

PSCI 3801A
Environmental Politics
Mondays 2:35pm – 5:25pm

This course will be held in-person. To confirm location, consult Carleton Central.

I General information

Instructor: Peter Andrée

In-person Office Hours: Mondays, 1:00-2:00pm. Loeb D691, or by appointment

Online Office Hours: Thursdays, 4:00pm to 5:00pm via zoom (sign up via Brightspace)

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

II Course description

PSCI 3801 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 and to review some supplemental resources (readings, videos, etc.) before attending class each week. Classroom time will focus on discussing and clarifying podcast content, workshopping your essay research, and preparing as well as delivering group presentations. Attendance in person, having listened to the week's podcast(s), is 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, 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*

While this course does discuss various environmental policy and regulatory strategies, it 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, my aim is to help students understand the contextual factors that shape 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 call "relations of force": ideas, institutions and material capabilities (such as resources and money).

3) *Ecological Democracy*

Environmental controversies often appear to be about debates about facts: Are oil pipelines safe? Are these forestry management practices sustainable? Are salmon raised in aquaculture pens 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. Ecopolitics is often about trying to create the deliberative 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 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 2023 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, 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 result in 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. 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 to class prepared to discuss a significant quote from that week’s required podcasts, reading or videos. Quotes can be up to 40 words, but most will be shorter. Bring the quote to class. 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 Tuesday October 24 at 11:55pm, and again by Friday December 8, 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 the podcast, reading or video from which the quote was taken. It should also reference at least two additional course resources (either other podcast episodes *not “required” in this syllabus*, course readings (either “required” or “additional” readings, or the supplemental resources associated with the podcast series found online). Each submitted response is worth 4% of the course grade.

First Policy Research Essay

You are to select a specific Canadian environmental policy issue (at the municipal, provincial, Indigenous government, 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 shaped the adoption of this policy or decision? In your argumentative response, you should focus on what you see as key economic, institutional, ideational and/or other factors that shaped the policy or decision, 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 description of a policy or decision (i.e., a regulation, piece of legislation, policy decision, court decision, etc.) that is the focus of your analysis; 2) a description of the ecopolitical issue at stake (why is this debate or decision important? What are the outcomes – real or potential – impacted by this decision?); 3) a brief introduction to a theoretical concept (or framework) that can help us make sense of the decision; 4) a concise research question (that you answer in this paper); a thesis statement; 5) an introduction to some of the key state and non-state actors involved in the issue (discussing how they frame the issue and how they sought to influence the decision, either inside and outside of formal political processes – or both); 6) a discussion of how the decision was affected by actor positions and activities, institutional structures, scientific and economic factors, etc.; 7) an example of a comparative example (from another similar jurisdiction – within Canada or beyond) from which we might learn a different approach to responding to the issue at stake. Typically, parts 5 and 6 represent at least half of the essay's length. This essay should cite at least two academic journal articles or books. It should also cite at least one government document, NGO material (website or otherwise), and material (website 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 1500-2500 words in length, with the word-count noted on the first page. As noted in this course's policy on Generative AI, if such tools are used as aids in the research process for this assignment, students must include, in an attachment alongside the relevant assignment submission, a word or pdf document that includes a statement about how they used generative AI, along with copies of all texts generated by these tools that informed their research process. **The First Policy Research Essay is due at 11:55pm on Friday October 20.**

Second Policy Research Essay

In your second essay, you are to compare the politics of the issue you addressed in Essay #1 with how the issue has been responded to differently in another (similar) jurisdiction, addressing some variant on the question: How can we explain why this issue is being addressed differently in these two cases? This essay should (though not necessarily in this order): 1) briefly review some of the background on the issue area to set up your paper; 2) develop an argument explaining the differences between the two policy outcomes; 3) consider key similarities and differences between the two political contexts; 4) draw on academic theory or concepts to help focus the analysis; 5) cite appropriate primary and secondary sources throughout; 6) take into consideration any feedback received on the first paper. Given that you are writing on the same subject matter as your first essay, I expect some overlap between these two papers (up to 1500 words). 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 secondary sources (e.g. academic journal articles or books) and relevant primary sources (e.g. gov't documents, newspaper articles or actor-generated

documents). The second essay should be 2500-3500 words in length (word count must be indicated). As noted in this course's policy on Generative AI, if such tools are used as aids in the research process for this assignment, students must include, in an attachment alongside the relevant assignment submission, a word or pdf document that includes a statement about how they used generative AI, along with copies of all texts generated by these tools that informed their research process. **The Second Policy Research Essay is due at 11:55pm on Friday December 8.**

Policy on late written assignments

I normally give one day grace before taking off marks for lateness. After that, unless you have provided suitable documentation, late essays will be penalized one-third of a letter grade per day or part-day (e.g. a B+ paper uploaded two and a half days late would be awarded the grade of B-).

