

PSCI 3407A
Public Opinion and Public Policy
Time/Location: Fridays, 2:35-5:25
Azrieli Theatre, Room 301

Delivery type: IN-PERSON SECTION. NOT SUITABLE FOR ONLINE STUDENTS

Instructor: Alina Sayfutdinova

Zoom Office Hours: Mondays, 15:00-16:00 (or by appointment)

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Course Description

“Unless mass views have some place in the shaping of policy, all the talk about democracy is nonsense.”

V.O. Key (1961)

This course explores the structure and dynamics of public opinion, providing a broad-based introduction to the forces that shape citizens’ social and political attitudes and how policy problems are defined. In this class, we will also develop an in-depth understanding of what public policy is and why we sometimes justify government involvement in solving social problems. We will begin by thinking about how we measure public opinion and the methodology of public opinion polling. Next, we will consider how the public forms opinions about politics – what people know about politics, how they organize their beliefs, and why it matters. We will then investigate the factors in the political world that influence and shape public opinion, including the effects of the media and social forces. Finally, we will explore the consequences of public opinion – for citizen participation in politics, and for representation.

Ultimately, the goal of this course is to help each member of the class arrive at a deeper, more comprehensive understanding of the forces that shape citizens beliefs, attitudes, and opinions, the ways that those views are expressed in the public sphere, and the process by which the public will is discerned and translated into legislative outcomes.

Materials:

Kraft, M. E. & Furlong, S. R. (2018). Public policy: Politics, analysis, and alternatives. Sixth edition. Sage and CQ Press

Birkland, T. A. (2011). An introduction to the policy process: Theories, concepts and models of public policy making. Third edition. Routledge.

Clawson, Rosalee A., and Zoe M. Oxley. 2016. Public Opinion: Democratic Ideals, Democratic Practice, 3rd Edition. Washington: CQ Press

These textbooks can be found:

1. At the Carleton Bookstore
2. Amazon.ca or other relevant websites

Other readings will be made available through the **ARES** system on Brightspace or through the Carleton Library.

Timely reading is critical both for achievement as an individual student in this class, and for the success of the course as a whole. The reading load in this course is reasonable for an upper division Political Science course. As a result, students are strongly expected to have read the material carefully, thought about it, and are able to discuss the implications critically. Failure to do so will result in lessened comprehension of class lectures, poorer exam performance, and a lower course grade. Conversely, dutiful attention to the readings will greatly enhance the intellectual experience of the course for the individual student and enable some to contribute meaningfully to the class.

Finally, it should come as no surprise that you are expected to keep up with political news. Our discussions will frequently touch on current events, often as a way to illustrate a concept from lecture or a reading. Regularly consuming the news will not only bring course material to life, but it will undoubtedly make the class more interesting. (And as a non-trivial side benefit, being a news junkie invariably gives you interesting things to talk about at parties when you find yourself in a conversation that has lapsed into awkward silence.)

Assessments:

All assessments are to be submitted on Brightspace by 10:00 pm on the due date.

Anytime that you draw on information you did not come up with (including the lectures or course readings) you **MUST** cite them in text as well as in your bibliography.

All citations should be done in APA format.

Please consult the Carleton APA guide here:

<https://library.carleton.ca/sites/default/files/research/course-guides/Using%20APA%20style%20-%20Final%202016-04-15.pdf>

Evaluation:

- Participation -20%
- Presentation-15%

- Midterm Exam-20%
- Proposal -10%
- Final Paper -35%

Presentation (15%)-Presentations will run from week 3 to 10

Students will sort themselves in one of 10 groups (maximum people in one group should not exceed 5)

You will be required to conduct one presentation in pairs based on required articles assigned in the course (you can use “additional readings” if needed). Presentations will last no more than 20 minutes and should seek to: (1) briefly summarise the central argument of the author(s) and their underlying research question; and (2) critique the strength of the argument presented through analysis of methods used, evidence presented and the internal logic of arguments. Ten minutes (10) will then be devoted to class comments and discussions. Students, where possible, can also reflect on the relevance of the argument to wider theoretical debates. A list of presentation topics and readings will be circulated during the first class and uploaded on the online learning platform where students can sign-up for preferred sessions. Presentations will be linked to the broader topic of discussion for the class and will complement wider class readings. The classes will be organized in such a way as to allow for a presentation and discussion in the first 30 minutes of the class before proceeding to the second half of the class that will be facilitated by the instructor. Presentations will begin in the third week of classes (24th September)

Presentation list:

1. Week 3-Group 1
2. Week 4-Group 2 and 3
3. Week 5-Group 4
4. Week 6-Group 5
5. Week 7-Group 6
6. Week 8-Group 7
7. Week 9-Group 8
8. Week 10-Group 9
9. Week 11-Group 10

Mid-Term Test (20%) –October 22

There will be a two -hour midterm exam on Friday, October 22, 2021 (2:25-3:55 pm). This test will be based on readings and lecture material covered in the first half of the term. These short answer and short essay questions in the test are aimed at gauging how well you can analyse policy issues and apply key concepts covered in the class.

