

Carleton University
Late Summer 2026
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 2002 (Section A)
Canadian Politics and Society
Thursdays and Fridays: 2:35pm to 5:25pm
Online Synchronous

Instructor: Asif Hameed
Office: Loeb C660, or over Zoom
Hours: Thursdays by appointment. Fridays: 1:00PM – 2:00PM.
Email: asif.hameed@carleton.ca

A. Description:

This course is a critical 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 exploration 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 has our fractured relationship with the United States – typically our strongest ally – impacted social relations in Canada? Can we envision a Canadian federation that also ensures justice for the Indigenous Peoples of Turtle Island? And, ultimately, what *is* Canada, and what does it mean to be Canadian?

B. Format:

This course will consist of online lectures over Zoom twice a week – on Thursday and Friday afternoons from 2:35pm to 5:25pm. I will admit, I have about as much interest talking *at* you for three hours straight on a beautiful summer afternoon as you probably have in being talked at for three hours straight on a beautiful summer afternoon, so I envision this course being far more interactive and engaged than the archaic 'lecturer-listener' approach. Ideally, my lectures will occupy 2/3 of our time together, with the rest of the class being dedicated to an open discussion. This may take the form of a group viewing of content and follow up discussion, or me posing questions

to/addressing questions from the group, or breakout room discussions. Because of the condensed nature of the summer semester, your participation in these discussions carries significant weight in your overall evaluation in this course.

Students are encouraged to participate vigorously, ask questions when necessary and try their utmost to be an active member of this course. 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.

Generally when teaching this class I assign readings from Cochrane et al's *Canadian Politics: Critical Approaches* (9th ed), as well as the broader academic literature. However, given the limitations of time during the summer semester and its impact on pace and student bandwidth I've opted to assign the majority of the course's readings from *The Conversation* – an excellent, academic-driven publication that specializes in short-form scholarly journalism. While I will still be grounding my lecture on the basics drawn from Cochrane et al, my hope is you will read these shorter pieces in anticipation of our time together as they do a great job framing the contemporary debates around the evergreen issues that make up our lectures. They also have the added benefit of only taking a few minutes to read. Generally, the workload for each lecture will consist of 2-3 assigned readings – I've also included a series of recommended readings and forms of content for each lecture as well for those interested in diving deeper into a subject. 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 directly tested on recommended readings that are not addressed in lecture, they will reinforce the issues engaged in class and in the various assignments of this course, so it is definitely worth looking at this extra content whenever time avails. These readings 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. 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 glazing over the role 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, while the global COVID-19 pandemic is over, its impacts still loom over us in many ways and there are few spaces where this is more evident than in a classroom. In lieu 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 the development of unique 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.

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. At the very least, this will consist of my official office hours on Friday afternoons – 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. The breakdown of which is as follows:

Attendance/Participation: 20%

Essay Proposal: 15% - **Due Friday July 17, by 11:59pm**

Major Research Paper: 30% - **Due Thursday August 13, by 11:59pm**

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

Attendance/Participation – 20%

Students are expected to participate vigorously during discussions on the week's topic/readings. To be clear: participation does not just mean attending the lectures, but rather that you are present in conversation and engaging with the course material during periods of discussion. To facilitate, students will be assigned to a permanent in-class discussion group at the start of the semester. During lectures, we will have periodic discussion sessions based around these groups. Your participation grade will be based on engagement with the larger group after these breakout sessions.

Essay Proposal – 15%

In preparation for their research paper, 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 Monday July 6. 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 of the source and outline links to your argument(s). The proposal is intended to be an opportunity for us to provide feedback in order to aid you in the development of your final research paper.

The essay proposal will be due on Friday July 17, 2026. Submissions will be accepted as on time until 11:59pm and should be at least 500 to 750 words (i.e., 2-3 pages minimum based on organization, double spaced, 12-point font), adhere to APA 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 it must be the same topic outlined in your Essay Proposal assignment, unless approved by the course instructor. 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 and defend it 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 8 academic sources for this paper.

