

PSCI 5310W
History of Political Thought
Mondays, 2:35 pm – 5:25 pm
This course will be held remotely online

Instructor: Sophie Marcotte Chénard
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Course Description

This course was originally created for graduate students who had not completed a full-credit course in the history of Western political thought (PSCI 2301/2302) prior to joining the Department of Political Science. As such, it will be of interest to all graduate students who want to engage with core texts and critical interpretations of modern political thought. The fundamental premise of this course is that the history of political thought is not a subsection of a subfield in the discipline of political science; rather, it provides the essential philosophical underpinnings of our understanding of politics and informs theoretical *and* empirical inquiries into the various aspects of political life. For that reason – and for others, which we will discuss in this course – revisiting, re-reading, and reinterpreting the writings of past political thinkers is not an antiquarian task but one that contributes in a meaningful way to our self-understanding.

One of our tasks in this course is to consider the history of modern political thought not as a rigid set of doctrines, but as a plurality of competing views, debates, polemical arguments and unresolved issues. Moreover, the history of political thought has its own history, which is not without asperities, contestations, and reconstructions. Who should we consider a “canonical” figure, and why? What criteria should we use to justify the inclusion or exclusion of political thinkers in the curriculum? This course will provide opportunities to reflect on the dynamics of the constitution of a canon and the foundations on which the selection of “great works” rely. To do so, this course combines: 1) a study of emblematic figures of Western political thought (Machiavelli, Hobbes, Rousseau, Mill), paired with critical contemporary engagements and interpretations and; 2) an analysis of neglected or overlooked thinkers who deserve (for both

historical and normative reasons) more philosophical attention than they have been given. Through this dual inquiry, we will address fundamental questions about politics, such as: what is the foundation of political legitimacy? What is the nature of political oppression? How can we understand the relationship between morality and politics? How should we conceive of the relationship between the individual and society? Does liberty matter, and what social and political form should it take?

This course is designed to provide a substantive (but selective) overview of some of the main themes in Western political thought and an introduction to the works key medieval, early-modern, and modern thinkers including Christine de Pizan, François Poullain de la Barre, Niccolo Machiavelli, Étienne de la Boétie, Thomas Hobbes, Jean-Jacques Rousseau, Immanuel Kant, Mary Wollstonecraft, J.S. Mill and Emma Goldman.

Learning Objectives:

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

- Assess the validity of the arguments put forward by the thinkers studied in the course;
- Draw parallels with our present-day use of the concepts discussed in class (servitude, tyranny, liberty, power, legitimacy, obedience, consent, rights);
- Develop reading and writing skills and master interpretive tools in approaching past texts;
- Formulate a clear and rigorous interpretation of the texts studied in the course, to be assessed through the assignments and in-class discussions.

Contact Policy:

The best way to contact me outside of scheduled office hours is via email. You can expect a reply within 48 hours (weekends excluded). If your question cannot be answered by a short email, please drop by during online office hours or stay online after the seminar discussion. If your question is of general interest to the whole class, please post in the “Peer Help Forum”.

When emailing:

- Include the course code in the subject line of the email
- Use your Carleton email account
- Sign off with your first and last name

Course Format

This course is delivered remotely online using a blended approach of synchronous meetings (seminar lectures and discussions, office hours) and asynchronous activities (collaborative annotation of the readings on Perusall).

The structure of the course will be as follows:

- 1) Log in + welcome and updates about the course (5 minutes)
- 2) Instructor’s presentation of the weekly topic and readings (20-25 minutes)
- 3) Student presentation of their critical review (5 minutes)
- 4) Class discussion on the first text or excerpts
- 5) 15-minute break
- 6) Class discussion on the remaining texts or excerpts

The required readings are available on the course page for each week, along with other materials, including additional academic articles and resources, editorials and newspaper articles that deal with topics related to this course.

Use of Brightspace: Course announcements, deadline reminders and course materials will be posted on the course page. Please ensure that you have access to the course on Brightspace and consult it regularly.

