

**PSCI 4809 B/5915 G**  
**Ethnographic Research Methods**  
8:35am – 11:25am, Wednesdays  
507 Southam Hall

Instructor: Dr. Cati Coe

Office Hours: Tuesdays, 1-3pm in person or online, or by arrangement at other times

Phone number: 613-520-2600 ext. 6116

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

### **Course description**

This course provides an introduction to ethnographic and qualitative research, focusing on how it might be useful in political science research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographers carry out their research by becoming a participant/observer or observing participant, to varying degrees, in the social setting they wish to study. Ethnographic research provides descriptive and interpretative analyses of the routine practices of everyday life. Accounts represent different ways people make sense of their lives and describe the types of social organization (for example, gender relations, political authority, or social movements) that, in part, serve to structure or pattern behavior.

This course has both practical and conceptual goals. 1). Students should learn how to do a small-scale qualitative research project, and in the process, they should gain skills in various qualitative research methods such as interviewing and writing fieldnotes. 2). Students should explore conceptual and ethical questions that have been raised with respect to qualitative research. Some questions concern the nature of the knowledge produced by qualitative research: What counts as good evidence for knowledge claims about a subject's world? What is the relationship between what people say and what outside observers think they are doing? Other questions concern the social position of the researcher in qualitative research: Does one have to be a member of a group to do good qualitative research on that group? Should qualitative research have practical or critical goals? Why does interpretive research matter and to whom? What distinguishes qualitative from quantitative research?

The class will meet in person.

### **Learning outcomes**

By the end of this course, students will be able to:

- Design and carry out a qualitative research project
- Write fieldnotes and carry out interviews
- Assess and describe the ethical issues raised by the research process
- Assess and describe how the social context (including the researcher) affected the research process
- Assess which questions can best be answered by qualitative research

## Required texts

The following books are required and are available at Octopus Books, 116 Third Avenue, Ottawa, 613-233-2589, <https://octopusbooks.ca/> and electronically, through ARES, except as noted:

- Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. 2<sup>nd</sup> ed. Chicago: University of Chicago Press. [not available electronically on ARES]
- Maxwell, J. A. 2013. *Qualitative Research Design: An Interactive Approach*. 3<sup>rd</sup> Ed. Thousand Oaks, CA: Sage. [not available electronically on ARES]

Plus **one** of the following:

1. McGovern, Mike. 2017. *A Socialist Peace? Explaining the Absence of War in an African Country*. Chicago: University of Chicago Press.
2. Paley, Julia. 2001. *Marketing Democracy: Power and Social Movements in Post-Dictatorship Chile*. Berkeley: University of California Press. [not available electronically on ARES]
3. Li, Tania Murray. 2014. *Land's End: Capitalist Relations on an Indigenous Frontier*. Durham: Duke University Press.

The other readings will be made available through the reserves in Carleton's library (Ares).

**Course Communications:** There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing me is almost always the last resort. Here's a guide to communicating with me and your peers:

- *"I have questions about course content, assignments, and policies"*: ask these on the "Ask the Instructor" forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *"I have questions about work I'm doing on my own assignments"*: book an appointment with me to discuss (Tuesdays, 1-3pm or by arrangement at other times). These are not matters that can be handled efficiently over email.
- *"I need to discuss something private, or to set up a time to discuss something private"*: book an appointment with me to discuss (Tuesdays 1-3pm, or by arrangement at other times). These are not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. I answer email Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click "send." Keep these simple guidelines in mind and you will find that I reply quite quickly

(usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday.

### **Assignments at a glance**

Participation in seminar discussion and activities, ongoing: 10%  
Research proposal, September 21: 10%  
Visual/Sound data: October 19: 10%  
Interview transcript, November 2: 10%  
Fieldnotes, November 9: 10%  
Analysis memos, November 16, 23, 30: 15% total  
Presentation, December 7: 5%  
Research paper, due date determined by final exam schedule (December 10-22): 30%

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor. All assignments in this course are to be submitted via Brightspace—email submissions will NOT be accepted. Make sure that your file functions properly prior to upload and submission: file corruption is something that happens at the user's end, before upload to Brightspace. Files that are unreadable are not grounds for an extension and will be deemed late.

### **Late Work**

You have 5 grace days that you may use across the course, for when things go unexpectedly wrong. Special consideration may be given if you are dealing with a protracted medical or similar issue for which you can provide documentation.

