

Carleton University
Department of Political Science

Fall 2022

PSCI 3307 A
Politics of Human Rights
In Person classes.
Monday and Wednesdays 4:05-5:25
PA 133

This course will be conducted in person via live lectures. Our experiences last year with online learning has taught me how psychologically difficult and alienating online learning can be for students. Yet some features were educationally useful for students, and features we used online will be used going forward. For example, last year's lectures were recorded and posted about a week ahead of time and then available all term. This meant student's could listen to and absorb all the lectures at their own pace which improved the overall quality, breadth and thoughtfulness of exam answers. Gradebook improved marking and responses to student papers, with extra time required in chasing down student errors (note please check that you are submitting your answer and not the original assignment).

What I propose to experiment with this term is providing last year's prerecorded lectures as a resource for students who miss a week's lectures and want to catch up. Note however that lectures get updated and changed every year. Last year's anti-Trump jibes will be replaced by Gilead and Aunt Lydia comments but both are illustrating important points about the politics of human rights. Note too that the department decided that these lectures would be given twice a week rather than once. This means that the recordings are for two lectures on a cycle of Wednesday and Monday till Thanksgiving, Monday and Wednesday after that. Readings will also follow a week cycle.

Live and participatory lectures.

Live lectures allow the lecturer to respond to the events of the day, student comments, questions and even confused looks in ways that surpass a written set of lecture notes. Students also have the opportunity to engage with each other in class discussions about issues. So come laugh, think and learn.

Professor: Peter Atack

Office hours. Wednesday 2-3:30, Loeb 645 call 613-724-2437 Thursday and Friday. Yes this is my home landline so say hi to Klaus our dog.

Email: peteratack@cunet.carleton.ca (please put PSCI3307 in subject line). Note please give me 48 hours for a reply, Monday to Friday.

Welcome to the course

This course is designed to introduce students to some of the contentious issues surrounding human rights. We ask difficult questions about human rights so we can understand where they came from, who do they serve, and why do they matter. We will trace from where the concept of human rights came from so that we may understand the specific forms and norms they have taken in this Western (un)Civilization. We will re-examine some the philosophic roots of the concept of rights to determine whether rights are universal or only a reflection of a particular history, a specific set of economic arrangements or a peculiar set of ideological biases. We will also examine the political, social and economic functions of human rights so that we may understand both their relative importance but also to examine how they can be fulfilled and protected.

Because human rights are so central to our conception of our identities, our society and our values both shared and disputed, it will require intellectual discipline and openness to freely and fairly examine these issues. Remember to always listen to each other's ideas and viewpoints, you will be surprised at what we all can learn. Students will be expected to come prepared and open minded to the lectures. Students are given the opportunity to explore additional issues that emerge from the course in their term paper.

Brightspace content. Students will find 7 useful sections on the web site

1. Power point slides: These contain:
 - A) A list of concepts, places, terms and people.
 - B) Quotations that are used in the lecture,
 - C) Learning outcomes for the lecture.
 - D) Images used to illustrate the subject.
 - E) Summary of the central points and ideas raised in the lecture. However, since any good lecture (and lecturer) will have more to say than just the power point slides do listen to the lectures and have fun thinking.
2. Lectures. Recorded last year. Note that while the content of lectures always changes, and hence the powerpoints change too, you may find it useful to listen to these if you miss a lecture. Jibes and comments may change, but the song remains the same.
3. A list of song titles and film suggestions pertaining to human rights.
4. Clippings: These are short articles relating to human rights usually from non-academic sources. They can be read for interest but are not mandatory. If you have suggestions or interesting things you want to share, send it to me and I'll post it.
5. Instructions and helpful hints for the assignments. They will contain useful information and FAQs.
6. Readings. Are now all available online through the Library link. Does not include the course textbook.
7. Drop boxes for the assignments. Open before due dates and usually a bit after. There will be late boxes

Required Readings and Course Text: Required readings are available online. The only course text is Tony Evans, *The Politics of Human Rights: a Global Perspective*. 2nd Edition (London: Pluto Press, 2005). Available for purchase at Octopus Books in the Glebe at 113 Third Avenue almost at the corner of Bank. They do run a website for shipping and a great bookstore for browsing.

Course Requirements:

Participation: 10%: Ask questions. Let's break the covid wall.
Proposal: 15% October 12th
Critical interpretation of popular culture 15%: Due November 9th

Research Paper: 30%: November 30th.
Final Exam: 30%: During Final Exam Period

Participation: Students who come, listen and participate learn so much more than the ghosts who don't attend. While I don't expect perfect attendance, I have found that students who come to lectures do better on the final exam.

