

Carleton University

Fall 2008

Department of Political Science

PSCI 6105F
Comparative Politics
Tuesdays 11:35-14:25
Please confirm location on Carleton Central

Instructor: **Jeremy Paltiel**

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Course description: Together with PSCI 6106, this course constitutes the first in the sequence of core courses in comparative politics at the doctoral level in the Department of Political Science. The aim of the course is to assist students in the Ph.D. program in Political Science to prepare for the comprehensive examinations in the field by reviewing major works themes and methods of comparative politics and comparative inquiry. This course explores key texts in the theory of comparative politics, some of which are considered particularly influential or controversial; basic questions of method in comparative politics research; and examines key debates that have helped to shape the evolution of the field of comparative politics. (The winter term course PSCI 6106* further explores key themes and recent debates in comparative politics). The emphasis in 47.6105* is on developing a comprehensive and critical understanding of a broad range of literature, within the context of the evolution of the discipline of political science. Although course readings refer to a broad variety of countries and methodological issues, there is no systematic examination of empirical case studies in the course.

Since the purpose of the course is to contribute to students' grounding in theories and approaches in comparative politics, the reading load is substantial. Students are encouraged to work intensively in groups and are required come to each class prepared to discuss actively and in depth *all* of the assigned readings for that particular class. Students are expected to show initiative in identifying and contrasting the approaches in the readings, and to demonstrate understanding of these approaches in their course assignments and presentations.

Course Requirements

1. Reading: Students should read all the set readings for each week. 'Further reading' is suggested for the purposes of developing the themes of each week, and for writing papers.

Students will be evaluated on the basis of the following requirements:

Preparation of four (4) 1-2 pp. short reaction pieces on the weekly readings 4x5	=	20%
Preparation and oral presentation of two short papers: 2 x 15%	=	30%
One longer analytical paper (Due December 2)	=	
	40%	
Class participation in discussion	=	
	10%	

- Students will prepare weekly reaction pieces of 1-2 pp. reflecting on their reaction to the week's readings. Each week's paper is due the evening before class. These short reaction papers are not formal essays. They are a written reaction to all or a portion of the readings and are intended to assist the professor in stimulating class discussion by identifying contrasting viewpoints. They are also an incentive to keep up with readings. On the day of the student's own assigned presentation you are exempted from this requirement and will instead hand in a 5-7 pp. at the end of class. Four of the short reaction pieces will receive grades. (All papers submitted before class will receive 4 or 5; try to integrate across readings.) Therefore students may choose not to write a piece every other week. *These pieces and these pieces **only** may be submitted by e-mail.*
- Students prepare two short papers (5-7 typed, double-spaced pages each) during the term, each of which provides a critical and analytical discussion of the assigned readings for a particular week in the course. These are not research papers. No citations beyond the weekly readings are required or expected. These essays should integrate and contrast themes in the respective readings: they should NOT simply be descriptive summaries. The essays should answer a specific question about the literature under discussion: periodically the instructor will provide suggested questions for discussion. Class presentations, based on one reading will be allocated at the first meeting. Presentations should be no longer than 10 minutes. They should keep summary to a minimum, concentrating instead on the concepts, problems, claims, issues etc, raised by the reading. Presentations should raise questions for seminar discussions. *Where two or more students share responsibility for presenting readings their written paper **must** nonetheless review **substantively the whole** of the week's readings **not just** those which the student presented.* For the topics they choose, students are required to prepare their paper in advance of the course session in question, and to submit it to the instructor on the day of the scheduled oral presentation. In the presentation, the student should **summarize** the paper rather than read it aloud. Of the 15% of the grade assigned for each short paper, one third (5%) will be based on the oral presentation. The instructor will prepare a list of student presentations by the second or third week of class.
- Depending on the enrolment, the class will occasionally divide for group discussions. For certain weeks the recommended readings will be divided among groups. Summaries or discussion papers may be shared among classmates.
- The longer analytical paper should be approximately 12-15 pages. This is a research paper. Here students can go beyond the listed readings for research. In this assignment students are expected to do one of the following: a) apply the theory of one of the course topics to a particular country or region, b) integrate and discuss the readings on theory for two of the course themes (for example, modernization + ethnicity); c) provide an exhaustive and detailed critique of a particular course topic, going beyond the assigned readings to incorporate additional supplementary literature. Due December 2, 2008. This is a **firm** deadline; extensions will be considered only for documented reasons. ***Papers written should have a clear focus of analysis and develop an argument directed towards the readings and literature. The three formal papers assigned for the course must be on a different topic and each must discuss the assigned readings for the course. Papers should be typed, double-spaced and submitted in hard copy.***
- Class participation. Attendance is compulsory and students are required to read the assigned readings thoroughly in advance of each class, and to be prepared to discuss in

