

PSCI 2101 — Comparative Politics of the Global North (A)

Schedule: T 8:35-10:25 + separate time for tutorial

Location: Online via Zoom; please confirm the course listing on Carleton Central.

I. General Information

Office hours: By appointment

Email: alexmcDougall@cunet.carleton.ca

Brightspace: <https://brightspace.carleton.ca/d2l/home/451828>

All email communication is to be conducted through official Carleton University email accounts and/or Brightspace, not personal email accounts.

II. Course Description

Across the Global North, the apparent stability of liberal democracy is increasingly coming into question. Populist movements, declining political trust, polarization, economic insecurity, challenges to expert authority, and efforts to weaken democratic constraints have appeared in many countries, including in the United States and Europe. Political and economic institutions in Global North countries are also under pressure from technological and demographic changes. Yet these pressures do not look the same everywhere. Similar social and economic changes have produced different parties, institutions, policies, and political outcomes in the United States, Canada, Italy, Japan, Germany, France, Scandinavia, and other advanced industrialized democracies.

These differences provide the starting point for comparative politics. Comparative political science asks why one society, or features of a society or political system, developed in one way while another developed differently. The principal objects of study are political institutions and systems: states, regimes, constitutions, bureaucracies, parties, voters, social movements, welfare states, and public policies, but with attention to how these institutions interact with underlying social, technological and economic forces. The goal of comparative politics is to formulate meaningful comparative questions and assess explanations by examining similarities and differences across countries or other units of comparison over time.

The course introduces these goals, objects, and methods through the comparative politics of the Global North. It traces the construction of modern states, the growth of bureaucracy, the development of constitutional and democratic institutions, the behaviour of voters, the relationship between democracy and expertise, differences among welfare states and capitalist systems, and the processes of democratic breakdown and political decay. Global populism and contemporary doubts about democracy run through the course as recurring problems: Why have established democracies become vulnerable, why does that vulnerability take different forms in different countries, and what do those differences imply for the future of democratic government?

Aims

The course aims to:

- Introduce the central questions, concepts, and objects of comparative political science.
- Show how comparison can be used to develop and evaluate explanations of political outcomes.
- Connect contemporary debates about populism and democracy to the historical development of states, institutions, and political economies.
- Examine why broadly similar democracies respond differently to common political, social, and economic pressures.

Objectives

Students will learn to identify consequential comparative puzzles; formulate questions about cross-national and historical variation; distinguish description from explanation; assess causal and normative arguments; and use theoretical and historical evidence to compare political institutions and outcomes.

III. Course Format

This is primarily an online, synchronous course. However, there is an **in person final exam**. There are also asynchronous components. There is a two-hour lecture and a one-hour tutorial group led by a teaching assistant, for which students register separately. Instructions and asynchronous course materials will be posted on Brightspace.

IMPORTANT: THE FINAL EXAMINATION FOR THIS ONLINE COURSE WILL BE HELD IN PERSON. Students must make the necessary arrangements to attend an in-person examination during the formal examination period. Students who may require a distance examination or formal examination accommodation should begin the appropriate University process as early as possible.

IV. Learning Outcomes

By the end of this twelve-week course, students will be able to:

1. Explain the purpose, strengths, and limits of comparative political analysis.
2. Formulate comparative questions and use comparisons across countries or time to evaluate explanations of political development.
3. Describe how modern states, capitalist economies, welfare systems, constitutional arrangements, and democratic regimes emerged and changed.
4. Assess major arguments about populism, democracy, authoritarianism, voter behaviour, expertise, institutional design, and political decay.
5. Write clearly and persuasively about comparative politics using theoretical, historical, and cross-national evidence.

V. Texts

There is no required textbook purchase. All required readings will be available through ARES and/or Brightspace. Students are not required to locate or purchase the readings independently. The price of required course materials is therefore **\$0**.

The principal book used throughout the course is: Fukuyama, Francis. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. New York: Farrar, Straus and Giroux, 2014.

Required selections are available through ARES and/or Brightspace. However, students can also purchase the book at most book retailers if they prefer.

VI. Evaluation at a Glance

Assignment	Due date	Final grade
Tutorial group participation	Ongoing	20%
Midterm (online)	Week 6 — October 20	25%
Critical review essay	November 17	15%
FINAL EXAM (IN PERSON)	Scheduled during the formal exam period	40%
Total		100%

VII. Evaluation in Detail

Tutorial Group Participation — 20%

Tutorial group participation will be assessed on attendance, preparation, constructive engagement with classmates, and demonstrated familiarity with the assigned readings. Strong participation means contributing regularly, listening carefully, and helping the group connect concrete cases to broader comparative theories. Students will receive early feedback on their tutorial participation during the first half of the course.