### **Grade Inquiries**

I'm always willing to review assignments. I only have two rules on the matter:

- 1) *No discussions about grades until 48 hours have passed after the assignment is returned*, and
- 2) *Students must prepare a list of specific issues to discuss, ones that engage faithfully with the feedback provided.* You need to be prepared to engage with the feedback in a conversation with me about it. Once you've done so, book an appointment with me. Note that I'll be providing detailed feedback on assignments. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

### **Assignments in detail**

**Participation in seminar sessions:** Seminars are designed to be interactive, with discussion and exercises aimed at fostering your capabilities and reflexivity important for ethnographic research. It is essential that you do the required reading for each seminar session, coming prepared to discuss them. Participation marks will reflect both the quality and quantity of engagement. Attendance will be taken.

## Guidelines for Fieldwork Project

### *Overview*

The range of possible projects for this course is broad. You will select a field site where there are people. The field site may be broadly or narrowly concerned with policy, politics, or the effect of each on everyday lives. The main requirements are that the mini-study involve participant observation, qualitative interviewing, and the collection of documents or visual materials. Data collection should continue throughout the term. Therefore, you should find a site where it will be feasible for you to participate in mundane everyday activities over a period of time. This will allow you to observe similar types of interaction several times in order to determine social patterns as well as unique events or practices.

The central aims of this course are for you to learn about ethnographic and qualitative methods and explore ethical research practices. You will do this through conducting a simple short-term project, in attempt to explain a particular social phenomenon of importance as well as bring together different types of data and sources of evidence in writing up an account.

### *Ethical Conduct for Research Involving Humans*

In order to gain the training necessary to conduct research with humans for your course project, you should successfully complete the web-based TCPS2 (Course in Research Ethics). Expect the preparation and exam to take about four hours. *You should bring with you to class a printed certificate.* Please see this site for a link to the web-based program: <https://tcps2core.ca/welcome>

You are required to submit a brief project description, as well as your consent forms or scripts to me on September 21. You must also submit an approval letter from the site supervisor at your field site on their letterhead.

### *Data Collection*

(1) You are required to complete one interview (4809 students) or two (5915). You **MUST** follow practices of informed consent and assent, which we will go over in class. Furthermore, you **MUST** avoid any questions that might elicit emotionally distressing topics for a subject. These subjects **MUST** not be vulnerable populations (children, elderly, or prisoners). You are required to transcribe half an hour of one interview for review by me, as well as relevant sections of the other interviews for your report.

(2) You are required to complete a certain number of hours of observation at your field site at a minimum (8 hours for 5915 students, 5 hours for 4809 students). You will need to write fieldnotes after each observation to describe fully the activities and interactions observed.

(3) You will collect a third kind of data, either material objects, a map, sounds, or documents, about your field site or from your field site, depending on which is the most appropriate.

For these assignments, you will need to record audio and possibly take photographs. Your cellphone should be sufficient for these technology requirements. If you have difficulty with this technology, please let me know.

Sharing and discussing your research products and process is key to the learning experience in this course. This raises issues of confidentiality. You should inform participants in your study that interview transcripts and fieldnotes will be shared with fellow students and the professor in the course. You **MUST** also ensure that you will not identify them in any documents, and you **MUST** change names to pseudonyms in any data that you share so that your informants will not be identifiable. Everyone in this class is also required to respect the confidentiality of the information that will be shared.

#### *Restrictions*

- (1) No covert research: This type of research is ethically questionable and not allowed.
- (2) No comparative studies: Your main research question should not take the form of “What is the difference between \_\_\_\_\_ and \_\_\_\_\_?” In other words, you should not attempt to understand the difference between two settings, policies, or people. While comparative studies are central to qualitative research, you will not have the time to do a comparative study effectively in one semester.
- (3) No evaluative studies: Your research question should not take the form of “What is the effect of \_\_\_\_\_ on \_\_\_\_\_?” While evaluation studies are critically important, they typically require that the “outcome” of some intervention, curriculum, practice, or program be “measured.” Evaluation studies typically require a mix of qualitative and quantitative methods. Conducting an adequate evaluation study will not be feasible in this course.

#### **Research Proposal: Due September 21**

Your narrative should be 2-3 double-spaced pages in length.

