

Carleton University

Fall 2024

Department of Political Science

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

**PSCI 4809 (F)**

**Voter Suppression in the US**

Mondays, 11:35 – 2:25pm

(Online)

**Retired Professor Melissa Haussman**

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**Office hours Mondays 2:30-3:30 pm and by appointment**

Unfortunately, voter suppression in the US is as old as the Constitution of 1788. States are given the power to conduct state and federal elections under Section 1, Article 4. Just after the Constitution was ratified in June 1788, states began preparing for the first election of the new Congress in February 1789. Patrick Henry, powerful member of the Virginia Legislature and an Anti-Federalist opposing the new Constitution's uploading of significant powers to the national government, had the VA legislature draw a district packed with Anti-Federalists in which James Madison, one of the framers of the Constitution, was running (he had been denied a Senate seat due to the state legislature's power of appointment, just as Abraham Lincoln lost the 1855 and 1858 US Senate elections by the state legislature since state legislatures appointed Senators until 1913). Madison won the seat in 1789, and served three terms thereafter, winning the Presidency in 1808. Similarly, the "gerrymander" came to public notice due to the signing of a new state electoral map for the 1812 elections by Massachusetts Governor Elbridge Gerry which sliced up Essex County, supplanting Federalist majorities in favor of opposition Democratic-Republican officials.

The history of voter suppression in the US has been based on five intertwining elements: political party stances and regional representation; single-member electoral districts in most states (and the use of multi member districts in a minority of states), all based on winner take all formulas; the assignment of most electoral administration to state legislatures; and the history of racism and slavery in the US. Political parties dominant in various regions have made decisions to appeal to or suppress votes depending on which votes they think will get them elected. While we have seen voter suppression most starkly in the US South under government by both parties, other regions have participated in the practice.

While the pre-Civil War history of voting suppression was done mainly on the basis of party and region, involving immigration status and ethnicity, race came to the forefront after the Civil War

and intertwined with other factors. This was due to the official stance that slavery was over, even as states and the federal government kept Black Americans, Native Americans and Asian Americans from citizenship and voting status. Historian Allan J. Lichtman, whose work we will read, argues that a fatal Constitutional flaw lay in not enshrining a positive right to vote. This critique could be made of many “fundamental rights” discovered later by the Supreme Court in the Constitution, which can also be overturned. Lichtman argues for a positive interpretation of voting rights to fashion inclusive democracy. Other scholars, such as Political Scientist Seth McKee and others, have claimed that the use of total populations in re-doing US House representation every ten years is flawed and that a better measure is Voting-Age population or even Voting-eligible populations, since in many states convicted felons can’t vote. Throughout US history, the operating assumption by many party leaders and election officials is that voting and office-holding is best done by white, middle-class, usually male citizens.

In this course, we examine the irony of having checks and balances in the Constitution to decentralize power while the ability of states to administer elections has effectively underwritten the practice of parties’ picking and choosing which voters should have the ability and right to vote and to elect representatives they favor. As former President Obama famously said, “voters should pick their government, not the other way around.” After examining the early two-party fights around the Constitution and the balance of state vs. national power, which included gerrymandering and vote suppression, we look at the unfortunately rich history of party involvement in vote suppression since the Civil War. The historical and current practices of favoring one party’s voters over another bear even sharper resonance during the historic campaign of the first Black and South Asian woman (Kamala Harris) for the Presidency in 2024.

### **Course Objectives**

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

1. Understand key concepts, actors, institutions, and processes that have affected the expansion or limitation of voting rights and voter participation in the US.
2. Describe and analyze the significant role played by the states or federal government in curtailing different groups’ rights to vote and the irony entailed by this policy of “limiting” the national government’s role.
3. Describe and analyze the utility of national government efforts to guarantee voting rights.
4. Evaluate scholarly writing, podcasts and media to develop clear arguments about voting rights and their administration.
5. Write, research and discuss effectively about specific topics related to the course.

**Readings: no books to be bought for the course. All available through ARES on Brightspace or in certain instances in the library on reserve.**

### **Requirements:**

As this is a seminar, you are required to come to class with the readings for that day prepared. The class will be divided into small groups, each of which is responsible for a particular reading that week. For some weeks, to be denoted in advance, each group will come to class with its designated reading prepared. For other weeks, also denoted in advance, each group will be required to present the reading, covering the following: which central issues in voting rights policy does the reading address, which literature disagreements does it address and what does it contribute to the ongoing academic and real-life debates. For those weeks, roughly half the course weeks, each group will need to post a short paper by the following Monday night, 800 words each-one paper submission per group.

There are deductions for late papers at 1/3 of a grade per day. Students in other time zones can contact me regarding group participation and alternate arrangements.

