

PSCI 6300 (F)
Political Theory I
Thursdays, 11:35 am – 2:25 pm
Loeb Building A602

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Course Description

This PhD core course investigates one of the most “essentially contested” concepts in political science: democracy.¹ Looking at democratic politics from the perspective of political theory, we will critically examine the philosophical arguments that have been used to justify, amend, critique, reform, or reject democratic norms and practices.

Although democracy is often treated as the normative baseline in contemporary politics, the experience of democracy is, in human history, the exception rather than the rule. Its trajectory has been discontinuous—punctuated by crises, revolutions, and reforms. From the direct democracy of Ancient Athens to the radical claims of the French Revolution and the collapse of the Weimar Republic, democratic experiences have often emerged under fragile, contentious conditions. Our task will be to follow the adventures of democracy on its non-linear journey, exploring how various thinkers have developed divergent conceptions of democracy.

Combining historical and normative approaches, the course raises questions such as:

- What are the strengths and weaknesses of liberal democracy as a regime?
- What can we learn from past democratic experiences?
- What is the source of democratic authority?
- How should democratic regimes respond to deep disagreement and enduring social conflict?
- Can the principle of equality be reconciled with pluralism and difference?

¹ Gallie, “Essentially Contested Concepts” in *Proceedings of the Aristotelian Society*, New Series, 56 (1955-1956): 167-198.

- How should we think about representation, deliberation, and the epistemic value of democratic procedures?

We will engage with various philosophers and political theorists, including Plato, Aristotle, Machiavelli, Rousseau, Tocqueville, Habermas, Young, Mouffe, and Honneth. The course is designed to provide both a substantive overview of the canon and an entry point into current debates in democratic theory.

Learning Objectives:

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

- Acquire knowledge of primary currents, themes and approaches in democratic theory;
- Develop critical perspectives on these currents and approaches;
- Provide an account of the historical and social context of democratic Athens, Republican Rome, the French Revolution and the Weimar Republic;
- Develop analytical reading and writing skills and master interpretive tools in reading past texts;
- Learn how to apply the concepts discussed in class to contemporary politics.

Course Format

This course is delivered in person.

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.

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 office hours or stay after class.

Required Texts (available for purchase at the University Bookstore)

- Alexis de Tocqueville, *Democracy in America*, Vol. 2, Liberty Fund, 2012.
Price: 28.99 CAD

* Any edition (new or used) can be used, provided that it is unabridged. You can purchase the book at the University bookstore, in other bookstores or online. All other readings will be available directly on Brightspace at no cost to you.

Course Assignments

Assignment	Due Date	Percentage of Final Grade
Attendance/Participation	Marked weekly	30%
Perusall Annotations	Marked weekly	20 %
Research Paper Proposal	October 16 th	10%
In-Class Presentation	November 27 th	15%
Research Paper	December 5 th	25%

Course Assignments Overview

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

Course engagement is based on two elements: attendance and participation in the weekly discussions. Both are **essential components** of this seminar. Through weekly discussions, you will be given the opportunity to raise questions about the readings, expose the strengths and weaknesses of the arguments presented in the texts and further deepen your understanding of historical and contemporary democratic theory.

Students are expected to attend the seminar on a regular basis and contribute positively and respectfully to the discussion. Participation will be evaluated according to the following criteria: preparation ahead of the seminar; quality of interventions; ability to engage in a constructive dialogue with your peers; ability to engage critically with the texts, and to make connections with other concepts/ideas covered in the course.

2. Annotations of Texts (Perusall) (20%) – Marked weekly

A percentage of your grade goes to your weekly contribution to a collaborative annotation of the readings. To earn the full points, you are required to **annotate and comment on a selected reading each week on Perusall**. Your annotation of the text should be completed before midnight the day before class. You should contribute a minimum of **four comments** (which can also take the form of questions about specific sentences, passages or sections of the text) and **two responses to another student's comment** (which can take the form of an agreement, disagreement, expanding on a point, asking a question, and so on).

3. Research Paper Proposal (10%) – Due October 16

You should submit a research paper proposal (max. 5 pages, double spaced, excluding the bibliography) in which you present the general problem or question you will be addressing, what

the main argument of your paper will be, how you intend to develop your argument, and which thinker(s) and sources you will be using. This proposal is the first step in preparing for writing your final research paper.

You can submit your Research paper proposal in Word or PDF format.