Paper Proposal (10%) – Due Friday, October 8 by 10:00 pm on Brightspace.

The purpose of the paper proposal is for students to get early feedback on their ideas for their

final paper. The paper proposal has two parts:

1. **Abstract (250 words)** - An abstract is a quick summary of a paper. They are usually placed before the paper in academic journals. When applying for conferences, academics are usually asked to submit a short abstract of their paper. For this assignment, you must submit a short, 250-word abstract that introduces the topic of your paper, your research question, and your tentative thesis statement.
2. **Annotated Bibliography** - An annotated bibliography provides a properly formatted list of some of the sources you will use for your final paper, as well as a brief explanation of why they are useful to your project. You must identify **four (4) academic sources** for your paper. These sources must come from **academic journals** or **books** from a **reputable scholarly press** in the fields of **political science** or **public policy**. You must write a short paragraph (3-4 sentences) for each source which explains what the source is and how it will inform your paper. You **can use** sources that are listed on the course reading list as “additional readings”.

Participation (20%)-Ongoing

Students are expected to complete all required readings prior to class, actively engage in discussions, and link assigned materials to relevant debates in the media and politics. Readings marked as “additional” are not required.

Your participation grade will be assessed based on your weekly participation. This includes coming to class every week unless you have a legitimate reason to miss it as well as participating in class discussions or small group activities.

You can find the list of transferable skills on the Carleton Website here:

<https://students.carleton.ca/degree-to-future/know-your-skills/>

Final Paper (35%) – Due Friday, December 10 by 10:00 pm on Brightspace.

Final Essay- Due Friday, December 10 by 10:00 pm on Brightspace.

You will be required to author an academic research essay in which you identify a policy relevant problem and come up with a research question that investigates that problem. Your research question should be drawn out of a critical review of the literature (class readings and wider literature), should hold significance for theoretical and/policy debates and should demonstrate that the position you take is based on evidence. Your essay will be assessed based on how well you formulate your research question, the clarity and logic of your argument, evidence presented to support it and the strength of analysis. You are also encouraged to draw questions from the topics you present on during class.

You must draw on **at least eight (8) academic sources**, six (6) of which must be from **political science** or **public policy journals**. Please note – journals from other fields, especially public health, **DO NOT** count toward your total. I understand these sources are tempting, as they generally

involve less reading, but the purpose of the assignment is to become familiar with the theories and literature in public policy and political science. You may also use news articles, government documents, and other media sources to provide additional context but they also **DO NOT** count towards your tally of academic sources. You **can use** sources that are listed on the course reading list as “additional readings “. Final paper should be about 10 -12 pages in length (12-point font, double spaced ,3000 -3500 words).

Preliminary course schedule:

I. Basic definitions and concepts.

Week-1

Session 1. Definitions of public policy & policy analysis (September 10)

Topics: -Course Introduction:

- Key Concepts and definitions in Public Policy
- What is the context of policy analysis?
- What are the sources of information
- Context and Overview: Concepts of Public Opinion

Required readings:

- Kraft, M. E. & Furlong, S. R. (2018). Public policy: Politics, analysis, and alternatives. Sixth edition. Sage and CQ Press. Chapter 1, (pp. 2-11; 15-27; 30-31).
- Birkland, T. A. (2011). An introduction to the policy process: Theories, concepts and models of public policy making. Third edition. Routledge. Chapter 3, (pp. 58-91)
- Clawson, Rosalee A., and Zoe M. Oxley. 2016. Public Opinion: Democratic Ideals, Democratic Practice. 3rd edition. Thousand Oaks, CA: CQ Press. Chapter 1.

Additional readings:

- Fan, L. L. (2013). Canonic texts in public policy studies: A quantitative analysis. Journal of Public Affairs Education, 19(4), (pp. 681-704).
- Hausman, D. (2016). Economic analysis, moral philosophy, and public policy. Third edition. Cambridge University Press. Chapters 7-9.
- McConnell, A. & 't Hart, P. (2019). Inaction and public policy: understanding why policymakers 'do nothing'. Policy Sciences, 52, (pp. 645–661).
- Mead, L. M. (2013). Teaching public policy: Linking policy and politics. Journal of Public Affairs Education, 19(3), (pp. 389-403).

