

PSCI 3801A
Environmental Politics
Wednesday 2:35pm – 5:25pm
Please confirm location on Carleton Central

I General information

Instructor: Peter Andrée

On-line Office Hours: Mondays, 11am-12pm and 4pm to 5pm via zoom (sign up via Brightspace)

Email: Peter.Andree@carleton.ca (I will respond within 48 hours)

II Course description

Given the isolating pandemic year we've all just come through, this year's version of PSCI 3801 is deliberately embraces group work and discussion, with much of that happening in the classroom. I will be using little classroom time to lecture. Instead, students are required to listen to one or more podcast episode from the ecopolitics.ca website to review some supplemental resources (readings, videos, etc.) before attending class each week. Classroom time will focus on discussing and clarifying podcast content, and preparing as well as delivering group presentations, etc. Attendance in person (unless we are forced by public health measures to go online), having listened to the week's podcast(s), is thus important to success in this course.

This course introduces key concepts and debates in the field of environmental politics (aka ecopolitics) for students who already have some background in political science, environmental studies, or policy studies. As John Dryzek and David Schlosberg (2005) write,

environmental politics is about how humanity organizes itself to relate to the nature that sustains it. Thus, it encompasses matters of how people deal with the planet and its life, and how they relate to each other through the medium of the environment. It impinges on other areas of political concern such as those related to poverty, social justice, education, race, the economy, international relations, and human rights in as much as what happens in these areas affects our environment (and vice versa) (p. 4).

Clearly, the field of environmental politics has a wide scope. To narrow this scope into a 12-week course, I focus on three major themes: environmental discourses; the politics of environmental policy making; and ecological democracy. Each of these three themes is woven through course readings, podcasts, class discussions, and assignments.

1) Environmental Discourses

This course provides students with the opportunity to become acquainted with, and debate, some of the key ontological and normative issues in environmental politics. These issues range from competing views of the state of the environment and how it came to be this way, to proposals put forward for improving the condition of socio-ecological relations from across the political spectrum. I call this theme environmental "discourses" because even as we engage in conversations about what "is" or "should" be it is important that students learn to critically reflect on the way that (their own and others') positions are framed, and the assumptions that underpin those framings.

2) The Politics of Environmental Policy Making

This course does not provide a comprehensive introduction to policies and regulations used in environmental and resource management, with a view to systematically examining the pros and cons of each. Rather, while we will discuss

various policy and regulatory strategies, my aim is to help students understand how and why particular policies are adopted. In other words, the focus will be on the politics of policy creation and implementation, with an emphasis on the Canadian experience. Why, for example, is the Canadian government slow to act on climate change while leading the international community in discussions on eliminating the use of persistent organic pollutants? We will be looking at these and other policy debates in terms of three inter-related fields of political activity, or what political economists calls “relations of force”: ideas, institutions and material capabilities.

3) Ecological Democracy

Environmental controversies often appear to be about debates about facts: Is climate change happening (or as big a problem as some say)? Are these forestry management practices sustainable? Are genetically modified organisms damaging to the environment? As a result, governments typically see environmental issues through technocratic lenses, as questions that are best answered by competent scientists and economists. Despite these moves, conflicts over the environment often turn out to be much messier, and harder to manage, than governments expect. This is because a “factual” disagreement is often simply the tip of the iceberg, with interested parties holding widely divergent values and assumptions that inform their framing of the facts. As a result, ecopolitics is often about trying to create the discursive space for more and better democratic conversations about socio-ecological relations, rather than (or as a way of better informing and contextualizing) technocratic solutions. This democratic impulse in environmental politics raises a wide range of important questions, from whether and how non-human nature can have its myriad voices included in political conversation, to how to establish better international democratic processes for the many issues that are inherently global in scope.

Reference cited:

- Dryzek, John, and David Scholsberg. 2005. *Debating the Earth: The Environmental Politics Reader* (Second Edition). Oxford University Press: Oxford

III Course Format

This course will be held in person in the fall term of 2021 unless public health measures require that we move it online.

