

Carleton University  
 Department of Political Science  
<https://carleton.ca/polisci/>

Fall 2023

PSCI 6105F  
 Comparative Politics I  
 Tuesdays, 8:35-11:25 a.m.

Professor Andrea Chandler (She/her)

Office: D692 Loeb Building

Office hours: Mondays, 12:00-2:00 p.m.; Tuesdays, 11:30-11:45 and 1:15-2:45, or by appointment

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Course description:

This is the first of the two core courses in comparative politics, primarily designed to assist doctoral students in the Department of Political Science to prepare for their comprehensive exams in the subfield of comparative politics. This course provides an overview of a selection of key themes and issues in comparative politics, with an emphasis on the evolution of the subfield. The foundations of the field will be discussed, with a focus on key, influential texts and debate over concepts. Students will find that some of the course readings were written decades ago, and it will be our task to situate them in the context in which they appeared, as well as to assess critically their impact on the d. (PSCI 6106, offered in winter term 2024, will further explore comparative politics themes and provide a more sustained focus on the most recent debates).

Comparative politics is a subfield which draws on other disciplines, among them comparative law, philosophy, anthropology and sociology. Despite the label “comparative,” not all comparative politics works explicitly compare various units; case studies of single countries, subnational levels of government, social movements or events are common in the literature. Comparative politics tends to examine internal dynamics within polities, focussing on the interaction of social, economic and cultural factors and their impact on political outcomes. As politics has become increasingly globalized, the boundaries between the subfields of comparative politics and international relations has become more porous. In general, a key difference between comparative politics and IR is that investigations in comparative politics tend to take specific, empirical events and trends as their starting point. For example, why do revolutions happen? What factors cause democracy to revert to authoritarianism? Which approaches to economic development are most conducive to lasting prosperity? As comparative politics has evolved, the questions asked have become more complex and more specialized.

Ph.d. students who write the comparative politics comprehensive examination will be expected to demonstrate thorough and deep knowledge of key texts, to show an ability to analyze these texts critically, and to show familiarity with key debates over epistemology and methodology. Thus, there will be a significant reading workload in PSCI 6105, and students will be expected to arrive in class prepared to participate actively in class discussions of the assigned reading. Course learning objectives include the following:

- to improve the ability to read texts closely, in depth, and critique them analytically

- to gain an appreciation of how comparative politics developed as a subfield over time, by assessing the evolution of key debates
- to refine the ability to find connecting themes between diverse texts, and to contrast various approaches
- to gain experience in discussing and collaborating with peers, in which each individual has a responsibility to a scholarly community,
- to practice and improve the ability to write the concise, focussed prose that is found in a successful comprehensive examination.

### Course Readings:

The following book has been ordered for students in this course from the University Bookstore:

- Michael G. Hanchard, *The Spectre of Race: How Discrimination Haunts Western Democracy*. Princeton, NJ: Princeton University Press, 2018.

It is not a textbook *per se*, but we will read the entire book throughout the term as an overview critique of comparative politics. Students may consider it convenient to purchase it.

Assigned course readings can be found on reserve at McOdrum Library, through the ARES system (Go to Brightspace – Tools – ARES Reserves). While many readings can be found online, students should be prepared to access some readings through the book placed on reserve in the library.

Since a number of the readings are ‘classic’ works that are quite widely read, students may consider looking for some of them in used bookstores, so as to easily have them available for future study after the course ends. Ottawa has excellent used bookstores, among them Black Squirrel Books and Book Bazaar, both on Bank Street.

### Course Requirements:

This table provides an overview of course components and their proportion of the final grade. See next page for detailed expectations for each component.	
Attendance and Participation	20% (10% for Weeks 1-6 + 10% for weeks 7-12)
Presentation 1	10%
Paper 1	20%
Presentation 2	10%
Paper 2	20%
In-Class Tests: October 17, November 21.	2 x 10%=20%
Total	100%