class the readings' similarities, differences, strengths, and weaknesses. Students are encouraged to work in groups. Occasionally group work will take place during class time should the size of the class warrant this.

Key Questions to answer in the course of reading:

1. What is the historical background to the emergence of comparative politics as a field of inquiry?
2. What enduring questions raised in the formative years of political sociology continue to influence the development of comparative politics today?
3. How has the emergence of the modern state as an object of inquiry during 19th Century Europe influenced the application of political science to the rest of the world?
4. What factors contributed to the erosion of confidence in developing a "scientific" understanding of politics and the state?
5. What is the politics of comparative politics and what methods are used today to uncover the political underpinnings of different political science outlooks?

Textbooks: A course reader will be available for purchase in the Carleton University Bookstore. It has been assembled for the convenience of students; the readings in the course reader will also be available on Library Reserve. The reader includes a **selection** of the required readings for the course, particularly of journal articles; please note that not all required readings are in the course reader, and students are required to read additional material on reserve in McOdrum Library. All readings listed below are required unless otherwise indicated. Some readings may also be available in the Resource Centre of the Department of Political Science.

One book has been ordered for purchase as recommended supplementary texts, and will be available in the University Bookstore as well as on library reserve:

Mark Irving Lichbach and Alan S. Zuckerman, *Comparative Politics: Rationality, Culture and Structure*. New York: Cambridge University Press, 1997.

Students should consider purchasing some of the good overview texts on comparative politics; some suggestions are,

David Marsh, *The State: Theories and Issues*: Palgrave MacMillan; 2007

Jonathon W. Moses *Ways of Knowing: Competing Methodologies in Social and Political Research*

Palgrave MacMillan 2007

Schedule of Course Topics and Readings:

PART I: ORIGINS AND EVOLUTION OF COMPARATIVE POLITICS

1. Introduction; origins of 20th century comparative politics (September 9)

Gabriel Almond, "Separate Tables: Schools and Sects in Political Science," in Almond, ed. *A Discipline Divided*. Newbury Park: Sage, 1990, pp. 13-31. Article also can be found in *PS: Political Science and Politics*, vol. 21, no. 4, fall 1998, pp. 828-42.

Atul Kohli, *et al.* "The Role of Theory in Comparative Politics: a Symposium," *World Politics*, vol. 48, October 1995, pp. 1-21, 28-37.

2. Early comparative politics texts and their significance (September 16)

- a) critique/legacy of their theories
- b) influence of their methods

Andrew C. Janos, *Politics and Paradigms: Continuing Theories of Change in Social Science*. Stanford, CA: Stanford University Press, 1986, chapters 1-2.

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

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

Ferdinand Toennies *Community and Society*

Emile Durkheim *The Division of Labor in Society* (Chapters on mechanical and organic solidarity)

Recommended supplementary reading:

Reinhard Bendix, *Max Weber: an Intellectual Portrait*. New York: Anchor, 1962.

Eric J. Hobsbawm, introduction to Karl Marx and Friedrich Engels, *The Communist Manifesto: Modern Edition*. New York: Verso, 1998.

