

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

PSCI 4107B
POLITICAL PARTICIPATION IN CANADA
Please confirm location on Carleton Central

Winter Term, 2020

Instructor: Professor Jon H. Pammett

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Class: Tuesday 11:35-2:25

Office Hours: Tuesday 10:00-11:30; 2:30-3:00. Other times by appointment.

This course examines the causes and consequences of individual participation in politics in Canada and elsewhere. It includes participation in political parties, groups, and movements, as well as electoral and protest participation. It examines social resources, attitudes, mobilization, generations, and gender, as these factors affect participation. It gives consideration to theoretical approaches to democracy, citizenship, representation, and social capital.

Course arrangements and requirements

Essay: 50% of grade. (expected length, 20 pages)

Topics to choose from:

- a) A paper involving data analysis of a selected topic in Canadian or comparative participation, using a dataset chosen in cooperation with the instructor.
- b) A comparison of Canada and a country chosen with the instructor, investigating the extent and types of electoral and/or nonelectoral participation and relevant factors affecting that participation.
- c) An examination of the impact of one or more factors on the rate or nature of participation, for example social resources, public attitudes, age and generations, gender, mobilization.
- d) An examination of participation in one or more political organizations, groups, or movements.
- e) An analysis of a current issue in Canadian political participation, featuring one of the issues discussed in class.

Essay topics must be approved by **March 1, 2020**. Essays are due on **April 7, 2020 before 4 p.m.** Late papers will be accepted on **April 10, 2020, before 4 pm**, with a penalty of one grade point (e.g. B paper receives B- grade). **Papers will not be accepted after that date.**

Class assignments: 6 short (3 page) 'reaction/evaluation papers', using items from 6 of the 12 weeks' reading, to be handed in at the beginning of that class. Students will be expected to bring the content of the paper into the discussion during the class. Marks will

be related to the amount of material covered, as well as the quality of analysis; those choosing to review short articles are advised to include more than one. Those reviewing books are advised to include more than one chapter. You may include your own opinions of the reading. If more than 6 papers are handed in, the best 6 grades will be counted toward the final grade. If a paper is handed in without the student attending the class, the mark for the paper will be reduced by half. **(5 marks times 6=30% of grade.)**

Class participation: (2 marks times 10 classes=20% of grade) Participation is expected, especially when a short paper is being handed in. Marks will be assigned as: .5 for attendance only; 1 for some participation; 1.5 for good participation; 2 for exceptional. If more than 10 classes are attended, the best 10 marks will be used toward the final grade. Please note that attendance at half the class means that the above marking scheme will be pro-rated out of 1 rather than 2.

January 7
Introduction.

January 14

Current Issues in Political Participation

Today's class is designed to identify, and hold a preliminary discussion of, some important issues in the study of political participation, particularly in Canada. Some examples are:

How can political protest movements, for example in the environmental area, achieve change?

How can young people be socialized into participation?

Is there a 'participation syndrome' whereby some people engage, and others do not?

Can changes in political institutions affect participation rates?

Is the concept of "democratic deficit" a meaningful one?

Do recent developments in communications technology help participation, or hurt it?

Students wishing to write a 'reaction paper' for today's class should choose from suggested readings for subsequent classes.

January 21

Who Participates and Why? (individual resources and attitudes as correlates of participation: measurement issues)

Discussion questions:

What is political participation? What kinds of political actions should we look for?

If we want to construct a measure, how much weight should we give to things like frequency of participation and intensity of commitment?

How does social structure affect political participation?

Can political attitudes be good predictors of political participation?

Are rational choice, cost-benefit, models applicable in this field of study?

Is political participation good for your health?

