

**Carleton University**

**Fall 2021**

**Department of Political Science**

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

**PSCI 4006A**

**Legislatures and Representation in Canada**

**In-person Course:** Tuesdays, 2:35pm – 5:25pm

**Office Hours (via Zoom):** Tuesdays, 11am-12pm and Wednesdays 11am-12pm, or by appointment

**Location:** Nicol Building 3040

**Instructor:** Louise Cockram

**Email:** [LouiseCockram@cunet.carleton.ca](mailto:LouiseCockram@cunet.carleton.ca)

**Course Description**

This course focuses on the state of legislative politics and representation at both the federal and provincial level in Canada. Throughout the course we will discuss different approaches to studying legislatures, as well as the challenges that legislatures and legislators face in performing their multiple roles. The course readings will explore themes such as (but not limited to): party discipline, the impact of the COVID-19 pandemic on representation in Canada, the lack of gender and racial diversity in Canadian legislatures, the competing roles of legislators in Canada, as well as the features and challenges of provincial and territorial legislative assemblies.

**Learning Outcomes**

This course provides students with an introduction to key texts, ideas, and theories on the study of Canadian Parliamentary democracy. At the end of this course students will be able to:

1. Demonstrate knowledge of key debates in the academic literature on Canadian legislative politics and representation through class discussion and written assignments
2. Trace how legislatures and ideas of representation in Canada have changed (or stayed the same) since Confederation in 1867
3. Critically assess the democratic health of legislatures in Canada and present an evidence-based argument on whether there is a democratic deficit in the House of Commons
4. Discuss the context of underrepresentation in Canadian legislatures based on race, gender, and other social characteristics

**What to expect from each seminar?**

PSCI 4006A will be held **in person**. The class will run over the course of three hours each Tuesday from 2:35pm-5:25pm. We will always take a 15-minute break in the middle of each class (around 4pm) to allow us to recoup.

We will begin each seminar by briefly contextualizing the topic and readings for the week. If a presentation is scheduled for that week, the student will present at the beginning of class (unless other arrangements have been made). The remainder of the class will be spent discussing the readings and the questions posted on the Brightspace weekly question forums.

Our discussion will usually take place as a whole class, however we will occasionally discuss the class material in pairs or in small groups.

### **A note on masks and physical distancing**

As per guidance from Ottawa Public Health and Carleton University, masks must be worn at all times in the classroom. Physical distancing is also required (see section on COVID-19 at the end of the syllabus for more details). The Fall 2021 semester will be Carleton's first in-person term since the university transitioned to online teaching in March 2020. While masks and physical distancing are necessary to mitigate the spread of COVID-19, it may be challenging at times to hear one another during class discussions. I encourage everyone to be patient and understanding with fellow members of the class while we navigate this "new normal." Let others know if you are unable to hear them and ask them to repeat things if necessary.

### **Class absences**

If you are absent from the seminar you can make up your participation grade by sending me a 500-word double-spaced analytical reflection on the readings for that week (for up to a maximum of two classes).

*Note: If you are experiencing extenuating circumstances which will significantly affect your studies, please arrange to speak to me about your individual case.*

### **Assignments**

Note: You can use any citation style for the assignments as long as it is consistent within each assignment. All assignments must be uploaded electronically to Brightspace by 11:59pm on the date they are due.

<b>PSCI 4006 Assignments at a Glance</b>		
Date Due	Assignment	Grade Percentage
Every Monday by 4pm	Participation in weekly question forum	15
Each week	Participation in class	20
Beginning 28 September -Sign up on Brightspace	Class presentation (on one of the weekly topics)	20
5 October	Short Assignment	15
19 October	Final paper proposal	5
10 December	Final paper	25

## **Assignment Instructions (more details are available in Brightspace)**

### **Participation in weekly question forum**

Each week, students will post questions to a Brightspace discussion forum about the weekly readings or topics. Each member of the class will be required to post at least **one question per week by Monday at 4pm**. I will collate these questions and use them to guide the discussion for that week. This will allow class participants to take some ownership over the class discussion.