Midterm (Online) — 25%

The midterm will be administered online in Week 6 on October 20. Week 6 will be asynchronous, with no live Zoom lecture or tutorial meeting. The midterm will assess material from Weeks 1–5, including comparative method, political development, state formation, the Marx-Weber comparison, democracy, and polyarchy. The midterm will be e-proctored via CoMaS. It is the students' responsibility to ensure they meet the technical requirements to use CoMaS, as outlined below:

E-Proctoring and Technical Requirements

The online midterm examination in this course will use CoMaS, Carleton University's mandatory remote-proctoring service administered by Scheduling and Examination

Services. Additional information about CoMaS and e-proctoring is available at <https://carleton.ca/ses/e-proctoring/>.

Students are responsible for ensuring that CoMaS is installed and functioning properly on their computer during the examination. Failure to ensure that CoMaS is functioning properly may constitute a violation of the examination rules and may result in an allegation under the Academic Integrity Policy.

The minimum computing requirements are:

- **Hardware:** Desktop or laptop computer
- **Operating system:** Windows 10 or later, or macOS 10.14 or later
- **Internet browser:** Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge
- **Internet connection:** A high-speed connection is recommended
- **Webcam:** Required; HD resolution is recommended
- **Storage:** At least 2 GB of available storage space is required for CoMaS

Tablets, Chromebooks, smartphones, and Windows-based tablets are not currently supported.

Students who cannot meet these technical requirements should contact the instructor well before the midterm examination.

Critical Review Essay — 15%

Due: November 17

Students will write a critical review essay of approximately 1,500–2,000 words. Choose **one** of the following questions. Your essay should develop a clear thesis rather than simply summarize the readings. Support your argument through careful engagement with the assigned texts and appropriate references to specific concepts, arguments, or examples.

Option 1: War, State Formation, and the Nature of Government

Read Charles Tilly's "War Making and State Making as Organized Crime." How does Tilly's argument shape or challenge your understanding of government and the modern state? What does the comparison between state formation and organized crime reveal about political authority, coercion, protection, and legitimacy?

Develop your argument with reference to Tilly and **at least two other course readings**.

Option 2: Capitalism in the Global North

Read the assigned selections from Karl Polanyi's *The Great Transformation* and Joseph Schumpeter's *Capitalism, Socialism and Democracy*. What do these authors tell us about the nature of capitalism in the Global North?

Compare their explanations of how capitalism operates, changes society, and generates political or social pressures. Where do their accounts agree, and where do they differ?

Based on these readings, what are capitalism's principal strengths, tensions, or vulnerabilities?

Your essay must engage substantially with both Polanyi and Schumpeter.

Option 3: Voters and Democracy in the Global North

Read Bryan Caplan's *The Myth of the Rational Voter*. What does Caplan's argument imply about the nature and functioning of democracy in the Global North? Does voter ignorance or systematic bias undermine the case for democratic government, or can democratic institutions compensate for these problems?

Develop your argument with reference to Caplan and **at least two other course readings**.

OneDrive Document Requirement

The essay must be written and submitted as a Microsoft Word document stored in your **Carleton OneDrive account** and shared with your teaching assistant. You must compose and revise the essay in this shared document. Do not write the essay in a separate document and paste the completed version into OneDrive at the end.

To create and share the document:

1. Sign in to Microsoft 365 using your Carleton University account.
2. Open OneDrive and create a new Microsoft Word document.
3. Name the file using the following format:
PSCI 2101 – Critical Review – Last Name, First Name
4. Open the document and select **Share** in the upper-right corner.
5. Enter your teaching assistant's Carleton email address: **[INSERT TA EMAIL ADDRESS]**. (find TA email address above under "Tutorial Group")
6. Confirm that the teaching assistant has **Can edit** permission.
7. Select **Send**.
8. Verify that the teaching assistant's name or email address appears under **Manage access**.

Sharing the document gives the teaching assistant access to the same live document as you work on it. Changes are saved automatically, and OneDrive maintains a version history showing how the document developed over time. Continue working in the same document after sharing it; do not replace it with a different file or submit an emailed attachment.

You are responsible for confirming that the teaching assistant can access the document. A document that has not been properly shared will not be considered submitted.

Final Exam (In Person) — 40%

IMPORTANT: THE FINAL EXAMINATION IS IN PERSON. IT IS NOT AN ONLINE EXAMINATION.

The final exam will be scheduled during the formal examination period. It will assess the whole course, with particular emphasis on comparative analysis, core concepts, major authors, and the ability to compare institutions and political development across cases. Although this course is taught online, students must be available to write the final examination in person. Information concerning the date, location, distance-examination process, and approved examination accommodations will be provided in accordance with University examination regulations.