Typical structure for weekly classes:

Group presentations/debates (or preparation for future presentations): 45-60 minutes

Lecture: 30-45 minutes

Break: 10 minutes

Discussion based on readings: 45-60 minutes

IV Learning Outcomes

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

- Characterize the field of environmental politics/ecopolitics, including major topics, fields of research, and issues of contention.
- Critically analyze – verbally and in writing – a variety of environmental political positions
- Plan and execute a theoretically informed research project that will lead to two essays, with the second building on feedback received on the first.
- Plan and execute a group presentation organized according to the principles of ecological democracy

V Texts

There is no required text for this course. All required materials can be found through the Carleton Library, the ecopolitics.ca website and other online sources.

VI Evaluation at a glance

Attendance and participation:	10%
Podcast and reading responses (8 on-time submissions, with four graded):	20%
First Policy Research Essay:	20%
Second Policy Research Essay:	30%
Group Presentation and Report	20%

VII Assignments

Participation Half of your participation grade will be based on attendance in weekly class. Absences will only be excused if you can provide suitable documentation (e.g. a doctor's note). The other half is based on the quality of your contributions to class discussions – in person and online – and your ability to interact with your fellow classmates in a respectful manner.

Podcast and Reading Responses: "Save the last word for me"

At least eight times over the course of the term, each student is expected to arrive in class prepared to discuss a significant quote from that week's podcast. Quotes can be up to 40 words, but most will be shorter. Bring a print version of the quote to class (or be prepared to share it on a screen in small group discussions). Students should also prepare 150-300 words, in advance, critically engaging with the quote. These responses should contextualize the quote and then give the students' own critical response to it, drawing on the week's podcast(s), readings, and/or external sources, as appropriate. To get grades for doing this portion of the work (4% of your course grade for simply arriving with a quote and analysis eight times during the term), submit your quote and prepared comments to the appropriate assignment box on Brightspace BEFORE class begins (i.e. by 2:35 PM on the day of class). Please note that you will not get feedback on these submissions. Your submission is made simply to track participation in the exercise.

Each week, during class discussions with 3-4 students in each group, students will first share the quote with their colleagues and get their perspectives on it before sharing and discussing their own prepared thoughts on the quote.

Then, by Friday October 22 at 11:55pm, and again by Friday December 10, 11:55pm, each student should upload what they deem their two 'best' quotes and critical analysis (for a total of four for the term) to the relevant assignment drop box in Brightspace to be graded. These submissions submitted for grading can be revised from what the student originally submitted on the day of the class. Each should directly refer to at least 1 podcast and at least two course readings. Each of submitted response is worth 4% of your course grade.

First Policy Research Essay

You are to select a specific Canadian environmental policy issue (at the municipal, provincial, national, or international level) that you will deal with in both of your essays (and that is different from the topic of your group presentation). The goal of your first essay will be to address some variant of the question: What are the factors that led to the adoption of this particular policy or decision? In your argumentative response, you should focus on what you see as key economic, institutional, discursive and/or other factors that shaped the policy outcome, drawing on academic sources (as well as appropriate primary sources like news articles and organization websites) to substantiate your argument. In your first paper, you should include, in narrative form (and not necessarily in this order): 1) A brief description of the environmental issue at stake; 2) an introduction to the key state and non-state actors involved in the issue (including how they frame the relevant science and policy options and how they work to influence decisions on the issue, both inside and outside of formal political processes); 3) a description of a key policy document that is relevant to your issue area (such as regulations, legislation, policy decision, etc.) and the specific section(s) of that document that you are focussing on; 4) a discussion of how a specific policy debate or outcome was shaped by actor positions and activities, institutional structures, scientific and economic factors, etc.; 5) two research questions raised by your study to date that you believe warrant further examination in your second essay. Your essay should cite at least two academic journal articles or books, one (or more) of which provides theoretical concepts that you draw on in your argument. You should also cite at least one government document, NGO material (web site or otherwise), and material (web site or otherwise)

on at least one other central actor (e.g. Indigenous or industry organizations, etc.) Citations should follow APA style. The first essay should be 1500-2000 words in length, with the word-count noted on the first page. **It is due at 11:55pm on Friday October 15.**

