

Carleton University
Fall 2022
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 2002 (Section A)
Canadian Politics and Civil Society

Fridays: 9:35AM – 11:25 AM

Room: TBD - Check Carleton Central for Confirmation

Instructor: Asif Hameed

Office: Loeb B642

Hours: Thursdays by appointment. Fridays: 11:35PM – 12:35PM.

Email: asif.hameed@carleton.ca

A. Description:

This course offers an examination of the relationship between state and society in Canada, and the various conflicts, cleavages, identities, processes, institutions, and forms of knowledge that structure the Canadian body politic.

Our explorations of this complex relationship will cover a wide array of topics, from the regional, linguistic, and cultural clefts between Canada's supposed *two* solitudes, to the axes of marginalization along lines of indigeneity, race, gender, sexuality, citizenship, and class that border the Canadian 'old stock' concept of nation. Along the way, students are encouraged to think about the processes that construct and perpetuate these relationships, and how they impact our experience as Canadians. Who are the primary actors in Canadian politics, and how are they given recognition and privilege? What are the core debates in Canadian politics, and how are they shaped by concepts like settler colonialism and white supremacy? How have diversity and difference been conceived throughout Canadian political development, and how do these approaches fare amidst the heightened calls for racial and social justice that mark our current moment in time? How does our emerging era of post-truth, anti-political activism play on old divisions within the Canadian federation? Can we envision a Canadian federation that also ensures justice for the Indigenous Nations of Turtle Island? And, ultimately, what *is* Canada, and what does it mean to be Canadian?

B. Format:

The intended format of this course is that we will meet in person, but of course as we have all come to know over the past two and a half years, our best laid plans and hopes are subject to further notice.

Regardless, we will meet for two hours each week on Friday mornings starting at 9:35am – ideally at Nichol, but depending on university regulations this may move online. I will admit, I have about as much interest talking at you for two hours straight on a Friday morning as you have in being talked

at for two hours straight on a Friday morning, so I envision this course being far more interactive and engaged than the archaic 'lecturer-listener' approach.

Students are also required to register in a tutorial group, which they are expected to attend each week. Tutorial sessions will be led by course TAs, whom I have fully entrusted with authority over the structure and format of the weekly tutorial sessions. These sessions will begin the week of our second class together (i.e., on September 16, 2022) and participation within tutorial groups will be evaluated as part of your final grade.

Students are encouraged to participate vigorously, ask questions when necessary and try their utmost to be an active member of this course, whether in lecture or during tutorial sessions. Again, I don't come from the perspective that I should just be talking at you, but rather we should be talking to one another; we're all part of an academic community at Carleton, and it is my goal, in part, to use this course to foster this sense of community dialogue. I will do my most to facilitate an open and respectful environment that seeks to aid not only academic development, but personal growth as well – and that is as true of myself as much as it is for you.

Our assigned readings this semester will be drawn both from a standard Canadian politics textbook – Cochrane et al's *Canadian Politics: Critical Approaches* 9th ed – and from the broader academic literature in order to foster a more critical reading of the unfurling of Canadian political life. Generally, the workload for each week will consist of 2 to 3 assigned readings, alongside a series of recommended readings and forms of content. Students are expected to keep up with the week's required readings and are encouraged to engage the recommended readings whenever possible. While you will not be tested on the recommended readings, they will reinforce the issues engaged in class, tutorials, and the various assignments of this course, so it definitely worth looking at this extra content whenever time avails. Non-textbook readings – both required and recommended – can be accessed through ARES, MacOdrum Library's online course reserve. Links to our course's ARES reserve can be found on the course Brightspace.

C. Equity Statement:

Your experience in this course is important to me and is not something I take lightly. As your instructor, I am committed to fostering an equal and inclusive environment where all are respected, and all contributions are welcomed. And my expectation is that, as a student of this course, you will also be committed to this approach in your interactions with myself, the course TAs, and your fellow students as well. While we will study many aspects of state-society relations in Canada, we will also be critically engaging with harsh truths related to racism, patriarchy, genocide, and settler colonialism in this course, and I am well aware we may not all have the same experiences, forms of knowledge and perspectives when it comes to these issues. So, it is fundamental that we approach these conversations openly, respectfully and in good faith. Anything less – whatever the intent – will simply not be tolerated.

The content we will be engaging here will be difficult at times, and I do not believe in filtering or restraining the depths of issues like race, colonization, and inequality in our understanding of Canadian politics – in fact, I believe they are central to fully understanding the Canadian political

environment. If this content or any other aspect of the course makes you feel uncomfortable, please know that you can reach out to me at any time to discuss these concerns and I will do what I can to facilitate an environment that works for you while balancing the expectations and needs of the course.