The essay will be due on Thursday August 13, 2026 – 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 APA style/format, and be submitted through Brightspace.

Final Exam – 35%

The final exam will be a take-home, open book test during the exam period, with students being given 48 hours to write and submit. Though the exam has yet to be written, students can expect it to 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, and its use on the exam will be scrutinized heavily.

Extensions and Penalties

Extensions to deadlines will only be granted in exceptional circumstances. Should you wish to request an extension, you must email the instructor 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. **Any other file formats will not be accepted.**

On the Use of AI

As outlined in the appendix below, any assignment suspected of being produced by a generative AI platform – either in part or in full – will be treated as **plagiarized work** and will **automatically receive a failing grade**. It will also be reported to the Dean's office for additional scrutiny and deliberation on penalties.

The *ethical* use of AI as a grammatical (e.g.: Grammarly, MS Word Editor) or research support aid (e.g.: helping you to workshop ideas in the early stages of developing your proposal) is permitted as long as students are transparent and document its usage in the submitted work. This can simply be through a statement included in your submitted work as an appendix that outlines how AI was used in the deliverable.

But I still expect you to be the author of everything you are being evaluated for. I do this because this course is designed to help you develop as critical thinkers and aid in your development as scholars (see Learning Outcomes above), and letting AI do the work for you fundamentally undermines that.

G. Texts

Recommended (i.e., you **do not** have to buy it): Cochrane, Christopher, Blidook, Kelly and Dyck, Rand (2020). *Canadian Politics: Critical Approaches*. 9th Ed. Toronto: Nelson. Price: \$96.00.

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/>). The library will keep a short-term loan copy of the e-book on hand as well.

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

H. Schedule:

July 2: Lecture 1 – Course Introduction: Citizenship, Nation, and Difference

Recommended Content

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>.

July 3: Lecture 2 - The Embedded State and State-Society Relations in Canada

Required Content

Read: Whyte, J. D., & Blake, R. B. (2020, September 2). 40 years later: A look back at the Pierre Trudeau speech that defined Canada. The Conversation. <https://theconversation.com/40-years-later-a-look-back-at-the-pierre-trudeau-speech-that-defined-canada-143983>.

Recommended Content

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

July 9: Lecture 3 – Federalism and Regionalism

Required Content

Read: Berdahl, L., & Montpetit, É. (2019, June 17). Canada: Is it really a country divided? The Conversation. <https://theconversation.com/canada-is-it-really-a-country-divided-118514>.

Read: Wesley, J., & Young, L. (2022, July 14). What the spectre of Alberta separatism means for Canada. The Conversation. <https://theconversation.com/what-the-spectre-of-alberta-separatism-means-for-canada-186897>.

Skim: Kolga, M., Phillips, J., McQuins, B., & Van de Walle, B. (2026, May 6). Decision Making and National Unity Under Threat - DisinfoWatch. DisinfoWatch. <https://disinfowatch.org/wp-content/uploads/2026/05/Alberta-and-Foreign-Interference-Report-Final-052026-web.pdf>

Recommended Content

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

Cochrane et al. – Chapter 3: Regionalism (41-67); Chapter 17: The Federal System (401-429).

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.

July 10: Lecture 4 – Political Culture(s) and Political Socialization

Required Content

Read: Huddart, E., & Silva, T. (2025). Canada isn't deeply polarized — yet. What new research reveals about partisan animosity. The Conversation. <https://doi.org/10.64628/aam.evjpc5g7s>.

Read: Pehlivan, Z. et al. (2025, November 13). Power Shift: The Rise of Political Influencers in Canada. Media Ecosystem Observatory. https://meo.ca/s/MEO_Influencers-Brief-2025_f02-1.pdf.