William Mishler, *Political Participation in Canada*

Allan Kornberg, Joel Smith and Harold Clarke, *Citizen Politicians—Canada*

Lester Milbrath, *Political Participation*
 Robert E. Lane, *Political Life: Why and How People Get Involved in Politics*
 Sidney Verba and Norman Nie, *Political Participation in America*
 Tianjian Shi, *Political Participation in Beijing*
 M. Kent Jennings, "Political Participation in the Chinese Countryside," *American Political Science Review* 91:2 (June 1997) 361-372
 He B. (2019) "Orderly Political Participation" in China. In: Yu J., Guo S. (eds) *The Palgrave Handbook of Local Governance in Contemporary China*. Palgrave Macmillan, Singapore.
 Russell Dalton, *The Participation Gap: Social Status and Political Inequality*
 Mark Pancer, *The Psychology of Citizenship and Civic Engagement*
 Matt Qvortrup, *The Politics of Participation, Part II*.
 Sidney Verba, Kay Schlozman and Henry Brady, *Voice and Equality: Civic Voluntarism in American Politics* (see also by the same authors, "Beyond SES: A Resource Model of Political Participation," *APSR* 89:2 (June 1995) 271-294

January 28

Mobilization to Participation

Discussion questions:

What are the main mobilizing institutions and what strategies do they use?

Is mobilization a short-term or long-term phenomenon?

Why is personal contact so important?

What are the best GOTV strategies?

Countries differ a lot in mobilization practices and results. Why is this?

What is the future of "field experiments" in political science?

C. Anderson and L. Stephenson, "Mobilizing the Young: the role of social networks," *Canadian Journal of Political Science* 51:1 (2018) 861-880.
 Sidney Verba, Norman Nie and Jae-On Kim, *Participation and Political Equality: a Seven Nation Comparison*
 Steven Rosenstone and John Mark Hansen, *Mobilization, Participation and Democracy in America*
 Robert Huckfeldt and John Sprague, *Citizens, Politics and Social Communication*
 Robert Huckfeldt and John Sprague, "Political Parties and Electoral Mobilization", *American Political Science Review* 86:1 (March 1992) 70-86
 Henry Brady, et al, "Prospecting for Participants: Rational Expectations and the Recruitment of Political Activists,": *APSR* 93:1 (March 1999) 153-168
 Alan S. Gerber & Donald Green, "The Effects of Personal Canvassing, Telephone Calls and Direct Mail on Voter Turnout," *APSR* 94:3 (Sept 2000) 653-664. See also the Forum discussion in *APSR* 99:2 (May 2005)
 Alan Gerber & Donald Green, *Get Out the Vote*.
 Green & Gerber, "The Science of Voter Mobilization," *The Annals of the American Academy of Political and Social Science* (Vol 601 September 2005)
 T. Rogers, D. Green et al, "Social Pressure and voting: a field experiment conducted in a high salience election," *Electoral Studies* 2017 Vol 46 87-100.

French Politics, Culture and Society Vol 34, spring 2016, “Getting out the vote in France and the U.S.” articles by Viguier, Talpin and Pons.

P Nyman, “Door to door canvassing in the European elections: evidence from a Swedish field experiment,” *Electoral Studies*, Feb 2017.

February 4

Participation in Elections

Discussion questions:

Why do people vote? And not vote?

Does turnout matter, for the results, for the parties, and for the meaning of the election?

What are the trends in turnout, in Canada and around the world?

What is “civic duty” and how is it changing?

What is the role of political and social trust in explaining why people participate?

Would participation be higher if we had more referendums? Initiatives?

Should voting be compulsory?

Joan DeBardleben and Jon Pammett, eds, *Activating the Citizen: Dilemmas of Participation in Europe and Canada* (also deals with parties)

IDEA, *Engaging the Electorate: Initiatives to Promote voter Turnout From Around the World*

Jon Pammett and Lawrence LeDuc, *Explaining the Turnout Decline in Canadian Federal Elections* (also available on www.elections.ca under links Resources, Research, Participation)

J. Pammett and L. LeDuc, in Jon Pammett and Christopher Dornan, ed, *The Canadian General Election of 2004* ch 12 (“Behind the turnout Decline”) and *The Canadian General Election of 2006*, ch 12 (“Voter Turnout in 2006.”)