Continued on next page: →

<b>Details of Course Components</b>	
<b>Attendance and Participation:</b> Students are expected to have read the assigned readings in advance of each class, and be prepared to discuss the readings in class. Attendance and participation hold equal weight. On any given class day (with the exception of Weeks 1 and 7), students may be expected to work in groups, to complete and submit a short in-class written exercise, and/or to provide constructive feedback on the work of their peers. For full marks students are expected to attend five classes in Weeks 1-6 and five classes in weeks 7-12. If you miss class, please contact the professor for guidance on making up the missed work.	20% (10% for Weeks 1-6 + 10% for weeks 7-12)
<b>Presentation 1:</b> a short (10-15 minutes maximum) presentation in response to a question on one of the themes in Weeks 2-6. Students should expect to speak to the class conversationally, rather than to read from notes, and should conclude with one or more questions to engage class discussion. Presentations should not summarize the readings, but endeavour to present analytical critiques and draw connections between the readings. A strong presentation will be concise, crisply delivered, and show thorough comprehension of relevant readings.	10%
<b>Paper 1:</b> will develop in writing the points raised in Presentation 1, due one week after the presentation. Papers should be concise (maximum 8 pages, double-spaced, 12-point font, including references), but should develop and support arguments in depth. A strong paper will demonstrate thorough comprehension of relevant readings, offer analytical critique, support arguments appropriate, and sustain cohesion and written clarity. See additional expectations on page 3.	20%
<b>Presentation 2:</b> a short (10-15 minutes maximum) presentation in response to a question on one of the themes in Weeks 7-12, <i>which should link to at least one of the themes raised in weeks 2-6</i> . Students should expect to speak to the class conversationally, rather than to read from notes, and should conclude with one or more questions to engage class discussion. Presentations should not summarize the readings, but endeavour to present analytical critiques and draw connections between the readings. A strong presentation will be concise, crisply delivered, and show thorough comprehension of relevant readings.	10%
<b>Paper 2:</b> will develop in writing the points raised in Presentation 1, due one week after the presentation. Papers should be concise (maximum 8 pages, double-spaced, 12-point font, including references), but should develop and support arguments in depth. A strong paper will demonstrate thorough comprehension of relevant readings, offer analytical critique, support arguments appropriate, and sustain cohesion and written clarity. See additional expectations on page 3.	20%
<b>In-Class Tests:</b> October 17, November 21. The in-class tests are intended to help students gain practice and confidence for writing about comparative politics literature in exam conditions. Students will have 75 minutes to complete a closed-book exam on a question that will be shorter than would be typically found in a comprehensive exam. The test will be marked according to the work's demonstration of: comprehension of relevant assigned readings; depth of analytical critique of the readings; cohesion of the answer to the question asked; and clarity of writing.	2 x 10%=20%

Total	100%
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### Additional Information about Course Expectations

Students who have individual concerns or who wish to discuss an assignment are strongly encouraged to visit the professor's office hours, or request an appointment for an individual conversation. Students can use e-mail to contact the professor; e-mail communication works best for brief exchanges of factual information, so please note that the professor keeps her email replies brief. The instructor normally replies to e-mail messages within 2 days, Monday through Friday.

All written assignments should answer a specific question and should analyze, rather than describe, the issues and events discussed. Written assignments are expected to be the authentic writing of each individual student. Papers should use footnotes, endnotes or parenthetical references as appropriate to acknowledge sources consulted, and provide a complete bibliography. Footnotes should be complete and accurate, inserted into the text of your paper as appropriate whenever you have referred to someone else's idea, argument, or research. Any time you quote directly from a source, the citation should be indicated in quotation marks and footnoted. Quotations from secondary sources are to be avoided, as are quotations of more than fifty words in length from any one source. Instead, you are encouraged to summarize a point in your own words, providing the appropriate acknowledgment of source and reference. Students are encouraged to use the MLA style of referencing.\*\*\* If you are unsure about how to reference your written assignments, please contact the professor for advice.

Deadlines: When student work is submitted on time, it helps the professor to enable students to receive their marks and feedback as quickly as possible. Circumstances such as illness, injury or family emergency may make it difficult for students to complete work on time. Please contact the professor if you need an extension. The university establishes a deadline of December 8 for the completion of all course work assigned up to and including the last day of the term.

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### Course Schedule and Assigned Readings:

Week 1 (September 12). Introduction

Week 2 (September 19). Origins of Comparative Politics: Classic Works 1

Aristotle, *The Politics*. Books IV, VI, and Book VIII.i. New York: Penguin, various editions.

Durkheim, Emile. (1951). *Suicide: A Study in Sociology* (2nd ed.). Routledge.  
<https://doi-org.proxy.library.carleton.ca/10.4324/9780203994320>. Part 1, chapter 1; Part II, chapters 2 and 3.

Max Weber, "Politics as a Vocation," "Class, Status, Party," "Bureaucracy," and "Protestant Sects and the Spirit of Capitalism." H.H. Gerth and C. Wright Mills, ed. *From Max Weber*, Oxford University Press, 1958.

Michael G. Hanchard, "Introduction: How Discrimination Haunts Western Democracy," pp. 1-19, in *The Spectre of Race: How Discrimination Haunts Western Democracy*. Princeton, NJ: Princeton University Press, 2018.