Proposal: must include: two double-spaced pages (essay and paragraph format) explaining the proposed essay. The two page length does not include a bibliography. The proposal must include 1) a clear research question or what is it you are going to examine 2) a description of what issues you are going to examine in order to answer your question, and 3) a tentative thesis statement which is essentially the one sentence answer to your question and also 4) a bibliography with at least 8 academic sources. Warning: a research paper proposal is not an outline. **Due Date: Oct 12th**

Critical interpretation of popular culture: must be 5-6 pages, double spaced and paginated. One of the crucial lessons of the course is that popular culture reflects our belief in the values of human rights. Taking either one of the songs or films listed on culearn, comment on how this song or film critically or uncritically reflects the values of human rights. It is permissible to use either a music video or film not listed as long as it's easily available online. However documentaries would not be suitable for this assignment. How has popular culture in this instance helped to push forward the human rights agenda? Are there silences that reveal our own hidden assumptions about human rights? **Due date: Nov 9th**

Research Paper: must be 12-15 pages in length. Essays should be double-spaced. Essays should include a title page, page numbers and bibliography. Essays will be on a topic of your choice that relates to human rights. Essays can either be a critical philosophy piece on an issue in the literature on human rights or an examination of case study. **Due date: November 30th.**

Final Exam: will be conducted during the final exam period on the content of the course. The purpose of the exam is for the student to be able to discuss their understanding of the issues rather than simply be tested on specific readings. During the formal exam period.

COURSE OUTLINE

This course is delivered live in two hour and a half segments, Wednesdays and Mondays.

Cycle one Introduction Part One Wednesday September 7th:

An Introduction to the problems at the center of this course.

How are human rights central to our identity, our ethics, our common beliefs? Who is your human rights hero and Why?

What are human rights? Where did they come from? Who benefits from a belief in human rights and how? Who benefits from a rejection of human rights? How can we discuss human rights and our values in a way that will lead to mutual understanding and learning rather than offense? Conservative and Liberal basis for human rights.

Introduction Part Two, Monday September 12th. Lecture 2 Human Rights as a social contract that evolved over time and requirements of the Course.

How did we get here? Have rights changed over time as social structures and economies change?
To answer these questions the methods used in the course.

Tools provided on Brightspace: syllabus, access to assignments, hints and recordings. Assignments review.

The moral question of the age: prisoner or guard in Auschwitz.

Required Reading

Tony Evans, *The Politics of Human Rights: a Global Perspective*. 2nd Edition (London: Pluto Press, 2005). Chapter one

Cycle 2 (Wednesday , September 14th) Lecture 3 A history of human rights: from religious toleration to individual rights.

In what historical context did human rights arise as political solutions to unsolvable and irreconcilable conflicts? How the desperate need for religious toleration created individual rights
What philosophic arguments were made that generated a discourse of rights that developed from the fifteenth to the twenty first century?

Monday September 19th. Lecture 4 The Revolution in Rights

What is the problem with Laicite? Founding new societies based on individual rights the American and French revolutions.

Required Reading

Micheline Ishay, 'What are human rights?: six historical controversies', *Journal of Human Rights*, 3(3), 2004 (available on-line; search journal title in Library Catalogue).

Michael Freeman *Human Rights* (London, Polity Press) Chapter 2

Jeremy Waldron (ed.), *Nonsense Upon Stilts*, London, Methuen, 1987, Chapters 1 and 2

Cycle 3, Wednesday September 21st) Lecture 5: The Liberal Project and its socialist challenge.

What are the foundational rights of liberalism? Are certain liberal rights a precondition for democracy? Does the inclusion of labour rights challenge or support capitalism?

Cycle 3 Monday Sept. 26th Lecture 6 Second Generation Rights

Economic and Collective Rights: Do these rights limit only the state but also citizen's actions? What economic changes seemed to support and be supported by human rights?? Is there a right to welfare? Why did capitalism need Keynesianism?

Required Reading

Neil Stammers, "Politics and Human Rights." *Political Studies* Volume 41, March 1993, 70-82.

Phillip Schmitter and Terry Lynn Karl, "What Democracy is ... and is not." *Journal of Democracy* , Volume 2, No.3 Summer 1991. pp-75-88.

Tony Evans, *The Politics of Human Rights: a Global Perspective*. 2nd Edition (London: Pluto Press, 2005). Ch. 1&2.

Cycle 4, (Wednesday Sept 28th) Lecture 7, The right to self-determination and nationalism.

The Bad and the Ugly: False reasons to claim identity: Blood, history and language. Everyone is mixed or else horror results, history is bunk and language is created as part of the project of nation formation. So why are we loyal to, and willing to fight and kill for nations?