3. Selected "classics" in comparative politics (continuing themes of Week 2) (September 23)

Karl Polanyi, *The Great Transformation: The Political and Economic Origins of our time*.

Boston: Beacon Press, 2001 edition recommended. Required: Chapters 1-3, 21; highly recommended: chapters 13, 15, 18, 19.

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

Paulette Kurzer, "Studying Democracy and Reading ClassicsP: What is Happening in the Field of Comparative Politics?" *Perspectives on Politics* vol. 1, no.2 (June 2003) 373-378 (available on Web CT).

NO CLASS Tuesday SEPTEMBER 30 (ROSH HASHANAH)

Part II: BASIC CONCEPTS AND APPROACHES

4. The debate over method in political science: comparisons, case studies (October 7)

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

Harry Eckstein, "Case Study and Theory in Political Science" in Fred Greenstein and Nelson Polsby, *Handbook of Political Science*, vol. 7, 1975, pp. 79-137.

Adam Przeworski and Henry Teune, *The Logic of Comparative Social Inquiry*, New York: John Wiley and Sons, 1970, pp. 3-46.

Ted Robert Gurr, "Why Minorities Rebel: a Global Analysis of Communal Mobilization and Conflict since 1945," *International Political Science Review*, vol. 14, no. 2, 1993, 161-201.

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

Recommended Supplementary reading:

Douglas Dion, "Evidence and Inference in the Comparative Case Study," *Comparative Politics*, vol. 30, no. 2, January 1998, pp. 127-45.

5: The Debate over method: positivist and interpretive approaches (October 14)

Robert A. Dahl, "The Behavioural Approach in Political Science: Epitaph for a Monument to a Successful Protest," *American Political Science Review*, vol. LV, no. 4, December 1961, pp. 763-72.

Gabriel A. Almond and Stephen J. Genco, "Clouds, Clocks and the Study of Politics," *World Politics*, vol. XXIX, no. 4, July 1977, pp. 489-522.

Charles Tilly, *Big Structures, Large Processes, Huge Comparisons*, New York: Russell Sage, 1984, chs. 1-4.

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

Clifford Geertz, *The Interpretation of Cultures*, New York: Basic Books, 1973, chapters 1, 15.
Recommended supplementary reading:

Thomas Kuhn, *The Structure of Scientific Revolutions*, 3rd ed. Chicago, IL: University of Chicago Press, 1996.

Marc Howard Ross, "Culture and Identity in Comparative Political Analysis," and Ira Katznelson, "Structure and Configuration in Comparative Politics," in Lichbach and Zuckerman, eds. *Comparative Politics: Rationality, Culture and Structure* (1997), pp.42-112.

Monica Heller, "Doing Ethnography" in Li Wei and Melissa Moyer (eds.) *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism* (Oxford:Blackwell 2008) pp. 249-262.

6. Levels of analysis: from the "political system" to the state (October 21)

Reinhard Bendix, "State, Legitimation and Civil Society," *Telos*, no. 86, winter 1990-91, pp. 143-52.

David Easton, *A Systems Analysis of Political Life*, Chicago: University of Chicago Press, 1965, chapters 2-3.

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

Joel S. Migdal, "Studying the State," in Lichbach and Zuckerman, ed. *Comparative Politics: Rationality, Culture and Structure* (1997), pp. 208-35.

Karen L. Remmer, "Theoretical Decay and Theoretical Development: the Resurgence of Institutional Analysis," *World Politics*, vol. 50, October 1997, pp. 34-61.

***Recommended:** Martin Carnoy, *The State and Political Theory*, Princeton, NJ: Princeton University Press, 1984, chapter 4.

7. Levels of analysis: society and culture as the basis of politics (October 28)

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

David Truman, *The Governmental Process*, New York: Knopf, 1951, chapter 16.

Leonard Binder, "Crises of Political Development," in Binder et al, *Crises and Sequences in Political Development*. Princeton, NJ: Princeton University Press, 1971.

