

PSCI 2701 Section A
Introduction to Research Methods in Political Science

Virtual Lecture:

Mondays, 14:35 pm to 15:25 pm

This course will be held remotely online

Virtual Tutorials:

Mondays, 13:35 pm or 16:35 pm – check your timetable

*This is a **blended online course**, meaning there will be a mixture of synchronous meetings and asynchronous activities. Students should be prepared to meet some of the time online via zoom at scheduled days and times. More details are provided below.*

I. General Information

Instructor

Professor Vandna Bhatia

Email: vandna.bhatia@carleton.ca

Virtual office hours

Mondays, 15:35 to 17:25

Drop-ins welcome, but please sign-up via Brightspace to confirm a timeslot and avoid waiting

Please note that all email communication must be done using your official Carleton university email accounts or via Brightspace, not using personal email accounts. Students are required to use their Carleton email to access all online material in Brightspace and to attend virtual zoom sessions.

II. Course Description: Why Research Methods?

A quick scan of news and social media illustrates the complex, often conflicting, and controversial ideas that influence politics, animate political debates, and influence policy decisions. Whether it's the procurement and distribution of vaccines in a pandemic, the merits of a universal basic income, or the regulation of the internet and online media in Canada, information of all kinds – its quality, accuracy, and source – is often contested and debated.

As political scientists, our goal is to *understand* the political world and how it works through empirically sound research and analysis. We also want to *contribute* to political life by making persuasive arguments and offering evidence-informed perspectives to myriad public issues. The scientific method provides us with a versatile toolkit and techniques for generating information that is credible, dependable, and verifiable.

In this course, we will learn how to *produce* empirical information based on the principles of the scientific method and how to use this information for evidence-informed analysis, reasoned commentary, and rigorous research. With this foundation, we can also become more intelligent and informed *consumers* of information, such as what is reported in the news or social media, published in scholarly materials, or released as data by myriad governments, organizations and groups on a daily basis.

These practical skills are invaluable for academic success – whether its reading peer-reviewed books and journal articles, researching and writing papers, or making persuasive presentations. They are also critical skills in the workplace, for virtually any career path you may choose, and for all active and informed citizens in modern society.

The primary goal of this course is to introduce you to key concepts and techniques of empirical inquiry in political science research and analysis. This includes giving you the tools to critically analyze and produce information, and an understanding of the general principles, processes, and issues associated with empirical social science.

In **Part I: Fundamentals of Inquiry**, we will begin with a discussion of the role of research in political analysis, particularly its significance in making strong arguments. Then, we'll explore some key developments in the 'science' of politics, including different philosophies of science and how they influence approaches to empirical analysis. Finally, we'll examine how to analyze and construct strong, evidence-based arguments (based on research and logic) for lay audiences, such as in op-eds and policy briefs.

In **Part II: Designing Research**, we'll look at the basic tenets of research design that are essential to and common across all types of research methodologies. We'll start with a discussion of ethical issues and principles associated with doing research with human subjects, as well as professional ethics for political scientists. We'll explore the role of theory in designing research – different types of theories, their role in formulating research questions and guiding the research process. Next, we'll discuss how to clearly identify, define, and measure concepts that we use to study social and political phenomena. We'll conclude this section by putting all these elements of research design together to help identify and select appropriate samples and cases.

In **Part III: Research in Practice**, we will explore several designs for data collection and methods for data analysis in political science research, such as case studies, interviews, and experiments. We'll discuss issues related the selection and application of these approaches, including the fit between research goals and questions, techniques, and the validity and reliability of findings they produce.

III. Course Learning Outcomes

By the completion of this course, you should be able to:

1. Construct logical and persuasive arguments using empirical evidence.
2. Discuss different philosophies of social science and how they shape the scientific study of politics.
3. Identify and discuss different research designs, the types of research questions each address, their techniques for data collection, and their strengths and weaknesses.
4. Identify and apply the principles of ethical research practice in political science.
5. Read and evaluate the credibility, dependability, portability, and confirmability of political science research publications.