Second Policy Research Essay

In your second essay, you are to address one of the questions you suggested in your first essay, considering any feedback you received on that paper (including on the framing of the questions). You should: 1) briefly review some of the background on the issue area to set up your paper; 2) present the focus of this work in a research question and provide a thesis statement that responds to that question; and 3) develop your argument based on relevant primary and secondary sources. Given that you are writing on the same subject matter as your first essay, I expect some overlap between these two papers (up to 750 words maximum). However, I expect to see improvement in depth of analysis, theoretical sophistication, and overall knowledge of the topic. This essay should cite at least ten sources, including at least four secondary sources (e.g. academic journal articles or books) and six primary sources (e.g. gov't documents or actor-generated documents). The second essay should be 2500-3000 words in length (word count must be indicated).

The Second Policy Research Essay is due at 11:55pm on Friday December 10.

Group Presentation and Report

Through Brightspace, students must sign up for presentations beginning in week 3. There will be up to six students in each group. These presentations are an experiment in deliberative democracy in two parts. The class presentation should take the form of a moderated debate. Your goal is to present a variety of contrasting positions on the topic of the week, rooted in the perspectives of stakeholders in the real-world conflicts over these issues (and carefully avoiding plagiarism by explaining how your positions were developed drawing on these real-world actor's positions). Stakeholders are defined as all who have a role in existing decision-making processes, or who have a stake in its outcome. As a group, you can decide which stakeholders should be represented. One group member could also take the role of the debate moderator or a "neutral" actor.

You are encouraged to be creative in how you present the debate. For example, role playing is encouraged, as is the presentation of unusual perspectives among stakeholders. Presentations will normally take place during the first hour of class. Each group should ensure that they remain within their allotted total of 30 minutes. Your group can decide how to divide up the available time among participants. In the presentation you should state your key sources for positions taken and submit a summary of positions (including all references and any parts of the presentation to be read aloud) to the instructor prior to the presentation (by e-mail).

In your group's written report, due at the beginning of Week 12 (for groups 1-5) and Week 13 (for groups 6-11), the presentation group is expected to propose a collective 'solution', or at least a way for moving forward on the issue, that you think could actually be accepted by all affected parties. This report should include two pages (max.) on the proposed solution, plus about one page from each group member explaining how their stakeholder views the proposed 'solution'. It should be fully referenced. Be sure to come to the class when your report will be tabled for discussion in class to answer questions about the proposed solution from your classmates and professor.

Grading criteria for the presentation and final report will be discussed and decided during the first two weeks of class. Presentations will normally take place at the beginning of the class each week (starting in week 3). Out of respect for your classmates and their presentations, please arrive on time. As class time will be devoted to group work throughout the term, regular class attendance to discuss and prepare your group project is essential.

VIII Course Schedule

Week 1 (September 8)

Course overview; icebreakers; meet your presentation groups; introduction to ecological democracy; discussion of presentation grading criteria

Additional resources (review in advance if possible):

- David Attenborough's film 'A Life on our Planet' (2020) available through Netflix.
- Joanna Macy Interview. As Temperatures Rise. Aug. 28, 2020.
<https://www.youtube.com/watch?v=Y9vHc1aqSaM>
- Joanna Macy and Chris Johnstone, *Active Hope: How to face the mess we're in without going crazy*. New World Library, Novato, California (2012)

Week 2 (September 15)

Lecture: Environmental Policy Research 101

Required listening: Ecopolitics Podcast season 1: Episodes 1 (Introduction) and 2 (James Meadowcroft)

Additional resources:

- videos on land governance past, present, and future: David Suzuki Foundation
www.youtube.com/watch?v=3sVg0Cvqh3k *Land Governance: Past*. Youtube. April 22 2021.
- Rosenbloom, J. Meadowcroft, S. Sheppard, S. Burch and S. Williams, 'Transition Experiments: Opening Up Low-Carbon Transition Pathways for Canada through Innovation and Learning', *Canadian Public Policy/Analyse de Politiques* (2018).