Required Reading:

Charles Taylor, "The Politics of Recognition." In *Multiculturalism: Examining the Politics of Recognition*. (Princeton N.J.: Princeton University Press, 1994).

Cycle 4 (Monday Oct 3rd) Lecture 8 The real reason behind the formation of the Nation state: Armies, industrialization and the formation of the nation state. Authenticity and the search for identity is it a source of authority. Canada and multiculturalism: chance, history is not moral superiority.

Cycle 5 (Wednesday October 5th) Lecture 9 A Post Modern Reading of Human Rights

Post modern Critical readings of human rights.

Is eugenics not the product of modernity run amok? Does our worship of technology blind us to consequences? Are rights universal or only reflective of a particular culture and history?

Required Readings

Michael Ignatieff, "Human Rights as Idolatry." In *Human Rights as Politics and Idolatry*. Ed. Amy Gutman. (Princeton N.J.: Princeton University Press, 1994).

Michael Freeman *Human Rights* (London, Polity Press) Chapter 6.

Tony Evans, *The Politics of Human Rights: a Global Perspective*. 2nd Edition (London: Pluto Press, 2005). Ch.4.

(Monday October 9th) Thanksgiving

Cycle 5 Wednesday October 12th

Lecture 10 The Human Rights Foundation of the American World Order

UDHR and the foundation of the American world order. How it supports the American economic system and legitimates the Empire.

Research proposals due

Cycle 6 (Monday October 17 th) Lecture 11

Human rights and the other: Who gets excluded and why? Who gets rights? Feminist readings of Human Rights.

Are women's rights not universal? When we demand universal human rights how do we understand different constructions of gender? The history of waves of feminism and its implications for the economy, society and justice.

Required Readings

Charlotte Bunch, 'Women's Rights as Human Rights: Towards a Re-Vision of Human Rights', *Human Rights Quarterly* (12), 1990, pp. 486-500 (available on-line).

Gail Binion, 'Human Rights: A Feminist Perspective', *Human Rights Quarterly* 17(3), 1995:509-526 (available on-line)

Cycle 6 (Wednesday October 19th) Lecture 12

Are rights not universal? Should women have rights to equality in Afghanistan, Saudi Arabia and the USA? Is Gilead a warning or our fate? What effect has globalization had on gender roles?

Fall break or Reading week October 24 and 26.

Cycle 7 (Monday October 31st) Lecture 13 Indigenous Rights

Can we move on from old colonial ways of thinking? What were the ideological roots of our dispossession, settlement and colonization? Who has the right to self determination? How do First Nations coexist within a larger community? Which is worse conquest and exploitation, dispossession and neglect or paternalism and abuse?

Cindy Holder, Jeff J. Corntassel, "Indigenous Peoples and Multicultural Citizenship: Bridging Collective and Individual Rights." *Human Rights Quarterly* Vol. 24 No. 1 February 2002. pp-126-151.

Cycle 7 (Wednesday November 2nd) Lecture 14 Indigenous Rights in Canada and the US

Which was worse, American versus Canadian methods of assimilation or genocide. Do pre-colonial patterns of governance offer a way forward of a vision for seven generations forward that could avoid resource disasters of the past? Does the indigenous prophet the Great Peacemaker of the Haudenosaunee offer a different kind of politics as a way forward? Does restorative justice offer us way forward to real reconciliation?

Cycle 8 Monday November 7th Lecture 15 Genocide

From the Holocaust (or Shoah) to Rwanda, when can we say never again? What causes genocides, what does it tell us about modernity, what effects have these crimes had?

Required Reading

Jacques Semelin, "Toward a vocabulary of massacre and genocide." *Journal of Genocide Research* (2003) 5(2), pp. 193-210

Scott Straus, "Genocide and Human Rights." In *Human Rights Politics and Practice* Michael Goldhart ed. (Oxford: Oxford University Press, 2009)

Wednesday November 9th Rwanda Lecture 16

How did genocide happen again? Could it be prevented, how did development and corruption become genocide.

Critical Reading of Popular culture Due!

Cycle 9 (Monday November 14th) Lecture 17: Lynch mobs, sharecropping and segregation.

What is the relationship between the use of violence by non state actors to maintain oppression and economic exploitation and plantation agriculture?

How has the extra legal use of violence and the carceral state been used to discipline labour and guarantee capital?

Race, class, relations of production in the United States.

What are you going to do when they come for you? What do you do when the state declares war on its own citizens? Does the new Jim Crow need a new John Brown or new Black Panther?

Required Reading

Ta-nehisi Coates, *We were Eight Years in Power: An American Tragedy.* The Black family in the Age of Mass Incarceration.” (New York, One World Publishing, 2017) pp. 223-281.

