

PSCI 1100A

Introduction to Political Science: Democracy in Theory and Practice

This course will consist of

1. Pre-recorded lectures available on Brightspace and
2. Live online Workshops (see below).

Class Schedule – July 2nd – August 14th Tuesdays and Thursdays All Online

1. Thursday Schedule – Live Online 7:25-8:55pm EST (dates specified below) - click on our class zoom link to join!

2. Tuesday Schedule – Pre-recorded lectures – watch at your leisure!

Class Schedule Expanded Explanation

Live Online Workshops

1. Thursdays Live Online 7:25-8:55 pm EST – For each of the live online sessions we will have one of the following – Class Welcome, Guest Speaker, Class Workshop or a Tutorial. **These are the best times to bring your class assignment questions to be answered in a timely manner.**

Use the Class Workshop Zoom Link on Brightspace for these Dates

- **July 3rd – Mandatory Welcome and Class Success Workshop!**
- **July 10th - Mandatory Guest Speaker Maria Gabriela Castillo Cartin, Minister-Counsellor & Consul Embassy of the Republic of Costa Rica to Canada**
 - **July 17th – Live Online Workshop - Research Skills**
 - **July 24th – Live Online Workshop – Thesis Writing**
 - **July 31st – Live Online Workshop – Democracy**
- **August 7th – Live Online Workshop – Democratic Deconsolidation and Consolidation**
- **August 14th – Live Online Workshop - Lessons from the Collapse of Communism**

2. Pre-recorded Lectures – Tuesday or any day of the week you pick. To ensure that all students have access to course lectures and that potential barriers such as internet connectivity or time zone differences are overcome the lectures for the week will be available on Brightspace and remain on Brightspace for 2 weeks. **Do not reproduce, record, or distribute the pre-recorded video lectures or any associated course materials.** These lectures are carefully crafted to ensure an easy to follow and informative discussion of theories, ideas, and phenomena in the discipline. Live online sessions are only held on Thursdays at the scheduled class time. You can choose the time that suits you best to watch associated video lectures.

In other words, as we head into the semester, we can think of course structure and components the following way:

Course Format:

1. Live online workshops
2. Pre-recorded video lectures

Course Assignments:

1. Syllabus scavenger hunt
2. Workshop questions
3. Academic briefs
4. Feedback
5. Quizzes

FYI

*Live online sessions will not be recorded. Please do not record them, to ensure the privacy of fellow students.

* Attendance for the sessions marked mandatory on page 1 of the syllabus is mandatory.

Attendance beyond the mentioned live online sessions is not required however your attendance highly correlates with your success in this course.

* It is important to remember that the views, perspectives, experiences, and statements in live sessions are not vetted nor endorsed. Rather, the opportunities presented by live online sessions are to consider, debate and discuss multiple and potentially conflicting perspectives.

Instructor Information:

Name: Dr. Tamara Kotar

Email: tamara.kotar@carleton.ca

Phone Number: Available upon Request

Office Hours: email for link – July 3rd and 10th 5:30-7:25pm and 8:55-10:55pm; July 17th, 24th, 31st, August 7th, 8:55-10:45pm *Something I've learned with summer classes is that in this very short semester it is best to solidify understandings at the start. This is why my office hours are scheduled this way. See TA info. below for TA office hours.

Communication Preferences: Email to book an appointment.

Teaching Assistants

TA Office Hours – Thursdays July 17th – August 7th – 6:30-7:00pm – on TA zoom links.

Name	Email	Responsibilities
Sreemoyee Majumder	SREEMOYEEMAJUMDER@cmail.carleton.ca	Workshop group for All students *Marking TA for students with last name A- HUY TA Office Hours – Thursdays July 17th – August 7 th – 6:30-7:00pm
Haniel Sorensen	HanielSorensen@cmail.carleton.ca	*Marking TA for students with last name IAN-Z TA Office Hours – Thursdays July 17th – August 7 th – 6:30-7:00pm

Before emailing a question, please *fully* read this syllabus, watch the intro. videos and explore the associated resources. The answers to many questions can be found in this document and students may be referred to the syllabus if the answer is already available. Please allow at least two (2) business days for responses to inquiries before pursuing another route of communication.

Welcome to POL1100!

Course Learning Outcomes

Students are challenged to consider:

- The foundations of democracy.
- What concepts in liberal democracy are most compelling.
- What makes a liberal democracy resilient.
- What we can learn by comparing structures, institutions and experiences in diverse states and societies.
- Extending to ourselves and each other the benefit of the doubt.
- Challenging yourself to consider things in ways you have not before.

Official Course Description

Introduction to modern political ideas such as liberty, equality, the rule of law, representation, participation (including gender aspects), the impact of these ideas on political and policy making institutions in Canada; other countries may be examined. Basic research and academic writing skills. Precludes additional credit for PSCI 1000 (no longer offered), PSCI 1001 (no longer offered), and PSCI 1003 (no longer offered).

Due Dates

Due Date Matrix			
Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	July 7 th	2%	The aim of this assignment is to familiarize students with course expectations. See the detailed list of questions in the assignment descriptions section of this syllabus.
Workshop Questions	July 10 th	3%	Create questions for our workshops to make the most of our live online discussions. All questions are due on this date in one document.
#1 Quiz – 1st Half of Course	Available from July 22 nd and closes on July 29 th Covers course material up to and including material from the start of the course until the topic Democracy - Public Administration & Public Policy.	10%	Multiple choice answers. Students may choose when during the dates provided, they wish to complete the quiz. The quiz is timed. Students have one chance to complete the quiz, there are no retakes. There is no extension of the quiz date. The material students should be familiar with encompasses the video lectures and readings up to the start date. See detailed instructions in syllabus.
Academic Briefs	Each Academic Brief has three parts; all 3 parts are due for each AB submission date. July 15 th – 3 parts are due. July 29 th – 3 parts are due.	74%	3 assignments worth 37% each. **There are 3 assignments listed. However, your best 2 results will count toward your final mark. Your worst mark will be eliminated. Your worst mark could be an Academic Brief that you choose not to hand in. In other words, you don't have to hand in all 3 you can choose to just hand in 2.** Use the Academic Brief Format section to easily create your Academic Briefs.

	August 12 th – 3 parts are due.		
Feedback	July 22 nd	1%	Answer the feedback questions on Brightspace
#2 Quiz – 2nd Half of Course	Available from August 17 th – August 23 rd Covers course material from the topic Democracy Part I to the last topic of the course up to and including the last topic of the course.	10%	

Assignment Evaluation Considerations

Below is a table and list of questions used to evaluate each assignment.

Keep this in mind when writing your assignments.

Unique Thesis, Arguments and Explanation of subject – 70%
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points. It is clear that you crafted your own unique thesis and arguments that reflect your careful and considerate reading of the texts and reflection on issues covered. Do not rely on AI to shape your thinking experiences and voice.
Use of Scholarly Literature - 25%
Scholarly literature is employed to strengthen arguments.
Definitions and terms are used properly.
Jargon kept to a minimum.
Grammar/ Structure of Assignment – 5%
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.

These questions are utilized to assess written assignments.

- Is there a clear idea/thesis apparent in your assignment?

- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Are arguments strong, focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?
- Is my assignment too descriptive? (avoid this)
- Does my assignment sound like I let AI tell me what to think, do, argue and defend? (avoid this)
- Are ideas being stated as self-evident? (avoid this)

Teaching Methods

Teaching Approach and Course Format

Students should pay special attention to the Assignment Due Date Matrix, which clearly delineates assignment due dates and mark weight. The course is arranged by week on Brightspace. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

Recordings

- To respect the privacy of all participants online live sessions will not be recorded. I ask that students do the same and refrain from recording the class.
- **Do not record or distribute any course materials.** Do not copy, record or distribute online lecture Video Series and Episodes. They are only intended for use in this course and are not for redistribution.

Intellectual Property Protection and Online Security:

All information and materials in this course are intended for use by course students only. We emphasize that the protection of intellectual property, the confidentiality of information, the privacy of each individual and the security of the virtual classroom are essential to the smooth running of the course. Therefore, out of respect for intellectual property, course sessions should not be recorded without the explicit consent of the professor. Also, out of respect for intellectual property, privacy and safety of others in the course, please do not distribute links to the course, do not record all or parts of the course sessions, and do not distribute or post course materials via the Internet. The consequences of distributing this information outside the course could be very serious. It should be noted that those whose participation in the course would be disclosed to repressive governments could be exposed to danger. If you have any concerns about the course, we invite you to communicate them directly to the instructor.

Brightspace for our course has:

1. Zoom link for live sessions
2. Video lectures – episodes released weekly
3. Submission areas for written assignments

Important Note on the Course and Course Materials

The course materials, readings, videos and what is discussed are meant to introduce students to different viewpoints and concepts. **Inclusion in this course is not an endorsement of any one viewpoint. Rather the goal is to introduce different viewpoints from a diversity of thinkers, lived experiences and mediums that students and the professor may agree or disagree with. This is all done with the intention of sparking discussion and critical thinking.**

Students will not be marked based on their political stance or viewpoint. **An education in political science is not one rooted in hyper-partisanship nor mutual recriminations, but rather in thoughtful, reflective discussion on how to live together better.**

Marking in this course is based on demonstration of critical thinking skills, consideration of various contributions to scholarship, ability to engage in scholarly research and demonstration of scholarly writing and communications skills. As outlined in the assignment considerations section of this syllabus, special focus is on practicing and crafting a strong thesis as a way for students to realize their contribution to the study and practice of political science.

The views expressed in this course are for academic exploration and should not be considered representative of any instructor, institution or student.

Our classroom provides a space for collegial and critical exchange of ideas. Some readings, course materials or topics raised by the instructor, teaching assistants, students or guest speakers may present different and contrary viewpoints to your own. Some may be triggering, traumatizing or offensive, especially when dealing with examples of war and atrocities. It's important we discuss these topics and ideas and learn in a respectful and open environment. We must also be aware and sensitive to the impact this material could have. Please know that I focus on providing a safe, encouraging and understanding learning environment. I ask you to reach out if you have any concerns or require any accommodations related to these types of materials, ideas, and topics.

Student Success!

You will make the class a success! It is your responsibility to learn core concepts by doing the readings, taking notes, and taking time to consider and apply what you have learned.

4 Easy Steps for Success:

1. Read required readings – Make Notes
2. Attend and participate in live sessions and watch video lectures – Make Notes
3. Review your notes.
4. Do your assignments

To really comprehend the complex issues to be discussed it takes your full attention and investigation. To excel in this class be sure to review lectures, attend class workshops, read the readings, and review your notes, you will excel in this class if you do.

Electronics Policy

Students should refrain from using cell phones, streaming, surfing the web, using social media, or using other applications when the class meets online.

Why?

1. Challenging Course Materials. We examine very complex phenomena in the class, particularly the challenges everyday people have faced in difficult circumstances. It is disrespectful to ignore their suffering, especially when we instead direct our attention to comparatively trivial matters.
2. Studies on multitasking, all resoundingly demonstrate that you learn far less when distracted by your devices.
3. You are here for a short time, make the best use of your time to really engage with these ideas and with your colleagues.

Required Materials

1. O’Neil, Patrick, Essentials of Comparative Politics, 8th edition, (Toronto: W.W. Norton).

E Book available: <https://digital.wwnorton.com/esscompol8>

*** Use only the edition of the book noted in the syllabus.**

2. All of the required articles for the course (but not the textbook noted above) can be found through the library omni search engine, or the library Ares platform, or the links provided in the syllabus

Library Omni Search – A key academic skill

As you progress in your studies one of the tools that you will come to rely on and hopefully enjoy is the library omni search. It is a quick, easy and very effective way to find your class readings and search for scholarly information. Below are some links to help guide you in what will become a valuable tool.

- Library Omni Search tips - <https://library.carleton.ca/guides/help/omni-search-tips>

Remember you can always ask for a demonstration on this or further guidance on any procedural matters during your tutorials.

Optional Materials

- The Oxford Research and Writing Guide for Political Science
<https://global.oup.com/ushe/product/research-and-writing-guide-for-political-science-9780199890545?cc=us&lang=en&>
- Political studies research and writing tips
<https://subjectguides.uwaterloo.ca/c.php?g=695411&p=4931263>
- Good databases for scholarly articles include JSTOR & Project MUSE which are both accessible through the library.
- Optional materials are included under each topic in the course outline under the heading **“Sources to Consider – Not Required.”**

Assessment Policies and Expectations

The assignment instructions in the syllabus, and in the intro. videos, are straightforward, there is no subterfuge, there are no hidden requirements or agendas, we are not judging your political viewpoints, it is about communicating your ideas well, crafting a good thesis and supporting your arguments.

Syllabus Scavenger Hunt

Since this course may have many features that you may have not yet encountered in other classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions and win the scavenger hunt!

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What are the 3 parts of the Academic Brief assignment and what kind of knowledge does this assignment try to combine?
3. Do I have to submit all 3 parts for each academic brief, for example for Academic Brief 1 do I just submit part I or do I submit all 3 parts for each Academic Brief?
4. How many Academic Brief assignments are there? Can my worst Academic Brief be dropped, even if it is one that I don't submit?
5. Under what subheading do I find the reading materials for each week?
6. How long is Quiz #1 available and how long is Quiz #2 available? Can a quiz be re-taken or stopped once it has started?
7. What do I have to read for the Workshop Question Assignment? How many questions do I have to create for each reading? Should I be prepared to ask questions during the corresponding session, for example workshop questions during the workshop for the week

that that reading corresponds to?

Workshop Question Assignment

Read and make notes on the following required readings for the course. While you will be reading ahead for this assignment, it is so that you are prepared to get the most out of upcoming workshops. **All of the questions are due on the same date in the same document** so that there is no confusion as to multiple due dates, adjust your reading schedule accordingly.

It may be easiest for you to copy and paste the assignment format below into a word document and then include your questions. Be sure to **hand in the whole assignment in one document on Brightspace.**

Rationale: Why This Assignment and Single Due Date (see due date matrix on the first few pages of this syllabus):

- The benefit of rigorous study, particularly when there is no final exam for the course (only a 2nd quiz).
- Engagement with the materials as well as setting up students for meaningful engagement in workshop sessions.
- Not having too many separate due dates to keep track of.

Workshop Questions Assignment Format

Workshop Questions Assignment Format and Instructions

*Complete all the sections below (A, B and C) and hand them in on the same document at the same time in Brightspace.

A: Create 1 question for each of the required readings below for the July 31st workshop:

1. Schmitter, Philippe C, and Terry Lynn Karl. "What Democracy Is. . . and Is Not." *Journal of Democracy* 2, no. 3 (1991): 75–88. <https://doi.org/10.1353/jod.1991.0033> or use this link <http://pscourses.ucsd.edu/ps200b/Schmitter%20&%20Karl%20What%20Democracy%20is%20.pdf>
2. Galston, William A. "The Enduring Vulnerability of Liberal Democracy." *Journal of Democracy* 31, no. 3 (2020): 8–24. <https://doi.org/10.1353/jod.2020.0042>.

B: Create 1 question for each of the required readings below for the August 7th workshop

1. Levitsky, Steven, and Lucan A Way. "Elections Without Democracy: The Rise of Competitive Authoritarianism." *Journal of Democracy* 13, no. 2 (2002): 51–65.
<https://doi.org/10.1353/jod.2002.0026>.
2. Foa, Roberto Stefan, and Yascha Mounk. "The Danger of Deconsolidation: The Democratic Disconnect." *Journal of Democracy* 27, no. 3 (2016): 5–17.
<https://doi.org/10.1353/jod.2016.0049>.
3. Levitsky, Steven, and Lucan Way. "The New Competitive Authoritarianism." *Journal of Democracy* 31, no. 1 (2020): 51–65.
<https://doi.org/10.1353/jod.2020.0004>.

C: Create 1 question for each of the required readings below for the August 14th workshop

1. Snyder, Timothy. The War in Ukraine is a Colonial War, April 28th, 2022.
<https://www.newyorker.com/news/essay/the-war-in-ukraine-is-a-colonial-war>
2. Stoner, Kathryn. "The Putin Myth." *Journal of Democracy* 34, no. 2 (2023): 5–18.
3. Ekiert, Grzegorz, and Noah Dasanaik. "The Return of Dictatorship." *Journal of Democracy* 35, no. 4 (2024): 177-191.

Be sure to **craft your own unique questions that reflect your careful and considerate reading of the texts.** Create questions that could elicit a thoughtful response.

No need to include any response to these questions in the assignment. Rather, the focus is on creating questions that could contribute to scholarly discussions. Be prepared to discuss your questions during live sessions.

*This assignment, including all questions, are due on the due date indicated in the Due Date Table.

Academic Briefs

Why This Assignment?

- This brief is “a short and concise written statement” The academic part of the brief means that there is a clear thesis statement and scholarly work that supports that statement.
- Academic Briefs will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures, and discussions.

- These assignments help students focus on how to write a succinct thesis; a key skill required for future success.
- More questions = more learning. Thoughtful and reflective questions about what we discuss and what we read is a goal of this course.
- The briefs combine our exploration of theoretical phenomena and ideas from scholarly works, in-class discussion/activities, and current events.
- Students have concise and condensed notes on the readings and discussions that provide them with excellent study materials for assignments and quizzes.

How to do this Assignment?

1. Use the Academic Brief Format provided below and the Assignment Evaluation Considerations in this syllabus to ensure the quality of the brief. Academic Briefs **require clear thesis statements and scholarly support for thesis statements.**
2. **To organize your Academic Brief** cut and paste the **Academic Brief Format** provided below into your own word document and fill in the material required.
3. Intro Videos 3-5 provide further detailed descriptions of the expectations and parameters for each part of the assignment. For example, Intro. Video 3 discusses Part 1 of the Academic Brief, Intro. Video 4 discusses Part 2 of the Academic Brief and Intro. Video 5 discusses in-depth Part 3 of the Academic Brief.
4. The assignments are due via Brightspace at **11:55pm on the due date**. The submission spaces will be entitled #1 Academic Brief, #2 Academic Brief.
5. **Your worst mark of the 3 Academic Briefs will be eliminated.** This is an opportunity to get your best work recognized.
6. Use any style of citation that you are comfortable with and ensure that it is consistent (For example, APA, MLA, or Chicago Style). Include footnotes or endnotes and a bibliography.
7. Part I and Part II of the Academic Brief will each have their own separate unique thesis, therefore they do not need to link to each other.

Academic Brief Format

Copy and paste, follow the instructions and fill it in the format below with your written work. **Each Academic Brief assignment requires that all the 3 parts described below be submitted in one file on Brightspace.** In other words, Part I, II and III of the assignment are all due at the same time in the same file with all the requirements listed in the format included below.

Part I- Discuss Insights from Lecture, Video Lecture or Discussion Session

You will write this as a mini essay, keep the following instructions in mind when writing:

1. For this component, identify and discuss an issue discussed in lectures or workshops (in other words, anything spoken in this class, live, pre-recorded or live on zoom) that you have access to or have heard prior to the due date. For this section you can use any lecture or discussion session that you have access to or have heard prior to the due date.
2. Once you have decided what lecture or discussion session you are going to use, identify and critically engage with one idea/concept/issue noted in that lecture or discussion session that attracted interest. In a scholarly manner explain why it is important. Anything we discuss that piques your interest can be used for this part of the assignment it all depends on the topics we discuss.
3. **Ensure you have a clear thesis and supporting arguments.** Refer to the Assignment Evaluation Considerations section of this syllabus. It is important to critically engage with the ideas in a scholarly manner. You should have a thesis, prove your thesis, and include reference to one or two other scholarly works.

400 words for Part I

Part II Discuss Readings

You will write this as a mini essay, keep the following instructions in mind when writing:

1. For this component of the Academic Brief write about an issue that you found interesting in the readings that precede the assignment due date or those on the same week of the assignment due date. For example, if the due date is in the 5th week of the class you can use material from the 5th, 4th, 3rd, 2nd, or 1st week of the class.
2. Choose one of the readings, required or recommended. Using your own words, and in a critical and scholarly manner, identify and critically engage with one idea/concept/issue you found of interest in the reading.
3. **Ensure you have a clear thesis and supporting arguments.** Refer to the Assignment Evaluations section of this syllabus. It is important to critically engage with the ideas in a scholarly manner. You should have a thesis, prove your thesis, and include reference to one or two other scholarly works.
4. **Create 2 questions** that relate to the article and larger issues discussed in the class. These questions may be used for in-class discussion and debate. Do not

answer the question, rather craft a compelling question that can be further discussed in class.

400 Words for Part II

Part III Connect Analysis of Current Events

Students will include all the part III requirements in their single Brightspace submission for the academic brief. **Part I, II and III of the assignment are all due at the same time in the same file with all the requirements listed in the assignment.** Students need only copy and paste urls for the discussion board component.

1. Cite the url and title of one media item (article, podcast, or video clip) that relates to issues discussed during this class or in the readings. Only post the url on the Brightspace Discussion Board, do not post any commentary.
2. Cite the url and title of a media item (article, podcast, or video clip) that you found interesting, posted by anyone else (from any class or even the prof.) on the class Discussion Board. Do not post any commentary on the class Discussion Board.
3. **In the Brightspace submission only, for this part of the academic brief students will write:**
 - a. A 200-word commentary on the url/ media item you posted.
 - b. A 200-word commentary on a the url/ media item a classmate posted.

400 Words in Total for Part III

Feedback

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about.

Answer the following questions with 1-3 sentences for each question:

1. What is the most significant thing you learned in the most recent video lectures or workshops?
2. What question is at the top of your mind at the end the most recent video lectures or workshops?

3. What have you enjoyed learning about most in the class (including the readings or video lectures) so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What aspects of the syllabus, assignments or assignment structure work well for you and what would you recommend changing?

Multiple Choice Take-Home Quizzes, Instructions for Quiz 1 and Quiz 2

There are two multiple choice quizzes this semester (see due date matrix). Both quizzes contain 20 multiple choice questions. Students will pick the answer that best matches the question being asked, based on course lectures and readings. The quizzes are automatically marked, and the student will receive their mark upon completion.

Both quizzes can be taken by students anytime that suits them best, within the date range that the Quizzes are scheduled for as noted in the Evaluation at a Glance section of the syllabus.

Each quiz will be worth 10% of your final mark, will consist of **20 questions with a time limit of 20 minutes.**

Quiz 1 – 1st Half of Course

For Quiz 1 the material students should be familiar with encompasses the video lectures and readings up to and including the day the quiz is open. See Due Date Matrix on pages 4-5 for dates and topic areas covered.

Quiz 2 – 2nd Half of Course

For Quiz 2 the material students should be familiar with encompasses the video lectures and readings that quiz 1 did not cover. See Due Date Matrix on pages 4-5 for dates and topic areas.

Once a student opens the quiz the timer will begin, the timer cannot be paused. Do not click onto the quiz before you plan on taking it, if you click on the quiz and it starts then you must complete the quiz, there is no re-do.

Each quiz must be completed in a single session, within the time limit. Quizzes submitted after the time limit will be given an automatic mark of 0%.

Each quiz is multiple-choice, for each question a number of possible answers will appear, you choose only one answer, the answer that is the most correct. Each question will be awarded one mark for each most correct answer you choose, and zero marks for all other possibilities.

Be sure to follow all instructions carefully as you go through the quiz.

Prior to taking the quiz be sure that you have completed watching all of the Video Series and Episodes and all of the readings that the quiz covers (as noted in the Evaluation at a Glance section). Be sure to have made notes, and study those notes for all of the video and written materials so that you are prepared for the quiz. If there is something you do not understand fully, be sure to re-watch the lectures, re-read readings and ask questions in discussion sessions.

The quizzes are timed, once the time limit has been reached the system will automatically submit whatever answers you have provided.

Each quiz has randomized questions, so that students will receive different questions of equal difficulty.

If you are registered with the Paul Menton Center for accommodations, the Paul Menton Centre will send the prof. your exact accommodations and they will be entered into the system so that students have the extra time required on this quiz. Ensure you contact the Paul Menton Centre before the quiz opens so that your accommodation can be entered into the system before the quiz opens for you.

If you have any questions, or experience any technical difficulties, contact the ITS Service Desk

- The ITS Service Desk is your point of contact for all IT issues, requests and inquiries. See a full list of services provided by the ITS Service Desk. Email: its.service.desk@carleton.ca (Monitored: Monday to Friday 8:30 am – 7:30 pm) Phone: 613-520-3700 Chat: carleton.ca/its/chat Hours: Monday to Friday: 8:30 am – 10:30 pm Saturday – Sunday: 12:00 pm – 8:00 pm

If this technical difficulty negatively impacted your quiz writing ability, please include the correspondence with Brightspace support in a message to both your TA and Prof. This will then be evaluated to find the most appropriate means to address it. Remember, Brightspace, the prof. and TAs will be able to see your quiz progression, if the quiz did crash, if there were technical difficulties where and when the difficulties happened.

Video Lectures and Time Commitments

It is mandatory to watch and make notes on the video lectures. In order to succeed in this course, alongside the video lectures, students should expect to spend a minimum of 6 hours per week outside of the classroom engaged in activities related to the course, e.g. homework, reading, studying, etc., and should expect a minimum time commitment of 9 hours per week per course (on average).

Course Calendar and Bibliography

Welcome to the Class!

July 3rd Mandatory Live Online Welcome/Class Success Workshop!

***Use the Brightspace zoom link for Workshops for all live online sessions.**

Required

- **Watch all the Intro. Videos on our course Brightspace page.**
- **Read the syllabus and become familiar with assignments and expectations.**
- **Re-Read the Syllabus and re-watch the intro. videos.**

Pericles' Funeral Oration from Thucydides, 431 BCE, The Peloponnesian War
<http://hrlibrary.umn.edu/education/thucydides.html>

Journals to consider– not required reading – these are extra resources for students:

- Journal of Democracy
- Comparative Politics
- Comparative Political Studies
- Politics & Gender
- Comparative Studies of South Asia, Africa, and the Middle East
- Asian Politics and Policy
- Latin American Research Review
- East European Politics
- Politics and Society
- Political Research Quarterly
- International Political Science Review
- Human Rights Quarterly
- European Political Science Review
- American Political Science Review
- Political Psychology

**If any link in this syllabus is broken or there is no link provided, you will be able to find the item through the class Ares (on our Brightspace page) and/or the library omni search engine.

What is Comparative Politics? Part I

July 8th

Required Readings

1. O'Neil, Patrick, Essentials of Comparative Politics, Chapter 1
2. Appiah, Kwame Anthony. The Lies That Bind: Rethinking Identity, Creed, Country, Color, Class, Culture. Read pages 1 - 32, First edition. New York, NY: Liveright Publishing Corporation, 2018.
3. King, Gary, Robert Keohane and Sidney Verba, Designing Social Inquiry: Scientific Inference in Qualitative Research, 1994, pp. 3-14,
https://edisciplinas.usp.br/pluginfile.php/4182875/mod_resource/content/2/Gary%20King%2C%20Robert%20O.%20Keohane%2C%20Sidney%20Verba%20Designing%20Social%20Inquiry%20%201994.pdf
4. Giraudy, Agustina, Eduardo Moncada, and Richard Snyder. "Subnational Research in Comparative Politics: Substantive, Theoretical, and Methodological Contributions." Chapter. In *Inside Countries: Subnational Research in Comparative Politics*, edited by Agustina Giraudy, Eduardo Moncada, and Richard Snyder. Cambridge: Cambridge University Press, 2019. Read Pages 2–54.

Sources to consider – not required – these are extra resources for students.

- Kale, Sunila and Nimah Mazaheri, “Indigenous Welfare, Tribal Homelands, and the Impact of Civil Society Organizations: A Subnational Analysis of Federal India.” In *Inside Countries*, 287–317. Cambridge University Press, 2019.
<https://doi.org/10.1017/9781108678384.009>.
- Trejo, Guillermo, and Sandra Ley. *Votes, Drugs, and Violence: the Political Logic of Criminal Wars in Mexico*. Cambridge: Cambridge University Press, 2020.

Case Study/Resources - not required – these are extra resources for students.

- Polity V, <http://www.systemicpeace.org/polityproject.html>

What is Comparative Politics? Part II

July 10th Live Online Workshop - Mandatory Guest Speaker TBA

July 15th

Required Readings

1. Lijphart, Arend. “Comparative Politics and the Comparative Method.” *The American Political Science Review* 65, no. 3 (1971): 682–93.
2. Oberst, Robert Yogendra K Malik, Charles H Kennedy, Ashok Kapur, Mahendra Lawoti, Syedur Rahman and Ahrar Ahmad. *Government and Politics in South Asia*. Seventh edition. London: Routledge, 2018. Read the final chapter, Conclusions.
3. Lawoti, Mahendra. “Reform and Resistance in Nepal.” *Journal of Democracy* 25, no. 2 (2014): 131–45.

Sources to consider – not required – these are extra resources for students

- Lawoti, Mahendra, “Constitution and Conflict,” Chapter 2 in Sachdeva, Vivek, Queeny Pradhan, and Anu Venugopalan. *Identities in South Asia: Conflicts and Assertions*. Edited by Vivek Sachdeva, Queeny Pradhan, and Anu Venugopalan. Abingdon, Oxon ;; Routledge, 2019.
- Lijphart, Arend. *Thinking About Democracy: Power Sharing and Majority Rule in Theory and Practice*. London: Routledge, 2007.
- Lijphart, Arend. *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries*. 2nd ed. New Haven [Conn: Yale University Press, 2012.
- Lowe, Sherwood. “Examining Lijphart’s Favourable Factors for Consociational Democracy: Guyana.” *Commonwealth & Comparative Politics* 51, no. 3 (2013): 362–76.

Case Study/Resources - not required – these are extra resources for students.

- World Values Survey, <https://www.worldvaluessurvey.org/wvs.jsp>

Nation States, People and Patterns of Interaction Part I

July 17th – Live Online Workshop - Research Skills

Required Readings

1. Appiah, Kwame Anthony. "Chapter 6: Education for Global Citizenship." *The Yearbook of the National Society for the Study of Education* 107, no. 1 (2008): 83–99.
2. Bernstein, Richard J. "Democratic Hope." In *Pragmatic Encounters*, 1st ed., 100–112. Routledge, 2016.
3. O'Neil et. al. – *Essentials of Comparative Politics* Chapter 2, States
4. Corm, Georges, Patricia M. Phillips-Batoma, and Atoma T. Batoma. *Arab Political Thought: Past and Present*. Translated by Patricia M. Phillips-Batoma and Atoma T. Batoma. London: Hurst & Company, 2020. Chapter 14 and Conclusions. See class ARES for PDF.

Sources to consider – not required – these are extra resources for Students.

- Moncada, Eduardo. "Resisting Protection: Rackets, Resistance, and State Building." *Comparative Politics* 51, no. 3 (2019): 321–39.
- Bernstein, Richard J. "Charles Taylor's Engaged Pluralism." In *Pragmatic Encounters*, 97–109. Routledge, 2016. <https://doi.org/10.4324/9781315658780-15>.
- Stout, Jeffrey. *Democracy and Tradition*. Princeton: Princeton University Press, 2004.
- Harman, Sophie. "Threat Not Solution: Gender, Global Health Security and COVID-19." *International Affairs* 97, no. 3 (2021): 601–23. <https://doi.org/10.1093/ia/iia012>.
- Winters, Maike, Ben Oppenheim, Paul Sengeh, Mohammad B Jalloh, Nance Webber, Samuel Abu Pratt, Bailah Leigh, et al. "Debunking Highly Prevalent Health Misinformation Using Audio Dramas Delivered by WhatsApp: Evidence from a Randomised Controlled Trial in Sierra Leone." *BMJ Global Health* 6, no. 11 (2021): e006954–. <https://doi.org/10.1136/bmjgh-2021-006954>.

Case Study/Resources - not required – these are extra resources for students

- Association for the Study of Nationalities, <http://nationalities.org/>
- Nations and Nationalism, journal
- Nationalism and Ethnic Politics, journal
- Nationalities Papers, journal

Nation States, People and Patterns of Interaction Part II

July 22nd

Required Readings

1. Rotberg, Robert I. "The New Nature of Nation-State Failure." *The Washington Quarterly* 25, no. 3 (2002): 83–96. <https://doi.org/10.1162/01636600260046253>.
2. Harman, Sophie. "The Danger of Stories in Global Health." *The Lancet (British Edition)* 395, no. 10226 (2020): 776–77. [https://doi.org/10.1016/S0140-6736\(20\)30427-X](https://doi.org/10.1016/S0140-6736(20)30427-X).

3. This reading is that you take 45 minutes to explore the website: Gapminder
<https://www.gapminder.org/>

Case Study/Resources - not required – these are extra resources for students

- Winters, Maike, Ben Oppenheim, Paul Sengeh, Mohammad B Jalloh, Nance Webber, Samuel Abu Pratt, Bailah Leigh, et al. “Debunking Highly Prevalent Health Misinformation Using Audio Dramas Delivered by WhatsApp: Evidence from a Randomised Controlled Trial in Sierra Leone.” *BMJ Global Health* 6, no. 11 (2021)
- Rosling, Hans, Ola Rosling and Anna Rosling Rönnlund. *Factfulness*. Flammarion, 2019.
- Gender and Covid-19 Project, <https://www.genderandcovid-19.org/>

Democracy – Public Administration & Public Policy

July 24th – Live Online Workshop – Thesis Writing

Required Reading

1. Lindblom, Charles E. “The Science of ‘Muddling Through.’” *Public Administration Review* 19, no. 2 (1959): 79–88. <https://doi.org/10.2307/973677>.
2. Browse the Fund for Peace Fragile States Index site for at least 30 minutes
<https://fragilestatesindex.org/>
3. Gisselquist, Rachel M. “Disaggregating State Fragility: A Method to Establish a Multidimensional Empirical Typology.” In *Fragility, Aid, and State-Building*, 1st ed., 1:13–30. United Kingdom: Routledge, 2017. <https://doi.org/10.4324/9781315115344-2>.
4. Douglas C. North, Institutions, *Journal of Economic Perspectives*, vol. 5, no. 1, winter 1991, pp. 97-112. Available through the library search engine or this link
<https://www.aeaweb.org/articles?id=10.1257/jep.5.1.97>
5. Sabharwal, Meghna, and Evan M. Berman. *Public Administration in South Asia*, 1st ed., read pages 1–25. CRC Press, 2013. <https://doi.org/10.4324/9781315089294-1>.

Case Study/Resources - not required – these are extra resources for students

- Life Expectancy and Income, Gapminder Global Interactive available, <https://goo.gl/OS8ImU>
- Our World in Data, available <https://ourworldindata.org/>
- World Wealth and Income Database, Paris School of Economics, available, <http://wid.world/>
- Max Weber: *Essays in Sociology*, “Politics as a Vocation” New York: Oxford University Press, 1946, pp. 1-15.
- Ginsburg, Tom, and Mila Versteeg. “The Constitutionalization of Democracy.” *Journal of Democracy* 34, no. 4 (2023): 36–50.

Democracy Part I

July 29th

Required Readings

- O’Neil – Essentials of Comparative Politics, Chapter 5 Democratic Regimes
- Dahl, Robert A. *On Democracy*. New Haven, Connecticut ; Yale University Press, 2020. Read Chapters 4, pp. 35-43 and Chapter 5, pp. 44-61.
- Held, David. *Models of Democracy*. 3d ed. Stanford, Calif: Stanford University Press, 2006. Read Chapter 3.
- Mill, John Stuart. On Liberty. 1859. Ch. 1, pp. 7-25, available: https://home.csulb.edu/~jvancamp/Odyssey/Mill_Liberty.html
- Cheibub, Jose Antonio, Adam Przeworski, Fernando Papaterra Limongi Neto, and Michael M Alvarez. “What Makes Democracies Endure?” *Journal of Democracy* 7, no. 1 (1996): 39–55.

Case Study/Resources - not required – these are extra resources for students

- Nyabola, Nanjala. Digital Democracy, Analogue Politics: How the Internet Era Is Transforming Politics in Kenya. 1st ed., Zed Books, 2018, Read the Introduction, pages 1-14
- Madison, James. Federalist No. 10: "The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection." New York Daily Advertiser, November 22, 1787, available https://avalon.law.yale.edu/18th_century/fed10.asp
- International IDEA (Institute for Democracy and Electoral Assistance), available: <http://www.idea.int/> *Go to their State of Democracy assessment methodology section.

Democracy Part II

July 31st – Live Online Session – Democracy Workshop

Required Readings

- Schmitter, Philippe C, and Terry Lynn Karl. “What Democracy Is. . . and Is Not.” *Journal of Democracy* 2, no. 3 (1991): 75–88. <https://doi.org/10.1353/jod.1991.0033> or use this link <http://pscourses.ucsd.edu/ps200b/Schmitter%20&%20Karl%20What%20Democracy%20is%20.pdf>
- Fukuyama, Francis. *Liberalism and Its Discontents*. First American edition. New York: Farrar, Straus and Giroux, 2022. Read Preface and Chapters 1 and 10
- Snyder, Timothy, and ProQuest. *On Freedom*. New York: Crown, 2024. Read Chapters: Preface pp 9-18, Introduction, pp. 19-35 and Conclusion pp. 205-245.
- Democracy in America. Alexis de Tocqueville. New York, 1838. Read author’s Introduction, from Democracy in America, pp. 12-18. <http://seas3.elte.hu/coursematerial/LojkoMiklos/Alexis-de-Tocqueville-Democracy-in-America.pdf>
- Galston, William A. “The Enduring Vulnerability of Liberal Democracy.” *Journal of Democracy* 31, no. 3 (2020): 8–24. <https://doi.org/10.1353/jod.2020.0042>.

Case Study/Resources - not required – these are extra resources for students.

- Snyder, Timothy. *On Tyranny : Twenty Lessons from the Twentieth Century*. First edition. New York: Tim Duggan Books, 2017.
- Snyder, Timothy. *The Road to Unfreedom : Russia, Europe, America*. First edition. New York: Tim Duggan Books, 2018.
- Lincoln: The Lyceum Address
<http://www.abrahamlincolnonline.org/lincoln/speeches/lyceum.htm>
- Varieties of Democracy Dataset, available, <https://www.v-dem.net/en/about/>

Democratic Deconsolidation and Consolidation

August 5th

August 7th – Live Online Workshop – Democratic Deconsolidation and Consolidation

Required Readings

4. O’Neil – Essentials of Comparative Politics Chapter 8 Developed Democracies
5. Foa, Roberto Stefan, and Yascha Mounk. “The Danger of Deconsolidation: The Democratic Disconnect.” *Journal of Democracy* 27, no. 3 (2016): 5–17.
<https://doi.org/10.1353/jod.2016.0049>.
6. Levitsky, Steven, and Lucan A Way. “Elections Without Democracy: The Rise of Competitive Authoritarianism.” *Journal of Democracy* 13, no. 2 (2002): 51–65.
<https://doi.org/10.1353/jod.2002.0026>.
7. Levitsky, Steven, and Lucan Way. “The New Competitive Authoritarianism.” *Journal of Democracy* 31, no. 1 (2020): 51–65. <https://doi.org/10.1353/jod.2020.0004>.
8. Gyimah-Boadi, E, Carolyn Logan, and Josephine Sanny. “Africans Durable Demand for Democracy.” *Journal of Democracy* 32, no. 3 (2021): 136–51.
<https://doi.org/10.1353/jod.2021.0039>.

Case Study/Resources - not required – these are extra resources for Students

- Applebaum, Anne. *Autocracy, Inc. : The Dictators Who Want to Run the World*. First edition. New York: Doubleday, 2024. Read Chapters: Introduction pp. 1-21, Chapter 1, pp. 21-50 and Epilogue, pp. 179-211.
- Mounk, Yascha, and Roberto Stefan Foa. *The End of the Democratic Century: Autocracy’s Global Ascendancy*. *Foreign Affairs (New York, N.Y.)*. Vol. 97. NEW YORK: Council on Foreign Relations, 2018.
- Mounk, Yascha. “The End of History Revisited.” *Journal of Democracy* 31, no. 1 (2020): 22–35. <https://doi.org/10.1353/jod.2020.0002>.
- No, 2012, Dir. Pablo Larraín Matte (use your preferred streaming site for this movie)
- Nostalgia for the Light, 2011, Dir. Patricio Guzmán Lozanes (use your preferred streaming site for this movie)
- Journal of Democracy: Access through the library
- Democratization Journal: Access through the library

- Mainwaring, Scott and Tarek Masoud (eds). *Democracy in Hard Places*. New York: Oxford University Press, 2022. <https://doi.org/10.1093/oso/9780197598757.003.0008>.
- PBS News Hour, Former Supreme Court Justice Souter, Sept 17th, 2012, available <https://goo.gl/kPEBwi>
- Comparative Politics: Journal available through the library
- The Economist Intelligence Unit Democracy Index, available, <https://goo.gl/VE7eWL>

Non-Democratic Regimes

August 12th

Required Readings

1. O'Neil - Essentials of Comparative Politics, Chapter 6 Nondemocratic Regimes
2. Nichols, Jill (Director) and Marc Ramsay (Producer), *The Man Who Saw Too Much*, Boris Pahor, 2022, <https://www.youtube.com/watch?v=WekztpAn3jU> (trigger warning, very difficult content)
3. Kokalj Kočevar, Monika, *Mother, are the apples at home ripe yet?': Slovenian Forced and Slave Labourers during the Second World War*, Chapter 10 in *Hitler's Slaves: Life Stories of Forced Labourers in Nazi-Occupied Europe*, 2010, pp. 138-150. <https://www.jstor.org/stable/j.ctt9qd5wr.15>
4. Luthar, Oto. *The Land Between: A History of Slovenia*. Second, revised edition. Frankfurt am Main: Peter Lang, 2013. Introduction and Chapter WWII in Slovenia pp. 418-443.
5. Stojanovic, Dubravka. "Yugoslav Wars – A Snapshot of European Past or Future?" *Journal of Modern European History* 16, no. 2 (2018): 153–57.
6. Wachtel, Andrew Baruch. *The Balkans in World History*. 1st ed. New York, NY: Oxford University Press, 2008. Introduction and Conclusion.