Recommended Content

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

July 16: Lecture 5 – Quebec and Cultural Accommodation

Required Content

Read: Berthelet, C. (2024, March 17). What does Québec want? Politicians should heed what voters have repeatedly told them. The Conversation. <https://theconversation.com/what-does-quebec-want-politicians-should-heed-what-voters-have-repeatedly-told-them-221394>.

Read: Peker, E. (2019, April 10). The supposed benefits of Québec secularism bill don't outweigh the costs. The Conversation. <https://theconversation.com/the-supposed-benefits-of-quebec-secularism-bill-dont-outweigh-the-costs-114907>.

Recommended Content

Beland, D., & Lecours, A. (2025, October 22). *Quebec's influence on Alberta's independence movement*. Policy Options; Institute for Research on Public Policy. <https://policyoptions.irpp.org/2025/10/quebec-alberta-referendum/>.

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.

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

July 17: Lecture 6 – Multiculturalism and the Discourse of Diversity

Essay Proposal Due

Required Content

Read: Abebe, A. (2025). Rising Canadian patriotism is a chance to rethink who gets to belong here. *The Conversation*. <https://doi.org/10.64628/aam.d96y7uhrh>.

Read: Hamilton, L. (2024, January 7). What's behind the dramatic shift in Canadian public opinion about immigration levels? *The Conversation*. <https://theconversation.com/whats-behind-the-dramatic-shift-in-canadian-public-opinion-about-immigration-levels-219193>.

Read: Scott, C. (2019, June 17). Raptors victory: Feel-good multiculturalism masks reality of anti-Black racism in Canada. *The Conversation*. <https://theconversation.com/raptors-victory-feel-good-multiculturalism-masks-reality-of-anti-black-racism-in-canada-118942>.

Recommended Content

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).

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.

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

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

July 23: Lecture 7 – Indigeneity and Settler Colonialism

Required Content

Read: Miller, J. R. (2018, August 19). Reconciliation requires more than symbolic gestures. *The Conversation*. <https://theconversation.com/reconciliation-requires-more-than-symbolic-gestures-101717>.

Read: Smith, H., & Midzain-Gobin, L. (2021, March 28). Not in the past: Colonialism is rooted in the present. *The Conversation*. <https://theconversation.com/not-in-the-past-colonialism-is-rooted-in-the-present-157395>.

Listen: 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 Content

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: Unreserved – Land Back: Movement to Reclaim Indigenous Land Grows.
<https://www.cbc.ca/radio/unreserved/land-back-movement-to-reclaim-indigenous-land-grows-1.5891912>.

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.

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

July 24: Lecture 8 – Race and White Supremacy

Required Content

Read: Scrivens, R. (2017). Trump may have emboldened hate in Canada, but it was already here. *The Conversation*. <https://doi.org/10.64628/aam.necca63ww>.

Read: Rashid, A. (2021, May 26). Racism & the Americanization of Canadian history: Why we shouldn’t look at ourselves through a U.S. lens. *The Conversation*.
<https://theconversation.com/racism-and-the-americanization-of-canadian-history-why-we-shouldnt-look-at-ourselves-through-a-u-s-lens-159974>.

Listen: Podcast: CBC Front Burner – Fascist Fight Clubs are Growing Across Canada.
<https://www.cbc.ca/player/play/audio/9.6841604>.

Recommended Content

Banting, K., & Thompson, D. (2021). “The Puzzling Persistence of Racial Inequality in Canada”. *Canadian Journal of Political Science*, 54(4), 870-891.

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.

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>.

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

July 30: Lecture 9 – Social Movements, Interest Groups and Policy Networks

Required Content

Read: McGrady, L. (2025). Thinking of Joining in Protest? Three Books to Inspire | The Tyee. *The Tyee*. <https://thetyee.ca/Culture/2025/07/30/Thinking-Joining-Protest-Three-Books/>.

Read: McKay, B. (2026). DoorDash and Uber Try to Halt the Spread of Gig Worker Protection | The Tyee. *The Tyee*. <https://thetyee.ca/News/2026/06/16/DoorDash-Uber-Try-Halt-Gig-Worker-Protection/>.