Lastly, by the semester's end we will be nearing the (unfortunate) three-year milestone of life within a global pandemic. We sadly do not know where these next few months will take us – in fact, I don't even fully know what the semester ahead will look like from the time I am currently writing this. I think in light of this our approach in this course should be as much concerned with fairness, respect, and tolerance as it is with intellectual growth and achievement. The world needs more of these things, after all – let us do our utmost to foster them here as well.

D. Learning Outcomes:

By the end of the course, you will be able to do the following:

1. **Critically engage** key terms and concepts related to Canadian politics.
 2. **Analyze** the social, political, and economic foundations of state-society relations in Canada.
 3. **Understand** central debates in Canadian politics.
 4. **Employ, apply, and deconstruct** important theoretical frameworks necessary to the understanding of Canadian politics, such as federalism, regionalism, interculturalism/multiculturalism, social movement theory, and settler colonialism to name a few.
 5. **Develop, hone, and strengthen** your research skills, scholarly practice, and intellectual curiosity through the application of the above in discussion and in the development of unique, thesis-based research projects.
 6. **Re-evaluate and reflect** on your own place within the various axes of privilege and marginalization that exist within the Canadian concept of nation.
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E. Communication & Office Hours:

If you have questions related to any aspect of the course, I encourage you to reach out to me at any time by email at asif.hameed@carleton.ca. The only caveat is that you must use your Carleton University email account and include the course code (PSCI 2002) in the subject line of all emails. It just saves us both a ton of time and hassle with regards to filters and identification. I generally try to attend to student questions as quickly as possible, but my response time may take up to 48 hours.

Also, I am always willing to meet with students, either in person or over Zoom. Again, this is wholly subject to university and local regulations, but at the very least I will hold virtual office hours over Zoom each Thursday from 11am to 12pm if in-person office hours are impossible – should you desire to discuss any aspect of the course in greater detail than just over email, this would be the ideal time for us to speak. Because of my own personal workload, my availability beyond the above office hours is somewhat limited – if there are conflicts on your end which precludes meeting at that time, let me know and we can always try to schedule a mutually beneficial time. Regardless, appointments and meetings can be arranged through the email address above.

F. Evaluation

This course will evaluate student performance based on a combination of written assignments and participation during discussion groups. The breakdown of which is as follows:

Tutorial Participation: 10%

Critical Review: 15% - **Due Friday October 7, 2022, by 11:59pm**

Essay Proposal: 10% - **Due Friday October 21, 2022, by 11:59pm**

Major Research Paper: 30% - **Due Friday December 2, 2022, by 11:59pm**

Final Exam: 35% - **During Exam Period**

Tutorial Participation – 10%

Students are expected to participate vigorously during tutorial sessions on the week's topic/readings. This portion of your final grade is fully up to the discretion of your TA, and while they may have their own criteria for evaluation, participation does not just mean attendance at weekly tutorials, but rather that you are present in conversation and engaging with the course material on a weekly basis in these discussion groups. We want to hear what you think – we want to hear your reactions to the readings, the relevance of the topics at hand to events you see in the news or online or the world around you. We want to know about your thoughts and experiences with the course material, because your thoughts on these things matter.

Critical Review – 15%

For the critical review students are expected to produce a critical assessment of one non-textbook required reading (i.e., a required reading that is **not** from the Cochrane, Blidook and Dyck textbook). Students are encouraged to think about the argument posed by the author and address a series of questions: What is the central argument of the article/chapter? What inferences does the text offer the topic of study for the given week? Is the argument posed compelling, or are there elements missing? What theoretical perspectives inform the text? How does the text compare to other texts we have read throughout the semester, other readings from the given week, or texts you have encountered in your own research/experience? Does the article offer insights into other subjects we have discussed in this course? What is the role of context in the work, and do the arguments posed by the author work in other contexts/locations? These are just a few examples of the sorts of things that should be addressed in this assignment. You are free to compare your chosen reading to other readings – including chapters from the course textbook – but the focus of the assignment should be on one of the required articles for a given week.

The critical review will be due on Friday October 7, 2022. Submissions will be accepted as on time until 11:59pm and should be between 500 and 750 words (i.e., 2-3 pages, double spaced, 12-point font), adhere to academic style/format, and be submitted through Brightspace.