Week -2

Session 2. Actors (September 17)

Topics: Key Actors in Policy Processes: State Institutions

Required readings:

- Kraft, M. E. & Furlong, S. R. (2018). Public policy: Politics, analysis, and alternatives. Sixth edition. Sage and CQ Press. Chapter 2.
- Birkland, T. A. (2011). An introduction to the policy process: Theories, concepts and models of public policy making. Third edition. Routledge. Chapter 4.

Additional readings:

- Acemoglu, D., Robinson, J. A. & Ragnar, T. (2013). Why do voters dismantle checks and balances? Review of Economic Studies, 80, (pp. 845-875).
- Haselswerdt, J. & Bartels, B. L. (2015). Public opinion, Policy tools, and the status quo: Evidence from a survey experiment. Political Research Quarterly, 68(3), (pp. 607-621).

Week- 3

Session 3: Theories & types of public policy (September 24)

Topics: Theories in Public Policy (1): Elite and Group theory (2): Institutional, Rational choice and systems theory.

Required readings:

- Birkland, T. A. (2011). An introduction to the policy process: Theories, concepts and models of public policy making. Third edition. Routledge. Chapter 7 (pp. 203-205; 208-218), Chapter 10, (pp. 287-309).
- Kraft, M. E. & Furlong, S. R. (2018). Public policy: Politics, analysis, and alternatives. Sixth edition. Sage and CQ Press. Chapter 3, (pp. 78-89).

Additional readings:

- Howlett, M. (2019). Designing public policies: Principles and instruments. Routledge.
- Sefton, T. (2006). Distributive and redistributive policy. In R.E. Goodin, (ed.) The Oxford Handbook of Public Policy. Oxford

II. The policy process.

Week- 4

Session 4: Policy process model (October 1)

Topics: 1. Problem Definition and Agenda setting

2. Policy Formulation, Policy Adoption

Required readings:

- Anderson, James E. (2014). Public policymaking. 8th ed. Cengage. Chapter 3 – Policy Problems (pp. 83-107)

- Hupe, P. L. and Hill, M. J. (2006). The Three Action Levels of Governance: Re-framing the Policy Process Beyond the Stages Model. In Peters, G. B. and Pierre, J. (Eds.). Handbook of Public Policy (pp. 201 - 216). London, England: Sage Publications.
- Stone, Deborah A. (1989). Casual stories and the formation of policy agendas. Political Science Quarterly, 104, 2 (Summer): 281-300.
- Kingdon, J., Agendas, alternatives and public policies, London: Longman, 1995. Chapter

Required Readings:

- Anderson, Chapter 3, 'The formulation of policy proposals' (pp. 114-120)
- Birkland, T. A. (2011). An introduction to the policy process: Theories, concepts and models of public policy making. Third edition. Routledge. Chapter 9
- Anderson, Chapter 4, Policy Adoption (pp. 133-34; 140-150; 150-153)

Week -5 (*The Proposal is due on October 8 ,2021*)

Session 55. Policy process (October 8)

Topics: Policy Implementation

Required readings:

- Birkland, T. A. (2011). An introduction to the policy process: Theories, concepts and models of public policy making. Third edition. Routledge. Chapter 9
- Kraft, M. E. & Furlong, S. R. (2018). Public policy: Politics, analysis, and alternatives. Sixth edition. Sage and CQ Press. Chapter 6, (pp. 181-192,192-212)

Additional readings:

- Hupe, P. & Saetren, H. (2015). Comparative implementation research: Directions and dualities. Journal of Comparative Policy Analysis, 17(2), (pp. 93-102).
- Bovens, M. (2006). The politics of policy evaluation. In R.E. Goodin, (ed.) The Oxford Handbook of Public Policy. Oxford, (pp. 323-332).

Week -6

Session 6. The limits of policymaking (October 15)

Topics: Why do policies fail?

Required readings:

- Birkland, T. A. (2011). An introduction to the policy process: Theories, concepts and models of public policy making. Third edition. Routledge. Chapter 9
- Immergut, E. M. (2006). Institutional constraints on policy. In R.E. Goodin, (ed.) The Oxford Handbook of Public Policy. Oxford, (pp. 557-572).

- Dunleavy, P. (1995) 'Policy Disasters: Explaining the UK's Record', Public Policy and Administration, 10 (2): pp. 52 - 70.

Additional readings:

-McConnel, A. (2010). Policy Success, Policy Failure and Grey Areas In-Between. Journal of Public Policy, 30(03), 345–362. <https://doi.org/10.1017/S0143814X10000152>
- Quiggin, J. (2006). Economic constraints in public policy. In R.E. Goodin, (ed.) The Oxford Handbook of Public Policy. Oxford, (pp. 529- 543)

III The nature and the measurement of public opinion.

