

PSCI 2003 (A/B)
Institutions and Power in Canadian Politics

Lectures: Mondays, 2:35 p.m. – 4:25 p.m.

Tutorials: please check your course schedule

In-person. Please confirm course location on Carleton Central

I General Information

Instructor: Dr. Erin Tolley (please call me Professor Tolley or Dr. Tolley)

Student hours: Information and location posted on Brightspace

Email: erin.tolley@carleton.ca (before emailing, please see Section X (h) Email Policy below)

II Course Description

Politics is about power. How are resources distributed? What rules govern those processes? And who has a say in these decisions? To answer these questions, this course focuses on the structure and outcomes of Canada's major *political institutions*, including the Constitution, federalism, Parliament, the executive, judiciary, political parties, and the electoral system. We will explore the design, evolution, and functioning of these institutions and assess their performance.

III Classroom Philosophy

My classroom is structured around three central principles. First, prior to becoming a university professor, I was a researcher and policy analyst in the federal public service. This experience has shaped how I structure my courses and assignments; in PSCI 2003, I place a particular emphasis on the mechanics of our political institutions and on developing skills that will help students succeed in professional settings. Second, while learning environments should be safe — free from disrespectful, intolerant, or threatening behaviour — they will not always be comfortable. Material may challenge our existing perceptions, contradict our own personal beliefs, or require us to do things outside our comfort zone. It is often in these moments of friction that the most meaningful learning occurs. Third, I understand universities as “pull-based” systems.¹ As university students, you are adults; I will give you my best advice on how to succeed in this course, but ultimately your success depends on the effort you put into each of the components: from the readings, to tutorials, lectures and assignments.

IV Course Format

This is a fully in-person course. It features a **two-hour weekly lecture** delivered by the professor. Most weeks, there is also a **mandatory one-hour tutorial**, facilitated by a teaching assistant (TA).

¹ Brian Harrington, “[University is a pull-based system](#),” (June 18, 2025).

- **In lectures**, the instructor will present course material and answer students' questions at the end of her presentation.
- **In tutorials**, students will discuss and engage with course material, applying it to key debates about the institutions we are examining. There will also be a focus on the development of academic skills.

The secret to success: The students who do best in this course are those who regularly attend lectures, read assigned materials, participate in tutorials, and complete required assessments successfully.

V Learning Outcomes

The goal of this course is to help students:

1. Describe the origins, structure, functions, and significance of Canada's major political institutions, including their conceptual foundations;
2. Evaluate the evolution and performance of institutions from a variety of perspectives;
3. Read effectively and critically about Canadian political institutions;
4. Participate in collegial and productive face-to-face conversations about Canadian politics;
5. Strengthen skills conducive to academic and professional success, including those related to research, original analysis, written assessments and test-taking, AI literacy, personal integrity, self-sufficiency, and mutual aid; and
6. Learn, integrate, apply, and extend course content through a variety of activities

VI Evaluation In Brief

Component	Brief Summary and Due Date	Weight
Tutorial attendance/participation (n = 10)	Tutorials are a mandatory course component. Your tutorial grade is based on attendance, punctuality, preparation, and active participation throughout the semester. <i>See Course Policies, below, for further details on grading and the treatment of tutorial absences.</i> Because in-person oral discussion is a learning objective in this class, there are no provisions for alternate assessments of tutorial participation except in cases where an academic accommodation has been formally granted. Due: Ongoing throughout the term; see syllabus for tutorial weeks Skills focus: oral communication, self-sufficiency, mutual aid, content integration	10%
Collaborative reading (n = 4)	Throughout the term, you will collaboratively annotate a selection of readings; this will be done through Brightspace with a small assigned reading group. You must complete two Collaborative Reading assignments in Modules 4, 5 and 6 and two Collaborative Reading assignments in Modules 8, 9, 10, 11. Each week, Collaborative Reading assignments are graded out of 10 points each, with points allocated as follows: Completion (8 points) To receive the points for completion, you must complete all required components for all assigned Collaborative Readings by that week's	8%

