult one of the following writing and style guides in preparing papers:

- Schmidt, Diane E. (2005). *Writing in Political Science: A Practical Guide*. New York: Pearson Longman.
- Turabian, Kate L. (2013). *A Manual for Writers of Term Papers, Theses, and Dissertations*, Chicago: The University of Chicago Press.
- Booth, W.C., G.G. Colomb, J.M. Williams, W.T. FitzGerald (2016). [The Craft Of Research](#). Fourth Edition. University of Chicago Press.

Student Conduct & Academic Regulations

Students are expected to come to seminars prepared, having read the assigned material and ready to engage in discussion of questions and issues arising from it. Disagreement and debate are important and expected – they are a reflection of some of the contentious issues we confront in public policy. Discussion also engages critical thinking and encourages exchange of ideas. It is expected that you will be respectful and civil at all times in these discussions.

Students are expected to be familiar with and abide by academic and conduct regulations of Carleton University. Undergraduate students should consult the [Academic Regulations](#) listed in the Undergraduate Calendar, in particular those dealing with Academic Integrity and Offenses of Conduct (sections 14 and 15). Additional information regarding academic conduct and accommodations is appended to this syllabus.

VII. Readings

There are no required textbooks to purchase. All required and supplementary readings are available in electronic format through MacOdrum Library website and/or via the electronic reserves (Ares).

Supplementary readings are provided in Brightspace for each topic listed in the syllabus to support your reading and research in specific topic areas. They are *not* assigned readings. Students are encouraged to draw upon these readings to enhance their understanding of a particular topic and/or to begin essay research.

The following textbooks are recommended for students who have a limited background in public policy and are available through MacOdrum Library.

- Howlett, M., M. Ramesh, and A. Perl (2020). *Studying Public Policy: Policy Cycles and Policy Subsystems*. 4th Edition. Oxford University Press.
- Miljan, L. (2017). *Public Policy in Canada: An Introduction* (7th Edition). Oxford University Press.
- Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.
- Smith, M.C. and M. Orsini (2007). *Critical Policy Studies*. Vancouver: UBC Press

VIII. Schedule and Assigned Readings

1. (Jan 9): Introduction

Overview of the course. What is public policy and how do we study it? What do we mean by policy success and policy failure?

Required Reading:

- Lindquist, E. et al. (2022). Introduction: Exploring Canadian experiences with policy success. In Lindquist et al. [Eds.], *Policy Success in Canada: Cases Lessons, Challenges*. Oxford University Press. [Open Access textbook](#)
- Loewen, P.J. and A. Potter (2019). Chapter 20: Has Canada reached policy gridlock? In C.H. Tuohy, et al. (eds). *Policy Transformation in Canada*. University of Toronto Press, pp. 177-183

2. (Jan 16) The Policy Making Context

Does Canada have a 'national' political culture or is it a country of regions and provinces? What are the basic political, social, and economic features of Canada's policy making landscape? How do they influence the policy process and content of policymaking?

Required Reading:

- Abele, F. (2007). Chapter 11: Between respect and control: Traditional Indigenous knowledge in Canadian public policy, in M.C. Smith and M. Orsini (eds.), *Critical Policy Studies*. Vancouver: UBC Press. pp. 233-249
- Breen, S. P., Markey, S., & Reimer, B. (2019). Regional development in Canada: Eras and evolution. In *The Theory, Practice, and Potential of Regional Development* (pp. 12-29). Routledge.
- McGrane, D., & Berdahl, L. (2020). Reconceptualizing Canadian federal political culture: Examining differences between Quebec and the rest of Canada. *Publius: The Journal of Federalism*, 50(1), 109-134.

3. (Jan 23) Explaining Policy Change: Firearms Policy in Canada

How does the policy process work in Canada? What are some key theories and concepts we can use to analyze and better understand or explain how policies get made? How has firearms policy evolved and changed in Canada in the past three decades? Where is it going in the future?