Required Texts

- Niccolo Machiavelli, *The Prince* (Oxford World's Classics, 2005)
- Thomas Hobbes, *Leviathan* (Oxford World's Classics, 1998)
- J.S. Mill, *On Liberty, Utilitarianism and Other Essays* (Oxford World's Classics, 2015)
- All other readings will be available directly on Brightspace at no cost to you

* Any edition of the books (new or used) can be used, provided that they are unabridged. The books are available for purchase at the University bookstore.

Course Assignments

Assignment	Due Date	Percentage of Final Grade
Attendance/Participation	Marked weekly	30%
Critical Review	Once/Term	15%
Research Essay Proposal	Friday, February 18 th	15%
Research Essay	Friday, April 1 st	40%

Course Assignments Overview

1. Attendance and Participation (30%) – Marked weekly

Your attendance and participation grade will be based on the evaluation of two components:
a) Participation in class discussions and b) Annotation of texts through Perusall.

a) **Attendance and participation** in the weekly discussions is an essential component of this seminar, which is normally (i.e. when there is no global pandemic) based on in-class conversations, debates and exchange of ideas.

Participation in class will **be evaluated according to the following criteria**: preparation ahead of the seminar; quality of interventions; ability to engage critically with the text and to make connections with other concepts/ideas covered in the course. To earn the full points, you are required to attend the virtual seminar on a regular basis, demonstrate that you have read the texts in advance and contribute actively, positively and respectfully to the discussion.

b) **Perusall Annotation of Texts:** A percentage of your participation grade goes to your weekly participation in a collaborative annotation of the readings. To earn the full points, you are required to **annotate and comment on a selection of readings on Perusall** (indicated by an asterisk in the course outline and on Brightspace). Your annotation of the text should be completed on Sunday before midnight. You should contribute a minimum of **one comment** (which can also take the form of a question about a specific passage or section of the text). There is no maximum, but it is preferable to avoid going on an endless rant at every page of the text. Further explanations and examples will be given during the first week.

Note about attendance: Excused absences include medical reasons, family emergencies and observance of religious holiday. Please make sure to notify me in advance and if necessary, to provide the necessary documentation (i.e. medical note).

Three or more unexcused absences will result in a change of one third of a letter grade (e.g. from B+ to B). Five or more unexcused absence will result in losing one full letter grade (from B to C).

2. Critical Review (15%)

Students are expected to submit one critical review during the term (min. 500 words – max. 1000 words) that will be based on the week and reading of your choosing. The critical review should include a brief summary of the text that outlines the main thesis as well as a critical analysis of the strengths and weaknesses of the argument alongside further questions that, according to you, the text raises. A document detailing how to write a critical review will be posted on Brightspace. There will be a sign-up sheet available during the first week of class.

3. Research Essay Proposal (15%) – Due February 18

Your main assignment in this course is to write a research essay to be submitted at the end of the term. The initial step toward the completion of your paper is to draft a research proposal. Your **proposal (max. 1500 words)** should include your research question, a tentative thesis, a “roadmap” or outline of the organization of your essay, a justification of the main sources you will be using and an explanation of your method (how you will approach and treat your topic). Your research proposal should be accompanied by a bibliography (minimum of 4 sources). Specific guidelines for the proposal will be posted on the course page under Assignments and Guidelines.

You can submit your outline in Word or PDF format. Please name your submitted assignment as follows: Lastname.Firstname.Assignment1.

4. Research Essay (40%) – Due April 1st (*This is not an April's fools' joke: please submit your essay on that date)

You will be required to write one **research essay (max. 4000 including footnotes)** that should be submitted electronically on Brightspace. A document with detailed guidelines will be available on the course page at the beginning of the term. For your final essay, you have a choice between two options:

1) Comparative interpretive analysis: To compare and contrast different interpretations of canonical thinkers by developing a critical dialogue between perspectives that rely on convergent or divergent premises (for example, Leo Strauss and Quentin Skinner on Hobbes).

2) Neglected figures in the canon: To propose an interpretive analysis of a neglected thinker in the history of political thought (either because of gender, race, geographical location, exclusion from the “Western” tradition, etc.). The essay should be based on an exegesis of the thinker’s writings but should also include the relevant secondary literature. There is also a possibility of writing a comparative essay that brings together well-known and lesser known thinkers.

Your bibliography should include at least 7 sources, one of which should be a book and four of which should be peer-reviewed. You are encouraged to use the “Further Readings” document posted on Brightspace in preparation for writing your essay. The document includes a (very incomplete) list of thinkers in the history of modern political thought. You can also select a thinker that does not figure on the list.

You can submit your essay in Word or PDF format. Please name your submitted assignment as follows: Lastname.Firstname.FinalEssay

Summary

Students are required to:

- 1) Complete the readings before class;
- 2) Attend the weekly Zoom meetings regularly;
- 3) Participate in class discussions and annotation on Perusall (total of 30%)
- 4) Submit a critical review of one reading (15%)
- 5) Write and submit a proposal for their research essay (15%)
- 6) Submit their final research paper (40%)

Course Schedule and Required Readings

Week 1: Introduction: How to Study the History of Political Thought (and Why It Matters)

(Jan 10)

Readings:

- ◆ Syllabus
- ◆ Penny Weiss, “The Politics of the Canon: Gatekeepers and Gate-Crashers”, in *Canon Fodder. Historical Women Political Thinkers*, Pennsylvania State University Press, 2009.
- ◆ Adrian Blau, “How (not to) Use the History of Political Thought for Contemporary Purposes”, *American Journal of Political Science*, Vol. 65, No. 2 (2021), p. 359–372.

Optional:

- ◆ Adrian Blau, “History of Political Thought as Detective Work”, *History of European Ideas*, Vol. 41, No. 8 (2015), p. 1178-1194.
- ◆ James Faar, “The History of Political Thought as a Disciplinary Genre”, *The Oxford Handbook of Political Theory*, pp. 225-242.
- ◆ Wendy Brown, “At the Edge,” *Political Theory*, Vol. 30, no. 4 (2002), p. 556-576.
- ◆ Linda Zerilli, “Feminist Theory and the Canon of Political Thought”, *The Oxford Handbook of Political Theory*, p. 106-124.

Week 2: Christine de Pizan and Early-Modern Critiques of Gender Inequality
(Jan 17)

Readings:

- ◆ De Pizan, *The Book of the City of Ladies* (1405) (Selections)
- ◆ *François Poullain de la Barre, *On the Equality of the Two Sexes* (1673) (Selections)

Week 3: Niccolo Machiavelli (I): Primary Sources
(Jan 24)

Readings:

- ◆ Machiavelli, *The Prince* (1531), Dedicatory Letter, Chap. 1-2, 7-9, 14-19, 21, 24-26.

Week 4: Niccolo Machiavelli (II): Interpretations and Debates
(Jan 31)

Readings:

- ◆ *Leo Strauss, "Introduction", *Thoughts on Machiavelli* (Free Press, 1958), p. 9-14.
- ◆ Claude Lefort, "The Concept of Machiavellianism", in *Machiavelli in the Making*, (Northern University Press, 2012), p. 61-77.
- ◆ Quentin Skinner, *The Foundations of Modern Political Thought*, pp. 118-138.
- ◆ Hannah Fenichel Pitkin, *Fortune is a Woman: Gender and Politics in the Thought of Niccolo Machiavelli*, Berkeley, University of California Press, 1984, p. 138-160.

Optional:

- ◆ Erica Benner, "Introduction", *Machiavelli's Prince: A New Reading* (Oxford University Press, 2013), p.ix-li.
- ◆ Mary Dietz, "Trapping The Prince: Machiavelli and the Politics of Deception"
- ◆ Wendy Brown, "Machiavelli: From Man to Manhood", in *Manhood and Politics*, pp. 71-123
- ◆ Leo Strauss, "Machiavelli's Intention: The Prince", *The American Political Science Review* 51, 1 (1957), 13-40
- ◆ Maurizio Viroli, *From Politics to Reason of State: The Acquisition and Transformation of the Language of Politics 1250-1600*, Cambridge University Press, 1992 (Selections), p. 244-254 (Norton critical edition)
- ◆ Isaiah Berlin, "The Question of Machiavelli", *The New York Review of Books*, 1971.
- ◆ Isaiah Berlin, "The Originality of Machiavelli", *Against the Current: Essays in the History of Ideas* (Princeton University Press, 2013), p. 33-100.
- ◆ J.G. A Pocock, *The Machiavellian Moment*, p. 156-182.
- ◆ Skinner, *Machiavelli. A Very Short Introduction*, Oxford University Press, 2001.
- ◆ Quentin Skinner, "Machiavelli on virtù and the Maintenance of Liberty"
- ◆ Quentin Skinner, "The Republican Ideal of Political Liberty"
- ◆ Mary O'Brien, "The Root of the Mandrake. Machiavelli and Manliness", in Maria J. Falco (ed.), *Feminist Interpretations of Machiavelli*, (University Park, Pennsylvania: Pennsylvania University State Press, 2004), p. 173-195.
- ◆ Catherine H. Zuckert, "Fortune Is a Woman— But So Is Prudence. Machiavelli's Clizia", in *Feminist Interpretations of Machiavelli*, (University Park, Pennsylvania: Pennsylvania University State Press, 2004), p. 197-211.

- ◆ Hans Baron “Machiavelli: The Republican Citizen and the Author of ‘the Prince’.”, *The English Historical Review*, Volume LXXVI, Issue CCXCIX, April 1961, p. 217–253
- ◆ Sheldon Wolin, *Politics and Vision*, pp. 175-213
- ◆ Arlene Saxonhouse, “Niccolò Machiavelli: Women as Men, Men as Women, and the Ambiguity of Sex”
- ◆ Jane S. Jaquette, “Rethinking Machiavelli: Feminism and Citizenship”

Week 5: Étienne de la Boétie and the Politics of Obedience
 (Feb 7)

Readings:

- ◆ *La Boétie, *The Discourse of Voluntary Servitude* (1574) (entire book)

Optional:

- ◆ Robert Sparling, “Sunlight is the best disinfectant? Étienne de la Boétie on corruption and transparency”, *European Journal of Political Theory*, Vol. 12, no. 4 (2013), p. 483–509.

Week 6: Thomas Hobbes (I): Primary Sources
 (Feb 14)

Readings:

- ◆ Hobbes, *Leviathan* (1651), Part I, Introduction and Chap: 6, 13-16, Part II, Chap: 17-22, 26, 29-30

Week 7 - Fall Break

Week 8: Thomas Hobbes (II): Interpretations and Debates
 (Feb 28)

Readings:

- ◆ Charles W. Mills, *The Racial Contract*, p. 62-80.
- ◆ *Joanne H. Wright, “Choice Talk, Breast Implants and Feminist Consent Theory. Hobbes’ Legacy in Choice Feminism”, in *Feminist Interpretations of Thomas Hobbes*, (University Park, Pennsylvania: Pennsylvania State University Press, 2012),
- ◆ “Hobbes, History, Politics and Gender: A Conversation with Carole Pateman and Quentin Skinner”, in *Feminist Interpretations of Thomas Hobbes*.
- ◆ Adrian Blau, “Methodologies of Interpreting Hobbes: Historical and Philosophical”, in Loyd, *Interpreting Hobbes’ Political Philosophy*, Cambridge University Press, 2019, p. 19-27 (second section only)

Optional:

- ◆ Quentin Skinner, “The Context of Hobbes’ Theory of Political Obligation”, *Visions of Politics. Volume III. Hobbes and Civil Science*, p. 264-286.

- ◆ David Armitage, "Hobbes and the foundations of modern international thought", in *Rethinking the Foundations of Modern Political Thought*, Cambridge University Press, 2006.
- ◆ Leo Strauss, *The Political Philosophy of Hobbes*
- ◆ Michael Oakeshott, *Hobbes on Civil Association*
- ◆ Charles W. Mills, "The Racial Contract as Methodology, Not Hypothesis", *Philosophia Africana*, Vol. 5, No. 2 (2002).
- ◆ S.A. Loyd, "Power and Sexual Subordination in Hobbes' Political Theory", *Feminist Interpretations of Thomas Hobbes*
- ◆ Marc Trachtenberg, "The Question of Realism: A Historian's View," *Security Studies* (2003)
- ◆ Johann Somerville, "Absolutism and Royalism", in the *Cambridge History of Political Thought*, 1990.
- ◆ Quentin Skinner, "Hobbes on Persons, Authors , and Representatives," In *The Cambridge Companion to Hobbes's Leviathan* (Cambridge University Press, 2007).
- ◆ G.A.J Rogers, "Hobbes and His Contemporaries" in *The Cambridge Companion to Hobbes's Leviathan* (Cambridge University Press, 2007).
- ◆ Kinch Hoekstra, "A lion in the house: Hobbes and democracy", *Rethinking the Foundations of Modern Political Thought*, Cambridge University Press, 2006, p. 191-218.

Week 9: Jean-Jacques Rousseau (I): Primary Sources
 (March 7)

Readings:

- ◆ Rousseau, *Discourse on the Origins of Inequality* (Second Discourse, 1755)

Optional

- ◆ Rousseau, *Discourse on the Arts and Sciences* (First Discourse, 1750)

Week 10 Jean-Jacques Rousseau (II) : Interpretations and Debates
 (March 14)

Readings:

- ◆ *Axel Honneth, "The depths of recognition. The legacy of Jean-Jacques Rousseau" in *Engaging with Rousseau. Reaction and Interpretation from the Eighteenth Century to the Present*, Cambridge University Press, 2016, p. 189-214.
- ◆ Frederick Neuhouser, "Rousseau's Critique of Economic Inequality", *Philosophy & Public Affairs*. Vol. 41, No. 3 (2013), p. 193-225.
- ◆ Lynda Lange, "Rousseau and Modern Feminism," in Lynda Lange (ed.), *Feminist Interpretations of Jean-Jacques Rousseau*, p. 24- 41.

Optional:

- ◆ Francis Moran III, "Between Primates and Primitives: Natural Man as the Missing Link in Rousseau's Second Discourse", in *Philosophers on Race: Critical Essays*, p. 125-144.
- ◆ Judith Shklar, *Men and Citizens. A Study of Rousseau's Social Theory*, Cambridge, Cambridge University Press, 1969, p. 75-126.
- ◆ Eve Grace and Christopher Kelly, (eds.), *The Challenge of Rousseau*, Cambridge: Cambridge U.P., 2013.

- ◆ John T. Scott, John (ed.), *Rousseau. Critical Assessments*. New York and London, Routledge, 2006.
- ◆ Leah Bradshaw, "Rousseau on Civic Virtue, Male Autonomy, and the Construction of the Divided Female," in *Feminist Interpretations of Jean-Jacques Rousseau*, p. 65-88.
- ◆ Leo Strauss, "On the Intention of Rousseau", *Social Research*, Vol. 14, No. 4 (1947), p. 455-487.
- ◆ Susan Moller Okin, Section III on Rousseau in *Women in Western Political Thought*

Week 11: Mary Wollstonecraft and Enlightenment Thought
(March 21)

Required readings:

- ◆ Immanuel Kant, "An Answer to the Question: What is Enlightenment?" (1784)
- ◆ *Wollstonecraft, *The Vindication of the Rights of Women* (1792), Dedication, Introduction, Chap. 1-2.