	deadline. To be as clear as possible, if there are two readings assigned for the Collaboration Reading assignment in a given week, you must do all of the following for <i>both readings</i>: - contribute at least two original discussion threads to each reading - respond to at least one discussion thread to each reading - answer any required question cards to each reading Partial <i>completion will result in a zero for that week</i> (i.e., there are no “half marks” for completion), <i>late submission is not permitted, and no make-ups will be granted.</i> Early bird submission (2 points) Collaborative Reading submissions will be permitted up to 2:30 p.m. the day of class. However, students who make their submissions <i>at least 24 hours</i> before this deadline will also earn points for early bird submission. Why? Because these early submissions help to seed the discussion, providing content that later submitters can engage with. This effort and contribution will be rewarded. Due: Ongoing throughout the term; final deadline is 2:30 p.m. the day of class, but with extra points for students who submit at least 24 hours before that deadline. Late submissions beyond the 2:30 p.m. deadline will not be accepted. See above for instruction on submission weeks. Skills focus: reading, original analysis, mutual aid, content integration	
Syllabus quiz	The course outline or “syllabus” is your guide to this class. To gauge student knowledge and understanding of course requirements and policies, students are asked to complete this short online check-in. The goal of this assignment is to encourage students to familiarize themselves with course requirements and to pinpoint areas where more explanation or guidance is needed; you are therefore asked to complete this assignment <i>without</i> AI assistance. You may take the quiz as many times as you like. Due: September 28, 2026 at 11:59 p.m. Skills focus: effective reading, self-sufficiency, test-taking	2%
Conceptual study aid assignment	Understanding Canada’s political institutions requires a strong conceptual foundation. In this assignment, you will work in groups of 3-4. Each group will be assigned one concept and will use relevant course content (e.g., lecture material, assigned readings) to become experts on their concept. They will design a study aid (e.g., short “explainer” video, notes sheet, flashcard, or any other useful format) that (a) defines the concept and its usage in Canadian politics (b) references relevant course materials and (c) explains why it is significant to our understanding of Canadian politics. Groups will then give a five-minute presentation of the concept and their study aid in tutorial. Your grade will be based on the accuracy of your definition, depth and relevance of your explanation, quality of your study aid, clarity of your presentation, and your group members’ assessment of your individual contribution to the group’s overall success. Because conceptual definitions are often domain-specific, students should <i>not</i> generate content for their study aid from any source other than course materials. While AI may be used to help <i>design</i> the	15%

	study aid, the <i>content</i> itself (i.e., text, definitions, examples) must be developed through the students' own course-assigned reading, studying, and writing, with absolutely no use of AI tools. Deciding what content to include in your study aid will help to improve your own understanding of the concept and your ability to recall it on future assessments. Due: Topics, due dates, and groups will be assigned in tutorials. <i>Presentation / study materials must be submitted by 11:30 a.m. on assigned day.</i> Skills focus: research, study habits and test-taking, AI literacy, mutual aid, content integration	
Mid-term test	In-class closed-book mid-term test covering the readings, tutorials, and lectures. The format will be shared in class and on Brightspace and may include short answer and/or multiple choice questions Date: November 9, 2026, in class Skills focus: written assessment, personal integrity, self-sufficiency, content integration	15%
"Is Canadian politics in crisis?" assignment	If you spend any time on the internet, you might end up with the feeling that Canadian politics is in crisis. Is it? In this assignment, you will select 5 relevant news stories from the Canadian Newsstand database. You will then use this research as the inspiration for a 10-panel comic on this theme which you will create using the tool of your choosing (e.g., Canva, Illustrator, original artwork, ChatGPT, etc.). Your submission must include: - the comic you created; - copies of the news stories you selected with highlighting or annotations indicating the content that helped you develop your comic; - a 3-4 page (roughly 750-1,000 words) text outlining how your comic answers the question "Is Canadian politics in crisis?" and provides a rationale for the answer/narrative you selected, with references to the media stories you used and/or other course materials; and - a 1-2 page text that documents how you created the comic For example, if you used AI, which tools did you use? Which prompts and follow-ups did you provide? How did you verify and evaluate AI output and what changes did you make to it? If you did not use AI, which tools / resources did you use to make your comic? Why did you choose these tools? This text will also include a short reflection on the ethics of your AI use and its correspondence with the course AI policy. Due: December 1, 2026 at 11:59 p.m. Skills focus: research, original analysis, written assessment AI literacy, content integration	20%
Final exam	You will complete a closed-book cumulative final exam covering all topics, course readings, tutorials, and lectures. The exam may include multiple choice, short answer, and/or essay questions. The format will be shared in class and on Brightspace Date: scheduled during the formal exam period Skills focus: written assessment, personal integrity, self-sufficiency, content integration	30%

Late penalties, accommodations, and grading policies: see section X (Course Policies)

Changes to the syllabus: This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

VII Required Texts

- ❖ Cochrane, Christopher, Kelly Blidook, and Rand Dyck. *Canadian Politics: Critical Approaches*. Toronto: Top Hat. Standard e-text. 9781774122938 (***Denoted CP below***)
Cost: \$80 when purchased directly from Top Hat; third-party vendors and bookstores may have alternate pricing. Please see Brightspace for Student Access Instructions.