Cycle 9 Wednesday November 16th) Lecture 18 Hell you Talmbout

The civil rights movement and why it worked.

Grey wastes, the carceral state, New Jim Crow and the suppression of Americans in days of globalization.

Cycle 10 Monday November 21st Lecture 19: What is to be Done? Night and Fog, Death Squads and Transitional Justice.

Repression under authoritarian regimes involved the use of extralegal regimes of state terror or night and fog terror tactics and death squads. The transition to new democratic regimes involved creating new forms of justice and reconciliation. What does state terror do to societies?

Required readings:

Adam Jones, “Review: Parainstitutional violence in Latin America.” *Latin American Politics and Society*. 46:4 Winter 2004. pp.- 127-148.

James Cockayne, “Hybrids or Mongrels? International War Crimes Trials as degradation ceremonies.” *Journal of Human Rights*, 4:4, 2005. pp.445-473

Roy Lidlicker, “Ethical Advice, Conflict management vs. human rights in ending civil wars.” *Journal of Human Rights*, 7:4 2008. pp. 376-387.

Cycle 10 Wednesday November 23rd Transitional Justice Lecture 20

How you reconcile after a Civil War? How do you find justice when those who committed crimes hold power? How do you prevent permanent wars?

The case for and against Truth and Reconciliation Commissions.

Cycle 11 Monday November 28th Lecture 21 Crimes in the War against Terror

Rendition, torture and Guantanamo. How has the war against terror been a war against human rights? **Required Reading**

David Luban, “Eight Fallacies about Liberty and Security.” In *Human Rights and The War on Terror*. Ed. Richard Ashby Wilson, (Cambridge: Cambridge University Press, 2005). pp242-257.

Peter Gallison and Martha Minnow, “Our Privacy, Ourselves in the Age of Technological Intrusions.” In *Human Rights and The War on Terror*. Ed. Richard Ashby Wilson, (Cambridge: Cambridge University Press, 2005). Pp- 258-294. especially 258-268, 273-289.

Cycle 11 Wednesday November30th Lecture 22 Privacy what Privacy, Life in the open

Big brother is watching you, and they now have the technology to do it (badly).

How governments are using algorithms to listen to us all. How the method of a surveillance state may support the new global order and should terrify you.

Research paper Due

Cycle Twelve Monday December 5th Lecture 23: The politics of Migration: Human right or a method for ensuring insecurity

The case of the Irish potato famine and migration used for a comparison to present day migration issues in the US and elsewhere. How does this issue reflect ideology around belonging rights and economic need? Why did it work better in the past?

Linda Allegro, "Latino Migrations to the U.S. Heartland : "Illegality," State Controls, and Implications for transborder labour rights." *Latin American Perspectives* 2010:30 pg 172

Wednesday December 7th Migration today Lecture 24

How did it come to this? Precarity, globalization and rights on the border.

Academic Accommodations

Late Penalties and extensions: Courses sprint up on us all Extensions are given out at the discretion of the instructor for personal, family or health reasons. You must request extensions by email.. Otherwise papers will be penalized at the rate of 1 mark per day or ½ % point of the final mark,. **Note that while the instructor is compassionate about late papers, university regulations require all course work be submitted by the end of classes December 9th.**

Appendix

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.

Student Mental Health

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

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

• *Carleton Resources:*

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

• *Off Campus Resources:*

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

Requests for Academic Accommodation

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

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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

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

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

Sexual Violence Policy

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

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/>.

Copying or recycling previously submitted work: A large part of the learning process of any course comes from framing a research question, conducting research on your topic thinking through and constructing an argument and then writing and composing papers. Using work previously submitted in whole or in part for other courses cheats the student of this learning process.

For this course and its assignments, using work already submitted for other courses is unacceptable, forbidden and subject to penalty if caught.

However, there are some possible exceptions to this rule. For example, you may have tackled a topic in a previous year for a different level course. Now with the

benefit of more learning, new ideas, theories and information you might want to re-examine the issue. Only if there is a new argument, new information and all new writing would it be acceptable to revisit an old subject. Please consult with the instructor for permission first if you want to revisit a topic.

Or you may be writing an honours research paper and want to explore a part of your broader question for this course's essay. Just ensure that you are taking the subject further and farther than you have gone elsewhere, and that you don't accidentally repeat yourself by just lightly editing part of your honours research paper.

The instructor for the course assesses whether recycling has taken place or not. If the instructor determines that you have copied a previously submitted paper, penalties can range from a zero to a failing grade on the assignment. However, the more severe academic penalties of failure for the course, suspension or expulsion cannot be assessed since this offense lies outside of the university's academic integrity policy.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

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

Grading

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

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

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

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.