- State the purpose of your proposed study (one or two main research questions and/ or study objectives.)
- Provide background for your particular project interest—you do not have to include a literature review but this is where you can state briefly any expertise that prepares you to conduct this project and in a way that is sensitive to your research participants.
- Explain your research design: You should state that you are doing a qualitative project that involves observation, interviewing, and document/sound/space analysis.
  - Explain where you are conducting the study and how this site will enable you to address your research interests
  - Describe the interactions you will be observing and how these will help you address your research questions. You will state the number of hours of observation and will write fieldnotes to document your observations.
  - Describe who you will be interviewing and what you hope to learn from your participant(s). State that you will record and then transcribe your interviews.
  - You should identify the materials (objects, maps, soundscape, documents) you will be analyzing and why.
- State that you will code your data for relevant themes and then will submit a course report that analyzes the relationships among essential themes identified across data sources.

- What potential difficulties (personal, practical, conceptual, or methodological) do you foresee in doing this project? How might you deal with these?

There should be the following attachments to your research proposal:

- your letter of permission from your fieldsite
- your consent form or script
- your certification from TCPS2

### **Analytic Memos**

Each memo should be 3-4 double-spaced pages for 5915 students and 2-3 pages for 4809 students. 4809 students should pick two of these to do. Look back at the guidance on writing analytic memos in Emerson, Fretz, and Shaw, *Writing Ethnographic Fieldnotes*. The memo should be based on your fieldnotes, interviews, and any other material collected.

#### **1) Culture, due November 16**

Describe an important process in your fieldsite and analyze it. Use Akhil Gupta's chapter as a model.

#### **2) Power, due November 23**

What are the forms and sources of power for people in this fieldsite? Use Noah Coburn's chapter as a model.

#### **3) Language, due November 30**

Take one term or word that seems important in your fieldsite, and unpack what it means, as Susan Bibler Coutin does in the assigned article.

### **Research Report Guidelines**

**Due:** According to the final exam schedule

- I. **Introduction** to the topic and its significance: General statement of the problem you studied and its significance (why should the reader be interested in your research?).
- II. **Literature review:** Identify one controversy (unresolved issue, dilemma, debate) in your field to which this study will speak. Critically analyze the way the problem you are addressing has been defined and studied, and the conclusions that have been reached in prior research. How does your study relate or differ from previous research on this topic or research question? (For 4000-level students, I would expect 2-3 studies for the purpose of this assignment; for 5000-level students, 4-5 studies. This is just an exercise, not an adequate literature review).
- III. **Research Questions:** Usually two main questions, with one or two subsidiary (refining) questions nested within each major question. (You can report here or in the methods section on how your sense of the problem and questions changed over the course of your study).

- IV. **Methods:**
- A. **Describe the setting:** Why did you choose to study your research question in this setting?
  - B. **Access, roles, and ethics:** Discuss issues involved in gaining access and defining a role in the context in which you carried out your research. How did who you are influence the kind of data/perspectives you were able to obtain? How did you negotiate your role(s)? Discuss any ethical considerations that might have emerged and how you addressed these issues.
  - C. **Methods** you used and for what purposes: how did you collect the data you needed to answer your research questions? Identify the kinds of evidence you gathered and show how the different types helped you to answer your questions. In terms of participant observation research, where did you participate and in what ways? With whom? Report how much time you spent in the field. How did you decide whom to interview? For what purposes or to gather what kinds of information? Report how many informants you interviewed, the types of people interviewed, and how long the interviews tended to last. What sources did you use for documentary evidence?
- V. **Your account/data analysis:** Rather than simply reporting your finding, in qualitative research you discuss the major themes and present your assertions related to these themes/issues. You substantiate your assertions using various data (triangulate multiple data sources) and textured descriptions (single quotes/multiple voices, general descriptions, interpretive commentary, vignettes, documentary evidence, photographs, sounds, maps, etc.)
- VI. **Future research:** If you could go back to your site and do a more extended project, how would your questions and methods change? What additional research would you now like to do? Why does this research matter?
- VII. **Reference list:** Full bibliographic information for all references cited.

Overall length: 20-25 pages, double-spaced; for 5915 students; about 10 pages, double-spaced, for 4809 students.