Pammett and LeDuc, Turnout in 2019 (can post this forthcoming chapter)

Elections Manitoba, *Low Voter Turnout: A Survey of Voters and Non-Voters*

Andre Blais, et al, *Anatomy of a Liberal Victory*, ch 3.

Herman Bakvis, ed, *Voter Turnout in Canada*, RCERPF

Pippa Norris, *Democratic Phoenix, Part I*

Martin Wattenberg, *Where Have all the Voters Gone?*

The Electoral Commission (U.K.) *An Audit of Political Engagement*

Harold D. Clarke, David Sanders, Marianne Stewart and Paul Whiteley, *Political Choice in Britain*, ch 7-9.

Mark Franklin, *Voter Turnout and the Dynamics of Electoral Competition in Established Democracies Since 1845*

Andre Blais, *To Vote or Not to Vote: The Merits and Limits of Rational Choice Theory*.

N, Goodman, “The conditional duty to vote,” *Electoral Studies* Vol 53 June 2018.

Lawrence LeDuc, *The Politics of Direct Democracy: Referendums in Global Perspective*

Patrick Boyer, *Direct Democracy in Canada*

Richard Johnston, et al, *The Challenge of Direct Democracy: the 1992 Canadian Referendum*

Direct Democracy: The International IDEA Handbook.

Matthew Mendelsohn and Andrew Parkin, eds., *Referendum Democracy: Citizens, Elites and Deliberation in Referendum Campaigns.*

Lawrence LeDuc and Jon Pammett, "Referendum Voting: Attitudes and Behaviour in the 1992 Constitutional Referendum," *Canadian Journal of Political Science* Vol 23: No: 1 (March 1995).

S. Birch, *Full Participation: A Comparative Study of Compulsory Voting.*

February 11

Political Parties and Participation

Discussion questions:

Who participates in political parties, how, and why?

What is the combination of collective and selective incentives best suited to party participation?

Are there any "mass parties" around these days? What about "populist parties"?

Do methods like primary elections or party conventions encourage broad participation in parties?

Is the direct election of party leaders by the membership an exercise in democracy?

William Cross, *Political Parties*

Mildred Schwartz, *Party Movements in the United States and Canada*

George Perlin, et al, *Party Democracy in Canada*, ch 6, 8-12, 15, 16.

William Cross, ed., *Political Parties, Representation and Electoral Democracy in Canada*

Kenneth Carty, William Cross and Lisa Young, *Rebuilding Canadian Party Politics*, ch 5, 6, 8.

Kenneth Carty and Munroe Eagles, *Politics is Local: National Politics at the Grassroots*

W. Cross and J-B Pilet, *The Politics of Party Leadership*

Kenneth Carty, et al, *Leaders and Parties in Canadian Politics*

Patrick Seyd and Paul Whiteley, *Labour's Grass Roots*

Paul Whiteley, Patrick Seyd, and Jeremy Richardson, *True Blues: The Politics of Conservative Party Membership*

Paul Whiteley and Patrick Seyd, *High-Intensity Participation: the Dynamics of Party Activism in Britain*, ch 1,2,3,8.

P. Norris, *Democratic Phoenix, Part II*

S Scarrow, P. Webb & T. Poguntke, *Organizing Political Parties: representation, participation and power* ch 6,7,9,10

S. Scarrow, *Beyond Party Members: Changing Approaches to Partisan Mobilization.*

February 25

Group and Social Movement Participation

Discussion questions:

How do we distinguish between interest groups and social movements?

How do we measure "membership" in a social movement?

What are the goals, and key strategies, of interest groups and social movements?

Can social movements become political parties?

Interest group participation is often regulated. Can (should) social movements be regulated?

Lisa Young and Joanna Everett, *Advocacy Groups*

Miriam Smith, *A Civil Society? Collective Actors in Canadian Political Life*.