Older print versions of this textbook may be available, but if you use a version other than the standard e-text, you are responsible for confirming the content.

- ❖ We will also read a selection of articles available through Brightspace.
Cost: Free

VIII Brief Course Schedule

Module	Date	Topic	Deadlines
1	September 14	Introduction	<i>Review syllabus</i>
2	September 21	Foundations	<i>Tutorials begin</i>
3	September 28	Is this a Crisis?	<i>No lecture this week; tutorials as usual Syllabus quiz due September 28</i>
4	October 5	The Constitution *	
--	October 12	University closed; no class	<i>-- See below for details on make-up class</i>
5	October 19	Federalism *	
--	October 26	Fall break; no class	
6	November 2	Judiciary *	
7	November 9	Mid-term Evaluation	<i>Mid-term test in class; no tutorials</i>
8	November 16	Parliament *	
9	November 23	Executive *	
10	November 30	Political Parties *	<i>Crisis assignment due December 1</i>
11	December 7	Elections *	
12	December 11	Overflow and Conclusion	<i>-- Make-up class; note this is a Friday</i>

* Weeks marked with an asterisk are those in which Collaborative Reading submissions are possible.

IX Detailed Course Schedule

The expectation is that you will have read assigned readings *prior* to the class in which they are being discussed. Doing so will help prepare you for the material covered in lecture and the discussion that takes place in tutorials.

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Module 1	Introduction	September 14
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Look around: politics is everywhere. It affects nearly every aspect of your life. How do we define and assess democracy in Canada, and how do political institutions fit into this? More importantly, why should you pay attention to these institutions, and what tools will this course give you to facilitate your role as a citizen and political participant?

Required Reading:

- The course outline / syllabus

Tutorial:

- None. Tutorials will start next week.

Module 2	Foundations of Canadian Political Institutions	September 21
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The word “Canada” originates from the Iroquoian word “kanata” which means “village” or “land.” That an Indigenous word was selected as the name for the Dominion is symbolic of the country’s complex (and ongoing) history of conquest, colonialism, and contradiction. This history has shaped and continues to shape the country’s political culture and institutions. This lecture will link the past to the present, introducing the foundations of Canada’s political institutions and discussing their contemporary manifestations.

Required Reading:

- CP-Chapter 2: Institutional Foundations & Evolution of the State
- CP-Chapter 10: The Canadian Political Culture

Tutorial:

- Discussion: What are the foundations of Canada’s political institutions?
- Skills-Building: How do you succeed in a tutorial?

Module 3	Is this a Crisis?	September 28
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One theme we will explore in this course is whether Canadian politics is in crisis. This week helps to set that stage. It requires you to do some independent reading and listening and then attend tutorial prepared to discuss it.

Required Reading / Listening:

- Andrew Coyne, “[One person, one vote is a basic democratic principle. We should try it some time](#),” *Globe and Mail* (August 1, 2026)
- Samara Centre for Democracy, Group Chat Podcast, “[The Notwithstanding Clause — Hero or Villain?](#)” (June 26, 2025)
- Samara Centre of Democracy, Humans of the House Podcast, Episode 4, “[Unwritten Rules](#)” (April 11, 2023)

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Tutorial:

- Discussion: Is this a Crisis?
- Skills-Building: Introducing the Conceptual Study Aid assignment

Module 4	The Constitution	October 5
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The constitution outlines the country's fundamental rules and principles, including its laws, rights, and aspirations, the process for introducing and passing legislation, and the scope and division of powers between political actors and orders of government. What is included in Canada's constitution, and which aspects of the constitution are controversial? How might we go about changing these features? And what or who is left out of the constitution?