3. In-Class Presentation (15%) – November 27

The penultimate seminar of the term will be devoted to essay presentations. Based on the model of conference presentations, each student will give a 12-15 minute presentation of their paper, followed by a discussion period. The feedback received by their peers and instructor will allow students to revise their research paper prior to submitting their final draft on December 5th. A grading rubric will be available in the “Assignments and Guidelines” module.

4. Research Paper (25%) – Due December 5

You will be required to write one research essay (maximum 5000 words) that should be submitted electronically on Brightspace. A document with detailed guidelines for the final paper will be available on Brightspace at the beginning of the term.

Students will be given complete freedom with regard to the topic and authors studied, as long as it is related to the course theme. The bibliography should include between 7 and 20 sources, (at least) two of which should be books and five of which should be peer-reviewed articles.

Course Schedule and Required Readings

Week 1 (Sept 4): Introduction: Democracy in Crisis

Required readings:

- ◆ 1) Syllabus
- ◆ 2) Yasha Mounk, *Democracy vs. The People*, Introduction (pp. 1-21).
- ◆ 3) David Runciman, *How Democracy Ends*, Preface (pp. 1-15)
- ◆ 4) Steven Levitsky, Daniel Ziblatt, *How Democracies Die*, Preface (pp. 6-13)

Week 2 (Sept 11): Perspectives from Ancient Greece (I): Plato and the Hatred of Democracy

Required readings:

- ◆ 1) Plato, *The Republic*, Books 6, 8 (Selections)
- ◆ 2) John Dunn, *Setting the People Free: The Story of Democracy*, Chap. 1: Democracy's First Coming (pp. 1-31)
- ◆ 3) Cornelius Castoriadis, “The Greek Polis and the Creation of Democracy” (pp. 9-20) in *Philosophy, Politics, Autonomy*, Oxford, Oxford University Press, 1991.

Optional:

- ◆ Rancière, *The Hatred of Democracy*, Introduction and Chap. 2: “Politics, Or the Lost Shepherd”
- ◆ David Held, *Models of Democracy*, Chap. 1. Classical Democracy: Athens
- ◆ Heather Douglas, “The Role of Scientific Expertise in Democracy”, in *The Routledge Handbook of Political Epistemology*, p. 435-445

- ◆ Hélène Landemore, *Open Democracy: Reinventing Popular Rule for the Twenty-First Century*, Chap. 3

Week 3 (Sept 18): Perspectives from Ancient Greece (II): Aristotle's Epistemic Argument for Democracy

Required readings:

- ◆ 1) Aristotle, *The Politics* (Book III, Chap. 6-13, Book IV, Chap. 4, 6-7, 12, 14, Book VI, Chap. 1-4)
- ◆ 2) Hélène Landemore, "An Epistemic Argument for Democracy," in *The Routledge Handbook of Political Epistemology*, 2021, pp. 363-373.

Optional:

- ◆ Hélène Landemore, "Collective Wisdom: Old and New," in Landemore and Elster (eds.), *Collective Wisdom: Principles and Mechanisms*, Cambridge University Press, 2012, pp. 1-13.
- ◆ Tamer Nawar, "Democracy and Knowledge in Ancient Greece" in *The Routledge Handbook of Political Epistemology*, pp. 13-23.
- ◆ Jeremy Waldron, "The Wisdom of the Multitude: Some Reflections on Book 3, Chapter 11 of Aristotle's Politics," *Political Theory*, Vol. 23, No. 4 (1995), pp. 563-584.
- ◆ David Estlund and Hélène Landemore, "The Epistemic Value of Democratic Deliberation," in *The Oxford Handbook of Deliberative Democracy*
- ◆ Andrew Lintott, "Aristotle and Democracy," *The Classical Quarterly*, Vol. 42, No. 1 (1992), pp. 114-128

Week 4 (Sept 25): Republicanism and Conflict: Machiavelli and Ancient Rome

Required readings:

- ◆ 1) Machiavelli, *Discourses on Livy*, Dedication; Book I, Preface, Chap. 1-6, 58; Book II, Preface, Chap. 2.
- ◆ 2) Quentin Skinner, *Machiavelli. A Short Introduction*, Chap. 3: "The Theorist of Liberty," pp. 54-87.
- ◆ 3) Luca Baccelli, "Political Imagination, Conflict, and Democracy: Machiavelli's Republican Realism," in *Machiavelli on Liberty and Conflict* (University of Chicago Press, 2017)

Optional:

- ◆ Claude Lefort, *Machiavelli in the Making*, Chap. 7: Rome and the "Historical" Society, pp. 220-239.
- ◆ Mary Beard, *SPQR. A History of Ancient Rome*, Chap. 4: Rome's Great Leap Forward, pp. 131-168.
- ◆ Martin Breugh, *The Plebeian Experience*, Chap. 2: "Philosophical Genesis of the Plebeian Principle"
- ◆ "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), 173-195.