Required Reading:

- Heinmiller, B.T. and M.A. Hennigar (2022). *Aiming to Explain: Theories of Policy Change and Canadian Gun Control*. University of Toronto Press, pp. 3-63
- PLUS one additional chapter of your choice from Heinmiller & Hennigar:
 - 4. Policy as strategic decision-making: Rational choice institutionalism (pp. 64-87)

- 5. Exploitation and power: The social construction framework (pp. 88-111)
- 6. Policymaking as a team sport: The advocacy coalition framework (pp. 112-135)
- 7. Timing is everything: The multiple streams framework (pp. 136-164)
- 8. Small steps and giant leaps: Punctuate equilibrium theory (pp. 165-184)

4. (Jan 30) Policy Dynamics of Fiscal Federalism

How does federalism shape the politics and processes of policy making in Canada? What is the current state of fiscal federalism in Canada, and what role does it play in intergovernmental policy dynamics? Do we need to rethink the system of fiscal transfers?

Required Reading:

- Banting, K. G. (2012). The three federalisms revisited: Social policy and intergovernmental decision-making. In H. Bakvis & G. Skogstad (eds.). *Canadian Federalism: Performance, Effectiveness, and Legitimacy, 3rd Edition*. Oxford University Press. 141-164.
- Béland, D., A. Lecours & T. Tombe (2022). Chapter 12: The federal equalization program as a controversial and contested policy success. In Lindquist et. al. [Eds.] *Policy Success in Canada: Cases Lessons, Challenges*. Oxford University Press, pp. 225-244. [Open Access textbook](#)
- Papillon, M. (2012). Adapting federalism: Indigenous multilevel governance in Canada and the United States. *Publius: The Journal of Federalism*, 42(2), 289-312.

5. (Feb 6) Intergovernmentalism and Health Policy

How universal is Canada's health care system? How has federalism shaped the development of the system(s) we have today? What are the opportunities and constraints of federalism for modernizing Medicare for the 21st century? (How) can the gaps and weaknesses of Medicare be addressed in the post-pandemic era?

Required Reading:

- Marchildon, G. (2022). Chapter 2: Canadian Medicare as a policy success. In Lindquist et al., *Policy Success in Canada*, pp. 17-35
- Pomey, M., S. Morgan, J. Church, et al. (2010). Do provincial drug benefit initiatives create an effective policy lab? The evidence from Canada. *Journal of Health Politics, Policy and Law*, 35 (5):705–742.
- Lavoie, J. G. (2018). Medicare and the care of First Nations, Métis and Inuit. *Journal of Health Economics, Policy, and Law*, 13(3-4), 280-298. DOI: <https://doi.org/10.1017/S1744133117000391>

6. (Feb 13): Federalism, Policy Innovation, and Families

Does federalism foster inter-jurisdictional policy innovation and diffusion? How have governments addressed the childcare needs of families in Canada? What will a new national childcare policy look like? What should it look like?

Required Reading:

- Davidson, A. & L.A. White (2020) Chapter 7: Early years policy innovations across Canada: A policy success? In Lindquist et al., *Policy Success in Canada*, pp. 117-138. [Open Access textbook](#)
- Bezanson, K. (2018). Feminism, federalism, and families: Canada's mixed social policy architecture. *Journal of Law and Equality*, 14: 169-197

- Gerlach, A., Gulamhusein, S., Varley, L., & Perron, M. (2021). Structural challenges & inequities in operating urban Indigenous early learning and child care programs in British Columbia. *Journal of Childhood Studies*, 46(2), 1-19. <https://doi.org/10.18357/jcs462202119581>

7. (Feb 27) Canada's Retirement Income System

What pension benefits and programs are available to Canadians when they retire? How are decisions about these policies made? How does federalism influence the prospects for reform of pension policies to accommodate the changing demographics of Canadian society?

Required Reading:

- Béland, D. and P. Marier (2022). Chapter 11: The magic is in the mix: How the Guaranteed Income Supplement and Old Age Security interact in Canada's pension system to successfully tackle poverty in old age. In Lindquist et al., *Policy Success in Canada*, pp. 206-224 [Open Access textbook](#)
- Clavet, N.J., M. El-Attar, and R. Fonseca (2022). [Replacement Rates of Public Pensions in Canada: Heterogeneity across Socio-Economic Status](#), *Canadian Public Policy*, 48: S2, 22-34
- Curtis, J., & Lightman, N. (2017). Golden Years or retirement fears? Private pension inequality among Canada's immigrants. *Canadian Journal on Aging*, 36(2), 178-195.

8. (Mar 6): Democratic Citizenship and Canadian Public Policy

What is the nature of the relationship between citizens and the state in Canada? How has this changed over time? How does public policy shape and influence this relationship (and vice versa) and to what effect?