Jeffrey Ayres, *Defying Conventional Wisdom: Political Movements and Popular Contention Against North American Free Trade*

Janet Conway, *Identity, Place, Knowledge: Social Movements Contesting Globalization*.

Catherine Eschle & Bice Maiguashca, *Critical Theories, International Relations and the anti-globalization movement: the politics of global resistance*

April Carter, *Direct Action and Democracy Today*

Claude Galipeau, "Political Parties, Interest Groups and New Social Movements", in Alain Gagnon and Brian Tanguay, ed., *Canadian Parties in Transition*, ch 17.

Leslie Seidle, ed., *Interest Groups and Elections in Canada*, RCERPF

Kathy Megyery, ed., *Ethno-Cultural Groups and Visible Minorities in Canadian Politics*, RCERPF

S. D. Clark, et al, *Prophecy and Protest: Social Movements in Twentieth-Century Canada*

James A. Draper, ed., *Citizen Participation: Canada*

Jan van Deth, *Private Groups and Public Life*

Pippa Norris, *Democratic Phoenix: Reinventing Political Activism*

Sidney Tarrow, *Power in Movement*

Mario Guigni, Doug McAdam and Charles Tilly, *How Social Movements Matter*

Charles Tilly, *Social Movements, 1768-2004*.

March 3

Age, Generations and Participation

Discussion questions:

Why is the turnout decline so highly related to age?

Would lowering the voting age improve electoral participation?

How important are life cycle, generational, and period effects in explaining changes in participation and attitudes?

How do we define a 'generation' in conceptual and practical terms?

Could 'civics education' engage students?

Henry Milner, *The Internet Generation: Engaged Citizens or Political Dropouts*

Pammett and LeDuc, *Explaining the Turnout Decline in Canadian Federal Elections* (also at www.elections.ca)

IDEA, *Engaging the Electorate: Initiatives to Promote Voter Turnout from Around the World*

Martin Wattenberg, *Is Voting for Young People?*

J. Briggs, *Young People and Political Participation: Teen Players*.

David Marsh et al, *Young People and Politics in the UK: Apathy or Alienation?*

Cliff Zukin, et al, *A New Engagement?: Political Participation, Civic Life and the New American Citizen*.

Kathy Megyeri, ed., *Youth in Canadian Politics*, RCERPF

Alison Park, "The Generation Game" in *British Social Attitudes*, vol 17, ch 1. and "Has Modern Politics disenchanting the Young?" in *British Social Attitudes*, vol 21, ch 2.

The Electoral Commission (U.K.) *Age of Electoral Majority*

Samuel Barnes and Max Kaase, *Political Action*, chapters 15 & 16

M. Kent Jennings, *The Political Character of Adolescence*, ch 5

M. Kent Jennings and Richard G. Niemi, *Generations and Politics: A Panel Study of Young Adults and their Parents*, ch 5

Richard H. Kimberlee, "Why Don't British Young People Vote at General Elections?" *Journal of Youth Studies* Vol 5, No 1, pp 85-98.

L. Bronner & D. Ifkovits, "Intended and unintended consequences of Austria's electoral reform," *Electoral Studies* vol 61, October, 2019.

March 10

Gender and Participation

Discussion questions:

Is there a 'gender gap' in political participation, and if so, in what activities?

What factors explain male-female participation differences?

Are there significant attitudinal/opinion differences between genders?

Are women marginalized in political parties?

Would institutional changes be effective in producing gender equality in participation?

Brenda O'Neill & Melanee Thomas, "Because It's 2015: Gender and the 2015 Federal Election," in Pammett & Dornan, *The Canadian Federal Election of 2015*, ch 11.

M. Carneras, "Why no gender gap in electoral participation?: A civic duty explanation," *Electoral Studies*, vol 52, April 2018.