Please keep in mind the purpose of this class is to learn and all questions, no matter how small, are both welcome and encouraged. Your questions can:

- Address a theme in the reading
- Ask about something you find unclear from the readings
- Provoke discussion about a debate in the literature
- Use the course readings to explore current issues in Parliament or news stories that are related to the course

Participation in the weekly question forum will be graded on **both your consistent weekly submission and the quality of your posts**. Your question must be posted by 4pm on the Monday before class for it to count towards your grade.

### **Participation in class**

This is a seminar class, so all students are required to participate in the class discussion. Here are some ways that you can participate:

- 1) Make comments and observations about the class material/weekly topic
- 2) Ask questions about the weekly readings. In other words, is there a concept or idea in the readings that you are unclear about?
- 3) Bring up a recent news story that is relevant to the course
- 4) Respond to a comment/intervention made by one of your classmates

Participation will be graded on the frequency, relevance, and quality of students' interventions in the class discussion. Attendance is not the same as participation. Students are expected to participate meaningfully in each class by making comments which are relevant to the weekly topics being discussed. Student questions and comments should be thoughtful and should demonstrate engagement with the ideas presented by others.

### **Class presentation**

Beginning 28 September, each member of the class will be required to do a presentation on one of the weekly topics. There is a sign-up sheet on Brightspace for students to pick the week on which they would like to present. The sign-up sheet will be open from 7 September and students must select their presentation date/topic by 21 September at 11:59pm. There will be one to two student presentations per week. The presentations will be done individually; however, students must consult with the other presenters for that week to ensure minimal overlap in the content being covered. For instance, if two students sign up to present on the same week, they will have to decide how to divide the weekly readings between them.

There are two options for organizing the presentation:

- 1) Provide a critique of the readings for that week.
- 2) Provide analysis on a theme related to the topic for that week (e.g., the challenge that MPs face in balancing constituency vs. legislative work; the merits, and disadvantages of parliamentary reform).

Presentations should be between 15-20 minutes and will take place at the beginning of each class. The presentation should analyze the week's readings thematically rather than summarize the readings. Students who summarize the readings without analysis will not achieve a grade higher than a C-.

If you plan to use Power Point slides or any other type of visual (e.g., videos, websites), you must email these materials to me before 11:59pm the date before your presentation.

### **Short Assignment – Is there a Democratic Deficit in the Canadian House of Commons?**

For this assignment, students must write a 2,000-word (double-spaced) paper that answers the question – is there a democratic deficit in the Canadian House of Commons? There is a debate among the authors in our syllabus over the presence of a democratic deficit in the Canadian House of Commons. Some authors claim that the House of Commons does not function in the best interests of our democracy, whereas others argue that claims of a democratic deficit are overblown. Where do you stand in this debate?

You must use four academic articles from the syllabus to support your position. You will use ideas and evidence from the four articles you choose to develop your argument. The four articles you choose can be taken from any week in the syllabus. In other words, you can select articles that are all from the same week in the syllabus or you can pick and choose from multiple weeks. Your assignment must include a bibliography of the four sources you use.

### **Final paper & Final paper proposal**

#### **- Final Paper Proposal**

All students are required to submit a two-page proposal of their final paper by 19 October. The purpose of the paper proposal is twofold: 1) to encourage you to begin thinking about the final paper early in the semester 2) for me to provide early feedback on the ideas and arguments you plan to include in your paper. The proposal should include the following: a research question, a brief description of the argument you plan to make, as well as a working bibliography (with at least six sources). I will review each proposal and provide feedback by 26 October.

#### **- Final Paper**

The final assignment for this course is a research paper. The final paper for this class should be on a topic that interests you. It should analyze a theme or problem related to Canadian legislatures or Canadian legislative studies, rather than summarize a topic. Your paper should include the following: an introduction, a research question, a literature review, discussion, and a conclusion.

I am available during my office hours to provide advice on your research question. In terms of length, your final paper should be 4500-5000 words (double-spaced). You are also required to use at least six academic sources.

## A Note on Sources

The bibliography for your final paper should be primarily comprised of academic sources. Academic sources are peer-reviewed journal articles. While grey literature (e.g., reports from think tanks) can be useful, it should not form the basis of your bibliography.