Required Reading:

- CP-Chapter 16: The Canadian Constitution & Constitutional Change

Collaborative Readings:

- Michael Adams and Andrew Parkin, "[2025: The Year Canadians re-embraced nationalism](#)," *Globe and Mail* (December 27, 2025)
- Nader R. Hasan, "[The case to end all cases: How Bill 21 could wreck the Charter](#)," *Globe and Mail* (March 21, 2026)

Tutorial:

- Discussion: How democratic is Canada's Constitution?
- Skills-Building: Concept presentations

--	University holiday; this class will be made up on Friday, December 11	
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Module 5	Federalism	October 19
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One pillar of the Canadian polity is its federal character. What is federalism, and why did Canada adopt this organizing principle? How has federalism in Canada evolved over time, and what are its consequences? Does the federal character of Canada's constitution increase inclusiveness, participation, and responsiveness, or does it allow governments to overstep, "punt the political football," or blur the lines of accountability?

Required Reading:

- CP-Chapter 17: The Federal System

Collaborative Readings:

- Jesse Hartery, "[Clarity over Ottawa's spending power in areas of provincial authority could be coming](#)," *Policy Options* (June 29, 2023).
- Jesse McCormick, "[First Nations, federalism and lessons from the fight against COVID-19](#)," *Policy Options* (June 12, 2023).

Tutorial:

- Discussion: Does federalism help Canada or hinder it?
- Skills-Building: Concept presentations + how to use Newsstream for Crisis assignment

--	Fall Break (No Classes)	October 26
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Module 6	Judiciary	November 2
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The word “court” is often associated with criminal justice, but courts play a democratic role as well. The judiciary interprets laws, provides input on the constitutionality of legislation, and adjudicates disputes between citizens and the state. Moreover, with the passage of the *Charter of Rights and Freedoms*, the judiciary has become much more active. Is judicial activism democratic? Should unelected judges be allowed to overturn the decisions of elected representatives? Are courts providing a safeguard against constitutional neglect and abuse by the legislature, or have they become political?

Required Reading:

- CP-Chapter 22: The Judiciary

Collaborative Readings:

- Jacques Gallant, “[Ford reiterates call for 'like-minded judges': Premier's comments come amid outcry from opposition and legal experts](#),” *Toronto Star* (February 27, 2024).
- Maxime St-Hilaire, Alexis Wawanoloath, Stéphanie Chouinard, and Marc-Antoine Gervais, “[The false francophone-Indigenous conflict over SCC judges](#),” *Policy Options* (December 18, 2017).

Tutorial:

- Discussion: Should political institutions be a mirror of society?
- Skills-Building: Concept presentations

Module 7	Evaluation	November 9
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The mid-term test will be held during class time. ***No tutorials this week.***

Module 8	Parliament	November 16
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Parliament is comprised of two separate but related bodies: the House of Commons and the Senate. In this class, we will discuss the role of MPs and Senators in the legislative process and assess the performance of parliament on two fronts: first, as an institution of representation and, second, as an institution for governing. We will examine the principle of “responsible government,” consider limitations on the powers of parliamentarians, and evaluate proposals for reform.

Required Reading:

- CP-Chapter 21: Parliament

Collaborative Readings:

- Christian Noel, "[Poilievre's office maintains tight control over what Conservative MPs say and do](#)," CBC News (November 20, 2024).
- Tracey Raney and Jeanette Ashe, "[More inclusive parliaments start with better workplace conditions](#)," *Policy Options* (March 13, 2023).

Tutorial:

- Discussion: What would a reformed parliament look like?
- Skills-Building: Concept presentations + AI / tools documentation for Crisis assignment

Module 9	Executive	November 23
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Look at a \$20 bill, you'll see the face of the late Queen (and, maybe, soon the King). Maybe you've heard about the Governor General dissolving parliament or swearing in the new Cabinet. Yet, when asked who the "leader" of the country is, most people point to the Prime Minister. So, who *really* is in charge? In this class, we will examine how power is distributed and assess whether Canada's dual executive is inclusive, responsive, and participatory.

Required Reading:

- CP-Chapter 19: The Executive: Crown, Prime Minister, and Cabinet

Collaborative Readings:

- Jacques Poitras, "[Most Canadians would get rid of the monarchy. That's easier said than done](#)," CBC News (May 5, 2023).
- Jonathan Manthorpe, "[Canada's Prime Ministers: More Like Monarchs than You Think](#)," *The Walrus* (July 17, 2024).

Tutorial:

- Discussion: Should Canada cut ties with the monarchy?
- Skills-building: Concept presentations + Crisis assignment troubleshooting

Module 10	Political Parties	November 30
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Canadian politics are fundamentally *party* politics. Parties structure the organization of elections, the operation of parliament, and the nature of political representation. Despite political parties having rather open membership policies, very few Canadians belong to them, and thus only a small number of people have a hand in choosing electoral candidates, party leaders, and sometimes even the prime minister. In this class, we will discuss the role and functions of political parties. How have political parties influenced electoral competition in Canada? How and why has the party system evolved? And could parties be more inclusive, responsive, and participatory?