Note: for written assignments, papers, the requirements include: 1) describing the issue as presented in the podcast and/or reading, 2) explaining the implications of voting restrictions on certain groups; 3) supporting your claims with evidence and language. An excellent paper will do the following: 1) present a clear description of the issue (both in its current form and historical development); 2) develop the ideas in logical ways where the reader can see the connections; 3) use evidence to back up claims; 4) make no errors in grammar, spelling or sentence structure.

- 1) Collaborative summaries: these are 800 words in length, summarizing the group's discussion of the assigned reading's contribution and will be graded collaboratively. They need to be uploaded by the end of day on the Monday following the previous Monday's class.

Each author for each part must be identified, and each class member will be responsible for writing and putting together one submission (i.e. being the "lead"). Four times per semester, 10% each, total 40%. These will be submitted on Brightspace.

**Note: While people will be graded collectively on the quality of the submission, they will be graded individually on the quality of their presentation in identifying, discussing and analyzing key issues of the readings.**

- 2) Discussion in zoom meetings-both presentations and general contributions 25%
- 3) Final take home paper: Compare one element of historic vote suppression tactics with a current one since the 21<sup>st</sup> century. What are the similarities and differences? Was the party performing the suppression attempts the same both times? How did pro-voter groups respond and what were the outcomes? Also please include specific discussion of voter suppression efforts in at least one of the "usual suspects", AL, FL or GA (others to be approved by instructor).

Word length: 2500 words but over-length ok

Due date: Last day of finals period, submitted on Brightspace

Grade component: 35%

**NOTE: you may NOT turn in work from another course as this final paper. The final papers are to be prepared individually, they are NOT group assignments.**

## **Module I Partisan History in the Early Republic**

### **Weekly Outline**

#### **September 9 first class meeting, setting of course expectations**

#### **Module 1-Early History of District and Vote Manipulation in the Republic in the 18<sup>th</sup> and 19<sup>th</sup> centuries**

#### **September 16**

Readings: Steven Mintz, “Winning the Vote: a History of Voting Rights,” *History Now*, [www.gilderlehrman.org/historybyera/](http://www.gilderlehrman.org/historybyera/)

Robert Chesney, “Democratic-Republican Societies, Subversion, and the Limits of Legitimate Political Dissent in the Early Republic,” *North Carolina Law Review*, 82 (5), Article 2, 1525-1580.

#### **September 23- Continued**

Lichtman, *The Embattled Vote in America*, Harvard University Press, 2020, Introduction, Chs. 1-3

Jean Reith Schroedel, *Voting in Indian Country: the View from the Trenches* (2020), Ch. 2

Tova Andrea Wang, *The Politics of Voter Suppression* (Cornell University Press, 2012), Ch. 2

Optional: Carol Anderson, *One Person, No Vote* (NY: Bloomsbury, 2018), Ch. 1;

And Bernard Tamas and Joseph Robbins (2021). “Electoral Bias and Authoritarianism: the Collapse of Two-Party Competition in the Jim Crow South.” *Journal of Political Science*.49, pp. 79-105.

## **Module II under the Protection of the Voting Rights Act, 1965**

### **Sept. 30- The Voting Rights Act of 1965**

Congressional Research Service. 2015. *The Voting Rights Act of 1965: Background and Overview*, R43626, pp. 1-10.

US Dept of Justice, [www.justice.gov](http://www.justice.gov). “History of Federal Voting Rights Laws” (to be posted).

Wang, Ch. 3

Lichtman, Ch. 5

### **October 7-Questions about the VRA and Extending it to Language Minorities**

Jeffrey W. Ladewig and Seth McKee (2014). “The Devil’s in the Details: Evaluating the One Person, One Vote Principle in American Politics. *Politics and Governance*, 2 (1), 4-31.

Schroedel, Ch. 1, 3

William Broyles. (October 1976). “The Making of Barbara Jordan.” [www.texasmonthly.com](http://www.texasmonthly.com).

Ari Berman, “The Lost Promise of the Voting Rights Act.” [www.TheAtlantic.com](http://www.TheAtlantic.com), August 5, 2015.

Mexican-American Legal Defense and Educational Fund (March 19, 2020). “Maldef Successfully Pushed to Expand the Voting Rights Act to Language Minorities.” [www.maldef.org](http://www.maldef.org).

David H. Hunter (Winter 1976). “The 1975 *Voting Rights Act* and Language Minorities,” *Catholic University Law Review*, 25 (2), Article #4.

**\*\*October 14- Thanksgiving no class\*\***

**\*\*October 21- Fall break, no class\*\***

### **Oct. 28-Majority-Minority Districts**

Lani Guinier (1991). “The Triumph of Tokenism: the Voting Rights Act and the Theory of Black Electoral Success.” *Michigan Law Review* 89 (5): Parts I and II, a & b

Geoffrey Skelley (August 14, 2023). “How Majority-Minority Districts Fueled Diversity in Congress.” [www.Fivethirtyeight.com](http://www.Fivethirtyeight.com).

Jamie Boschma. (January 30, 2015). “What it’s Like to be a Nonwhite Lawmaker Representing a White-Majority District (and vice-versa).” [www.theatlantic.com](http://www.theatlantic.com)

David Lublin. (November 19, 2018). “Eight Majority-White Districts Elected Black Members of Congress this Year. That’s a Breakthrough.” [www.washingtonpost.com](http://www.washingtonpost.com).

### **November 4-Gender and Electoral “Success”**

Evelyn Simien. (2022). “The 2018 Congressional Midterms.” *Journal of Women, Politics & Policy*, 43 (3): 279-296.

McCammon and Banaszak, eds., *One Hundred Years of the Nineteenth Amendment*, Oxford University Press, Introduction and Montoya Chapter 5.

Andre Perry. (September 10, 2018). “Analysis of black women’s electoral strength in an era of fractured politics.” [www.brookings.edu](http://www.brookings.edu).

Lichtman, Ch. 4

Lauren Dezenski (May 18, 2018). “CBC endorses Pressley, Capuano touts Fundraising.” [www.politico.com](http://www.politico.com).

Joshua Miller (March 6, 2018). “Civil Rights Hero endorses Mike Capuano.” [www.bostonglobe.com](http://www.bostonglobe.com).

Sarah Ferris and Heather Caygle (September 10, 2020). “Black Caucus faces upheaval as progressive pressure rises.” [www.politico.com](http://www.politico.com).

Nicholas Wu (March 12, 2024). “The Congressional Black Caucus has endorsed progressive Cori Bush.” [www.politico.com](http://www.politico.com).

### **Module III-the Push and Pull of Federal Legislation and Court Decisions vs. State Responses since the 1990s-Expansionist through *Shelby Co vs Holder (2013)*, Narrowing of Rights since then**

#### **November 11-Policies and Procedures on Voting**

##### 1. “Motor Voter” laws

Stephen Knack. (1999). “Drivers Wanted: Motor Voter and the Election of 1996.” *PS*, 32 (3): 237-243.

Raymond Wolfinger and Jonathan Hoffman (March 2001). “Registering and Voting with Motor Voter.” *PS*, 34 (1): 85-92.

Wang, Ch. 5

Dept of Justice, US Government “The National Voter Registration Act (NVRA) of 1993.”

##### 2. Felon rights

National Conference of State Legislatures (June 6, 2024). “Felon Voting Rights.” [www.ncsl.org/elections-and-campaigns/felon-voting-rights](http://www.ncsl.org/elections-and-campaigns/felon-voting-rights)

Alex Kajstura and Mike Wessler, Prison Gerrymandering Project (November 21, 2022). “Advocates to Census Bureau: End prison Gerrymandering in 2030.” [www.prisonersofthecensus.org](http://www.prisonersofthecensus.org).

Carla Laroche (2022). “Black Women and Voter Suppression.” *Boston University Law Review*, 102: Parts I-III.

## November 18-Voter Registration Lists between the *Help America Vote Act* (2002) and *Shelby* (2013)

Barry Burden ed., *The Measure of American Elections* Ch. 3, Ansolabehere and Hersh

Brakkton Booker. (October 11, 2015). “California Becomes 2<sup>nd</sup> State to Automatically Register Voters.” [www.npr.org](http://www.npr.org).

John Holbein and D. Sunshine Hillygus (April 2016). “Making Young Voters: the Impact of Preregistration on Youth Turnout.” *American Journal of Political Science*. 60 (2): 364-382.

The Brennan Center for Justice, “The Help America Vote Act of 2002.” [www.brennancenter.org](http://www.brennancenter.org).

John Lindback (May 18, 2024). “Money, Patience, Testing and Inevitable Delays: What it Takes to build a Statewide Voter Registration System.” *Institute for Responsive Government*.

U.S. Election Assistance Commission (July 2005). “Voluntary Guidance on Implementation of Statewide Voter Registration Lists.”

Congressional Research Service (October 5, 2022). “The Help America Vote Act of 2002 (HAVA): Overview and Ongoing Role in Election Administration Policy.” <https://crsreports.congress.gov> R46949

## November 25- Returning to “It’s Ok to Discriminate in New Ways”: Post-Shelby Landscape

US Justice Department (June 23, 2023). “Reflecting on the 10<sup>th</sup> Anniversary of *Shelby Co. vs. Holder*.” [www.justice.gov](http://www.justice.gov).