Week 5 (Oct 2): Democracy as Unity: Rousseau's Volonté Générale

Required readings:

- ◆ 1) Rousseau, *On The Social Contract*, Book II; 1-4, 6-8; Book III, 3-4, 10-11, and Book IV; 1-3.
- ◆ 2) Philip Pettit, "The General Will, the Common Good, and a Democracy of Standards," in *Republicanism and the Future of Democracy* (Cambridge University Press, 2019)

Optional:

- ◆ Christopher Bertram, "The Social Contract in Retrospect," in *Routledge Philosophy GuideBook to Rousseau and the Social Contract* (2003)
- ◆ Judith Shklar, "One Nation, Indivisible..." in *Men and Citizens. A Study of Rousseau's Social Theory*, Cambridge, Cambridge University Press, 1969, pp. 165-214.
- ◆ 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 Lynda Lange (ed.), *Feminist Interpretations of Jean-Jacques Rousseau*, (University Park, Pennsylvania: Pennsylvania State University Press, 2002), 65-88.
- ◆ Olympe de Gouges, *Rights of Woman*
- ◆ Sophie Mousset, *Women's Rights and the French Revolution: A Biography of Olympe De Gouges*, London, Transaction Publishers, 2007.
- ◆ Martina Reuter, "Equality and Difference in Olympe de Gouges' *Les droits de la femme. A La Reine*," *Australasian Philosophical Review*, Vol. 3, No. 4 (2019), pp. 403-412.

Week 6 (Oct 9): Liberty and Equality: Tocqueville's Democracy in America (I)

Required readings:

- ◆ 1) Tocqueville, *Democracy in America*, Introduction, Vol. 1, Part 2, Chap 1-4, 7, 10;
- ◆ 2) Jennifer Pitts, "Democracy and Domination: Empire, Slavery, and Democratic Corruption in Tocqueville's Thought," in *Tocqueville and the Frontiers of Democracy*, pp. 243-263.

Optional:

- ◆ David Runciman, *The Confidence Trap: A History of Democracy in Crisis*, Introduction: "Tocqueville: Democracy and Crisis" (pp. 1-34).
- ◆ Frederick Douglass, *A Narrative of the Life of Frederick Douglass, an American Slave* (1845) (see also the second and third autobiographies, 1855 and 1881)
- ◆ Margaret Kohn, "The Other America: Tocqueville and Beaumont on Race and Slavery," *Polity*, Vol. 35, No. 2 (2002), pp. 169-193

Week 7 (Oct 16): Liberty and Equality: Tocqueville's Democracy in America (II)

Required readings:

- ◆ 1) Tocqueville, *Democracy in America*, Vol. 2, Part 1, Chap. 1-2; Part 2, Chap. 1-5, 8, 10
- ◆ 2) Pierre Manent, *Tocqueville and the Nature of Democracy*, Chap. 3: "The Force of Democratic Equality" (pp. 29-36) and Chap. 4: "The Social Power" (pp. 37-46).

Week 8 - Fall Break (Oct. 21-24)

Week 9 (Oct 30): Liberty and Equality: Tocqueville's Democracy in America (III)

Required readings:

- ◆ 1) Tocqueville, *Democracy in America*, Vol. 2, Part 3, Chap. 2, 4-5; Part 4, Chap. 1-3, 6.
- ◆ 2) Melvin Richter, "Tocqueville on Threats to Liberty in Democracies," in *The Cambridge Companion to Tocqueville* (2006)

Week 10 (Nov 6): The Failure of Liberal Democracy: Lessons from Weimar

Required readings:

- ◆ 1) Carl Schmitt, *The Crisis of Parliamentary Democracy*, First and Second Preface, Chap. 1: Democracy and Parliamentarism
- ◆ 2) Chantal Mouffe, "Carl Schmitt and the Paradox of Liberal Democracy" in Dyzenhaus (ed.) *Law as Politics. Carl Schmitt's Critique of Liberalism*, pp. 159-175.