There are four excellent journals that produce research on legislatures. These include:

Parliamentary Affairs

Legislative Studies Quarterly

The Journal of Legislative Studies

The Canadian Journal of Political Science

Another useful journal (not peer-reviewed) is the Canadian Parliamentary Review. The Canadian Parliamentary Review is the “industry” publication for legislators and House staff across Canada. It features articles from legislative clerks, elected representatives, as well as researchers on Canadian legislative politics.

If you decide to write about a topic currently in the news, for which there is not a lot of academic research, you still need to refer back to earlier academic work to inform your analysis. For instance, David Docherty’s book *Mr. Smith Goes to Ottawa* was published in 1998 but is still useful to study parliamentary careers today.

## Late Assignment Policy

Late assignments will be deducted by 5% per day including weekends. Assignments that are submitted more than a week past the deadline will not be accepted.

## Readings

Note: there is no required textbook for this course. All readings will be available through Ares or through a link on Brightspace.

Date	Topic	Readings
14 September	1. Introduction to the Course <ul style="list-style-type: none"><li>• Introductions</li><li>• Review of syllabus</li><li>• What are the key issues in the study of Canadian legislative politics?</li><li>• What are the key issues in legislative politics in practice?</li></ul>	This syllabus!  Morden, Michael, Hilderman, Jane, and Anderson, Kendall (2018). “Flip the Script: Reclaiming the legislature to reinvigorate representative democracy”. <i>The Samara Centre for Democracy</i> <a href="https://www.samaracanada.com/research/political-leadership/mp-exit-interviews/volume-ii/flip-the-script">https://www.samaracanada.com/research/political-leadership/mp-exit-interviews/volume-ii/flip-the-script</a>

21 September	<p>2. The House of Commons</p> <ul style="list-style-type: none"> <li>• What is the role of the House of Commons?</li> <li>• What are the challenges of representation in the House of Commons?</li> </ul>	<p>Chapters One “Introduction: Parliament in an Age of Reform” and Two “Approaches to Parliamentary Government” in Franks, C.E.S. <i>The Parliament of Canada</i>. Toronto University Press, 1987.</p> <p>Chapter One “A Democratic Audit of Canadian Legislatures” in Docherty, David. <i>Legislatures</i>. UBC Press, 2005.</p> <p>Blidook, Kelly. “Exploring the Role of ‘Legislators’ in Canada.” <i>Journal of Legislative Studies</i>, Vol. 16, No. 1 (2010): 32-56.</p> <p>Paranjape, Avnee. “Will the West Block Chamber Change Parliamentary Culture?” <i>Policy Options</i> (2019). <a href="https://policyoptions.irpp.org/magazines/may-2019/will-west-block-chamber-change-parliamentary-culture/">https://policyoptions.irpp.org/magazines/may-2019/will-west-block-chamber-change-parliamentary-culture/</a>.</p>
28 September	<p>3. Constituency Representation in Canadian Politics</p> <ul style="list-style-type: none"> <li>• What is the nature of constituency representation in Canada?</li> <li>• How do legislators balance constituency and parliamentary work?</li> </ul>	<p>Morden, Michael, Hilderman, Jane, and Anderson, Kendall (2018). “Beyond the BBQ: Reimagining Constituency Work for Local Democratic Engagement.” <i>The Samara Centre for Democracy</i>. <a href="https://www.samaracanada.com/research/political-leadership/mp-exit-interviews/volume-ii/beyond-the-barbecue">https://www.samaracanada.com/research/political-leadership/mp-exit-interviews/volume-ii/beyond-the-barbecue</a></p> <p>Chapters One and Five. Blidook, Kelly, Koop, Royce and Bastedo, Heather. <i>Representation in Action: MPs in the Constituencies</i>. UBC Press, 2018.</p> <p>Koop, Royce, Blidook, Kelly and Fuga, Lesley Anne. “Has the COVID-19 Pandemic Affected MPs’ Representational Activities?” <i>Canadian Journal of Political Science</i> 53, no.2 (2020): 287-291.</p> <p>Bird, Karen. “‘We are Not an Ethnic Vote!’ Representational Perspectives of Minorities in the Greater Toronto Area” <i>Canadian Journal of Political Science</i> 48, no. 2 (2015): 249-279.</p>
5 October	<p>4. Accountability and Scrutiny in the House of Commons</p> <ul style="list-style-type: none"> <li>• Is the House of Commons</li> </ul>	<p>Savoie, Donald. Chapter Four “Primus: there is no longer inter or pares.” <i>Governing from the Centre: the concentration of Power in Canadian Politics</i>. Toronto University Press, 1999.</p>