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 typically takes the role of a moderator or other "neutral" actor (though this is not the only way to structure it).

You are encouraged to be creative in how you present the debate. Environmental politics has a long history of being performative. Consider the actions of Greenpeace or Extinction Rebellion, 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, your group should identify key sources for positions taken (e.g. by stating these sources, or listing them on slides) and submit a summary of positions (including all references and any parts of the presentation that is read aloud) to the instructor prior to the presentation (through Brightspace). (See below Policy on Generative AI as well).

In your group's written report, **due on December 4 (for groups 1-5) and December 8 (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 be up to two pages 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 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. Criteria typically focus on both substance and style. Grades are given for the whole group but may also include peer assessment. Presentations 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.

Course Policy on Generative AI

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics and bodies of literature. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about, much as one might use Wikipedia. As with Wikipedia, the validity of which also varies, text written by Generative AI tools should not be copied into a student's assignment, or even quoted from directly. Instead, students should find and work from original primary or secondary sources, as appropriate, to inform their papers, and then cite those sources in their list of references cited.

If Generative AI tools are used as aids in the research process for any course assignment, students must include, in an attachment alongside the relevant assignment submission, a word or pdf document that includes a statement about how they used generative AI, along with copies of all texts generated by these tools that informed their research process.

I reserve the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

Temagami Field Trip:

There is an optional field trip that students in this class are invited to participate in. From Thursday morning on Sept 21st, to Sunday evening of September 24th, a group of Carleton Political Science students (from PSCI 5810 and PSCI 3801) will join a contingent from Trent University at Camp Wanapitei in n'Dakimenan, the traditional territory of the Teme Augama Anisnaabe in Northern Ontario. Part outdoor adventure (with canoeing, hiking, etc.), part academic conference focused on the history and politics of resource extraction and Indigenous issues in Northern Ontario, this is an event not to be missed! This year's colloquium theme is "Living Relationships: Indigenous Rights, Reconciliation, and the Land." More details can be found at: <https://www.trentu.ca/colleges/champlain/celebrate/temagami> Fees are \$150 for student registration and another \$50 per person towards share vehicle costs. If you are interested in this optional field trip, register through the website (ASAP) and then send me an e-mail letting me know you need transportation from Ottawa in shared rental vehicles. Spaces (both registration and transportation) are limited.

VIII Course Schedule

Week 1 (September 11)

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

Required listening: Ecopolitics Podcast season 1: Episode 1 (Introduction)

Additional resources:

- David Attenborough's film 'A Life on our Planet' (2020) available through Netflix. (optional)

Week 2 (September 18)

Topic: Sustainability transition(s)

Required listening/watching: Ecopolitics Podcast Season 1 episode 2 (James Meadowcroft) and Joanna Macy Interview. As Temperatures Rise. Aug. 28, 2020.

<https://www.youtube.com/watch?v=Y9vHc1aqSaM>

Required Reading:

- Geels, F.W. and J. Schot. 2007. Typology of sociotechnical transition pathways. *Research Policy* 36 (3): 399-417

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.
- Joanna Macy and Chris Johnstone, *Active Hope: How to face the mess we're in without going crazy.* New World Library, Novato, California (2012)
- 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 25)

Topic: Environmental policy research 101

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

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

Required Reading:

- Andrée, Peter. 2011. 'Civil society and the politics of GMO failures in Canada: A Neo-Gramscian analysis.' *Environmental Politics* 20(2): 173-191

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 (October 2)

Topic: Developing an appropriate research question and thesis statement

Presentation 2: 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)

Required reading:

- 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.