Week -7 (*The midterm exam will be held on Friday, October 15 ,2021-2:25-3:55PM*)

Session 7 MEASURING ATTITUDES THROUGH SURVEYS (October 22)

Topic: How people answer survey questions, how we sample, the challenges of survey administration

Required Readings

-Asher, Herbert. 2016. Polling and the Public: What Every Citizen Should Know. 9th edition. Washington, DC: CQ Press. Chapter 4 and Chapter 8.
-Clawson, Rosalee A., and Zoe M. Oxley. 2016. Public Opinion: Democratic Ideals, Democratic Practice. 3 rd edition. Thousand Oaks, CA: CQ Press. Chapter 2(pp.29-42).

REMINDER – NO CLASS October 25-29 for Reading Week

Week-8

Session 8: HOW PEOPLE THINK ABOUT POLITICS (November 5)

Topic: The role of citizens in a democracy. How much do people know about politics?

Required readings:

- Berelson, Bernard. 1952. "Democratic Theory and Public Opinion." Public Opinion Quarterly 16:313- 330.
- Clawson and Oxley, chapter 8.
- Schudson, Michael. 2000. "America's Ignorant Voters." The Wilson Quarterly 24(2):16-23

IV What influences public opinion? **The consequences of public opinion**

Week-9

Session 9- HOW PEOPLE ORGANIZE THEIR BELIEFS (November 12)

Topic: Ideology. How organized and coherent are people's beliefs?

The origins of political beliefs. How self-interest, personality, and socialization shape political perspectives

Required readings:

- Clawson and Oxley, chapter 5
- Clawson and Oxley, chapter 2 and chapter 6.

Additional readings:

- Cramer Walsh, Katherine. 2012. "Putting Inequality in Its Place: Rural Consciousness and the Power of Perspective." *American Political Science Review* 106(3):517-532

Week -10

Session 10 -THE ROLE OF GROUPS, ATTITUDE STABILITY, AND ATTITUDE CHANGE (November 19)

Topic: The influence of social groups, the stability and instability of political opinions, changes in attitudes over time

Required reading

- Clawson and Oxley, chapter 4.
- Burns, Nancy, and Donald Kinder. 2012. "Categorical Politics: Gender, Race, and Public Opinion." In Adam J. Berinsky, ed., *New Directions in Public Opinion*. New York: Routledge.

Week -11

Session 11-MEDIA EFFECTS, POLITICAL RHETORIC, AND CAMPAIGN EFFECTS (November 26)

Topic: The consequences of the media, elite rhetoric and campaigns on how people see politics.

Required reading:

- Clawson and Oxley, chapter 3.
- Sides, John, and Jake Haselswerdt. 2016. "Campaigns and Elections." In Adam J. Berinsky, ed., *New Directions in Public Opinion*. New York: Routledge.

Week-12

Session 12-TRUST IN GOVERNMENT (December 3)

Topic: Why do people trust or mistrust government? And does it matter if they trust their leaders?

Required reading:

- Clawson and Oxley, chapter 11.

Week-13 (*The Final paper is due on December 10,2021*)

Session 13-REPRESENTATION AND RESPONSIVENESS (December 10)

Topic: To what degree does public opinion influence policy outcomes?

Required reading:

-Clawson and Oxley, chapter 12.

Course Policies

Illness

IF YOU ARE SICK, STAY HOME! Given the evolving nature of the COVID-19 pandemic, there will be no late penalties assigned to students who fall ill during the term. If you cannot make an assignment deadline or a class meeting due to illness, please contact me at the very latest 12-hours before the assignment deadline or three-hours before the class meeting, and we will work out a suitable accommodation.

Late Papers

All assignments should be submitted through Brightspace. All assignments are due, at the latest, by 10:00 pm on the assigned due date. There will be a **5% per day** late penalty on all assignments unless you have contacted me in advance. Extensions will be handled on a case by case basis. Legitimate excuses for extensions include, but are not limited to illness, mental health issues, documented learning disability, death/illness of a family member/friend, providing support for a sick friend/family member/roommate, etc. Barring exceptional circumstances, late assignments will not be accepted more than **three (3) days** after the original deadline.

24hr Policy

Requests to meet to discuss a grade on a paper will not be acknowledged until 24hrs after the paper has been handed back. This is to allow for a cool-off period and reflect on the comments on your assignment.

Course Conduct

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition, and intellectual freedom. When contentious issues are being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will **not** be tolerated.

Appendix

Covid-19 Information

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

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

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

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

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

Requests for Academic Accommodation

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

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services

website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. During the COVID-19 pandemic, the departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.