	<p>effective in keeping the government accountable?</p> <ul style="list-style-type: none"> <li>• What role do Officers of Parliament play?</li> <li>• What is the role of committees?</li> </ul>	<p>Stilborn, Jack. "The Investigative Study Role of Canada's House Committees: Expectations Met?" <i>The Journal of Legislative Studies</i> 20, no.3 (2014): 342-359.</p> <p>Bergman, Gwyneth. and MacFarlane, Emmett. "The Impact and Role of Officers of Parliament: Canada's Conflict of Interest and Ethics Commissioner." <i>Canadian Public Administration</i> 61, no. 1 (2018): 5-25.</p> <p>Wilson, Paul. R. "Harper and the House of Commons: An Evidence-Based Assessment" <i>The Harper Factor: Assessing a Prime Minister's Legacy</i> edited by Jennifer Ditchburn and Graham Fox, 2-43. Montreal-Kingston: McGill-Queen's University Press, 2016.</p>
12 October	<p>5. The Senate</p> <ul style="list-style-type: none"> <li>• What is the role of the Senate?</li> <li>• Does the Senate provide an effective check on the House?</li> </ul>	<p>Lawlor, Andrea and Crandall, Erin. "Committee performance in the Senate of Canada: some sobering analysis for the chamber of 'sober second thought'", <i>Commonwealth &amp; Comparative Politics</i> 51, No.4 (2013): 549-568.</p> <p>Docherty, David. C. (2002) "The Canadian Senate: Chamber of Sober Reflection or Loony Cousin Best Not Talked About", <i>Journal of Legislative Studies</i> 8, no.3 (2002): 27-48.</p> <p>Macfarlane, Emmett. "The Renewed Canadian Senate: Organizational Challenges and Relations with the Government." <i>IRPP</i>. Montreal: Institute for Research on Public Policy. <a href="https://irpp.org/research-studies/renewed-canadian-senate-organizational-challenges-relations-government/">https://irpp.org/research-studies/renewed-canadian-senate-organizational-challenges-relations-government/</a></p> <p>Mullen, Stephanie. ""Way Past that Era Now?" Women in the Canadian Senate." <i>Stalled: The Representation of Women in Canadian Governments</i>, edited by Jane Arscott, Manon Tremblay, and Linda Trimble, 273-289. Vancouver: UBC Press, 2013.</p>
19 October	<p>6. Parliament and Political Parties</p> <ul style="list-style-type: none"> <li>• What role do political parties play in Parliament?</li> </ul>	<p>Sevi, Semra., Yoshinaka, Antoine., &amp; Blais, Andre. (2018). Legislative Party Switching and the Changing Nature of the Canadian Party System, 1867–2015. <i>Canadian Journal of Political Science</i> 51, no. 3 (2018): 665–695.</p>