Required Reading:

- CP-Chapter 13: Political Parties and the Party System

Collaborative Readings:

- Angelia Wagner, “[Diversity of candidates is fundamental to trust in political leadership](#),” *Policy Options* (December 1, 2025).
- Elizabeth Goodyear-Grant, “[Pierre Poilievre’s ‘More Boots, Less Suits’ election strategy held little appeal to women](#),” *The Conversation* (April 28, 2025).

Tutorial:

- Discussion: Are political parties undemocratic?
- Skills-building: Concept presentations

Module 11	Elections	December 7
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Elections are a fundamental building block in Canadian democracy. The electoral system is comprised of all the formal rules governing voting, districting, campaigning, and political financing. What processes are in place to ensure free and fair elections in Canada? And why, despite these rules, do many Canadians feel they have no “real” choices at the ballot box? In this class, we will evaluate whether the electoral system is inclusive, responsive, and fair and consider whether elections encourage or impede democracy.

Required Reading:

- CP-Chapter 12: Elections and the Electoral System

Collaborative Readings:

- Lisa Birch and Alexandre Fortier-Chouinard, “[Canadian political parties keep more promises than you might think](#),” *Policy Options* (April 23, 2025).
- Emily Huddart and Tony Silva, “[Canada isn’t deeply polarized — yet. What new research reveals about partisan animosity](#),” *The Conversation* (October 28, 2025).

Tutorial:

- Discussion: Should SMP die?
- Skills-Building: Concept presentations

Module 12	Overflow and Conclusion	December 11
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How would you go about rating political institutions in Canada? Are political institutions inclusive? Are they responsive? Is there meaningful citizen participation? Do citizens feel represented or ignored? What are the contemporary challenges facing Canadian institutions? And what are some of the measures that could be taken to strengthen our institutions and democracy in Canada? This class will tie up any unfinished lecture content, provide some concluding remarks, and discuss strategies for succeeding on the final exam.

Required Preparation:

- Review course materials to this point. Come with your questions about the final exam!

Tutorial:

- Final exam review and prep

X Pathfinding and Course Policies

How To Get Course Information

Course outline / Brightspace materials (e.g., assignment descriptions)	Lectures and Tutorials (ask questions!)	Brightspace Discussion Forum	Professor's Office Hours	Sending an Email ... <i>but only after</i> <i>reading Email</i> <i>Policy below</i>
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Questions about course requirements, content, deadlines?

- Review the course outline
- Ask a question in class
- Ask another student
- Post a question on the class discussion forum on Brightspace
- Contact your TA

Missed a lecture?

- Ask a classmate if you can borrow their notes
- Review the provided slides on Brightspace
- Visit the professor in their office hours and ask questions
- Unless you require academic consideration because of extenuating circumstances affecting your attendance, please do not contact the instructor about lecture absences

Missed a tutorial?

- Consult the Tutorial Attendance Policy in section X(c) of the course outline. Note that two free absences are provided and all others (for whatever reason) are counted as absences
- Unless you require academic consideration because of extenuating circumstances affecting your attendance, please do not contact the instructor about tutorial absences

Wish to request academic consideration or an assignment extension?

- Consult the section on Academic Consideration in section X(a) of the course outline and follow the procedure detailed there

Want to appeal a grade?

- Consult the section on Grading Policies in section X(f) of the course outline and follow the procedure detailed there

Wondering if [X] will be on the mid-term or exam?

- Short answer: yes! All assigned readings are examinable, as are lectures and tutorials, and audio-visual components
- Come to class (especially immediately before tests and exams) for more information

Confused about a topic we've discussed or interested in learning more?

- Review the textbook and lecture slides
- Visit the professor during office hours

Having trouble with an assignment?

- Review the assignment description on Brightspace
- Attend the lecture and your tutorial; we provide important assignment information
- Visit the [Centre for Student Academic Support](#)

Problems with Brightspace?

- Visit [ITS Service Desk](#) on the 4th Floor of MacOdrum Library
- For problems with tools for the Collaborative Reading assignment, consult [FeedbackFruits FAQs](#) or see general advice in Class Discussion Forum on Brightspace

Struggling academically?