## Course schedule

### Part 1: Designing Research

Date	Readings due	Assignments due
September 7: What questions is ethnographic research good at answering?	<p>Pick <b>one</b> of the following ethnographies to read. 5915 students should read the whole book, 4809 students should read the introduction and two chapters.</p> <p>McGovern, Mike. 2017. <i>A Socialist Peace? Explaining the Absence of War in an African Country</i>. Chicago: University of Chicago Press.</p> <p>Paley, Julia. 2001. <i>Marketing Democracy: Power and Social Movements in Post-Dictatorship Chile</i>. Berkeley: University of California Press.</p> <p>Li, Tania Murray. 2014. <i>Land's End: Capitalist Relations on an Indigenous Frontier</i>. Durham: Duke University Press.</p>	
September 14: Research Design	<p>Maxwell, J. A. 2013. <i>Qualitative Research Design: An Interactive Approach</i>, 3<sup>rd</sup> Ed. Thousand Oaks, CA: Sage.</p> <p>Ghodsee, Kristin. 2016. "Choose a Subject You Love." In <i>From Notes to Narrative: Writing Ethnographies that Everyone Can Read</i>, pp. 9-22. Chicago: University of Chicago Press.</p>	
September 21: Ethics	<p>Course on Research Ethics (about 4 hours long):  <a href="https://tcps2core.ca/welcome">https://tcps2core.ca/welcome</a>  <i>Plus for 5915 students:</i></p> <p>Davis, Dana Ain and Christa Craven. 2016. "Challenges for Feminist Ethnography." <i>Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities</i>, pp. 99-120. Lanham: Rowman and Littlefield,</p> <p>Guillemin, Marilys and Lynn Gillam. 2004. "Ethics, Reflexivity, and 'Ethically Important Moments' in Research." <i>Qualitative inquiry</i> 10(2): 261-280.</p> <p>Sluka, Jeffrey A. 1990. "Participant Observation in Violent Social Contexts." <i>Human Organization</i> 49(2): 114-126.</p>	Research proposal
September 28: Negotiating Access and Fieldwork Roles	<p>Coburn, Noah. 2011. "Ethnography and Suspicion." <i>Bazaar Politics: Power and Pottery in an Afghan Market Town</i>, pp. 17-21. Stanford: Stanford University Press.</p> <p>Ortner, Sherry B. 2010. "Access: Reflections on Studying Up in Hollywood." <i>Ethnography</i> 11(2): 211-233.</p> <p>Narayan, Kirin. 1993. "How Native is a "Native" Anthropologist?" <i>American Anthropologist</i> 95(3): 671-686.</p> <p><i>Plus for 5915 students:</i></p> <p>Leach, James. 2006. "Out of Proportion? Anthropological Description of Power, Regeneration and Scale on the Rai</p>	



	Coast of Papua New Guinea” In <i>Locating the Field: Space, Place and Context in Anthropology</i> , edited by Simon Coleman and Peter Collins, pp. 149-162. London: Routledge.	
--	--	--