Week 3 (September 26). Origins of Comparative Politics: Classic Works 2

Karl Marx, "Manifesto of the Communist Party," "18<sup>th</sup> Brumaire of Louis Bonaparte," "On the Jewish Question," "Theses on Feuerbach" "Grundrisse." Robert C. Tucker, ed. *The Marx-Engels Reader*, 2<sup>nd</sup> ed. London: Norton, 1978.

Antonio Gramsci, *Selections from the Prison Notebooks*. New York: International Publishers, 1971, pp. 5-14, 52-60, 147-57.

Joseph Schumpeter, *Capitalism, Socialism and Democracy*. New York: Harper and Row, 1976, chapter 22 and 23.

Karl Popper, *The Open Society and its Enemies* (1945). Milton Park, UK: Routledge Classics, 2011 vol. 2, ch. 19, "The Social Revolution,"

Week 4 (October 3) Origins of Comparative Politics: Direct and Indirect Responses to Fascism

Talcott Parsons, "Some Sociological Aspects of the Fascist Movements," *Social Forces*, vol. 21, no. 1, 1942, pp. 138-147.

T.W. Adorno, et al. *The Authoritarian Personality*. New York: Harper and Row, 1950. Chapters 1, 17, 19 and 23.

Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our time*. Boston: Beacon Press, 2001 edition recommended. Required: Chapters 1-3, 21; highly recommended: chapters 13, 15, 18, 19.

Hannah Arendt, *Totalitarianism*, Part 3. New York, Harcourt, 1951. Chapter 1, part I; chapter 2, part II; chapter 3 Part I; and chapter 4.

Gabriel A. Almond and Sidney Verba, *The Civic Culture*, Boston: Little, Brown, 1963, chapters 1, 13.

Week 5 (October 10). Political Development: Early Approaches

Gunnar Myrdal. "The Trend toward Economic Planning." *The Manchester School*, vol. 19, no. 1, January 1951, pp. 1-42.

Alexander Gerschenkron, "Economic Backwardness in Historical Perspective," in *Economic Backwardness in Historical Perspective: a Book of Essays*. Cambridge, MA: Belknap, 1966, pp. 5-30.

Samuel P. Huntington, "Political Development and Political Decay," *World Politics*, vol. 17, no. 3, April 1965, pp. 386-430.

Hanchard, chapters 1 and 2.

André Gunder Frank, "The Development of Underdevelopment," in Robert I. Rhodes, ed. *Imperialism and Underdevelopment: a Reader*. New York: MR, 1970, pp. 4-17.

Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*, Berkeley: University of California Press, 1979, pp. vii-xv, 1-28.

#### Week 6 (October 17). Democracy and Development

Barrington Moore, *Social Origins of Dictatorship and Democracy*, Boston: Beacon Press, 1966, chapters 1-2, 7-9.

Mark Kesselman, "Order or Movement? the Literature of Political Development as Ideology," *World Politics*, vol. XXVI, no. 1, October 1973, pp. 139-154.

Robert Dahl, *Polyarchy*, New Haven: Yale, 1971, chapters 1, 2, 10.

Robert D. Putnam, *Making democracy work*. Princeton, N.J.: Princeton University Press, 1993; chapter 1. (Chapter 2 and 4 are also recommended).

Ronald Inglehart, "How Development Leads to Democracy," *Foreign Affairs*, vol. 88, no. 2, March-April 2009, pp. 33-48.

Hanchard, chapter 3.

#### Week 7 (October 31): Comparative Politics Methods

Arend Lijphart, "Comparative Politics and Comparative Method," *American Political Science Review*, vol. 65, no. 3, 1971, pp. 682-93.

Michel Foucault, *The Archaeology of Knowledge*, London: Tavistock, 1972. Trans. A. M. Sheridan Smith, part 4.

Barbara Geddes, "How the Cases you Choose Affect the Answers you get: Selection Bias in Comparative Politics" *Political Analysis*, 2, 1, 1990, 131-50.

Leigh Kathryn Jenco, "'What Does Heaven Ever Say?' A Methods-Centered Approach to Cross-Cultural Engagement." *The American Political Science Review* 101, no. 4 (November 1, 2007): 741–55. doi:10.1017/S0003055407070463.

Jelena Subotić, "Ethics of Archival Research on Political Violence," *Journal of Peace Research*, 2020 (online first), 13 July 2020.

Week 8 (November 7): Regimes and Transitions

Dankwart Rustow, "Transitions to Democracy: a Dynamic Model," *Comparative Politics*, vol. 2, no. 3, April 1970, pp. 337-63.

Hanchard, chapter 4.

Joel S. Hellman, Geraint Jones and Daniel Kaufmann, "Seize the state, seize the day: state capture and influence in transition economies," *Journal of Comparative Economics*, 2003, vol. 31, issue 4, 751-773.