		<p>Malloy, Jonathan. "High Discipline, Low Cohesion? The Uncertain Patterns of Parliamentary Groups." <i>The Journal of Legislative Studies</i> 9, no. 4. (2003): 116-129.</p> <p>"Chapter Nine – Legislative Assemblies." Marland, Alex. <i>Whipped: Party Discipline in Canada</i>. Vancouver: UBC Press, 2020.</p> <p>May, Elizabeth. "Chapter One – Westminster Parliamentary Democracy: Where some MPs are more Equal than Others." In <i>Turning Parliament Upside Down: Practical Ideas for Reforming Canada's Democracy</i>, edited by Michael Chong, Scott Sims and Kennedy Stewart, 15-35. Vancouver: Douglas and McIntyre, 2017</p>
26 October	Fall Reading Break – Relax and Enjoy!	
2 November	<p>7. Provincial and Territorial Legislatures</p> <ul style="list-style-type: none"> <li>• What are the particular issues in Provincial Legislatures?</li> </ul>	<p>Thomas, Paul and Lewis, J.P. "Executive creep in Canadian Provincial Legislatures." <i>Canadian Journal of Political Science</i> 52, no.2 (2018): 363-383.</p> <p>White, Graham. "Traditional aboriginal values in a Westminster parliament: The legislative assembly of Nunavut." <i>The Journal of Legislative Studies</i> 12, no. 1. (2006) 8-31.</p> <p>White, Graham. "In the Presence of Northern Aboriginal Women?" <i>Stalled: The Representation of Women in Canadian Governments</i>, edited by Jane Arscott, Manon Tremblay, and Linda Trimble, 233-252. Vancouver: UBC Press, 2013.</p> <p>Raney, Tracey. "The Ontario Legislature: Living Up to Its Democratic Potential amidst Political Change?" In <i>The Politics of Ontario</i>. Edited by Jonathan Malloy and Cheryl Collier, 81-99. Toronto: University of Toronto Press, 2016.</p>
9 November	<p>8. Does Parliament Represent the People?</p> <p>Part One:</p> <ul style="list-style-type: none"> <li>• Why don't we have a diverse Parliament?</li> </ul>	<p>Tossutti, Livianna and Hilderman, Jane. "Representing Canadians: Is the 41st Parliament Still a Vertical Mosaic?" In <i>Canadian Democracy from the Ground Up: Perceptions and Performance</i>, edited by Elisabeth Gidengil and Heather Bastedo, 171-193. Vancouver: UBC Press, 2014.</p> <p>Tolley, Erin. "Who you know: Local party presidents and minority candidate emergence." <i>Electoral Studies</i> 58 (2019): 70-79.</p>

		<p>O'Neill, Brenda. "Unpacking Gender's Role in Political Representation in Canada." <i>Canadian Parliamentary Review</i> 38, no. 2 (2015)</p> <p><a href="http://www.revparl.ca/english/issue.asp?param=223&amp;art=1643">http://www.revparl.ca/english/issue.asp?param=223&amp;art=1643</a></p> <p>Episode One "The Problem" - No Second Chances Podcast.</p> <p><a href="https://soundcloud.com/canada2020/part-one-the-problem">https://soundcloud.com/canada2020/part-one-the-problem</a></p> <p>Everitt, Joanna. "The Complicated Web of Stereotypes LGBTQ Candidates Face." <i>Policy Options</i> (2019)</p> <p><a href="https://policyoptions.irpp.org/magazines/march-2019/the-complicated-web-of-stereotypes-lgbtq-candidates-face/">https://policyoptions.irpp.org/magazines/march-2019/the-complicated-web-of-stereotypes-lgbtq-candidates-face/</a></p>
16 November	<p>9. Does Parliament Represent the People?</p> <p>Part Two:</p> <ul style="list-style-type: none"> <li>• What are the experiences of underrepresented groups in Parliament?</li> <li>• How does a lack of diversity affect representation?</li> </ul>	<p>Collier, Cheryl and Raney, Tracey. "Canada's Member-to-Member Code of Conduct on Sexual Harassment in the House of Commons: Progress or Regress?" <i>Canadian Journal of Political Science</i> 51, no. 4. (2018): 795-815</p> <p>Langford, Brynne, Levesque, Mario. "Symbolic and Substantive Relevance of Politicians with Disabilities: A British Columbia Case Study."</p> <p><i>Canadian Parliamentary Review</i> 40, no. 2 (2017)</p> <p><a href="http://www.revparl.ca/english/issue.asp?param=231&amp;art=1744">http://www.revparl.ca/english/issue.asp?param=231&amp;art=1744</a></p> <p>ArNeil, Barbara. "Lactating Mothers in Parliament." In <i>Mothers and Others: The Role of Parenthood in Politics</i>, edited by Melanie Thomas and Amanda Bittner, 46-63. Vancouver: UBC Press, 2017.</p> <p>Morden, Michael. "Parliament and the Representation of Indigenous Issues: The Canadian Case."</p> <p><i>Parliamentary Affairs</i> 71, no.1 (2018): 124-143</p> <p>"Celina Caesar-Chavannes gives candidate account of Trudeau, tokenism" (video), CBC –</p> <p><a href="https://www.youtube.com/watch?v=RFBDbTvLT5s">https://www.youtube.com/watch?v=RFBDbTvLT5s</a></p>
23 November	<p>10. The Work World of MPs</p> <ul style="list-style-type: none"> <li>• Delving deeper into the institutional culture of Parliament</li> </ul>	<p>Chapter Four – "Arriving in Ottawa: New Politicians, Old Rules." Docherty, David C. <i>Mr. Smith Goes to Ottawa: Life in the House of Commons</i>. UBC Press, 1997.</p> <p>Norton, Phillip. "Power behind the Scenes: The Importance of Informal Space in Legislatures."</p> <p><i>Parliamentary Affairs</i> 72 (2018): 245-66.</p>