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

T.H. Marshall, "Citizenship and Social Class," in Marshall and Tom Bottomore, *Citizenship and Social Class*, London: Pluto Press, 1992, pp. 3-51.

James C. Scott, *Weapons of the Weak*. New Haven, CT: Yale University Press, 1985, chapter 2.

Recommended supplementary reading:

Doug McAdam, Sidney Tarrow and Charles Tilly, "Toward an Integrated Perspective on Social Movements and Revolution," in Lichbach and Zuckerman, eds. *Comparative Politics: Rationality, Culture and Structure* (1997), pp. 142-173.

Ruth Lane, "Political Culture: Residual Category or General Theory?" *Comparative Political Studies*, vol 25, no. 3, October 1992, pp. 362-87.

8. Levels of analysis: the individual. Do leaders create politics? is politics determined by "rational choices" and self-interests? (November 4)

Harold D. Lasswell, Daniel Lerner, and C. Easton Rothwell, "The Elite Concept," in Roy C. Macridis and Bernard E. Brown, *Comparative Politics: Notes and Readings*, Homewood, IL: Dorsey Press, 1964, pp. 43-50.

Robert H. Bates, "Governments and Agricultural Markets in Africa," in Bates, ed. *Toward a Political Economy of Development*, Berkeley: University of California Press, 1988, pp. 331-58.

Jon Elster, ed., *Rational Choice*, New York: NYU Press, 1986, introduction, pp. 1-33; chapter 7 (Samuel Popkin).

Arend Lijphart, "Consociational Democracy," *World Politics*, vol. 21, no. 2 (January 1969) pp. 207-225.

Mancur Olson, *The Logic of Collective Action*, Cambridge, MA: Harvard University Press, 1971, pp. 1-65.

Gerardo L. Munck, "Game Theory and Comparative Politics: New Perspectives and Old Concerns," *World Politics*, vol. 53, no. 2, January 2001, pp. 173-204.

Recommended supplementary reading:

Margaret Levi, *Of Rule and Revenue*. Berkeley: University of California Press, 1988.

Margaret Levi, "A Model, a Method and a Map: Rational Choice in Comparative and Historical Analysis," in Lichbach and Zuckerman, ed. *Comparative Politics: Rationality, Culture and Structure* (1997), pp. 19-41.

Paul Pierson, "The Limits of Design: Explaining Institutional Origins and Change," *Governance*, vol. 13, no. 4, October 2000, pp. 475-99.

PART III: SELECTED DEBATES IN COMPARATIVE POLITICS

9. How do societies become "developed"? Why do some societies remain "underdeveloped"? (November 11)

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

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

W.W. Rustow, *The Stages of Economic Growth*, second ed, Cambridge University Press, 1971, pp. 1-16,

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

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

Chandra Talpady Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses," in Mohanty, et al, eds. *Third World Women and the Politics of Feminism*, Bloomington: Indiana University Press, 1991, pp. 51-80.

Recommended supplementary reading:

Harry Eckstein, "The Idea of Political Development," in Roy C. Macridis and Bernard E. Brown, *Comparative Politics: Notes and Readings*. Belmont, CA: Wadsworth, 1990, pp. 369-381.

Peter Evans, "After Dependency: Recent Studies of Class, State and Industrialization," *Latin American Research Review*, vol. 20, no. 2, 1985, pp. 149-60.

Andrew Janos, *Politics and Paradigms*, chapter 3.

10. What is a democracy? How does one create a “stable” democracy? Are nondemocratic regimes unstable? (November 18)

Paulette Kurzer “Studying Democracy and Teaching Classics: What is Happening in the Field of Comparative Politics” *Perspectives on Politics* Vol 1 no 2 (June 2003) 373-378

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

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

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

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

Adam Przeworski, *Democracy and the Market*

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

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

Recommended Supplementary Reading:

Juan Linz and Arturo Valenzuela, *The Failure of Presidential Democracy*. Baltimore, MD: Johns Hopkins University Press, 1994.