AI Policy

Use of Artificial Intelligence for generating content is prohibited in this course. You may use AI for correcting grammar and syntax. You can also use AI as a tutor to help you understand readings and concepts. However, the point of practicing your writing is to practice thinking. The ideas should be your own; anything else is plagiarism. AI-generated writing tends to be bland and the ideas are mediocre. Do not rely on it.

Late Policy

Where late assignments are accepted, they are penalized at the rate of 3% of the student's final grade on the assignment per day. An assignment is considered one day late if it is submitted to Brightspace any time up to 23:59 hours after the deadline. If it is submitted between 23:59 and 47:59 hours after the deadline, it is considered two days late, etc. A waiver of lateness penalties will only be considered in the event of an officially documented extenuating circumstance. See "Accommodation & Extension Policy for Assignments" below.

Email policy

All email communication must be sent through an official Carleton University email account or Brightspace, rather than a personal email account. Email is the best way to contact the instructor outside scheduled office hours. When emailing:

- Use your Carleton email account.
- Include "PSCI 2101" in the subject line.
- Address the instructor appropriately

Sign the message with your first and last name and student number.

Final Grade Approval

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.

VIII. Course Schedule

Week 1 — September 15: Introduction to Comparative Politics

Guiding question: What is political development, and what does it mean to explain a political outcome comparatively?

Required readings:

- Fukuyama, Francis. *Political Order and Political Decay: From the Industrial Revolution to the Globalization of Democracy*. New York: Farrar, Straus and Giroux, 2014. Introduction, “Development of Political Institutions to the French Revolution,” and chapter 1, “What Is Political Development?,” pp. 1–40.
- Olson, Mancur. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Revised ed. Cambridge, MA: Harvard University Press, 1971, pp. 1–16.
- Munger, Michael C. “The Thing Itself.” *Library of Economics and Liberty*, March 7, 2005.

Week 2 — September 22: Perspectives in Comparative Politics — Marx and Weber

Guiding question: Should politics be explained primarily through class and material conflict, or through power, authority, legitimacy, and leadership?

Required readings:

- Marx, Karl, and Friedrich Engels. “Manifesto of the Communist Party.” In *The Marx-Engels Reader*, 2nd ed., edited by Robert C. Tucker. New York: W. W. Norton, 1978. Section I, “Bourgeois and Proletarians,” and section II, “Proletarians and Communists,” pp. 473–491.
- Weber, Max. “Politics as a Vocation.” In *From Max Weber: Essays in Sociology*, edited and translated by H. H. Gerth and C. Wright Mills. New York: Oxford University Press, 1946, pp. 77–128.

Week 3 — September 29: The Comparative Method and the Art of Asking Questions

Guiding question: Why did society X develop one way while society Y, facing apparently similar conditions, developed differently?

Required readings:

- Putnam, Robert D., with Robert Leonardi and Raffaella Y. Nanetti. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, NJ: Princeton University Press, 1993. Chapter 4, “Explaining Institutional Performance,” pp. 83–120.
- Fukuyama, *Political Order and Political Decay*, chapter 7, “Italy and the Low-Trust Equilibrium,” pp. 112–130.
- Lijphart, Arend. “Comparative Politics and the Comparative Method.” *American Political Science Review* 65, no. 3 (1971): 682–693.

Week 4 — October 6: The State — War, Bureaucracy, and Expanding Capacity

Guiding question: Why do states grow, and why do some states become more capable than others?

Required readings:

- Fukuyama, *Political Order and Political Decay*, chapter 4, “Prussia Builds a State,” pp. 53–83.
- Tilly, Charles. “War Making and State Making as Organized Crime.” In *Bringing the State Back In*, edited by Peter B. Evans, Dietrich Rueschemeyer, and Theda Skocpol, 169–191. Cambridge: Cambridge University Press, 1985.
- Olson, Mancur. “Dictatorship, Democracy, and Development.” *American Political Science Review* 87, no. 3 (September 1993): 567–576.
- Mueller, John. “Is There Still a Terrorist Threat? The Myth of the Omnipresent Enemy.” *Foreign Affairs* 85, no. 5 (2006): 2–8.

Week 5 — October 13: Democracy and Polyarchy

Guiding question: What distinguishes democracy as an ideal from polyarchy as an observable political system?

Required readings:

- Fukuyama, *Political Order and Political Decay*, chapter 27, “Why Did Democracy Spread?,” and chapter 28, “The Long Road to Democracy,” pp. 399–426.
- Dahl, Robert A. *Polyarchy: Participation and Opposition*. New Haven, CT: Yale University Press, 1971. Chapter 1, “Democratization and Public Opposition,” pp. 1–16.

Week 6 — October 20: Building the American State — Asynchronous

Guiding question: Why did American democracy develop before a strong, professional national bureaucracy, and what consequences followed from that sequence?