- Carleton [Academic Advising Centre](#) (AAC)

Are you a student with a disability and require academic accommodation?

- [Paul Menton Centre for Students with Disabilities](#) (email pmc@carleton.ca or call and leave a voicemail at 613-520-6608)

Facing personal challenges? Please talk to someone!

- If you are in immediate crisis, please call 9-1-1
- [Carleton Health and Counselling Services](#) (613-520-6674)
- Good2Talk Postsecondary Student Helpline (1-866-925-5454)
- [Sexual Violence Prevention & Support Services](#)

Experiencing food insecurity?

- [CUSA Unified Support Centre Food Centre](#)

(a) Requests for Academic Consideration

This course follows Carleton University's [Academic Consideration Policy](#) which outlines the extenuating circumstances in which extensions or alternate academic arrangements may be granted. The policy defines extenuating circumstances as circumstances that are *beyond a student's control; have a significant impact on the student's capacity to meet their academic obligations; and could not have been reasonably prevented.*

According to the policy, "Extenuating circumstances may include sudden illness or incapacitation, including mental health and compassionate circumstances. Experiencing diverse challenges and stressors is considered typical within the university experience and are not considered extenuating circumstances; for example, managing workload, competing deadlines, inclement weather, amongst others." If you are facing extenuating circumstances that fall within the policy, please contact the **course instructor** as soon as possible and normally no later than 24 hours after the submission deadline or date of the test. You will be advised of next steps. *Please note that requests for academic consideration are not automatically approved and are at the discretion of the course instructor, not your TA.* Requests for deferred final examinations are administered by the Registrar's Office.

(b) "Grace Policy" and Submission of Late Work

Deadlines are a feature of the real world. We are expected to pay our rent by the first of the month, show up for work on time, and not leave our parents waiting when we agree to meet them for dinner. At the same time, life does happen, and generally there is room for some grace. In this class, I extend this grace in a few ways. First, for some assessment components, there is built-in flexibility (e.g., choice as to the weeks you complete the assignment). Second, for assignments with fixed deadlines (e.g., syllabus quiz, Crisis Assignment), I offer a grace period of 24 hours from the final deadline. This is a no questions asked extension. After that, students must submit a request for academic consideration (see section X(a) above). If the grace period has passed, and academic consideration is not granted, a

late penalty will be assessed as a deduction of 5% per day, including weekends, beginning from the final deadline. Unless arrangements have been made with the instructor in advance, late assignments will not be accepted more than 7 calendar days after the due date and will receive a grade of zero. ***Late submission is generally not possible for the following assignments: Tutorial Attendance and Participation; Collaborative Readings; Conceptual Study Aid Assignment.***

(c) Tutorial Attendance Policy

Tutorials are a space to engage more deeply with course material, build out your network of support, and get hands-on assistance to help you succeed on assignments. Because of their value, attendance and participation are incentivized through a grade allocation for both components. This policy deals with attendance; please see below for the policy on participation.

Students must attend the tutorial section in which they registered. During every tutorial, the TA will circulate an attendance register. If you do not sign the register, you will be counted as absent. If you arrive late or leave early, you may not receive full points for attendance. Having another student sign the register on your behalf is considered an academic offence.

Because life happens, every student is allowed ***two tutorial absences***, regardless of the reason (e.g., illness, competing deadlines, work obligations). Consider these “grace” days, and there is no need to contact your TA or instructor to explain or provide proof of the absence. After your two absences are used, any ***additional absences other than those related to documented long-term accommodation will be recorded as zero, no matter the reason***, so please use these grace days wisely. Our goal is to encourage you to attend and contribute to tutorials, while still providing some flexibility.

If you face extenuating circumstances that will result in multiple absences and require long-term accommodation (e.g., prolonged illness), please complete the [Long Term Academic Consideration Form](#) as soon as possible and normally within 24 hours of the onset of the extenuating circumstances.