Additional Resources:

- Olive, Andrea. *Canadian Environment in Political Context.* 2nd edition. 2019. Toronto, Ontario: University of Toronto Press.
- Harrison, Kathryn. "Federalism and Climate Policy Innovation: A Critical Reassessment," *Canadian Public Policy.* 39 (2013): 95-108
- 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/>

Week 5 (October 9): Thanksgiving. No class.

Week 6 (October 16)

Topic: Environmental history, environmental racism, and justice in Canada

Presentation 3: What should be the future of salmon aquaculture in British Columbia?

Presentation 4: Does a Carleton education adequately encourage ecological citizenship?

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

Required Reading: Robinson, T. M., G. Shum, and S. Singh. 2018. Politically Unhealthy: Flint's Fight Against Poverty, Environmental Racism, and Dirty Water. *Journal of International Crisis and Risk Communication Research* 1(2):303-324

Additional resources:

- Wiebe, Sarah Marie. 2016. "Guardians of the Environment in Canada's Chemical Valley." *Citizenship Studies*. 20 (1): 18-33.
- Ecopolitics Podcst Season 3, Episode 1: What does it mean to be an eco-citizen? Intro to everyday ecopolitics season three

Week 7 (October 23): Reading Week. No class.

Week 8 (October 30)

Indigenous environmental politics and treaty relations

Presentation 5: Should the Canadian government set quotas for the Mi'kmaq lobster fishery in Nova Scotia?

Presentation 6: Should the "Ring of Fire" in Treaty 9 Territory in Ontario's James Bay Lowlands be opened for further development to support the transition to vehicle electrification?

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=AelOZMtcolo>)
- 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)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 9 (November 6)

Corporate Social Responsibility

Presentation 7: Can voluntary approaches to eco-labelling be relied on to address an unsustainable fashion industry?

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

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.
- Morris, James DK and Jacinta Ruru. 2010. Giving Voice to Rivers. *Australian Indigenous Law Review* 14 (2):49-62

Week 10 (Nov. 13)

Sustainable Food Systems

Presentation 8: Should Canada adopt an organic farming target for encouraging more sustainable agricultural practices, like the European Union?

Presentation 9: How should the conflict over Manoomin (wild rice) production and harvesting at Curve Lake First Nation be resolved?

Required Listening: Ecopolitics Podcast season 1, episode 16 (Pathways to sustainable food systems) and season 3, episode 2 (Can we eat our way to sustainability?)

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.
- Ecopolitics Podcast Season 3, episode 6 (Is the local a romantic eco-myth)
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Week 11 (November 20):

Ecofeminism, queer ecology and ecosystem rights

Presentation 10: Are Canadian ENGOs doing enough to address gender and racial environmental inequities?

Presentation 11: Can the concept of "ecosystem rights," as developed in Aotearoa New Zealand, contribute to biodiversity protection in Canada?

Required Listening: Ecopolitics Podcast season 1, episode 9 (ecofeminism/queer ecology) and season 1, episode 15 (Climate action in Canada: ENGO voices)

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:

- 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

Week 12 (November 27):

Group reports due for presentations 1-5

Required Listening: Ecopolitics Podcast Season 3, episodes 3 (HOW DO WE CONFRONT CAPITALISM'S EXCESSES? BETWEEN REVOLUTION AND REFORM) and 4 (WHAT DOES A JUST TRANSITION REALLY ENTAIL? FROM GREEN JOBS AND DECOLONIZATION)

Additional resources: TBA

Week 13 (December 4)

Group reports due for presentations 6-11

Required Listening: Ecopolitics Podcast Season 3, episodes 5 (HOW CAN WE CONFRONT THE ENVIRONMENTAL CHALLENGES ASSOCIATED WITH CANADIAN MINING?) and 6 (IS THE LOCAL A ROMANTIC ECO-MYTH? A CRITICAL APPRAISAL OF 'THINKING GLOBALLY, ACTING LOCALLY')

Additional resources: TBA

Week 14 (FRIDAY December 8)

Make-up class (if necessary)

Appendix

Student Mental Health

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

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

- **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- **Off Campus Resources:**

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

Requests for Academic Accommodation

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 to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

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

Sexual Violence Policy

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

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

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

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;

- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

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

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

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

Carleton E-mail Accounts

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

Carleton Political Science Society

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

Official Course Outline

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