Required reading:

- Fukuyama, *Political Order and Political Decay*, chapters 8–13, pp. 131–218.

Online midterm: October 20.

October 27: Fall Break — No Class

Week 7 — November 3: Voting, Public Opinion, and Democratic Competence

Guiding question: How should democracies respond to voter ignorance, systematic bias, and the tension between accountability and expertise?

Required readings:

- Caplan, Bryan. *The Myth of the Rational Voter: Why Democracies Choose Bad Policies*. Princeton, NJ: Princeton University Press, 2007: pp. 5–22, 94–113.

- Jones, Garrett. *10% Less Democracy: Why You Should Trust Elites a Little More and the Masses a Little Less*. Stanford, CA: Stanford University Press, 2020. pp. 1–26.
- Olson, Mancur. *The Rise and Decline of Nations: Economic Growth, Stagflation, and Social Rigidities*. New Haven, CT: Yale University Press, 1982, Chapter 3, “The Implications,” pp. 36–57.

Week 8 — November 10: Constitutions and Institutional Design

Guiding question: How do constitutions allocate power, restrain rulers, and solve problems of collective self-government?

Required readings:

- Elster, Jon. “Forces and Mechanisms in the Constitution-Making Process.” *Duke Law Journal* 45, no. 2 (1995): 364—376.
- Leeson, Peter T. “An-arrrgh-chy: The Law and Economics of Pirate Organization.” *Journal of Political Economy* 115, no. 6 (2007): 1049–1094.
<https://doi.org/10.1086/526403>.
- Fukuyama, *Political Order and Political Decay*, chapter 33, “Congress and the Repatrimonialization of American Politics,” and chapter 34, “America the Vetocracy,” pp. 477–505.

Week 9 — November 17: Comparing Welfare States

Guiding question: Why do wealthy democracies construct different welfare states, and how do those arrangements reshape markets, families, and political coalitions?

Required readings:

- Esping-Andersen, Gøsta. *The Three Worlds of Welfare Capitalism*. Princeton, NJ: Princeton University Press, 1990. Chapter 1, “The Three Political Economies of the Welfare State,” pp. 9–34.
- Skocpol, Theda. *Protecting Soldiers and Mothers: The Political Origins of Social Policy in the United States*. Cambridge, MA: Belknap Press of Harvard University Press, 1992. Selections from chapter 2, “Public Aid for the Worthy Many: The Expansion of Benefits for Veterans of the Civil War,” pp. 102–120, and chapter 8, “An Unusual Victory for Public Benefits: The ‘Wildfire Spread’ of Mothers’ Pensions,” pp. 424–447.
- Micklethwait, John, and Adrian Wooldridge. *The Fourth Revolution: The Global Race to Reinvent the State*. New York: Penguin Press, 2014. “Beatrice Webb and the Welfare State,” pp. 65–80, and chapter 7, “The Place Where the Future Happened First,” pp. 169–188.

Critical review essay due.

Week 10 — November 24: Comparing Economic Systems and Policies

Guiding question: How do capitalist economies differ, and where should authority lie among markets, firms, organized interests, and the state?

Required readings:

- Schumpeter, Joseph A. 2008 [1942]. *Capitalism, Socialism and Democracy*. 3rd ed. New York: Harper Perennial Modern Thought. Chapters VII and XI–XIII, pp. 81–86 and 121–155.
- Polanyi, Karl. 2001 [1944]. *The Great Transformation: The Political and Economic Origins of Our Time*. 2nd Beacon Paperback ed. Boston: Beacon Press. Chapters 6 and 11–12, pp. 71–80 and 136–157.
- Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Chapter V, “Asceticism and the Spirit of Capitalism,” pp. 165–184

Week 11 — December 1: Democratic Breakdown and Political Decay

Guiding question: How do elected leaders weaken democracy, and why do established institutions lose their capacity to adapt?

Required readings:

- Levitsky, Steven, and Daniel Ziblatt. *How Democracies Die*. New York: Crown, 2018. Chapter 1, “Fateful Alliances,” pp. 11–32, and chapter 4, “Subverting Democracy,” pp. 72–96.
- Fukuyama, *Political Order and Political Decay*, chapter 30, “The Middle Class and Democracy’s Future,” and chapter 31, “Political Decay,” pp. 436–466.

Week 12 — December 8: Political Order, Political Decay

Required reading:

- Fukuyama, *Political Order and Political Decay*, chapters 35–36, pp. 506–548:
- Chapter 1 of: Gurri, Martin. *The Revolt of the Public and the Crisis of Authority in the New Millennium*. 2nd ed. San Francisco: Stripe Press, 2018.

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 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 Nideyinn
Career Services (6611)	401 Tory