Read: McNeil, B., & Beny, H. (2025, November 10). U.S. proxy lobbying threatens Canada's digital sovereignty. Policy Options; Institute for Research on Public Policy. <https://policyoptions.irpp.org/2025/11/proxy-lobbying-canada/>.

Recommended Content

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

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).

Smith, M. (2005). "Chapter 1 – Power and Group Politics". In *A Civil Society: Collective Actors in Canadian Political Life*. Peterborough, ON: Broadview Press.

July 31: No Class

Required

Enjoy your long weekend in the company of your people. Eat Carbs, drink libations.

Recommended

Work on your final paper, if time avails.

August 6: Lecture 10 – Class and Inequality

Required Content

Read: Baysal, D. (2026, March 6). Canada's labour protections aren't ready for the age of AI. Policy Options; Institute for Research on Public Policy. <https://policyoptions.irpp.org/2026/03/ai-labour-protections/>.

Read: Fanelli, C. (2026, February 24). Canadians aren't imagining the cost-of-living crisis. Policy Options; Institute for Research on Public Policy. <https://policyoptions.irpp.org/2026/02/cost-anxiety/>.

Listen: Podcast: Commons: Work, Episode 1 – The War on Workers. <https://www.canadaland.com/podcast/work-1-the-war-on-workers/>.

Recommended Content

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

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

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

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

August 7: Lecture 11 – Gender and Sexuality

Required Content

Read: Smith, J. (2023, October 22). Canada's health-care crisis is gendered: How the burden of care falls to women. *The Conversation*. <https://theconversation.com/canadas-health-care-crisis-is-gendered-how-the-burden-of-care-falls-to-women-215751>.

Read: Sidhu, T. (2026). The Montréal shooting spotlights the growing public safety threat of online radicalization. *The Conversation*. <https://doi.org/10.64628/aam.cynsfddfm>.

Read: Mason, C. L., & Hamilton, L. (2024, October 28). Alberta's impending anti-2SLGBTQIA+ legislation is stoking fear and anxiety. *The Conversation*. <https://theconversation.com/albertas-impending-anti-2slgbtqia-legislation-is-stoking-fear-and-anxiety-241874>.

Recommended Content

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

Brown, W. (1992). "Finding the Man in the State." *Feminist studies*, 18(1), 7-34.

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.

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

Cochrane et al. – Chapter 7: Gender.

August 13: Lecture 12 – Review and Canada and/in the World

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

Recommended Content

Prest, S. (2026). Mark Carney's Davos speech marks a major departure from Canada's usual approach to the U.S. *The Conversation*. <https://doi.org/10.64628/aam.9fktraa6n>.

I. Additional Resources for Students

Are you struggling academically? Reach out to the [Academic Advising Centre](#) and the [Centre for Student Academic Support](#).

Are you experiencing disability and require academic accommodations? Consult the [Paul Menton Centre for Students with Disabilities](#).

Are you experiencing food insecurity? Visit CUSA's [Unified Support Centre](#).

Are you experiencing distress and need to talk to someone? Reach out to [Carleton Health and Counselling Services](#); [Sexual Assault Support Services](#); or call the Good2Talk Postsecondary Student Helpline (Phone: 1-866-925-5454).

Need a furry friend to scratch? Visit a [Carleton Therapy Dog](#) (including our unofficial TA Aristotle).

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

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

Student Mental Health

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

Emergency Resources (on and off campus):

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

Carleton Resources:

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

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

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating

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

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC)

at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

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

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

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

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

PETITIONS TO DEFER

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

INTELLECTUAL PROPERTY

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and

exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

OFFICIAL FINAL EXAMINATION PERIOD

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

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

GRADING SYSTEM

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

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

ACADEMIC INTEGRITY

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

PLAGIARISM

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

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

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

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

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