Arend Lijphart, *Democracy in Plural Societies*, New Haven, CT: Yale University Press, 1977, pp. 1-52.

Andrew Reynolds, “Women in the Legislatures and Executives of the World: Knocking at the Highest Glass Ceiling,” *World Politics*, vol. 51 (July 1999) pp. 547-72.

11. What is the relationship between ethnicity and modernity? What causes ethnic nationalist movements? (November 25)

Walker Connor, “Nation-Building or Nation-Destroying?” *World Politics*, vol. XXIV, no. 3, April 1972, pp. 319-55.

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

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

Anthony D. Smith, “The Myth of the Modern Nation and the Myths of Nations,” *Ethnic and Racial Studies*, vol. 11, no. 1, January 1988, pp. 1-26.

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

Liah Greenfield, “Is Modernity Possible Without the Nationalism?” in Michel Seymour, ed. *The Fate of the Nation State* (Montreal and Kingston: McGill-Queens University Press, 2004. pp. 38-50.

Recommended supplementary reading:

Karl Deutsch, *Nationalism and Social Communication*. Cambridge, MA: MIT Press, 1960.

John A. Hall, *The State of the Nation* (Cambridge: Cambridge University Press, 1998) See esp. chapter 7 by David Laitin

Partha Chatterjee, *The Nation and its Fragments*, Princeton, NJ: Princeton University Press, 1993, chapters 1, 11.

Saul Newman, “Nationalism in Postindustrial Societies: Why States Still Matter,” *Comparative Politics*, vol. 33, no. 1, October 2000, pp. 21-41.

Roger D. Petersen, *Understanding Ethnic Violence: Fear, Hatred and Resentment in Twentieth Century Eastern Europe*. New York: Cambridge University Press, 2002.

Eric Hobsbawm, *Nations and Nationalism since the 1780s: Programme, Myth, Reality*.
Cambridge: Cambridge University Press, 1990.

12. The State: should it drive the research agenda of comparative politics? (December 2?)

Joel S. Migdal *State In Society: Studying How States and Societies Transform and Constitute One another* (Cambridge: Cambridge University Press, 2001)chs 1-5 pp. 3-168.

Robert H. Jackson and Carl G. Rosberg, "Why Africa's Weak States Persist," *World Politics*,
October 1982, vol. 35, no. 1, pp. 1-25.

Peter Evans, et al, eds. *Bringing the State Back in*. New York: Cambridge University Press,
1985, chapters 1 and 11.

Gabriel Almond, "The Return to the State," plus responses by Nordlinger, Lowi, Fabrini,
American Political Science Review, vol. 82, no. 3, September 1988, pp. 853-901.

Recommended

Peter Evans, *Embedded Autonomy* (Princeton: Princeton University Press, 2001) Introduction

James C. Scott, *Seeing Like a State* (Newhaven: Yale University Press, 1998) Introduction

Charles Tilly *Coercion, Capital and European States*, Cambridge, MA: Basil Blackwell, 1990,
chapter 1.

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

Jane Jenson, "Gender and Reproduction, or Babies and the State," in M. Patricia Connelly and
Pat Armstrong, eds. *Feminism in Action: Studies in Political Economy*. Toronto:
Canadian Scholars Press, 1992, pp. 201-36.

Aradhana Sharma and Akhil Gupta

Robert H. Bates, "The State and Development," *Oxford Handbook of Political Economy* ,
ed. Barry Weingast and Donald Wittman (Oxford: Oxford University Press, 2006)

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities 9500 University Drive) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre, 613-520-6608, every term to ensure that I receive your letter of accommodation, **no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 7, 2008**, for December examinations, and **March 6, 2009**, for April examinations."

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: <http://www.carleton.ca/polisci/undergrad/Essay%20Style%20Guide.html>

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: 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.

Course Requirements: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available **ONLY** if the student is in good standing in the course.

Connect Email Accounts: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account.

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. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