IV. Assessments and Evaluation

The course is divided into three main sections as outlined above, and each section is comprised of multiple modules, for a total of 12 modules over the term. Each module will focus on one main topic and should take between **4 to 6 hours each week** to complete. A new module will be released at noon every Monday during the term.

Assignment 1: Op-Ed	15%
Assignment 2: Journal Article Review	15%
Assignment 3: Research Design Proposal	25%
Formative Assignments (10 @ 4%)	40%
Tutorial Attendance	5%
Total	100%

All modules include an introduction and learning objectives; one or two required readings; specific learning materials such as recorded lectures and videos; and a tutorial assignment or discussion. Modules will also include a **formative assessment** that will be graded. Formative assessments are low-stakes assignments, worth 4% of your final grade, that will help you keep track of your learning and progress through the course. Assignments will take a variety of formats, such as online quizzes, short reflection or response papers, and group discussions. Your best 10 of 12 formative assessments will be used to calculate your final grade. Much of the work related to these will be done in your tutorials, so **tutorial attendance is mandatory**.

At the end of each of the three sections of the course, a **summative assessment** will be assigned to evaluate your learning. You must submit all summative assessments to earn credit for this course. Together, the three summative assignments are worth 55% of your final grade. There is no final exam for this course.

Several assignments during the term will help you work towards the final summative assignment, which is to design a research proposal. This final assignment may be done in groups of up to 3 students from the same tutorial. Some assignments that relate to different elements of the research proposal may be done collaboratively with your group. More detail about each assignment will be presented in class and posted in Brightspace, along with grading rubrics. All written assignments should follow accepted bibliographic and citation formats, such as [APA](#), [MLA](#), or [Chicago](#), must be your own original work in accordance with the University's [Academic Integrity](#) policies.

Late Assignments Policy

Weekly **formative** assignments for each module are due by 23:00 on the second Tuesday after they are released (i.e., 8 days later) and must conform to the expectations and instructions provided. Please note that this is a **strict deadline**. This ensures students stay on track with the course and helps the instructor and TAs stay on top of the grading so that we can give you regular updates on your progress.

Late **summative** assignments are subject to a grade penalty – see individual assignment instructions for deductions. Assignments that are more than 5 days late may be given a zero. If you need accommodations for assignment deadlines, please contact me directly via email Vandna.Bhatia@carleton.ca as soon as possible.

Regrading Policy

After receiving any grade, students must wait 24 hours before contacting the instructor or the TA regarding the grade. If you feel your grade is incorrect, you must contact your TA within one week from the day the grade is released and follow these steps:

1. After 24 hours, you may discuss your grade with your TA in office hours or an appointment.
2. After meeting with your TA, you may ask the instructor to regrade the assignment if you still feel the grade is incorrect. This request must include a detailed and specific explanation of why the grade is incorrect.
3. The instructor will review your concerns and your assignment. This may result in your grade going up or down, or it may remain unchanged.

V. Course Format, Expectations & Policies

Course Format

This course is a **blended online course**, meaning there is a mixture of synchronous meetings and asynchronous activities. Each Monday, a new module will be released in Brightspace. Most of the module content is **asynchronous**, including several short lectures and videos, readings, optional self-tests, and a formative assessment.

Synchronous class meetings will be held each Monday, from 14:35 to 15:25, via Zoom (the link will be posted in Brightspace), beginning with the first class on **Monday September 12, 2022**. Class meetings will review the key concepts and objectives of the modules and address any questions, as well as introduce and discuss assignments. We may also have the occasional guest speaker.

Synchronous tutorials will be held during your regular tutorial times, with the first tutorial on **Monday September 19, 2022**. Tutorial attendance is mandatory, and worth 5% of your final grade.

ASYNCHRONOUS ELEMENTS	SYNCHRONOUS ELEMENTS
<p>Mondays 14:35 pm</p> <p>A new module is released. You will have a full week to do the assigned readings, view lectures, and complete the assessment for new module, so you can work at your own pace.</p> <p>The module will be discussed in tutorial on the <i>following</i> Monday. For example, Module 3 will be released on September 22, and will be the topic of the tutorial on September 29. The module assignment will be due on Tuesday following the tutorial, i.e., September 30 by 23:59 pm</p>	<p>Mondays 14:35 – 15:25</p> <p>I will host a live online session to review and address questions about the previous module, and to introduce and discuss the new module and assignments.</p>
	<p>Mondays (Check your tutorial time)</p> <p>Tutorial group meetings. Attendance for tutorials is required – some module assignments may be completed during tutorial.</p>

Brightspace

All course content – lectures, assignments, tutorials, quizzes, grades, zoom meeting links, etc. – will be posted in Brightspace. The content will be updated regularly, so please log in frequently for updates and news. To access Brightspace, go to brightspace.carleton.ca and login with your MyCarleton1 username and password. If you have technical difficulties with accessing Brightspace, please consult the [student support site](#) or contact the [ITS Service Desk](#) as soon as possible.

Email Communication

Email will be the primary means of communication with me and your TA. Please ensure that your email:

- ✓ Has a clear **subject line** indicating the course code and nature of the issue the email concerns
- ✓ Includes a **salutation** (e.g., *Hello Professor Bhatia...*) and **signature** (*Regards*, followed by your first name, last name, and student number)
- ✓ **Concisely** identifies your issue and/or question
- ✓ Always comes from your **Carleton email** address

In turn, we will check our email regularly and do our best to respond with 24-hours, Monday to Friday, during regular business hours.

Online Office Hours and Virtual Meetings

I will be available to answer questions during the weekly Monday class. I also have office hours on Monday afternoons for individual meetings. Your TA will also be available during your regularly scheduled tutorial times to chat or meet with you. Further details on how to arrange meetings will be posted by your TA.

Communication is Key

If you miss an assignment, are ill, or experiencing other issues that are affecting your performance in the course, please let me know as soon as possible. If you require accommodation for assignments or other course components, please reach out to me. You can reach me by email or make an appointment for a virtual meeting. Please DO NOT wait until the end of the term to get in touch with me about issues or concerns because by then it may be too late for us to address them.

VI. Modules & Readings

Schedule in Brief

Part I: Introduction to the Fundamentals of Inquiry			
Module 1	Sep 12	Science and the Study of Politics	
Module 2	Sep 19	Forms of Knowledge	
Module 3	Sep 26	Thinking Critically	
Part II: Designing Research			
Module 4	Oct 3	Asking Questions, Finding Answers	
	Oct 10	Thanksgiving	
Module 5	Oct 17	Theory Building, Causation, Explanation	Summative 1 due
	Oct 24	Reading Week Break	
Module 6	Oct 31	Concepts and Measurement	
Module 7	Nov 7	Ethics in Social Research	
Part III: Research in Practice			
Module 8	Nov 14	Selecting and Comparing Cases	Summative 2 due
Module 9	Nov 21	Textual Analysis	
Module 10	Nov 28	Interviews, Focus Groups & Surveys	
Module 11	Dec 5	Observation, Ethnography & Field Work	
Module 12	Dec 9	Exploration and Reflection	Summative 3 due

For all statutory holidays, drop dates, and other important dates on the university calendar, please refer to the Undergraduate calendar at <http://calendar.carleton.ca/undergrad/>.

Readings

There are two **required textbooks** for this course:

- Loleen Berdahl and Jason Roy (2021). *Explorations: Conducting Empirical Research in Canadian Political Science*, 4th Edition. Oxford University Press.
- Booth, W.C., et. al (2016). *The Craft of Research*, 4th Edition. University of Chicago Press.

The Berdahl and Roy text is available at [Haven Books](#) and can be purchased in hard copy; it is also available as an e-book for purchase or rent. The Booth text is also available at Haven Books, and a downloadable e-text version is available at MacOdrum for an unlimited number of users.

We will use both texts as core readings for the course. Additional required readings for each module are listed in below and are available on electronic reserves, accessed via [Ares](#). All readings should be completed before the scheduled tutorial for that module.

Supplementary readings are also listed for each module. These are not required but may be useful as further reading for assignments and in developing the research design proposal. Supplementary readings are available on electronic reserves, accessed via [Ares](#).

VII. Detailed Schedule and Module Topics

Part I: Fundamentals of Inquiry

Module 1 (Sep 12): Science and the Study of Politics

What are the different types of political analysis? How does the scientific method apply to political science? Is political science really a 'science'? What are the goals and objectives of research in political science?

Required Readings

- Berdahl & Roy, Chapter 1 (Science and the Study of Politics), p. 1-20
- Booth, W.C., et. al, Chapter 1 (Thinking in Print), p. 9-15
- Wearing, D. (2010). [How Scientific is Political Science?](#) *The Guardian*, March 8.

Supplementary Readings

- Issak, A.C. (1969). *Scope and Methods of Political Science*. Homewood: Dorsey Press. (e-reserve). Chapter 2 (Politics and science), Chapter 4 (Is political science a science?)

Module 2 (Sep 19): Forms of Knowledge: Ontology, Epistemology, and the Science of Politics

How we know what we know? What are the different philosophies that underpin social scientific inquiry and how do they differ? What are the roles of objectivity and values in the research process? Can research really be 'objective' and value-free?

Required Readings

- Halperin, S. & O. Heath (2020). *Political Research*, 3rd Edition. Oxford University Press. Chapter 2 – Forms of Knowledge (pp. 27-63)
- Wilson, S. (2001). What is an indigenous research methodology? *Canadian Journal of Native Education*, 25(2), 175-179.

Supplementary Readings

- Dryzek, J. (2006). Revolutions without enemies: Key transformations in political science. *American Political Science Review*, 100(4):487-492
- Halperin, S. & O. Heath (2020). *Political Research*, 3rd Edition. Oxford University Press. Chapter 3: Objectivity and Values.
- Ladner, Kiera L. (2017) Taking the field: 50 years of Indigenous politics in the CJPS. *Canadian Journal of Political Science* 50(1): 163–179.

Module 3 (Sep 26): Thinking Critically – Logic, Evidence and Argumentation

What are the different ways we acquire knowledge about the world? What are the qualities of a strong, logical, evidence-based argument? What makes an argument persuasive to different audiences, and how does the role of evidence change?

Required Readings

- Booth, W.C., et. al, Chapter 2 (Connecting with your Reader), p. 16-26
- Booth, W.C., et. al, Part III (Making an Argument), p. 105-168

Supplementary Readings

- Caulfield, T., T. Bubela, J. Kimmelman & V. Ravitsky (2021). [Let's do better: Public representations of COVID-19 science](#). *FACETS*. 6: 403-423.
- Flynn, D. J., Nyhan, B., & Reifler, J. (2017). The nature and origins of misperceptions: Understanding false and unsupported beliefs about politics. *Political Psychology*, 38, 127–150.
- Kubin, E., Puryear, C., Schein, C., & Gray, K. (2021). Personal experiences bridge moral and political divides better than facts. *Proceedings of the National Academy of Sciences*, 118(6), [e2008389118](#).
- Pamuk, Z. (2022). COVID-19 and the paradox of scientific advice. *Perspectives on Politics*, 20(2), 562-576. [DOI:10.1017/S1537592721001201](#)

Part II: Designing Research

Module 4 (Oct 3): Asking Questions, Finding Answers

How do researchers identify topics? How do we move from practical problems to researchable problems? What makes for a good, researchable question? What is a literature review and why should you do one? How can we evaluate sources to determine their credibility, reliability, and usefulness?

Required Readings

- Booth, W.C., et. al, Part II (Asking Questions, Finding Answers), p. 27-84
- Carleton University, MacOdrum Library, [PSCI 2701 Course Guide](#)

Supplementary Readings

- Carleton University, MacOdrum Library: [Citing your Sources](#); [Evaluating Sources: Use the CRAAP test](#); and [Evaluating sources: Use the ACT UP test](#)
- Halperin, S. & O. Heath (2020). *Political Research*, 3rd Edition. Oxford University Press. Chapter 4: Asking Questions: How to find and formulate research questions.
- Knopf J.W. (2006). Doing a literature review. *PS: Political Science & Politics*, 1:127-132.

Module 5 (Oct 17): Theory Building, Causation, and Explanation

What is the role of theory in political science research? What is causation, and how does it differ from correlation and explanation? How does theory help in formulating research questions and hypotheses? How do we identify and select cases for study? How do different sampling strategies influence the kind of questions we can ask and the answers we can give?

Required Readings

- Powner, L. (2015). From research question to theory to hypothesis. In *Empirical Research and Writing*. SAGE Publications, Inc., Chapter 2: p. 20-54.
- Berdahl & Roy, Chapter 5 (Populations of Study), p. 83-110

Supplementary Readings

- Collins, C. S., & Stockton, C. M. (2018). The central role of theory in qualitative research. *International Journal of Qualitative Methods*. 17:1-10. <https://doi.org/10.1177/1609406918797475>
- Gerring J. (2010). Causal Mechanisms: Yes, But.... *Comparative Political Studies*. 43(11):1499-1526.
- Ghose, T. (2013). 'Just a Theory': 7 Misused Science Words. *Scientific American Live Science Newsletter*. April 2.
- Halperin, S. & O. Heath (2020). *Political Research*, 3rd Edition. Oxford University Press. Chapter 5: Finding Answers – Theories and How to Apply Them
- Shively, W.P. (2017). *The Craft of Political Research* (10th Edition). Pearson. Chapter 2: Political Theories and Research Topics

Module 6 (Oct 31): Concepts and Measurement

How do we identify and define complex and abstract concepts in political science research? How can we categorize and distinguish between them? What is the difference between conceptualization, operationalization, and measurement? How and why should we determine whether measures are valid and reliable?

Required Readings

- Berdahl & Roy, Chapter 4 (Research Foundations: Theory, Concepts, and Measures), p. 55-82
- Bittner, A., Goodyear-Grant, E. (2018). [Why "sex" may not be the best way to understand the gender gap in political behavior](#). *LSE USAPP Blogpost*, March 2.
- Barrington, L. (1997). 'Nation' and 'Nationalism': The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4): 712-716

Supplementary Readings

- Adcock, R. and Collier, D. (2001). Measurement validity: A shared standard for qualitative and quantitative research. *American Political Science Review*, 95(3): 529-546.
- Cartwright, N. & R. Runhardt (2012). Measurement. In Cartwright, N. & Montuschi, E. [eds.] *Philosophy of Social Science. A New Introduction*. Oxford University Press, Chapter 14, pp. 265-287. (ARES reserve)
- Gerring, J. (1999). What makes a concept good? A critical framework for understanding concept formation in the social sciences. *Polity*, 31(2): 357-93

Module 7 (Nov 7): Ethics in Social Research

What are the values and principles that govern ethical research, especially involving individuals and communities? How can researchers conduct research that respects the unique experiences, cultures, and traditions of different peoples, particularly First Nations, Inuit, and Métis communities in Canada? What are the standards of conduct that govern political scientists in their scholarly and professional activities?

Required Readings

- Berdahl & Roy, Chapter 3 (Research Ethics), p. 39-54
- Hayward, A., Sjoblom, E., Sinclair, S., & Cidro, J. (2021). A new era of Indigenous research: Community-based Indigenous research ethics protocols in Canada. *Journal of Empirical Research on Human Research Ethics*, 16(4), 403-417. <https://doi.org/10.1177/15562646211023705>

Supplementary Readings

- Carroll SR, et al. (2021). Indigenous Peoples' data during COVID-19: From external to internal (policy brief). *Frontiers in Sociology*, 6. <https://doi.org/10.3389/fsoc.2021.617895>

- Cronin-Furman, K., & Lake, M. (2018). Ethics Abroad: Fieldwork in Fragile and Violent Contexts. *PS: Political Science & Politics*, 51(3), 607-614
- Fujii, L. A. (2012). Research Ethics 101: Dilemmas and Responsibilities. *PS: Political Science & Politics*, 45(04): 717-723.
- Lupia, A., & Elman, C. (2014). Openness in political science: Data access and research transparency. *PS: Political Science & Politics*, 47(1), 19-42.
- Riddell, J.K. et al (2017). [Laying the groundwork: A practical guide for ethical research with Indigenous communities.](#) *The International Indigenous Policy Journal*, 8(2): 1-21

Part III: Research in Practice

Module 8 (Nov 14): Selecting and Comparing Cases

What is the value of comparing between cases or groups? What are the principles of comparative design? What are the differences between classical, field, and natural experiments, and comparative case study (small-N) methods?

Required Readings

- Berdahl & Roy, Chapter 9 (Experimental Research), p. 183-204
- Berdahl & Roy, Chapter 10 (Small-N Methods), p. 209-228

Supplementary Readings

- Gerring, J. (2004). What is a case study and what is it good for? *American Political Science Review*, 98(May): 341-354
- Hyde, S.D. (2015) Experiments in international relations: Lab, survey, and field. *Annual Review of Political Science*, 18(1): 403-424
- Lijphart, A. (1971). Comparative politics and the comparative method. *The American Political Science Review*, 65(3):682-693
- Seawright, J. and J. Gerring (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly* 61(2):294-308

Module 9 (Nov 21): Textual Analysis

What kinds of primary and secondary source documents and texts can be used as research data? How does text become data? What are some commonly used techniques for systematically analyzing text? What are the key differences between content analysis and discourse analysis?

Required Readings

- Berdahl & Roy, Chapter 6 (Researching Documents and Texts), p. 111-133
- Tolley, E. (2015) Racial Mediation in the Coverage of Candidates' Political Viability: A Comparison of Approaches, *Journal of Ethnic and Migration Studies*, 41(6): 963-984

Supplementary Readings

- DiFrancesco, D. A., & Young, N. (2011). Seeing climate change: The visual construction of global warming in Canadian national print media. *Cultural Geographies*, 18(4), 517-536.

- Hardy, C., Harley, B., & Phillips, N. (2004). Discourse analysis and content analysis: Two solitudes. *Qualitative Methods*, 2(1), 19-22.
- Wallace, R. (2018). Contextualizing the crisis: The framing of Syrian refugees in Canadian print media. *Canadian Journal of Political Science*, 51(2): 207-231
- Wilkerson, J., & Casas, A. (2017). Large-scale computerized text analysis in political science: Opportunities and challenges. *Annual Review of Political Science*, 20(1), 529-544

Module 10 (Nov 28): Interviews, Focus Groups & Surveys

How can we understand the feelings, thoughts, and actions of real people using interviews? What are the different types of interview formats and techniques, and when/how should they be used? What makes a 'good' question? How do interviews differ from surveys, and when should each be used? How do we analyze data from interviews and focus groups?

Required Readings

- Berdahl & Roy, Chapter 7 (Interview, Focus Group), only p. 134-143
- Walters, W. (2020). Everyday secrecy: Oral history and the social life of a top secret research establishment during the Cold War. *Security Dialogue*. 51(1): 60-76.
- Berdahl & Roy, Chapter 8 (Survey Research and Official Statistics), p. 153-180

Supplementary Readings

- Aberbach, J. and B.A. Rockman (2002). Conducting and coding elite interviews. *PS: Political Science and Politics*, 35(4): 673-76
- Bastedo, H. (2015) Not 'one of us': understanding how non-engaged youth feel about politics and political leadership, *Journal of Youth Studies*, 18(5): 649-665. DOI: [10.1080/13676261.2014.992309](https://doi.org/10.1080/13676261.2014.992309)
- Harvard University Program on Survey Research (2007). [Tip Sheet on Question Wording](#).
- Leech, B.L. (2002). Asking questions: Techniques for semi-structured interviews. *PS: Political Science and Politics*, 35: 665-668

Module 11 (Dec 5): Observation and Field Research

What is observational research and how is it used in political science? What is the difference between observation and ethnography? How can ethical issues associated with observational research be addressed? What criteria are used to assess the quality of qualitative data? How are data from observations and interviews analyzed?

Required Readings

- Berdahl & Roy, Chapter 7 (Interview, Focus Group), only p. 143-151
- Berhdahl & Roy, Chapter 11 (Analyzing Qualitative Data), p. 229-245

Supplementary Readings

- Cohen, N., & Arieli, T. (2011). Field research in conflict environments: Methodological challenges and snowball sampling. *Journal of Peace Research*, 48(4), 423-435.
- Fenno, R.F. (1986). Observation, context, and sequence in the study of politics. *American Political Science Review*, 80(1): 3-15.
- Majic, S. (2017). Participating, observing, publishing: Lessons from the field. *PS, Political Science & Politics*, 50(1), 103-108.

- Wedeen, L. (2000) Reflections on ethnographic work in political science. *Annual Review of Political Science* 13: 255-272

Module 12 (Dec 9): Exploration and Reflection

How does knowledge of political science research relate to your academics, your career, and your personal life? How can we incorporate research into our practice as political scientists?

Required Readings

- Berdahl & Roy, Chapter 14 (Reading and Conducting Empirical Research in Political Science), p.320-328

VIII. Academic Accommodations & Regulations

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Student Mental Health

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

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

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:

- Pregnancy accommodation: Please 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.
- Religious accommodation: Please 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.
- Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, please visit carleton.ca/pmc.
- 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 must be provided to students who engage in student activities at the national or international level. Please 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Plagiarism

Carleton's [Academic Integrity Policy](#) defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else.
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment.
- using another's data or research findings without appropriate acknowledgment.
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources using proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.

IX. Campus Resources for Students

If you need assistance with...	Refer to...	Contact Information
<ul style="list-style-type: none"> Academic advising related to your Political Science courses, programs Program information, courses, experiential opportunities 	Department of Political Science	psci.advising@carleton.ca B640 Loeb Building Hours: Monday-Friday 9:00-4:00
<ul style="list-style-type: none"> Academic support and advice Choosing, changing major Academic planning 	Academic Advising Centre	academicadvising@carleton.ca 302 Tory Building Hours: 08:30 -16:30
<ul style="list-style-type: none"> Accommodations for a disability Individual learning needs and supports 	Paul Menton Centre	PMC@Carleton.ca 501 University Centre Hours: 08:30 -16:30
<ul style="list-style-type: none"> Study skills Finding a tutor Peer-assisted subject coaching On-line, in-person workshops 	Centre for Student Academic Support	csas@carleton.ca 4 th Floor MacOdrum Library Hours: 08:30 -16:30
<ul style="list-style-type: none"> Hone writing skills Writing tutors – drop-in Academic writing workshops 	Writing Services	csas@carleton.ca MacOdrum Library, 4 th Floor Hours: 08:30 -16:30
<ul style="list-style-type: none"> Research assistance Library help Research tips, citation guides 	Research Help	Email: askthelibrary@carleton.ca Online chat: https://library.carleton.ca/help Texting: 613-505-4245
<ul style="list-style-type: none"> IT support – email, wireless On-campus computing issues 	Information Technology Services	its.service.desk@carleton.ca
<ul style="list-style-type: none"> Coping with stress or crisis Health care services Health promotion, wellness 	Health and Counseling Services	Tel: 613-520-6674 2600 CTTC Building Hours: Monday-Friday, 8:30-4:30
<ul style="list-style-type: none"> Sexual violence, assault, or harassment Discrimination or harassment 	Carleton Sexual Assault Support Centre	equity@carleton.ca Tel: (613) 520-5622 503 Robertson Hall

Updated August 8, 2022