Optional:

- ◆ Joseph V. Femia, *Against the Masses. Varieties of Anti-Democratic Thought Since the French Revolution*, Introduction.
- ◆ Richard Bellamy, "Carl Schmitt and the contradictions of liberal democracy," *European Journal of Political Research*, Vol. 23, No. 2 (1993), pp. 163-185.
- ◆ Detlev Peukert, *The Weimar Republic. The Crisis of Classical Modernity*, Chap. 5: Total Crisis 1930-33.
- ◆ Ellen Kennedy, "Introduction: Carl Schmitt's *Parlamentarismus* in Its Historical Context" in Schmitt, *The Crisis of Parliamentary Democracy*, MIT Press, 1988.

Week 11 (Nov 13): Contemporary Perspectives (I): The Deliberative Model

Required Readings:

- ◆ 1) Jürgen Habermas, "Three Normative Models of Democracy," *Constellations*, Vol. 1, No. 1 (1994), pp. 1-10.
- ◆ 2) Interview with Jürgen Habermas," in *The Oxford Handbook of Deliberative Democracy* (12 pages)
- ◆ 3) John S. Dryzek et al., "The Crisis of Democracy and the Science of Deliberation," *Science*, Vol. 363, No. 6432 (2019), pp. 1144-1146.

Optional:

- ◆ Ronald Beiner, *Political Philosophy. What It Is and Why It Matters*, Chap. 9: "Habermas: Politics as Rational Discourse," pp. 135-150.
- ◆ Jürgen Habermas, *Between Facts and Norms*, Chap. 7: Deliberative Politics
- ◆ Jürgen Habermas, *The Structural Transformation of the Public Sphere*
- ◆ John Rawls, "The Idea of Public Reason," in Bohman and Rehg (eds.), *Deliberative Democracy: Essays on Reason and Politics*, MIT Press, 1997, pp. 93-130.
- ◆ Antonio Floridia, "The Origins of the Deliberative Turn," in Bächtiger, Dryzek, Mansbridge and Warren (eds.), *The Oxford Handbook of Deliberative Democracy*, Oxford University Press, 2018, pp. 1-21.

Week 12 (Nov 20): Contemporary Perspectives (II): Democratic Theory and Agonism

Required readings:

- ◆ 1) Chantal Mouffe, "Deliberative Democracy or Agonistic Pluralism?", *Social Research*, Vol. 66, No. 3 (1999), pp. 745-758.
- ◆ 2) Mary Scudder and Stephen White, "The Agonistic Face" in *The Two Faces of Democracy* (Oxford University Press: 2023)

Optional:

- ◆ Chantal Mouffe, "Feminism, Citizenship, and Radical Democratic Politics" in Butler and Scott (eds.), *Feminists Theorize the Political*, New York, Routledge, 1992.
- ◆ Chantal Mouffe, *The Democratic Paradox*, Chap. 4
- ◆ Jacques Rancière, *Disagreement. Politics and Philosophy*, University of Minnesota Press, 1999, Chap. 5: "Democracy or Consensus"
- ◆ Raymond Geuss, *History and Illusion in Politics*, Cambridge University Press, 2001, Chap. 3: "Democracy and Rights," pp. 110-152.
- ◆ William E. Connolly, "Agonism and Democracy," in Chambers and Carver (eds.), *William E. Connolly: Democracy, Pluralism and Political Theory*, New York, Routledge, 2008.
- ◆ Raymond Geuss, *Philosophy and Real Politics*, Princeton, Princeton University Press, 2008: Introduction and Part 2: Failures of Realism

Week 13 (Nov 27): Mini-Conference: Essay Presentations

Week 14 (Dec 4): Contemporary Perspectives (III): Democratic Theory and Critical Theory

Required readings:

- ◆ 1) Iris Marion Young, *Inclusion and Democracy*, Chap. 1,3
- ◆ 2) Iris Marion Young, "Activist challenges to deliberative democracies," *Political Theory*, Vol. 29, No. 5 (2001), pp. 670-690.
- ◆ 3) Axel Honneth, "Recognition as Ideology" in Brink and Owen (eds.), *Recognition and Power* (Cambridge University Press, 2007)

Optional:

- ◆ Axel Honneth, "Recognition," *Proceedings of the Aristotelian Society, Supplementary Volumes*, Vol. 75 (2001), pp. 111-139)
- ◆ Yann Allard-Tremblay, "The Two Row Wampum: Decolonizing and Indigenizing Democratic Autonomy," *Polity*, Vol. 54, No. 2 (2022), pp. 225-249.
- ◆ Axel Honneth, *The Struggle for Recognition. The Moral Grammar of Social Conflicts*, MIT Press, 1995. Chap. 8: "Disrespect and Resistance: The Moral Logic of Social Conflicts"
- ◆ Iris Marion Young, "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship," in *Philosophy and Democracy: An Anthology*
- ◆ Axel Honneth, "Redistribution as Recognition: A Response to Nancy Fraser," in *Redistribution or Recognition? A Political-Philosophical Exchange*, London, Verso, 2003.
- ◆ Linda Zerilli, "Conclusion: Reframing the Freedom Question in Feminism" in *Feminism and the Abyss of Freedom*, Chicago, University of Chicago Press, 2005.