Week 3 (September 22)

Presentation 1: What has the COVID-19 pandemic taught us about the state of environmental justice in Canada? The case of migrant workers in Canada's agricultural sector.

Required listening: Ecopolitics Podcast season 1, episodes 3 (Plastics) and 11 (Laurie Adkin)

Additional resources:

- Dauvergne, Peter. 2018. "Why is the global governance of plastic failing the oceans?" *Global Environmental Change* 51: 22-31.
- Adkin, Laurie E. "Crossroads in Alberta: Climate Capitalism or Ecological Democracy." *Socialist Studies* vol. 12, no. 1 (Spring 2017), 2-31.

Week 4 (September 29)

Environmental history, environmental racism, and justice in Canada

Presentation 2: What should be the future of salmon aquaculture in British Columbia?

Required Listening: Ecopolitics Podcast season 1, episodes 4 (Environmental Racism) and 5 (History of Environmentalism)

Additional resources:

- Wiebe, Sarah Marie. 2016. "Guardians of the Environment in Canada's Chemical Valley." *Citizenship Studies*. 20 (1): 18-33.
- Andr  e, Peter. 2011. 'Civil society and the politics of GMO failures in Canada: A Neo-Gramscian analysis.' *Environmental Politics* 20(2): 173-191

Week 5 (October 6)

Canadian environmental policy and regulation

Presentation 3: What should the federal government do about the oil sand's environmental footprint?

Required Listening: Ecopolitics Podcast season 1, episodes 6 (Environmental Law) and 7 (Federalism)

Additional resources:

- Boyd, David R. and Emmet Macfarlane. 2014. Should environmental rights be in the constitution? *Policy Options/Options Politiques*. March 3. <https://policyoptions.irpp.org/fr/magazines/second-regard/boyd-macfarlane/>
- Winfield, Mark and Douglas Macdonald. 2020. "Federalism and Canadian Climate Change Policy." in *Canadian Federalism: Performance, Effectiveness, and Legitimacy, Fourth Edition*. University of Toronto Press. Ed. Herman Bakvis, Grace Skogstad.

Week 6 (October 13)

Indigenous environmental politics and treaty relations

Presentation 4: Should the Canadian government set quotas for the Mi'kmaq lobster fishery in Nova Scotia?

Presentation 5: How should the lack access to safe drinking water in First Nations' communities be addressed?

Required Listening: Ecopolitics Podcast season 1, episodes 8 (Indigenous environmental knowledge) and 10 (treaty relations)

Required Viewing:

- Stiegman, Martha. *In Defense of our Treaties*. National Film Board (<https://www.youtube.com/watch?v=AeIOZMtcolo>)
- Stiegman, Martha and Sherry Pictou. *We Story the Land*. V Tape. (<http://westorytheland.ca/>)

Additional resources:

- Simpson, Leanne. 2008. Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships. *Wicazo Sa Review* 23 (2): 29-42
- Truth and Reconciliation Commission of Canada. Truth and Reconciliation Commission of Canada: *Calls to Action*. 2015. PDF. http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf
- United Nations. *United Nations Declaration on the Rights of Indigenous Peoples*. March 2008. PDF. https://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Week 7 (October 20)

Corporate social responsibility

Presentation 6: Should EPR (Extended Producer Responsibility) be mandated by law, or can similar results be achieved through voluntary, industry-led, mechanisms like eco-labels?