Essay Proposal – 10%

In preparation for their research paper for this course, students are required to produce an essay proposal. Students have free rein in selecting a topic, but also have the option of addressing a research question from a series of pre-written questions that will be made available by Week 5 (October 7). At the very least, this proposal must outline the central argument that will be posed by your paper (that is, the paper's working thesis) as well as offer a detailed outline of the supporting

arguments that will be used to support your thesis. Students must also produce an annotated bibliography of at least five (5) scholarly sources used in the development of the proposal, with annotations justifying the inclusion/use of the source. The proposal is intended to be an opportunity for your TA to provide feedback in order to aid you in the development of your final research paper.

The essay proposal will be due on Friday October 21, 2022 – the date of the final class before reading week. Submissions will be accepted as on time until 11:59pm and should be between 500 and 750 words (i.e., 2-3 pages minimum based on organization, double spaced, 12-point font), adhere to academic style/format, and be submitted through Brightspace).

Research Essay – 30%

For the major research paper, students are expected to undertake research beyond the content of the course to address a research question relevant to our discussions on state-society relations in Canada. Again, students have the freedom to develop their own topic, but can also opt to address a research question from the list of questions that will be made available on October 7. Though you are not expected to tread new water and develop a completely original argument with this assignment, this paper will be a thesis-driven, argumentative essay – meaning we expect you take a position, communicated through a clearly written thesis, and argued with the support of *peer-reviewed, scholarly literature*. You can, of course, use course content as part of your research, but the expectation is that the vast majority of your research will come from beyond the course. Students are expected to draw from a minimum of 10 sources for this paper.

The essay will be due on Friday December 2, 2022 – the final day of class. Submissions will be accepted as on time until 11:59pm. The essay should be between 2000 and 2500 words (i.e., 8-10 pages, double spaced, 12-point font), adhere to academic style/format, and be submitted through Brightspace.

Final Exam – 35%

Depending on university regulations, we will either have an in-person exam during the examination period, or a take-home exam that will be posted on Brightspace at the start of the exam period. In the latter case, this exam would be due the last day of the exam period.

Regardless, the exam will feature three sections: two sections of short-answer questions (Sections A and B), and one essay question (Section C). For each section, students will have the option of selecting a single question out of several choices. Students will only be tested on the material of the course (i.e., content solely derived from lectures and the course readings). Research or the use of content beyond the course is not necessary for the exam.

Slip Days, Extensions and Penalties

Each student in this course will be granted one 'slip day' pass; meaning that for one assignment over the course of the semester, students can use their pass to get a free extension of three days – no questions asked. Students must indicate to both the instructor and their TA in advance via email that they will be using their slip day. There are two caveats – the first should be obvious: slip days will not apply to the final exam. Don't even bother trying. Second, if a student uses their slip day the instructor will mark the assignment rather than their TA.

Beyond slip days, extended deadlines will only be granted in exceptional circumstances. Should you wish to request an extension, you must email both the instructor and your TA with a written justification for the request (with the necessary documentation to verify it, if applicable). Late submissions will be subject to a penalty of 5% off the assignment per day, inclusive of weekends and holidays.

All assignments must be submitted in either .doc/.docx/Microsoft Word format, or as PDFs, with a preference for the former. **Any other file formats will not be accepted.**

G. Texts

Required: Cochrane, Christopher, Blidook, Kelly and Dyck, Rand (2020). *Canadian Politics: Critical Approaches*. 9th Ed. Toronto: Nelson.

You can purchase this book from the Carleton Bookstore, or through Tophat publishing (<https://tophat.com/catalog/social-science/political-science/full-course/canadian-politics-critical-approaches-9th-edition-rand-dyck-christopher-cochrane-kelly-blidook/4385/>).

Additional required **and** recommended readings can be found online through the course Ares reserve or through Carleton's MacOdrum Library.

H. Schedule:

September 9: Week 1 – Course Introduction: Citizenship, Diversity, and Difference

Required Readings

Cochrane et al. Chapter 1: Approaching the Study of Politics (3-17).

Stasiulis, D. and Jhappan, R. (1995) "The Fractious Politics of a Settler Society" in *Unsettling Settler Societies: Articulations of Gender, Race, Ethnicity and Class*. London: Sage. 95-131.

Recommended Readings

Podcast: Unf**king The Republic – Oh, Canada: Digging Through America's Attic.

<https://www.unftr.com/episodes/unftr28?hsLang=en>

September 16: Week 2 - The Embedded State and State-Society Relations in Canada

Tutorials Begin

Required Readings

Cochrane et al. – Chapter 2: Institutional Foundations and the Evolution of the State (19-38).

Pal, Leslie A. (1999). "State and Society: Conceptualizing the Relationship" in *Canadian Politics* 2nd Ed. Peterborough: Broadview Press.

Recommended Readings

Cochrane et al. – Chapter 16: The Canadian Constitution and Constitutional Change (371-399).

September 23: Week 3 – Federalism and Regionalism

Required Readings

Cochrane et al. – Chapter 3: Regionalism (41-67).

Simeon, R (1977). "Regionalism and Canadian Political Institutions," in J. Peter Meekison, ed., *Canadian Federalism: Myth or Reality?* 3rd edition. Toronto: Methuen. 292-304.

Papillon, M. (2008). "Is the Secret to Have a Good Dentist? Canadian Contributions to the Study of Federalism in Divided Societies," in Linda White, et al, eds. *The Comparative Turn in Canadian Political Science*. Vancouver: UBC Press, 123-139.

Recommended Readings

Cochrane et al. – Chapter 17: The Federal System (401-429).

September 30: Week 4 – Political Culture(s) and Political Socialization

****This week's lecture may be pre-recorded. If so, students will not have to attend lecture, but tutorials will continue as normal****

Required Readings

Cochrane et al. – Chapter 10: The Canadian Political Culture (215-233).

Cochrane et al. – Chapter 11: Political Socialization, the Mass Media, and Public Opinion Polls (235-259).

Leuprecht, C. (2003). "The Tory Fragment in Canada: Endangered Species?" *Canadian Journal of Political Science*, 36(2), 401-416.

Recommended Readings

Perry, B., Mirrlees, T., & Scrivens, R. (2017). "The Dangers of Porous Borders: The " Trump Effect" in Canada". *Journal of Hate Studies*, 14, 53-75.

Blatchford, A. (2022, February 27). "How Canada became America's new culture war". POLITICO. <https://www.politico.com/news/2022/02/27/canada-america-culture-war-protests-00012098>

October 7: Week 5 – Quebec and Cultural Accommodation

Critical Review Due

Required Readings

Cochrane et al. – Chapter 5: French Canada and the Quebec Question (99-124).

Taylor, C. (2012). "Interculturalism or multiculturalism?", *Philosophy and Social Criticism*, 38(4-5), p. 418.

Recommended Readings

Bilodeau, A. (2017). "Mobilisation or demobilisation? Perceived discrimination and political engagement among visible minorities in Quebec". *Political Science*, 69(2), 122–138.

October 14: Week 6 – Multiculturalism and the Discourse of Diversity

Required Readings

Cochrane et al. – Chapter 6: Immigration and Diversity (125-140).

Kymlicka, W. (2010). "Testing the Liberal Multiculturalist Hypothesis: Normative Theories and Social Science Evidence". *Canadian Journal of Political Science*, 43(2), 257–271.

Bannerji, H. (2020). "On the Dark Side of the Nation: Politics of Multiculturalism and the 'State' of Canada". In *The Ideological Condition: Selected Essays on History, Race and Gender*. Toronto: Brill. pp. 364-393).

Recommended Readings

Tungohan, E. (2018). "Temporary Foreign Workers in Canada: Reconstructing 'Belonging' and Remaking 'Citizenship'." *Social & Legal Studies*, 27(2), 236–252.

<https://doi.org/10.1177/0964663917746483>

October 21: Week 7 – Indigeneity and Settler Colonialism

*****Essay Proposal Due*****

Required reading

Cochrane et al. – Chapter 4: Indigenous Peoples (69-98).

Elliott, M. (2018). "Indigenous Resurgence: The Drive for Renewed Engagement and Reciprocity in the Turn Away from the State". *Canadian Journal of Political Science*, 51(1), 61-81.

Podcast: Thunder Bay: Chapter 1 – There's a Town in North Ontario...

<https://www.canadaland.com/podcast/chapter-1-there-is-a-town-in-north-ontario/>

Recommended Readings

Hunt, S. (2021, October 5). *Why are we hesitant to name white male violence as a root cause of #MMIW?* rabble.ca. <https://rabble.ca/feminism/why-are-we-hesitant-to-name-white-male-violence-root-cause-mmiw/>

McCrossan, M. and Ladner, K.L. (2016). "Eliminating Indigenous Jurisdictions: Federalism, the Supreme Court of Canada, and Territorial Rationalities of Power", *Canadian Journal of Political Science*, Vol. 49(3). pp. 411-431

Stote, K. (2012). "The coercive sterilization of aboriginal women in Canada," *American Indian Culture and Research Journal*, Vol.36(3). pp. 117-150.

Coulthard, G. (2007). "Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada." *Contemporary Political Theory*, 6: 437–460.

October 28: Week 8 – No Class due to Reading Week

Required

Have a breather.

Recommended

Eat carbs, have fun.

November 4: Week 9 – Race and White Supremacy

Required Readings

Angus Reid Institute (2021, July 21). *Diversity and racism in Canada: Competing views deeply divide country along gender, generational lines*. Angus Reid Institute. <https://angusreid.org/diversity-racism-canada> (**SKIM this report**).

Thompson, D. (2020). "Race, the Canadian Census, and Interactive Political Development," *Studies in American Political Development* 34(1): 44-70.

Thobani. (2007). "Introduction – Of Exaltation" in *Exalted Subjects: studies in the making of race and nation in Canada*. Toronto: University of Toronto Press. 3-29.

Recommended Readings

Dhamoon, R., & Abu-Laban, Y. (2009). "Dangerous (internal) foreigners and nation-building: The case of Canada". *International political science review*, 30(2), 163-183.

Pal, M., & Choudhry, S. (2014). "Still not equal? Visible minority vote dilution in Canada". *Canadian Political Science Review*, 8(1), 85-101.

Thompson, D. (2009). "Is Race Political?" *Canadian Journal of Political Science* 41(3): 525-547.

November 11: Week 10 – Social Movements, Interest Groups and Policy Networks

Required Readings

Cochrane et al. – Chapter 15: Advocacy Groups, Social Movements and Lobbying (345-370).

Smith, M. (2005). "Chapter 5 – Arenas of Influence: Bureaucracy and Policy Communities". In *A Civil Society: Collective Actors in Canadian Political Life*. Peterborough, ON: Broadview Press.

Recommended Readings

Collier, C. (2013). "Not Quite the Death of Organized Feminism in Canada: Understanding the Demise of the National Action Committee on the Status of Women". *Canadian Political Science Review*. 8(2).

Montpetit, É (2014). "Are Interest Groups Useful or Harmful? Take Two," in J. Bickerton and A.-G. Gagnon, (eds.), *Canadian Politics*, Sixth Edition. Toronto: University of Toronto Press. 329-348.

November 18: Week 11 – Class and Inequality

Required Readings

Cochrane et al. – Chapter 8: Political Economy (163-184).

Porter, J. (2016). "The Vertical Mosaic" in *Essential Readings in Canadian Government and Politics* 2nd Ed. Toronto: Edmond Montgomery Publications. 497-504

Panitch, L. (2016). "Elites, Classes, and Power in Canada", in *Essential Readings in Canadian Government and Politics*. Toronto: Edmond Montgomery Publications. 505-511.

Recommended Readings

Watkins, M. (2007). "Staples Redux". *Studies in Political Economy*. Vol. 79. 213-226.

November 25: Week 12 – Gender and Sexuality

Required Readings

Cochrane et al. – Chapter 7: Gender.

Brodie, J. (2008). "We Are All Equal Now." *Feminist Theory* 9(2), 145-64.

Smith, M. (2020). "Homophobia and Homonationalism: LGBTQ Law Reform in Canada." *Social and Legal Studies* 29(1) 65-84.

Recommended Readings

DeGagne, A. (2020). "Pinkwashing in Pride Parades: The Politics of Police in LGBTQ2S Spaces in Canada" in *Turbulent Times, Transformational Possibilities? Gender Politics Today and Tomorrow*. Toronto: University of Toronto Press. 258-280.

Vickers, J. (2010). "A Two-Way Street: Federalism and Women's Politics in Canada and the United States". *Publius* 40(3), 412-35.

****Major Research Paper Due****

Required Readings

Cochrane et al. – Chapter 9: Canada's External Environment: The United States and the World.

Foran, C. (2017, January 4). 'The Canada experiment: is this the world's first "postnational" country?'. The Guardian. <https://www.theguardian.com/world/2017/jan/04/the-canada-experiment-is-this-the-worlds-first-postnational-country>

(Think critically about this last piece)

I. Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

J. Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

K. Requests for Academic Accommodation:

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

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

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

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC

coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more information, please visit carleton.ca/pmc.

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

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

L. Sexual Violence Policy

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

M. Plagiarism

Carleton's Academic Integrity Policy defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
 - using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
 - using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;

- and failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

N. 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).

O. Submission and the Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

P. Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Q. Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university

information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

R. Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

S. Official Course Outline

The course outline posted to the Political Science website is the official course outline.