Key Dates: Summary

Date	Topic	Assignment
September 4	Introduction	Attendance/Participation marked weekly
September 11	Ancient Greece (I)	
September 18	Ancient Greece (II)	
September 25	Machiavelli	
October 2	Rousseau	
October 9	Tocqueville (I)	
October 16	Tocqueville (II)	Research Paper Proposal Due
October 23	Fall Break	
October 30	Tocqueville (III)	
November 6	Schmitt	
November 13	Contemporary Theory (I)	
November 20	Contemporary Theory (II)	
November 27	Mini-Conference	Essay Presentation
December 4	Contemporary Theory (III)	
December 5		Research Paper due

Policy on the use of AI

The broad term of 'AI' encompasses a great variety of technologies, tools and systems. This policy refers more specifically to the use of generative AI in research and writing. Large language models (LLMs) – such as ChatGPT, Claude, Llama, DeepSeek, Gemini, and so on – have become more accessible in recent years. Universities are still grappling with the wide-ranging effects of their omnipresence and various uses in higher education.

LLMs are not going away anytime soon. We cannot just stick our heads in the sand and pretend they do not exist. However, this does not mean that we should adopt them and integrate them into our daily lives without a critical examination of their limitations and risks. Beyond the

environmental cost of generative AI and the ethical issues their use raises (such as copyright infringements, data exploitation, ghost labour), we also have to assess whether they are beneficial as tools, and if so, to what extent.

One of the aims of this course is to foster critical thinking. LLMs are known for their occasional “hallucinations,” which can include factually incorrect statements, nonsensical responses and fabricated sources among other things. They can also introduce biases they replicate from the data sets on which they have been trained. Because of this lack of reliability, predictability and accuracy, their use must therefore require a great deal of caution.

My policy in this course is one of transparency. While I do not encourage the use of generative AI and do not use it myself, I do not strictly prohibit it in my course. I require all students who decide to employ it as a tool to disclose the degree to which they have relied on it (in percentage), the way it has been used (for brainstorming, literature review, books and articles summaries, writing, editing, etc.) and to indicate with footnotes any section, paragraph or sentence that has been produced with the support of an AI tool (the footnote should include the prompt used). Assignments will be evaluated in light of those disclosed elements.

Ultimately, I am interested in reading what you have to say about the topic you decide to work on. If I want to know the answers ChatGPT or Claude can generate based on a prompt, I'll ask those large language models directly. I do not believe it is my role to train you on how to use those LLMs, and I have little interest in becoming the “AI police” who scrutinizes assignments to detect potential violations to Carleton’s academic integrity policy.

The assignments in this class do not necessarily lend themselves well to the integration of generative AI. The course is based on in-class discussions, collaborative reading and original research. The weight assigned to those components in my grading scheme reflects their importance in succeeding in the course.

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**.

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)**. 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 has been a documented increased risk of depression and anxiety among students, 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 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 **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.

Copyright

Lectures and course materials (including all PowerPoint presentations, handouts, videos, and similar 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.

All graduate students registered in a core course should be aware of the following guidelines:

- (i) A student must complete both halves of the core course, with a B+ standing or higher, to be eligible to write the scheduled August comprehensive examination.
- (ii) Eligibility to write the comprehensive examination will be determined by the Graduate Administrator and Graduate Supervisor by the end of May.
- (iii) Students must complete the Fall core course and submit all outstanding work by the end of the Fall term. In the case of extenuating circumstances an extension may be granted by the course instructor, but all outstanding work must be completed by January 15. In these instances, a student will be awarded an "F" until a change of grade is submitted. Students may be deregistered from the second half of the core course if this condition is not met.
- (iv) Students seeking accommodations for the final comprehensive exam in August must inform the Graduate Administrator and seek formal accommodation for the exam through the Paul Menton Centre by end of May.

Political Science Course Outline Appendix

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:

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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

Academic consideration for medical or other

extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more

information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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](#).

Academic Accommodations for Students with

Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its 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: <https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor
Library	
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory