

PSCI 5705F
Approaches to the Study of Political Theory
Mondays, 8:35 am – 11:25 am
Please check location on Carleton Central

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Course Description

How should we study the history of political thought? This question lies at the heart of the subfield of political theory as a whole because every interpretation of the past rests on assumptions about what political ideas are, why they matter, and what they can teach us today. The history of political thought is more than a repository of canonical texts. Far from being an antiquarian project, historical inquiry into texts, ideas, institutions and events plays a central role in illuminating current political challenges.

This course explores the purposes and methods of interpreting past political ideas. Should interpretation begin with close textual analysis, philosophical argument, or historical context? Can we recover an author's intentions, and if so, by what methods? What kinds of questions should we bring to historical texts, and who determines their scope and legitimacy? How should the field respond to considerations and issues no longer centred on the Western canon? Is the purpose of studying the past to illuminate the present, to encounter fundamentally different ways of thinking, or something else entirely? Finally, can political theory dispense with historical inquiry altogether?

To address these questions, we will examine several influential approaches, including Quentin Skinner's linguistic contextualism, Leo Strauss's art of reading, Michel Foucault's genealogy, Reinhart Koselleck's practice of conceptual history, feminist and postcolonial approaches, the study of ideologies, and contemporary normative political theory. Some of these approaches are complementary; others, radically opposed. One of the aims of this course is to evaluate the respective merits and limits of these approaches by means of a rigorous study of their theoretical and philosophical foundations, as well as their application to concrete cases. More fundamentally, the course asks how methodological choices reflect different conceptions of political theory itself: as historical inquiry, philosophical argument, ideological critique, conceptual analysis, or genealogical investigation.

Learning Objectives:

- To gain a more thorough understanding of the current methodological debates in the field of political theory by means of a comparative analysis of these approaches;

- To understand the theoretical underpinnings of different methods and ways of reading texts and their application to the works of thinkers in modern political thought;
- To be able to assess the merits and limitations of different approaches in political theory through written assignments and in-class discussions.
- To acquire useful methodological tools in the practice of the history of political thought and valuable insights into the various ways of addressing fundamental questions in political theory;

Contact Policy:

The best way to contact me outside of scheduled office hours is via email. You can expect a reply within 48 hours. If your question cannot be answered by a short email, please drop by during office hours.

Course Format

This course is delivered in person. The structure of the seminar will be as follows:

- 1) Welcome and updates about the course (5 minutes)
- 2) Instructor's presentation of the weekly topic (25-30 minutes)
- 3) Class discussion on the first texts
- 4) 15-minute break
- 5) Class discussion on the remaining texts

Use of Brightspace: Course announcements, deadline reminders and course materials will be posted on the course page. Please ensure that you have access to the course on Brightspace and consult it regularly.

Required Texts

- All readings will be available directly on Brightspace at no cost to you

Course Assignments

Assignment	Due Date	Percentage of Final Grade
Course Engagement	Marked weekly	25 %
Perusall Annotations	Marked weekly	20 %
Research Paper Proposal	November 13 th	15 %
Research Paper	December 11 th	40 %

Course Assignments Overview

1) Course engagement (25%) — Marked weekly

Course engagement is based on two essential components: **attendance and participation** in the weekly discussions. Participation in class will **be evaluated according to the following criteria**: preparation ahead of the seminar (i.e., doing the readings); quality of interventions; ability to engage critically with the texts and to make connections with other concepts/ideas covered in the course. As an active participant in the seminar, you

are required to attend class on a regular basis, demonstrate that you have read the texts in advance and contribute meaningfully and respectfully to the discussion. This is a seminar, not a lecture course: it is based on students' contributions as active learners.

Note about attendance: Excused absences include medical reasons, family emergencies and observance of religious holiday. Please make sure to notify me in advance. Three or more unexcused absences will result in a change of one third of a letter grade (e.g. from B+ to B). Five or more unexcused absence will result in losing one full letter grade (from B to C).

2) Annotations of Texts (Perusall) (20%) — Marked weekly

A percentage of your grade goes to your weekly contribution to a collaborative annotation of the readings. You are required to **comment on a selection of readings on Perusall**, to be completed before midnight the day before class. You should contribute each week a **minimum of three comments** (which can take the form of questions about specific sentences or passages of the text or more general interpretive and evaluative comments about the arguments presented) and **one response to another student's comment** (which can take the form of an agreement, disagreement, expanding on a point, asking a question, and so on). There is no maximum, but it is preferable to avoid going on an endless rant at every page of the text. You will be evaluated on the quality of your engagement with the texts and with your peers. Further explanations and examples will be given during the first week of class.

3) Research Paper Proposal (15%) – Due Friday November 13th

You should submit a research paper proposal (max. 3-4 pages for Master's students, max. 5-6 pages for PhD students, double-spaced, excluding the bibliography) in which you present the general problem or question you will be addressing, what the main argument of your paper will be, how you intend to develop your argument, and which thinker(s) and sources you will be using. This proposal is the initial step in preparing for writing your final research paper.

4) Research Paper (40%) – Due December 11th

You will be required to write one research essay (max. 5000 words for Master's students, max. 7000 words for PhD students) that should be submitted electronically on Brightspace. A document with detailed guidelines for the final paper will be available on Brightspace at the beginning of the term.

Summary

Students are required to:

- 1) Complete the readings before class;
- 2) Attend the seminars regularly and participate in class discussions (25%);
- 3) Participate in annotations on Perusall (20%);
- 4) Submit a research paper proposal (15%);
- 5) Write and submit a final research paper (40%).

Course Schedule and Required Readings

Week 1: Introduction. Interpreting the Past: The Politics of Historical Inquiry
(Sept 14)

Readings:

- ♦ Syllabus
- ♦ Adrian Blau, "How (not to) Use the History of Political Thought for Contemporary Purposes," *American Journal of Political Science*, Vol. 65, No. 2 (2021), p. 359–372.
- ♦ Adrian Blau, "History of Political Thought as Detective Work," *History of European Ideas*, Vol. 41, No. 8 (2015): 1178-1194.

Optional:

- ♦ James Faar, "The History of Political Thought as a Disciplinary Genre," *The Oxford Handbook of Political Theory*, pp. 225-242.
- ♦ Wendy Brown, "At the Edge," *Political Theory*, Vol. 30, no. 4 (2002): 556-576.

Week 2: The Rediscovery of the Art of Writing: Leo Strauss's Method of Interpretation
(Sept 21)

Readings:

- ♦ Leo Strauss, "Exoteric Teaching," in *The Rebirth of Classical Political Rationalism*, 63-71.
- ♦ Strauss, "Chapter 2. Persecution and the Art of Writing," in *Persecution and the Art of Writing*, 22-37.
- ♦ Arthur M. Melzer, "What Is Philosophical Esotericism?" and sections of Chap. 4: "Objections, Resistance and Blindness to Esotericism" in *Philosophy Between the Lines. The Lost History of Esoteric Writing*, 1-8 and 102-124.

Optional:

- ♦ Strauss, "How to Study Spinoza's Theologico-Political Treatise," in *Persecution and the Art of Writing*, 142-202.
- ♦ Arthur M. Melzer, *Philosophy Between The Lines. The Lost History of Esoteric Writing* (University of Chicago Press, 2014).
- ♦ Adrian Blau, "Philosophy Between the Lines, or Through Dubious Signs?," *Perspectives on Political Science* 44 (2015):162–165.

Week 3: Political Ideas in Context: Quentin Skinner's Approach
(Sept 28)

Readings:

- ♦ R.G. Collingwood, Chapter V: "The Logic of Question and Answer," in *An Autobiography* (Oxford University Press, 1938), 29-43.
- ♦ Skinner, "Meaning and Understanding in the History of Ideas," in *Visions of Politics*. Volume I, 57-89.
- ♦ Skinner, "Preface," *The Foundations of Modern Political Thought*, ix-xv.
- ♦ Skinner, "Interpretation and the Understanding of Speech Acts," *Visions of Politics. Volume I*, 103-127.

Optional:

- ♦ Wittgenstein, *Philosophical Investigations* (translated by Anscombe), Considerations 65-79.
- ♦ R.G. Collingwood, *An Autobiography*, Oxford University Press, 1939, Chapter VII: "The History of Philosophy" (53-76)
- ♦ Skinner, "Hermeneutics and the Role of History," *New Literary History* 7, 1, (1975), 209-232.
- ♦ Skinner, "Motives, Intentions and the Interpretation of Texts," in James Tully (ed), *Meaning and Context: Quentin Skinner and his Critics* (Cambridge: Polity Press, 1998), 68-78.
- ♦ Adrian Blau, "Interpreting Texts," in *Methods in Analytical Political Theory*, 243-269.

Week 4: Strauss and Skinner on Machiavelli and Hobbes
(Oct 5)

Readings:

- ◆ Strauss, "Introduction," *Thoughts on Machiavelli* (Free Press), 1958, 9-14.
- ◆ Strauss, "Machiavelli's Intention: The Prince," *The American Political Science Review* 51, 1 (1957), 13-40
- ◆ Skinner, *Machiavelli: A Short Introduction* (Oxford University Press, 1981), Chap 1-2.
- ◆ Strauss, "On the Spirit of Hobbes' Political Philosophy," *Revue Internationale de Philosophie*, Vol. 4, No. 14 (1950), 405-431.
- ◆ Quentin Skinner, "Political Philosophy and the Uses of History," in Richard Bourke and Quentin Skinner (eds.), *History in the Humanities and Social Sciences* (Cambridge: Cambridge University Press, 2022):194-210.
- ◆ Skinner, "The Context of Hobbes' Theory of Political Obligation," *Visions of Politics. Volume III. Hobbes and Civil Science*, 264-286.

Optional:

- ◆ Adrian Blau, "Methodologies of Interpreting Hobbes: Historical and Philosophical," in Loyd, *Interpreting Hobbes' Political Philosophy*, Cambridge University Press, 2019.

Week 5 Thanksgiving – No Class
(Oct 12)

Week 6: Feminist Approaches in the History of Political Thought
(Oct 19)

Readings:

- ◆ Penny Weiss, "The Politics of the Canon: Gatekeepers and Gate-Crashers," in *Canon Fodder. Historical Women Political Thinkers*, Pennsylvania State University Press, 2009.
- ◆ Linda Zerilli, "Feminist Theory and the Canon of Political Thought," *The Oxford Handbook of Political Theory*, 106-124.
- ◆ Joanne H. Wright, "Choice Talk, Breast Implants and Feminist Consent Theory. Hobbes' Legacy in Choice Feminism," in *Feminist Interpretations of Thomas Hobbes*, (Pennsylvania State University Press, 2012)
- ◆ "Hobbes, History, Politics and Gender: A Conversation with Carole Pateman and Quentin Skinner," in *Feminist Interpretations of Thomas Hobbes*.

Optional:

- ◆ Cynthia Freeland, "Feminism and Ideology in Ancient Philosophy," in *Apeiron*, Volume XXXIII, No. 4 (2000), 365-406.
- ◆ Michèle Le Doeuff, *Hipparchia's Choice: An Essay Concerning Women, Philosophy, Etc.*, (New York: Columbia University Press, 1990), 1-53.
- ◆ Mary O'Brien, "The Root of the Mandrake. Machiavelli and Manliness", in Maria J. Falco (ed.), *Feminist Interpretations of Machiavelli* (Pennsylvania State University Press, 2004), 173-195.

Week 7: Reading Week (No Class)
(24-28 oct)

Week 8: Begriffsgeschichte: Reinhart Koselleck's Practice of Conceptual History
(Nov 2)

Readings:

- ◆ W.B. Gallie, "Essentially Contested Concepts," *Proceedings of the Aristotelian Society* (1955-56), 167-98.
- ◆ Koselleck, "Introduction and Prefaces to the *Geschichtliche Grundbegriffe*" *Contributions to the History of Concepts*, 6, 1(2011), 1-37.

- ◆ Koselleck, "The Temporalisation of Concepts," *Finnish Yearbook of Political Thought* 1 (1997), 16-24.
- ◆ Reinhart Koselleck, "Some questions regarding the conceptual history of 'Crisis'" in *The Practice of Conceptual History: Timing History, Spacing Concepts* (Stanford: Stanford University Press, 2002), 236-47.
- ◆ "Reinhart Koselleck, "Fiction and Historical Reality," in *Sediments of Time: On Possible Histories*, Translated and edited by Sean Franzel and Stefan-Ludwig Hoffmann (Stanford University Press, 2018), 10-23.

Optional:

- ◆ Koselleck, "On the Meaning and Absurdity of History," in *Sediments of Time: On Possible Histories*. Translated and edited by Sean Franzel and Stefan-Ludwig Hoffmann (Stanford University Press, 2018), 177-196.
- ◆ Koselleck, "Begriffsgeschichte and Social History," in *Futures Past. On the Semantics of Historical Time*, 75-92.
- ◆ Fernando Esposito, "Review Essay: Why Still Koselleck?," *History and Theory*, Vol. 64, No. 1 (2025): 123-134.
- ◆ Helge Jordheim, "Does Conceptual History Really Need a Theory of Historical Times?," *Contributions to the History of Concepts*, Vol. 6, No. 2 (2011)
- ◆ Melvin Richter, "Begriffsgeschichte and the History of Ideas," *Journal of the History of Ideas*, Vol. 48, No. 2 (1987): 247-263
- ◆ Niklas Olsen, *History in the Plural. An Introduction to the Work of Reinhart Koselleck* (Berghahn Books, 2014).
- ◆ Kari Palonen, "The History of Concepts as a Style of Political Theorizing : Quentin Skinner's and Reinhart Koselleck's Subversion of Normative Political Theory," *European Journal of Political Theory*, Vol. 1, No. 1(2002): 91-106.
- ◆ Kari Palonen, "Rhetorical and Temporal Perspectives on Conceptual Change: Theses on Quentin Skinner and Reinhart Koselleck," *Finnish Yearbook of Political Thought*, Vo. (1999): 41-59.
- ◆ Elias José Palti, *Intellectual History and the Problem of Conceptual Change. Skinner, Pocock, Koselleck, Blumenberg, Foucault, and Rosanvallon* (Cambridge University Press, 2024)

Week 9: Genealogy as a Critical Tool: Michel Foucault's Method

(Nov 9)

Readings:

- ◆ Foucault, "Nietzsche, Genealogy, History," in Paul Rabinow (ed.), *Foucault Reader*, Pantheon Books, 76-100.
- ◆ Foucault, "Introduction" and "Archeology and the History of Ideas," in *The Archeology of Knowledge*, 3-17, 135-140.
- ◆ "Foucault, "What Is an Author?" in Paul Rabinow (ed.), *Foucault Reader*, 101-120.
- ◆ Foucault, "Politics and the Study of Discourse" in Burchell, Gordon, Miller (ed.), *The Foucault Effect. Studies in Governmentality*, 53-72.
- ◆ Foucault, *Security, Territory, Population. Lectures at the Collège de France 1977-1978*, Lesson 1 (January 11, 1978) 1-27.

Optional:

- ◆ Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Vintage Books, 1995), 3-31.
- ◆ Gary Gutting (eds.), *The Cambridge Companion to Foucault* (Cambridge University Press, 2005).
- ◆ David Garland, "What is a 'history of the present'? On Foucault's genealogies and their critical preconditions," *Punishment & Society*, Vol. 16, No. 4 (2014).
- ◆ Stuart Elden, *The Early Foucault* (Polity, 2021).
- ◆ Frédéric Gros, *Michel Foucault* (Presses Universitaires de France, Collection: Que sais-je?, 2022).

Week 10: Political Theory and Ideologies: Michael Freeden's Approach to Political Ideas

(Nov 16)

Readings:

- ◆ Freeden, *Political Theory and Ideologies* (Oxford University Press, 1996), Chap. 1-2.
- ◆ Freeden, *Ideology: A Very Short Introduction* (Oxford University Press, 2003), Chap. 3, 4, 6, 10.
- ◆ Michael Freeden and Marc Stears, "Chapter 18: Liberalism," in *The Oxford Handbook of Political Ideologies* (Oxford University Press, 2013).

Optional:

- ◆ Michael Freeden, "The resurgence of ideology studies: Twenty years of the JPI." *Journal of Political Ideologies*, Vol. 21, No. 1 (2016): 1–8.
- ◆ Freeden, "Political Concepts and Ideological Morphology," *Journal of Political Philosophy*, Vol. 14, No. 1 (1994).
- ◆ Dean Blackburn, "The Functions of Ideologies: A Conceptual Approach," *Journal of Political Ideologies* (2026): 1-17.
- ◆ Jonathan Maynard, "A Map of the Field of Ideological Analysis," *Journal of Political Ideologies*, Vol. 18, No. 3 (2013): 299-327.
- ◆ Jonathan Maynard and Matto Mildenberger, "Convergence and Divergence in the Study of Ideology," *British Journal of Political Science*, Vol. 48, No. 2 (2018): 563-589.

Week 11 : Comparative Political Theory and Decolonial/Postcolonial Approaches

(Nov 23)

Readings:

- ◆ Dipesh Chakrabarty, "Postcoloniality and the Artifice of History," in *Provincializing Europe* (Oxford University Press, 2000), 27-46 and "Minority Histories, Subaltern Pasts," 97-113.
- ◆ Charles W. Mills, "The Racial Contract as Methodology, Not Hypothesis," *Philosophia Africana*, Vol. 5, No. 2 (2002).
- ◆ Melissa S. Williams, "Deparochializing Democratic Theory," in *Deparochializing Political Theory* (Cambridge University Press, 2020), 201-229.
- ◆ Adrian Blau, "Racist Political Theory and the Mythology of Coherence," *Political Theory* Vol. 54, No. 3 (2026), 399-428.

Optional:

- ◆ Edward Said, *Orientalism* (Pantheon Books, 1978).
- ◆ Andrew F. March, "What Is Comparative Political Theory?," *The Review of Politics*, Vol. 71, No. 4 (2009): 531-565.
- ◆ James Tully, "Deparochializing Political Theory and Beyond. A Dialogue Approach to Comparative Political Thought," in *Deparochializing Political Theory*, 25-59.
- ◆ Morten Fibieger Byskov, "What Makes Epistemic Injustice an 'Injustice'?" *Journal of Social Philosophy*, Vol. 52 No. 1 (2021), 116-133.
- ◆ Adom Getachew and Karuna Mantena, "Anticolonialism and the Decolonization of Political Theory," *Critical Times*, Vol. 4, No. 3 (2021), 359-388.

Week 12: Testing Methods: In-Class Discussion of Students' Research Proposals and Case Studies

(Nov 30)

Readings:

- No required readings

Week 13: Thinking Without History: The Case of Normative Political Theory

(Dec 7)

Readings:

- ◆ Kimberly Brownlee and Zofia Stemplowska, "Thought Experiments," in Blau (ed.), *Methods in Analytical Political Theory* (Oxford University Press, 2017), 21-46.
- ◆ Brian Kogelmann and Gerald Gaus, "Rational Choice Theory," in Blau (ed.), *Methods in Analytical Political Theory* (Oxford University Press, 2017), 217-242.
- ◆ Charles Mills, "Ideal Theory as Ideology," *Hypatia*, Vol. 20, No. 3 (2005), 165-184.

Week 14: Conclusion

(Friday December 11)

Readings:

- ◆ No readings

Policy on the use of AI

The broad term of "AI" encompasses a great variety of technologies, tools and systems. This policy refers more specifically to the use of generative AI in research and writing. Large language models (LLMs) — such as ChatGPT, Claude, Llama, DeepSeek, Gemini, and so on — have become more accessible in recent years. Universities are still grappling with the wide-ranging effects of their omnipresence and various uses in higher education.

LLMs are not going away anytime soon. We cannot just stick our heads in the sand and pretend they do not exist. However, this does not mean that we should adopt them and integrate them into our daily tasks without a critical examination of their limitations and risks. Beyond the environmental cost of generative AI and the ethical issues their use raise (such as copyright infringements, data exploitation, ghost labour), we also have to assess whether they are beneficial as tools, and if so, to what extent.

One of the aims of this course is to foster critical thinking. LLMs are known for their occasional "hallucinations," which can include factually incorrect statements, nonsensical responses and fabricated sources among other things. They can also introduce biases they replicate from the data sets on which they have been trained. Because of this lack of reliability, predictability and accuracy, their use must therefore require a great deal of caution.

My policy in this course is one of transparency. While I do not encourage the use of generative AI, I do not strictly prohibit it in my course. I require all students who decide to employ it as a tool to disclose the degree to which they have relied on it (in percentage), the way it has been used (for brainstorming, books and articles summaries, writing, editing, etc.) and to indicate with footnotes any section, paragraph or sentence that has been produced with the support of an AI tool (the footnote should include the prompt used). In a separate appendix, I require screenshots of all AI prompts used in the process, as well as a detailed written justification as to how AI was used in the assignment. Assignments will be evaluated in light of those disclosed elements.

Ultimately, I am interested in reading what you have to say about the topic you decide to work on. If I want to know the answers ChatGPT or Claude can generate based on a prompt, I'll ask those large language models directly. I do not believe it is my role to train you on how to use those LLMs, and I have little interest in becoming the "AI police" who scrutinizes assignments to detect potential violations to Carleton's academic integrity policy.

Assignments in this class do not necessarily lend themselves well to the integration of generative AI. The course is based on in-class discussions, collaborative reading and original reflections on the application of interpretive approaches in the students' own research.

Course Policies

Citations and Bibliography

All written assignments should include a full list of sources used and avoid plagiarism or other violations of academic integrity. For examples of what constitutes plagiarism and what could be the possible sanctions, consult this page on academic integrity: <https://carleton.ca/registrar/academic-integrity/>

You must indicate all references to the texts in footnotes or with in-text references. You are free to choose the style of citation with which you are most comfortable, as long as it is consistent throughout your assignment. For more details on how to cite properly, please consult the MacOdrum Library website: <https://library.carleton.ca/help/citing-your-sources>.

All assignments submitted should be **double-spaced**, formatted in **12-point font** and should include **page numbers**.

Copyright

Lectures and course materials (including all PowerPoint presentations, handouts, videos, and similar materials) are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

Late Essays & Extensions

If you are ill or have any other legitimate reason for not being able to complete coursework or submit your assignments on time, **please advise me as soon as possible (preferably before the deadline)**. If an extenuating circumstance prevents a student from submitting an assignment on time, they should be prepared to provide proper documentation concerning the situation. Accommodations can be discussed on a case-by-case basis.

Please note that assignments in other courses **are not sufficient grounds** for an extension. As you dispose of several weeks to complete the assignments, it is your responsibility to start early in the term.

Late assignments will be penalized at the **rate of 4% of the student's assignment grade** 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. Assignments that have **not been submitted seven (7) days** after the deadline will not be accepted.

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
Nideyinàn	
Career Services (6611)	401 Tory