(d) Tutorial Participation Policy

You must attend scheduled tutorials to receive any participation mark at all; however, mere presence is insufficient to do well. You must also make a meaningful contribution to the tutorial; this contribution should reflect good preparation (e.g., linked to course readings and/or material) and active participation. ***There is no provision for students to submit written summaries as a substitute for tutorial participation nor to complete extra assignments to make up for an unsatisfactory tutorial grade.*** If you have a documented condition that requires accommodation in tutorials, this should be arranged with the Paul Menton Centre. Otherwise, if you miss tutorial, you miss out on all the points for that day; if you attend but do not participate meaningfully, you will receive partial points. Each week, the TA responsible for your tutorial will grade your participation using this three-point scale:

Grade	Description
0	Not present in tutorial
1	Present in tutorial but did not participate at all
2	Present in tutorial and participated, but in a limited way (e.g., scrolling, disruptive)
2.5	Present in tutorial and made a good contribution
3	Present in tutorial and made an excellent contribution

Examples of excellent contributions include: asking a question or clarification; defining a concept; giving an informed position on a discussion question; drawing a connection with other course concepts/discussions; and/or encouraging others to participate. Although personal experiences, observations or opinions can be meaningful, they are often tangential and will generally not merit full points. ***Students are encouraged to ground their contributions in the lecture material and course readings.*** You cannot participate adequately if you do not do the readings. Similarly, if you attend but do not participate and/or are disruptive or distracted in class (e.g., scrolling, working on other assignments), you will not receive full points for participation.

Your tutorial participation grade in this class will be an aggregation of your weekly participation marks. There are 10 tutorial sessions scheduled in the term, and thus a total of 30 available points (3 points per tutorial x 10). To account for the two excused absences extended to each student, your attendance / participation will be scored out of 24. Because of limited TA resources, participation grades cannot be made available to students on a weekly basis; however, you are always welcome to make an appointment with your TA to receive general feedback on your progress.

(e) Policy on Artificial Intelligence

At Carleton University, policies about the use of AI tools vary by course. Students are responsible for reviewing and following the AI policy in this course, which is posted, in full, on the course Brightspace page and for consulting the requirements for each assignment. As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course. Failure to adhere to the spirit or requirements of the AI policy for this course will be considered a violation of the university's academic integrity policy. For more information, see Carleton's policy on [academic integrity](#).

(f) Submission of Work and Grading Policies

Submission of work: Assignments are generally submitted on Brightspace. Students are responsible for checking to ensure they have uploaded the correct assignment file to Brightspace. Missing or incorrect files can be adjusted up to the assignment deadline, which includes the automatic "grace" period for deadlines. After this time, the assignment will be graded without whatever file is attached the submission; files cannot be added, corrected, replaced, or otherwise changed.

Posting of grades: We endeavor to post grades for all assigned work within two weeks of the due date. However, because this is a large class, we may sometimes require additional time.

Feedback: feedback is provided on written assignments. Term tests and the final exam are not returned to students, but students are permitted to review a graded copy of their term test or final exam; they must contact the instructor to arrange an in-person viewing.

Grade appeals: I know grades are important, and you want to understand why you received the grade you did. If you have questions about your grade, please wait 48 hours before emailing your TA or the instructor about it. This helps everyone approach the conversation with calm and clarity. After that, if you feel that the criteria for assessment have not been properly applied, please follow the [informal appeal process](#). In this class, the informal appeal process requires you to prepare a ***written half-page explanation outlining the basis of the appeal and submit this by email to Professor Tolley*** (not to your TA). Students wishing to appeal their grades must do so within 14 working days of the day on

which the official grade in question was made available. After this period, appeals will not be considered. As a result of the appeal, the original grade may be raised, lowered, or left unchanged.

Re-use of work previously submitted for credit in another course: Students are expected to produce original work in this class both to demonstrate their mastery of the course topic and to connect their work to course materials. In general, students may not re-use work, whether in whole or in part, that they have previously submitted for credit in another course. In exceptional circumstances, students may request permission to adapt or revise work they have previously submitted in another course. This request must be made by email, at least 4 weeks prior to the deadline of the assignment in question and include a copy of the original work. If you have any doubts, please contact the instructor to discuss.

Extra credit: Individual requests for extra credit will not be considered.

Faculty of Public and Global Affairs Grading Standards²

Letter Grade	Percent Range	GPA	Description	Indicators
A	80%+	10-12	Excellent	<i>Analyzing, Evaluating, Creating</i> • Demonstrates comprehensive understanding of the subject matter with strong command of theories and concepts • Consistently applies advanced critical thinking: analyzes, synthesizes, and evaluates ideas with sophistication • Shows originality and independence of thought; may generate new insights or approaches • Presents coherent, well-supported, evidence-based arguments drawing on academic and other credible sources • Work is exceptionally well-organized, accurate, and virtually error-free
B	70-79%	7-9	Good	<i>Applying, Analyzing</i> • Demonstrates clear understanding of the subject matter and applies relevant theories and concepts accurately • Provides some evidence of critical thinking and analytic ability • Arguments are coherent and reasonably well-supported with appropriate sources • Work is well-organized, mostly accurate, and contains few errors
C	60-69%	4-6	Satisfactory	<i>Understanding, Applying</i> • Demonstrates basic understanding of the subject matter and limited ability to apply relevant theories and concepts

² Adapted from Carleton University Teaching and Learning Services – [Learning Outcomes](#).