Lena Wangnerud, "Women in Parliaments: Descriptive and Substantive Representation," *Annual Review of Political Science*, 2009, 51-69

Caroline Andrew, ed, *Electing a Diverse Canada: the Representation of Immigrants, Minorities and Women*

Linda Trimble & Jane Arscott, *Still Counting: Women in Politics Across Canada*

Jane Arscott and Linda Trimble, eds, *In the Presence of Women: Representation in Canadian Governments*, Part I

Lisa Young, *Feminists and Party Politics*

Sylvia Bashevkin, "Political Parties and the Representation of Women," in Alain Gagnon and Brian Tanguay, ed., *Canadian Parties in Transition*, ch 19

Sylvia Bashevkin, *Tales of Two Cities: Women and Municipal Restructuring in London and Toronto*

Janine Brodie, *Women and Politics in Canada*

Manon Tremblay and Linda Trimble, eds., *Women and Electoral Politics in Canada*, Parts I and II

Kathy Megyeri, ed., *Women in Canadian Politics*, RCERPF

The Electoral Commission (U.K.) *Gender and Political Participation*
Nancy Burns, Kay Schlozman and Sidney Verba, *The Private Roots of Public Action: Gender, Equality and Political Participation*
Ronald Inglehart and Pippa Norris, *Rising Tide*
Joni Lovenduski, *Feminizing Politics*

March 17

Contemporary Methods of Participation (political consumerism; deliberative polling; the Internet; Citizens Assemblies; participatory budgeting)

Discussion questions:

Is political consumerism real political participation?

What are the realities and possibilities of political participation using the internet?

Will internet voting increase voter turnout?

What is the future of participatory institutions and deliberative policy exercises?

D. Stolle & M. Micheletti, *Political Consumerism*.

Michelle Micheletti and Andrew McFarland, *Creative Participation: Responsibility-Taking in the Political World*

Andrew McFarland, *Boycotts and Dixie Chicks: Creative Political Participation at Home and Abroad*.

Bart Cammaerts, *Internet-Mediated Participation Beyond the Nation-State*

Beth Noveck, *Wiki Government*

Todd Davies and Seeta Gangadharan, *Online Deliberation: Design, Research and Practice*

Peter Dahlgren, *Media and Political Engagement*

Karen Mossberger, *Digital Citizenship*

Brian D. Loader, *Young Citizens in the Digital Age*

Michael Keren, *Blogosphere: The New Political Arena*

Benjamin Barber, *Strong Democracy*

Jane J. Mansbridge, *Beyond Adversary Democracy*

John Burnheim, *Is Democracy Possible? The Alternative to Electoral Politics*

Ted Becker and Christa Slaton, *The Future of Teledemocracy*

James Fishkin and Peter Laslett, *Debating Deliberative Democracy*

James Fishkin, *Democracy and Deliberation*

James Fishkin, *The Voice of the People: Public Opinion and Democracy*

Martha McCaughey and Michael Ayers, *Cyberactivism: Online Activism in Theory and Practice*

Michael R. Alvarez and Thad Hall, *Point Click and Vote: The Future of Internet Voting*

John Gastil, *By Popular Demand: Revitalizing Representative Democracy Through Deliberative Elections*

Rachel K. Gibson, Andrea Rommele, Stephen J. Ward, *Electronic democracy: Mobilization, organization and Participation via New ICTs*. Esp ch 1, 9.

Andrew Chadwick, *Internet Politics: Citizens, States and New Communications Technologies*

March 24

Democracy, Social Capital and Postmaterialism

Discussion questions:

What is the purpose of participation in different models of democracy?

How much participation is enough? Can we have too much?

What are the rights and duties of the good citizen?

How important are institutions in encouraging participation?

What is the meaning of 'social capital' and why is the term so popular?

What are the key components of social capital?

What are the components and sources of 'postmaterial' values?