Case Study/Resources - not required – these are extra resources for students

- Simpson, Alberto, Dan Slater, Jason Wittenberg, M Levi, and NL Rosenblum. "Dead But Not Gone: Contemporary Legacies of Communism, Imperialism, and Authoritarianism." *Annual Review of Political Science* 21, no. 1 (2018): 419–39.
- Hametz, Maura. "Naming Italians in the Borderland, 1926-1943." *Journal of Modern Italian Studies* 15, no. 3 (2010): 410–30. <https://doi.org/10.1080/13545711003768600>. Freedom House, <https://goo.gl/XCz723>
- Mazower, Mark. *Hitler's Empire: How the Nazis Ruled Europe*. 1st American ed. New York: Penguin Press, 2008. Chapter 7 Make This Land German for Me Again.
- Pahor, Boris., and Michael. Biggins. *Necropolis*. 1st Dalkey Archive ed. Champaign [Ill: Dalkey Archive Press, 2010. (Trigger warning, very difficult content)
- Pavlowitch, Stevan K. "Who Is 'Balkanizing' Whom? The Misunderstandings between the Debris of Yugoslavia and an Unprepared West." *Daedalus (Cambridge, Mass.)* 123, no. 2 (1994): 203–23.
- Djurdjevic, Maria. "The Balkans: Past and Present of Cultural Pluralism. European Institute of the Mediterranean. <https://www.iemed.org/publication/the-balkans-past-and-present-of-cultural-pluralism/>

- Pavlović, Srđa and Živković, Marko (eds). *Transcending Fratricide: Political Mythologies, Reconciliations, and the Uncertain Future in the Former Yugoslavia*. 2013.
- Blitz, Brad K. *War and Change in the Balkans : Nationalism, Conflict and Cooperation*. Cambridge, UK ; Cambridge University Press, 2006.
- Mishkova, Diana. Chapter 7 Balkans/Southeastern Europe. In Mishkova, Diana, and Balázs Trencsényi, eds. *European Regions and Boundaries : A Conceptual History*. New York: Berghahn Books, 2017. <https://www.jstor.org/stable/j.ctvw04gdx.11>
- Jelavic, Barbara. *History of the Balkans*. Chapters 1,2 and 3. 1st ed. Vol. no. 12. Cambridge, GBR: Cambridge University Press, 2009.

Lessons Learned: Communism & Post Communism

August 14th – Live Online Session – Workshop - Lessons from the Collapse of Communism

Required Readings

1. Reading: O'Neil – Essentials of Comparative Politics Chapter 9, Communism and Post communism
2. Snyder, Timothy. The War in Ukraine is a Colonial War, April 28th, 2022. <https://www.newyorker.com/news/essay/the-war-in-ukraine-is-a-colonial-war>
3. Stoner, Kathryn. "The Putin Myth." *Journal of Democracy* 34, no. 2 (2023): 5–18.
4. Ekiert, Grzegorz, and Noah Dasanaik. "The Return of Dictatorship." *Journal of Democracy* 35, no. 4 (2024): 177-191.
5. Beckley, Michael, and Hal Brands. "China's Threat to Global Democracy." *Journal of Democracy* 34, no. 1 (2023): 65–79.

Case Study/Resources - not required – these are extra resources for students

- Bunce, Valerie. "Violent versus Peaceful State Dismemberment." In *Subversive Institutions*, 102–26. United States: Cambridge University Press, 1999.
- Drakulić, Slavenka. *How We Survived Communism and Even Laughed*. 1st Harper Perennial ed. New York: Harper Perennial, 1993.
- Film: Chuck Norris vs Communism, 2015, Dir. Ilinca Calugareanu (use your preferred streaming site)
- Film - Goodbye Lenin, Dir. Wolfgang Becker, 2003 (use your preferred streaming site or this link may work https://media.oregonstate.edu/media/t/0_667cgsem)

More Film Case Study/Resources - not required – these are extra resources for students.

****Trigger Warning very difficult and very violent content in the films****

Use your preferred streaming site to access them

- The Blue Kite, 1993, Dir. Tian Zhuangzhuang
- The Killing Fields, 1984, Dir. Roland Joffé
- Chernobyl, TV Series, 2019
- The Lives of Others, 2006 Dir. Florian Henckel von Donnersmarck
- 4 Months, 3 Weeks and 2 Days, 2007, Dir. Cristian Mungiu

- PBS People’s Century, People Power
- Marx, Karl, and Friedrich Engels. “The Text of the Communist Manifesto Karl Marx and Friedrich Engels, Yale University Press, 2017. <https://doi.org/10.12987/9780300163209-007>.
- Hale, Henry E. “25 Years After The USSR: What’s Gone Wrong?” Journal of Democracy 27, no. 3 (2016): 24–35. <https://doi.org/10.1353/jod.2016.0035>
- Economist Explains, Thomas Piketty’s Capital, summarized in four paragraphs, May 5th, 2014,
Available through the library search engine or this link <https://tinyurl.com/y9a4xvfe>
- Hill, Fiona, and Angela Stent. “The World Putin Wants How Distortions About the Past Feed Delusions About the Future.” Foreign Affairs (New York, N.Y.) 101, no. 5 (2022): 108–22.

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Artificial Intelligence (AI) Class Policy

- **The written work students hand in must be their own work, with their own unique insights.** The use of artificial intelligence (AI) to produce writing for this course is allowed **only for background purposes** and only if you cite your use of it.
- **Students must cite all work that is not theirs, including AI generated content.**
- The Chicago Manual of Style has some tips on how to cite your use of AI:
If you need a more formal citation—for example, for a student paper or for a research article—a numbered footnote or endnote might look like this:
 1. Text generated by ChatGPT, OpenAI, March 7, 2023,
<https://chat.openai.com/chat>.

If the prompt hasn’t been included in the text, it can be included in the note:

1. ChatGPT, response to “Explain how to make pizza dough from common household ingredients,” OpenAI, March 7, 2023.
- For More information on how to cite your use of AI for assignments in this class see:
Chicago Manual of Style Online – 17th Edition:
<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>
Camosun College Description of AI Citation Chicago Manual of Style Online – 17th Edition
<https://camosun.libguides.com/Chicago-17thEd/ai>

*A minimum of 30% will be deducted from the mark for the assignment, for uncited reliance on AI.

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

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is **September 30th, 2024**. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is **January 31, 2025**. The last day for academic withdrawal from full fall and late fall courses is **November 15, 2024**. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is **March 15, 2025**.

WDN: For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: **December 9-21, 2024**. Winter and Fall/Winter courses: **April 11-26, 2025** (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).

GRADING SYSTEM

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

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