Week 12: J.S. Mill (I): Primary Sources
(March 28)

Readings:

- ◆ Mill, *On Liberty* (1859), Chap. 1, 2.
- ◆ Mill, *On the Subjection of Women* (1869), Chap. 1, 3.

Week 13: J.S. Mill (II): Interpretations and Debates
(April 4)

Readings:

- ◆ *Jonathan Riley, "Racism, Blasphemy, and Free Speech", in C.L. Ten (ed.) *Mill's On Liberty: A Critical Guide*, Cambridge, Cambridge University Press, 2008, p. 62-82.
- ◆ Clare McGlynn and Ian Ward, "Would John Stuart Mill Have Regulated Pornography?", *Journal of Law and Society*, Vol. 41, No. 4 (2014), p. 500-522.
- ◆ Susan Moller Okin, Chap. 9: 'John Stuart Mill, Liberal Feminist", in *Women in Western Political Thought*.

Optional:

- ◆ Isaiah Berlin, "John Stuart Mill and the Ends of Life" (1959) (Norton Critical Edition, p. 253-279).
- ◆ Harriet Taylor, "The Enfranchisement of Women" (1852)
- ◆ Sumner, L. W., "Chap. 2: Mill's Framework" in *The hateful and the obscene: studies in the limits of free expression*, University of Toronto Press, 2004.
- ◆ Maria Morales, "Rational Freedom in John Stuart Mill's Feminism", in *J.S. Mill's Political Thought : A Bicentennial Reassessment*, edited by Nadia Urbinati, and Alex Zakaras, Cambridge University Press, 2007.

Week 14: Emma Goldman and Anarchist Political Philosophy
(April 11)

Readings:

- ◆ Goldman, *Anarchism and Other Essays*, Chap. 1-2.

Course Policies

Citations and Bibliography

All written assignments should include a full list of sources used and avoid plagiarism or other violations of academic integrity. For examples of what constitutes plagiarism and what could be the possible sanctions, consult this page on academic integrity:
<https://carleton.ca/registrar/academic-integrity/>

You must indicate all references to the texts in footnotes or with in-text references. You are free to choose the style of citation with which you are most comfortable, as long as it is consistent throughout your assignment. For more details on how to cite properly, please consult the MacOdrum Library website: <https://library.carleton.ca/help/citing-your-sources>.

All assignments submitted should be **double-spaced**, formatted in **12-point font** and should include **page numbers**.

Copyright

Lectures and course materials are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

Late Essays & Extensions

If you are ill or have any other legitimate reason for not being able to complete coursework or submit your assignments on time, **please advise me as soon as possible (preferably before the deadline)**. If an extenuating circumstance prevents a student from submitting an assignment on time, they should be prepared to provide proper documentation concerning the situation. Accommodations can be discussed on a case-by-case basis.

Please note that assignments in other courses **are not sufficient grounds** for an extension. As you dispose of several weeks to complete the assignments, it is your responsibility to start early in the term.

Late assignments will be penalized at the **rate of 4% of the student's assignment grade** per day. An assignment is considered one day late if it is submitted to Brightspace any time up to 23:59 hours after the deadline. Assignments that have **not been submitted seven (7) days** after the deadline will not be accepted.

There is an increased risk of depression and anxiety among students during the pandemic, so please make sure to seek help if you are experiencing mental health-related problems. Carleton offers a broad range of resources: <https://carleton.ca/wellness/>

Grade Appeal

Any suspicion of error on the part of the instructor should be brought up immediately to be corrected. You are more than welcome to drop by during online office hours to discuss your assignment. If you are concerned that your assignment was not assessed fairly, you can request a review by submitting a **one-page justification** explaining the reasons why the assignment should be reviewed. You should send the justification along with the original essay by email **no later than one (1) week** after receiving your grade. A request for review can involve the raising or lowering of a grade upon further examination.

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). When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Requests for Academic Accommodation

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

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

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

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

Sexual Violence Policy

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

Plaqiarism

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.