Anna Grzymala-Busse, "Beyond Clientelism: Incumbent State Capture and State Formation." *Comparative Political Studies*, vol. 41, 2008, 638-73.

Krastev, Ivan. 2018. "Eastern Europe's Illiberal Revolution: The Long Road to Democratic Decline." *Foreign Affairs* 97 (3): 49–59. doi:<https://www.foreignaffairs.org/>.

Jennifer Gandhi and Adam Przeworski. "Authoritarian Institutions and the Survival of Autocrats." *Comparative Political Studies* 40, no. 11 (November 1, 2007): 1279–1301.

Week 9 (November 14) Political Parties and Political Competition

James Madison, "The Federalist no. 10," *The Federalist*, New York: Modern Library, 1940.

Robert Michels, "The Iron Law of Oligarchy," in Roy C. Macridis and Bernard E. Brown, *Comparative Politics: Notes and Readings*, Homewood, IL: Dorsey Press, 1964, pp. 221-29.

Seymour Martin Lipset and Stein Rokkan, "Cleavage Structures, Party Systems and Voter Alignments: an Introduction," in Lipset and Rokkan, *Party Systems and Voter Alignments*, New York: Free Press, 1967, pp. 1-64.

Sartori, Giovanni. "Party types, organisation and functions." *West European Politics*, vol. 28, no. 1, 2005, pp. 5-32.

Peter Mair, "Ruling the Void," *New Left Review*, no. 42, October-December 2006, pp. 25-51.

Lenka Bustikova, "Revenge of the Radical Right." *Comparative Political Studies* 47, no. 12 (October 1, 2014): 1738–65.

Week 10 (November 21) Identity

Edward Said, "From Orientalism," in Patrick Williams and Laura Chrisman, *Colonial Discourse and Post-Colonial Theory*, New York: Columbia University Press, 1994, pp. 132-149.

R. W. Connell, "The State, Gender and Sexual Politics: Theory and Appraisal," *Theory and Society*, vol. 19, 1990, pp. 507-44.

Franz Fanon, "National Culture," in Bill Ashcroft, et al. *The Post-Colonial Studies Reader*, London, Routledge, 1995, pp. 153-7.

Benedict Anderson, *Imagined Communities*, London: Verso, 1992. Skim entire book; students may wish to focus in particular on chapters 1, 6, and 11.

Ernest Gellner, *Nations and Nationalism*, Ithaca, NY: Cornell University Press, 1983. (chapters 1, 3, 4, 5, 8).

Anna Grzymala-Busse, "Why comparative politics should take religion (more) seriously," *Annual Review of Political Science*, vol. 15, 2012, pp. 421-42.

Week 11 (November 28) The State and Institutions

Theda Skocpol, *States and Social Revolutions: a Comparative Analysis of France, Russia and China*. New York: Cambridge University Press, 1979, pp. 3-43.

Claus Offe, "Some Contradictions of the Modern Welfare State," in Claus Offe and John Keane, *Contradictions of the Welfare State*. London: Hutchinson, 1984.

Lisa Anderson. "The state in the Middle East and North Africa." *Comparative Politics* vol. 20, no. 1, 1987, pp. 1-18.

Timothy Mitchell, "The Limits of the State: Beyond Statist Approaches and their Critics," *American Political Science Review*, vol. 85, no. 1, March 1991, pp. 77-96/

Tsebelis, George. "Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism." *British Journal of Political Science*, 25(3), 1995, 289-325.

Hanchard, chapter 5.

Week 12 (December 5): Comparative Politics, Globalization and Neoliberalism



Barbara Geddes, "Challenging the Conventional Wisdom," in Larry Diamond and Marc F. Plattner, eds. *Economic Reform and Democracy*, Baltimore: Johns Hopkins, 1995, pp. 59-73.

Lyle A. Scruggs and James P. Allan, "Social Stratification and Welfare Regimes for the Twenty-first Century: Revisiting 'the Three Worlds of Welfare Capitalism,'" *World Politics*, 60, 4, 2008, 642-64.

Hanchard, Postscript.

Rigoberta Menchu, *Crossing Borders*, trans. Ann Wright. London: Verso, 1998, chapter 12, pp. 211-27.

Francis Fukuyama, "Reflections on the End of History, Five Years Later," *History and Theory*, vol. 34, no. 2, 1995, 27-43.

Seyla Benhabib, *The Rights of Others: Aliens, Residents and Citizens*. Cambridge, UK: Cambridge University Press, 2004. Introduction; chapter 5.

Jack Snyder, "The Modernization Trap." *Journal of Democracy* 28, no. 2, 2017: 77-91.

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## 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**

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

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

### **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.