	<ul style="list-style-type: none"> <li>• A look at parliamentary careers</li> </ul>	<p>Snagovsky, Feodor, and Kerby, Matthew. "Political Staff and the Gendered Division of Political Labour in Canada." <i>Parliamentary Affairs</i> 72, no. 3 (2018): 616–37.</p> <p>Jowhari, Majid. "What it's like to be a Rookie MP in a Place that Fetishizes Exhaustion." <i>The Hill Times</i>. <a href="https://www.hilltimes.com/2018/10/03/like-rookie-mp-workplace-fetishizes-exhaustion/171079">https://www.hilltimes.com/2018/10/03/like-rookie-mp-workplace-fetishizes-exhaustion/171079</a></p>
30 November	<p>11. Legislatures in Crisis</p> <ul style="list-style-type: none"> <li>• The COVID-19 pandemic and Parliament</li> <li>• Minority Parliaments</li> <li>• Prorogation</li> </ul>	<p>Hyson, Stewart and Desserud, Don. "New Brunswick's 'Hung Legislature' of 2018: Completing the Trilogy of Legislative Oddities." <i>Canadian Parliamentary Review</i>. Vol. 42, no. 1 (2019): <a href="http://www.revparlcan.ca/en/new-brunswicks-hung-legislature-of-2018-completing-the-trilogy-of-legislative-oddities/">http://www.revparlcan.ca/en/new-brunswicks-hung-legislature-of-2018-completing-the-trilogy-of-legislative-oddities/</a></p> <p>Malloy, Jonathan. "The Adaptation of Parliament's Multiple Roles to COVID-19." <i>Canadian Journal of Political Science</i> 53, no.2 (2020): 305-309</p> <p>Chapter One in Aucoin, Peter, Jarvis, Mark, Turnbull, Lori. <i>Democratizing the constitution: Reforming Responsible Government</i>. Toronto: Emond Montgomery Publications, 2012.</p> <p>Thomas, Paul. Measuring the Effectiveness of a Minority Parliament. <i>Canadian Parliamentary Review</i> 30, no. 1 (2007): <a href="http://www.revparl.ca/english/issue.asp?param=180&amp;art=1229">http://www.revparl.ca/english/issue.asp?param=180&amp;art=1229</a></p>
7 December	<p>12. Parliamentary Reform</p> <ul style="list-style-type: none"> <li>• Are proposals for parliamentary reform realistic?</li> </ul>	<p>Pond, David. "Imposing a neo-liberal theory of representation on the Westminster model: A Canadian case." <i>The Journal of Legislative Studies</i> 11, no. 2 (2005): 170-193</p> <p>Chapter Six in Aucoin, Peter, Jarvis, Mark, Turnbull, Lori. <i>Democratizing the constitution: Reforming Responsible Government</i>. Toronto: Emond Montgomery Publications, 2012.</p> <p>Stanton, Bruce. "A Parallel Chamber for Canada's House of Commons?" <i>Canadian Parliamentary Review</i> 41 no. 2</p>

		(2018): <a href="http://www.revparlcan.ca/en/vol-41-no2-a-parallel-chamber-for-canadas-house-of-commons/">http://www.revparlcan.ca/en/vol-41-no2-a-parallel-chamber-for-canadas-house-of-commons/</a>  “The Reform Act.” <i>The Samara Centre for Democracy</i> . <a href="https://www.samaracanada.com/research/political-leadership/the-reform-act">https://www.samaracanada.com/research/political-leadership/the-reform-act</a>
--	--	--

## 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](mailto: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](http://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](http://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](mailto: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](http://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](http://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](http://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.