Carole Pateman, *Participation and Democratic Theory*

Jane Mansbridge, *Beyond Adversary Democracy*

Gabriel Almond & Sidney Verba, *The Civic Culture*, ch 6-9, 15

C.B. MacPherson, *The Life and Times of Liberal Democracy*

Frances Abele, et al, *Talking with Canadians: Citizen Engagement and the Social Union*

Benjamin Barber, *Strong Democracy*

Bruce E. Cain, et al, *Democracy Transformed ? Expanding Electoral Opportunities in Advanced Industrial Democracies.*

Geraint Parry, ed., *Participation in Politics*, Part I The Idea of Political Participation

Joanna Everett & Brenda O'Neill, *Citizen Politics*, ch 14-17, 21-24.

Russell Dalton, *The Good Citizen*

Gerry Stoker, *Why Politics Matters: Making Democracy Work.*

Gerry Stoker, *Prospects for Citizenship.*

Colin Hay, *Why We Hate Politics*

Russell Dalton, *Citizen Politics*, Part One (recent edition preferred)

Joergen Goul Andersen and Jens Hoff, *Democracy and Citizenship in Scandinavia*

John Field, *Social Capital*

Sandra Franke, *Measurement of Social Capital*

Robert Putnam, *Bowling Alone*

Susan Pharr and Robert Putnam, ed, *Disaffected Democracies*

Gabriel Budescu and Eric Uslaner, eds, *Social Capital and the Transition to Democracy*, ch 1,5,6,8,12,13.

Henry Milner, *Civic Literacy: How Informed Citizens Make Democracy Work.*

Jan van Deth, *Private Groups and Public Life*

Pippa Norris, *Democratic Phoenix*, Part III

Robert Putnam, *Making Democracy Work*

Robert W. Jackman and Ross A. Miller, "Social Capital and Politics" in *Annual Review of Political Science*, 1998, 47-73

Michael Woolcock, "The Rise and Routinization of Social Capital, 1998-2008," in *Annual Review of Political Science*, 2010, 469-87.

Neil Nevitte, *The Decline of Deference*

Ronald Inglehart, Neil Nevitte and Miguel Basanez, *The North American Trajectory*, ch 4.
Ariel Armony, *The Dubious Link: Civic Engagement and Democratization*
Diana C. Mutz, *Hearing the Other Side: Deliberative versus Participatory Democracy*
Bo Rothstein, *Social Traps and the Problem of Trust*
Ann Dale and Jenny Onyx, *A Dynamic Balance: Social Capital and Sustainable Community Development*
Fiona Kay and Richard Johnston, *Social Capital, Diversity and the Welfare State*

March 31

Protest

Discussion questions:

Has “protest politics moved from margin to mainstream?” (Norris)

Who protests? Is political protest related to political ideology?

How effective can protest be, and what strategies are most effective?

J. Harden, *Quiet No More: New Political Activism in Canada and Around the Globe*.
E. Chenowith & M. Stephan, *Why Civil Resistance Works: the Strategic Logic of Nonviolent Conflict*.
David McNally, *Another World is Possible: Globalization and Anti-Capitalism*
Wim Van de Donk, *Cyberprotest : New Media, Citizens, and Social Movements*
Martha McCaughey and Michael Ayers, *Cyberactivism: Online Activism in Theory and Practice*
James N. Rosenau, *People Count! Networked Individuals in Global Politics*
Maria Kousis and Charles Tilley, *Economic and Political Contention in Comparative Perspective*
Mary Trueman, *Political Protest Against Economic Loss in Mid and late Twentieth Century Canada* (Phd thesis, available electronically)
April Carter, *Direct Action and Democracy Today*
Michael Edwards and John Gaventa, *Global Citizen Action*
Tianjian Shi, *Political Participation in Beijing*, chapter 8
Russell Dalton, *Citizen Politics*, chapter 4
Kenneth Keniston, *Young Radicals*
Samuel Barnes and Max Kaase, *Political Action*, chapter 16

April 7

Current Issues in Political Participation revisited.

Papers handed in today.

Academic Accommodations

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 obligation

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 obligation

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

Academic 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, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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: carleton.ca/sexual-violence-support

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 compete or perform 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

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:

- 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;
- 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 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.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

Approval of final grades

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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

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