Deuel Ross (April 2023). “Voting Rights in Alabama, 2006-2022.” *Journal of Constitutional Law* 25 (2): 253-309.

Nicholas Stephanopoulos (2013). “The South after *Shelby County*.” University of Chicago Public Law and Legal Theory Working Paper No. 451.

Brennan Center for Justice (2014). “*Shelby County*: One Year Later.” [www.brennancenter.org](http://www.brennancenter.org).

Atiba R. Ellis (2016). “Economic Precarity, Race, and Voting Structures.” Case Western Reserve School of Law, Scholarly Commons. [https://scholarlycommons.law.case.edu/faculty\\_publications/2203](https://scholarlycommons.law.case.edu/faculty_publications/2203)

Richard L. Hasen (2015). “Racial Gerrymandering’s Questionable Revival.” *Alabama Law Review*, 67 (2): 365-385.

## **December 2: Continued Bad Behavior in Election Administration Post-Shelby and Progressive Resistance**

Schroedel, Chs. 5.8

Anderson, “Afterword”

Mac Brower (September 8, 2022). “In Seven States, Removing Voters from the Rolls Just got Easier.” [www.democracydocket.com](http://www.democracydocket.com).

Anna V. Smith (October 16, 2018). “5 Obstacles for Native American Voters in the 2018 Midterms.” *High Country News*, [www.hcn.org](http://www.hcn.org).

Christina A. Cassidy (June 10, 2024). “Electronic Voting worries security experts. Nevada touts safeguards as it expands it to tribes.” [www.apnews.com](http://www.apnews.com).

Zoltan Hajnal, N. Lajevardi, and L. Nielson (2017). “Voter Identification Laws and the Suppression of Minority Votes.” *The Journal of Politics*. 79 (2): 363-379.

Meg Kinnard (March 8, 2024). “South Carolina to hold 2024 congressional elections with map previously ruled unconstitutional.” [www.apnews.com](http://www.apnews.com).

Katie Friel and Emil Mella Pablo, Brennan Center (May 23, 2022). “How Voter Suppression Laws Target Native Americans.” [www.brennancenter.org](http://www.brennancenter.org).

ACLU. “Crystal Mason vs. the State of TX.” <https://www.aclu.org/cases/crystal-mason-v-state-of-texas>.

Joshua Ceballos (May 24, 2024). “New racial gerrymandering lawsuit takes aim at South Florida’s powerful Congressional districts.” [www.wusf.org](http://www.wusf.org).

Gary Fineout (August 12, 2023). “Former Rep. Al Lawson’s Florida Congressional seat could come back under new agreement.” [www.politico.com](http://www.politico.com).

CBS Miami (August 6, 2024). “Florida Supreme Court sets redistricting arguments.” [www.cbsnews.org](http://www.cbsnews.org).

## **Module IV: The Right to Have Policy Representation and Efforts to Suppress**

### **December 6**

Clyde McGrady (October 24, 2022). “Why a Black Democratic City won’t Have a Black Democrat in the House.” [www.nytimes.com](http://www.nytimes.com).

US Rep. John Conyers. (February 17, 2016). “Flint is the Predicted Outcome of Michigan’s Long, Dangerous History with ‘Emergency Managers.’” [www.thenation.com](http://www.thenation.com).

US House Committee on the Judiciary. (May 3, 2017). “Three Years after Disastrous Flint Water Switch Representatives Conyers, Kildee and Lewis Reintroduce Bill to Stop Emergency Managers.” [www.judiciary.house.gov](http://www.judiciary.house.gov).

Michigan Civil Rights Commission (February 7, 2017). “The Flint Water Crisis” to be posted to Brightspace.

Sydney Hawthorne. (2018). “Do Desperate Times call for Desperate Measures?” *NYU Review of Law and Social Change* 41 (2): 181-231.

Jane Mayer (August 15, 2022). “Goodbye Columbus: State Legislatures are Torching Democracy.” [www.newyorkerest.com](http://www.newyorkerest.com).

Jeffrey Collins (June 12, 2024). “GOP women who helped defeat a near-total abortion ban are losing re-election in South Carolina.” [www.apnews.com](http://www.apnews.com).

Rollcall.com (April 14, 2022). “Census undercount risks funding for Native American reservations.”

Brian Bienkowski (June 12, 2012). “Pollution, Poverty and People of Color: a Michigan Tribe battles a Global Corporation.” [www.scientificamerican.com](http://www.scientificamerican.com).

Robert Bullard, ed. (2018) *Dumping in Dixie*, Ch. 2.

Articles on Former Speaker Kevin McCarthy’s ouster TBA.

## Appendix

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### **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**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

**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 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](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([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).

### **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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

### **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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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 the 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.