Required Listening: Ecopolitics Podcast season 1, episodes 13 (Maple Leaf Foods) and 14 (CSR)

Additional resources:

- Bullock, G. and van der Ven, H. 2020. "The Shadow of the Consumer: Analyzing the Importance of Consumers to the Uptake and Sophistication of Ratings, Certifications, and Eco-Labels." *Organization & Environment* 33(1): 75-95.
- Clapp, Jennifer. "Mega-Mergers on the Menu: Corporate Concentration and the Politics of Sustainability in the Global Food System." *Global Environmental Politics* 18, no. 2 (2018): 12-33.

Week 8 (October 27): Fall break!

Week 9 (November 3):

Ecofeminism and queer ecology

Presentation 7: How should the Canadian government support post-COVID economic recovery in the context of its commitments to addressing climate change and gender inequality?

Required Listening: Ecopolitics Podcast season 1, episode 9 (ecofeminism/queer ecology)

Additional resources:

- MacGregor, Sherilyn. "Making Matter Great Again? Ecofeminism, New Materialism and the Everyday Turn in Environmental Politics." *Environmental Politics* 30, no. 1-2 (2021): 41-60.
- Sandilands, Catriona. 2005. "Unnatural Passions? Notes Toward a Queer Ecology." *Invisible Culture*. Issue 9. Eds. Lis Uddin and Peter Hobbs. https://www.rochester.edu/in_visible_culture/Issue_9/sandilands.html
- MacGregor, Sherilyn and Maeve Cohen. 2020. "It's time to talk about a feminist green new deal." Open Democracy Web. www.opendemocracy.net/en/oureconomy/its-time-to-talk-about-a-feminist-green-new-deal/

Week 10 (November 10):

Ecological democracy

Presentation 8: Should ecosystems have rights?

Presentation 9: Does a Carleton education teach students to be ecological citizens?

Required Listening: Ecopolitics Podcast season 1, episode 15

Required Viewing: Jacinta Ruru. In New Zealand, this river and park are legal persons. TedX Christchurch. Nov. 16, 2017. <https://www.youtube.com/watch?v=3zAPwaOYjQU>

Additional resources:

- Eckersley, Robyn. "Ecological Democracy and the Rise and Decline of Liberal Democracy: Looking Back, Looking Forward." *Environmental Politics*. Vol 29 (2). 2020.
- Morris, James DK and Jacinta Ruru. 2010. Giving Voice to Rivers. *Australian Indigenous Law Review* 14 (2):49-62

Week 11 (November 17)

The politics of food system sustainability

Presentation 10: What should the province of Ontario do to support more sustainable food systems?

Presentation 11: What should the federal government do to support the revitalization of Indigenous foodways?

Required Listening: Ecopolitics Podcast season 1, episode 16 (Sustainable Food Systems)

Required Viewing: Black Duck Wild Rice: Resurgence of Indigenous Food Sovereignty within the Kawartha Lakes

Region https://www.youtube.com/watch?v=_rKv2ikzxOU

Additional resources:

- Shilomboleni, Helena. "Political Economy Challenges for Climate Smart Agriculture in Africa." *Agriculture and Human Values*. 37, no. 4 (2020): 1195–1206.
- Martin, Sarah J. "The Political Economy of Distillers' Grains and the Frictions of Consumption." *Environmental Politics*. 29, no. 2 (2020): 297–316.
- Rotz, Sarah and Lauren Wood Kepkiewicz. Settler colonialism and (im)possibilities of a national food policy. *Canadian Food Studies* 5(3): 248-258

Week 12 (November 24)

Group reports due for presentations 1-5

Required Listening: Ecopolitics Podcast Season 3, episodes 1 and 2

Additional resources: TBA

Week 13 (December 1)

Group reports due for presentations 6-11

Required Listening: Ecopolitics Podcast Season 3, episodes 3 and 4

Additional resources: TBA

Week 14 (December 8)

Course wrap-up. No required listening or readings.

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.