Required Reading:

- Jenson, J. (1997). Fated to live in interesting times: Canada's changing citizenship regimes. *Canadian Journal of Political Science*, 30(4), 627-644.
- Green, J. (2017). The impossibility of citizenship liberation for Indigenous people. In: Mann, J. (eds) *Citizenship in Transnational Perspective. Politics of Citizenship and Migration*. Palgrave Macmillan, pp. 175-188
- Banting, K., & Thompson, D. (2021). The puzzling persistence of racial inequality in Canada. *Canadian Journal of Political Science*, 54(4), 870–891. <https://doi.org/10.1017/S0008423921000585>

9. (Mar 13): Deservingness and Income Assistance Programs

What are the dominant ideas and beliefs about deservingness and the target populations of social assistance policy? What is their influence on the goals and instruments of income assistance programs? What has been the impact of these programs in addressing poverty and income inequality in Canada?

Required Reading:

- Noël, A. (2020). The politics of minimum income protection in the Canadian provinces. *Canadian Journal of Political Science*, 53(2), 399–420. <https://doi.org/10.1017/S0008423920000098>
- Harell, A., Banting, K., Kymlicka, W., & Wallace, R. (2022). Shared membership beyond national identity: Deservingness and solidarity in diverse societies. *Political Studies*, 70(4), 983–1005. <https://doi.org.proxy.library.carleton.ca/10.1177/0032321721996939>
- Smith-Carrier, T., & On, J. (2022). Debunking myths about poverty: Social actor representation of the participants of the canceled Ontario Basic Income pilot project. *Journal of Poverty*, 26(6), 500–519. <https://doi.org/10.1080/10875549.2021.1957070>

10. (Mar 20): Identity and Canada's Immigration Policies

What are the goals of immigration policies in Canada? How are the identities and rights of different groups of newcomers constructed through these policies? What are the implications of differentiated citizenship for relationships with the state? Among Canadians?

Required Reading:

- Triadafilopoulos, T. (2020). Chapter 9: Good and lucky: Explaining Canada's successful immigration policies. In Lindquist et al., *Policy Success in Canada*, pp. 162-182 [Open Access textbook](#)
- Abu-Laban, Y., Tungohan, E., & Gabriel, C. (2022). *Containing Diversity: Canada and the Politics of Immigration in the 21st Century*, University of Toronto Press. Chapter 6: Family Migrants as 'Undesirable'? pp. 179-210
- Akbar, M. (2022). Temporariness and the production of policy categories in Canada, *Journal of Ethnic and Migration Studies*, 48:16, 3929-3946, DOI: [10.1080/1369183X.2022.2028355](https://doi.org/10.1080/1369183X.2022.2028355)

11. (Mar 27): Shifting Venues: Courts, Legislatures, and Public Policy

How has the Charter of Rights and Freedoms changed the role of the courts in the policy process in Canada? How have civil society groups used the courts to influence public policy? What have been the impacts of the Courts on specific policy issues? On the relationship between Canadians and the state?

Required Reading:

- Satsan, K. McNeil, F. Abele (2020). Chapter 20: How Indigenous nations have been transforming public policy through the Courts. In Lindquist et al., *Policy Success in Canada*, pp. 396-411 [Open Access textbook](#)
- Johnson, S. W. (2019). Stability and change: Policy evolution on the Supreme Court of Canada, 1945–2005. *Canadian Journal of Political Science*, 52(2), 343–362.
- Hennigar, M. (2022). The most important Charter right? The rise and future of Section 7. In K. Puddister, & E. Macfarlane (eds.). *Constitutional Crossroads: Reflections on Charter Rights, Reconciliation, and Change*. UBC Press, pp. 160-176

12. (Apr 3): The Political Economy of Climate Change Policies

What are the political and economic complexities of addressing the problem of climate change in Canada? How can Canadian governments resolve the tensions and contradictions between the resource-based economies some regions with the growing demands for action on climate change?

Required Reading:

- Carter, A.V. (2018). Policy pathways to carbon entrenchment: responses to the climate crisis in Canada's petro provinces. *Studies in Political Economy* 99 (2), 151-74.
- Henstra, D. (2017). Climate adaptation in Canada: governing a complex policy regime. *Review of Policy Research*, 34(3), 378-399.

13. (Apr 10): Review Week

No assigned readings

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.