## Part 2: Data Collection

Date	Readings due	Assignments due
October 5: Fieldnotes	Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. <i>Writing Ethnographic Fieldnotes</i> . Chicago: University of Chicago Press, Chapters 1-5, pp 1-141.	Bring in excerpt of fieldnotes (not graded, but for feedback in class)
October 12: Interviewing	Briggs, Charles. 1983. “Questions for the Ethnographer: A Critical Examination of the Role of the Interview in Fieldwork.” <i>Semiotica</i> 46(2-4): 233-261.	Bring three copies of interview guide (not graded, but for feedback in class)
October 19: Space, Visuality, Aurality	<p><i>Readings:</i></p> <p>Schwedler, Jillian. 2020. “Material Obstacles to Protest in the Urban Built Environment: Insights from Jordan.” <i>Contention</i> (Brooklyn, N.Y.) 8(1): 70–92. <a href="https://doi.org/10.3167/cont.2020.080106">https://doi.org/10.3167/cont.2020.080106</a>.</p> <p>Moretti, Cristina. 2017. “Walking.” In <i>A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies</i>, edited by Denielle Elliott and Dara Culhane, pp. 91-112. Toronto: University of Toronto Press. [Note that this is a limited user e-book so please use these techniques to allow others’ access: <a href="https://mediaspace.carleton.ca/media/ebook+etiquette/1_public14p">https://mediaspace.carleton.ca/media/ebook+etiquette/1_public14p</a>]</p> <p>Pink, Sarah. 2007. “Photography in Ethnographic Research.” In <i>Doing Visual Ethnography</i>, pp. 65-96. 2<sup>nd</sup> ed. London: Sage.</p> <p><i>Videos:</i></p> <p>Grossman, Alyssa and Selena Kimball. 2011. “Memory Objects, Memory Dialogues.” Film about everyday household objects in Romania, which serve as people’s reflections on the political past and present <a href="https://livrepository.liverpool.ac.uk/3033166/">https://livrepository.liverpool.ac.uk/3033166/</a> [note the password necessary for vimeo is located on this site; 29 minutes]</p> <p>New, David. 2009. “Listen.” [6 minutes] National Film Board of Canada <a href="http://www.nfb.ca/film/listen/">http://www.nfb.ca/film/listen/</a></p> <p>“Soundscape in Vancouver Back Alley,” (2 minutes) <a href="https://vimeo.com/78777150">https://vimeo.com/78777150</a></p>	Visual/Sound data
November 2: Ethnographic Writing	<p>Robben, Antonius C. G. M. 1996. “Ethnographic Seduction, Transference, and Resistance in Dialogues about Terror and Violence in Argentina.” <i>Ethos</i> 24(1): 71-106.</p> <p>Narayan, Kirin. 2012. “Voice.” <i>Alive in the Writing: Crafting Ethnography in the Company of Chekhov</i>. Chicago: University of Chicago Press, pp 67-92</p>	Interview transcript

November 9: Ethnographic Writing	Narayan, Kirin. 2012. "Place." <i>Alive in the Writing: Crafting Ethnography in the Company of Chekhov</i> , pp. 23-44. Chicago: University of Chicago Press. Ghodsee, Kristin. 2016. "Incorporate Ethnographic Detail." <i>From Notes to Narrative: Writing Ethnographies that Everyone Can Read</i> , pp. 31-40. Chicago: University of Chicago Press.	Fieldnotes
--	---	------------

### Part 3: Analysis

Date	Readings due	Assignments due
November 16: Culture	Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 1995. <i>Writing Ethnographic Fieldnotes</i> . Chicago: University of Chicago Press. Chapters 6, 7 and 8, pp. 142-216 Gupta, Akhil. 2012. <i>Red Tape: Bureaucracy, Structural Violence and Poverty in India</i> . Durham: Duke University Press. Chapter 1: Poverty as Biopolitics, pp. 1-39.	Culture analytic memo
November 23: Power	Coburn, Noah. 2011. "Cultural Definitions of Power in Istalif." In <i>Bazaar Politics: Power and Pottery in an Afghan Market Town</i> , pp. 106-141. Stanford: Stanford University Press.	Power analytic memo
November 30: Language	Coutin, Susan Bibler. 2003. "Cultural Logics of Belonging and Movement: Transnationalism, Naturalization, and U.S. Immigration Politics." <i>American Ethnologist</i> 30(4): 508-26. <a href="http://www.jstor.org/stable/3805246">http://www.jstor.org/stable/3805246</a> . Elliott, Denielle. 2017. "Writing." In <i>A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies</i> , edited by Denielle Elliott and Dara Culhane, pp. 23-44. Toronto: University of Toronto Press. [Note that this is a limited user e-book so please use these techniques to allow other students' access: <a href="https://mediaspace.carleton.ca/media/ebook+etiquette/1_pubms14p">https://mediaspace.carleton.ca/media/ebook+etiquette/1_pubms14p</a> ]	Language analytic memo
December 7 <sup>th</sup>		Research Presentations

## Appendix

---

### **Covid-19 Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### **Student Mental Health**

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

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

- **Carleton Resources:**

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

- **Off Campus Resources:**

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

## **Requests for Academic Accommodation**

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

**Pregnancy accommodation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious accommodation:** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

**Accommodations for students with disabilities:** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](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 details, [click here](#).

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

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://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](https://carleton.ca/sexual-violence-support).

### **Plagiarism**

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and

- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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

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

### **Intellectual property**

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

### **Submission and Return of Term Work**

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

### **Grading**

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

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

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

### **Carleton E-mail Accounts**

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

### **Carleton Political Science Society**

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

### **Official Course Outline**

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