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				- Shows some analytical ability but limited or inconsistent critical thinking - Arguments are generally coherent but may include gaps, misunderstandings, or inaccuracies - Work meets the minimum expectations for the assignment or course
D	50-59%	1-3	Minimally Acceptable	<i>Remembering, Understanding</i> - Demonstrates limited understanding of the subject matter with significant gaps in knowledge - Shows little evidence of analytical ability or application of key concepts - Arguments are weak, unclear, or inadequately supported - Work contains frequent errors, lacks structure, and is poorly organized - Meets only the minimal requirements to pass the assignment or course
F	<50%	0	Fail	<i>Below Expected Proficiency</i> - Demonstrates inadequate understanding of the subject matter - Shows little or no evidence of analytic thinking or accurate application of concepts - Work is disorganized, lacks clarity and coherence - Does not meet minimum requirements to pass the assignment or course

(g) Recording Policy

To create a space where all learners feel free to participate and share ideas, class discussions will not be recorded by the instructor and, **under no circumstances should students record, take photographs / screenshots, or otherwise digitally capture any part of our class sessions, including lectures, tutorials, discussions, and advising sessions.** Unauthorized recording is unethical and may also be a violation of University policy. The restriction on recording prohibits the use of digital notetaking assistants with a recording function unless permitted through an academic accommodation. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#).

(h) Email Policy

When to Send an Email to the Course Instructor. Email is a useful medium, but it is sometimes *over-used*. In large classes, answering students' many emails can become unsustainable, and students often have to wait to get a response. I want you to have the information you need to succeed in this course, so I make a particular effort to ensure details about course content, policies, and assignments are

readily available in the course outline, on Brightspace, and in the class discussion forum. I also am happy to answer questions in class, as are your TAs. This approach is also consistent with notions of fairness because it ensures all students have access to the same information, in the same way. For this reason, I consider email a *last resort* for answering course-specific questions (e.g., “Will X be on the mid-term?” “I couldn’t come to class, what did I miss?” “When are your office hours?” “Can I use AI in this class?” “What is the word limit?” “What is the citation style?”). For guidance on answering all of these questions, please see the section on Pathfinding above.

For other types of questions, such as requests for extensions or inquiries of a personal nature, email is an appropriate medium. Emails are answered during my working hours (weekdays from 9 a.m. to 5 p.m.), and normally within 48 hours during this period. Because our brains and bodies need a break from work, I do not check email in the evenings or on weekends, and I encourage you to give yourself a break from email too.

If contacting me by email, please put the course code in the subject line and use your Carleton email address. If your email relates to something that is best answered face-to-face, I will respond to set up a time to meet with you, either in student hours or by appointment.

How to Email Your Instructor. When emailing, I encourage you to practice professional email etiquette, which includes:

- writing from your Carleton email address (a university requirement)
- ensuring the subject line of your email includes (a) the course code (i.e., PSCI 2003) and (b) a brief statement of the content of the message (e.g., Request for Academic Consideration)
- beginning the email with an appropriate salutation (e.g., Dear Professor Tolley)
- writing in full sentences with language that is clear and concise
- phrasing the query as a request not a demand
- adding your name at the end

(i) Use of Names

I will address you by your preferred name and by your pronouns. I ask you to address me by my preferred name – Professor Tolley or Dr. Tolley. I use she/her pronouns. If the name on the official course list does not match the name by which you would like to be addressed (including in class, in emails, and when you submit assignments), please send me an email to advise me. I cannot change the official course list, but I can address you as you prefer. If you send me an email, I suggest you sign it using your preferred name / nickname, as this is how I am most likely to address you.

(j) Intellectual property

Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as the syllabus, lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor’s written permission. Students who engage in unauthorized recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

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/safety/resources/>

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/>

Good2Talk: 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 terms 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) 4th floor Library
Academic Advising Centre (7850) 302 Tory
Paul Menton Centre (6608) 501 Nideyinàn
Career Services (6611) 401 Tory