

## PSCI 4407A

# Public Policy: Content and Creation

*Schedule:* Fridays, 11:35 am to 2:25 pm

*Location:* Please confirm on Carleton Central

*Instructor:* Dr. Vandna Bhatia  
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*Office Hours:* Thursdays, 10:00 am to 12:00 pm or by appointment

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## Course Description and Learning Outcomes

Public policy is a set of decisions (or non-decisions) made by political actors to address an issue or keep it off the agenda. It can be an expression of ideas, an exercise of power, or the product of history and incremental development. Public policy can be analyzed descriptively – how an issue comes to be viewed as a problem, how a solution among many is selected and implemented and to what effect. We can also think about policy as the outcome of politics – a contest of values, interests, ideas and power among those who engage in making, influencing, analyzing, and studying it.

In this course, we will begin with an understanding of policy as *persuasion* – that is, policy as a *process* of persuading and being persuaded, as well as policy as *content* reflecting ideas, convictions, goals and means. We will critically explore and compare some important approaches to and theories for understanding and analyzing public policy, including the roles of institutions, actors, and ideas that shape public policy. The policy development process – agenda setting, formulation, decision-making, and feedback – will be used to examine different stages of policy creation and the various concepts and theories that help explore how that process unfolds and the content of policies that emerge from it. We will examine a number of specific policy issues to illustrate and apply theoretical concepts from the public policy literature. Students are encouraged to pursue their own areas of policy interest through additional readings, seminar discussions and written course work.

The aim of this course is to prepare students in the foundations of public policy theory and its 'real world' applications. Students will develop critical skills through their reading, interpretation, comparison and critical evaluation of these approaches. Students should emerge from this course with skills that will enable them to:

- Compare and contrast differences and similarities across a range of policy theories and/or concepts;
- Synthesize theoretical concepts and integrate them with the policy process;
- Apply these concepts to the critical analysis of practical policy problems;
- Effectively communicate concepts and ideas through oral and written work;
- Demonstrate a strong capacity for critical thinking and independent learning.

## Course Format and Evaluation

This is a seminar class, and students are expected to attend each class in its entirety. Each class will begin with a brief overview of the week's themes and issues by the instructor. Students will be required to briefly present key ideas and facilitate class discussions drawing on the required readings. *All students are expected to complete the required readings before class and to participate in class discussions.*

The following components comprise the evaluation of students' work in this course:

|   |             |
|---|-------------|
| Seminar Participation                             | 15%         |
| Discussion Facilitation                           | 10%         |
| Thought pieces (2 x 10%) – Due March 1 & March 29 | 30%         |
| Final Research Essay – Due April 9                | 40%         |
| <b>Total</b>                                      | <b>100%</b> |

### 1. Seminar Attendance & Participation: 15%

In a seminar format, student participation is critical. Regular attendance and thorough preparation for each seminar are minimum requirements for all students (see [Active Reading and Preparing for Seminar Discussions](#)). Therefore, **attendance in seminars is mandatory. Students who miss more than two seminars – including partial seminars – will receive an automatic 0 for participation.** Please notify me in advance (by email), if you have to miss a class for compelling reasons. Exceptions will be made only in those cases of verifiable and documented special circumstances (such as illness or bereavement). Students will be evaluated on the basis of their regular, active, informed and thoughtful oral participation in class discussions. Participation will be evaluated based on the quality and frequency of their oral contributions, with greater weight given to quality. It is expected that you engage with other students' and the instructor's ideas constructively, critically, and respectfully. Quality contributions to class discussions (questions, comments) demonstrate that you have read and grasped the assigned materials; that you can analytically reflect and critically comment on the central ideas of the readings; and that you can make connections between these.

### 2. Student Facilitators: 10%

Student will work in a small group to plan and facilitate discussion of each week's topic. Facilitators are responsible for introducing the assigned readings for a particular class/topic, including identifying the central ideas (main points and arguments) of the readings (10-15 minutes). Facilitators must also lead class discussion of the main themes and ideas arising from the readings. This may involve posing questions for the full class and/or using small group activities to stimulate discussion (60 minutes). Students in each group will receive the same grade for this component. Students should come to the second class with their first and second choices for the week they wish to facilitate.

### 3. Thought-papers: 30% (2 @ 15%)

Students are required to submit two short papers, each of which should be between 750-1000 words in length. The first paper is due on **March 1** and will compare and contrast two theoretical approaches from weeks 3-6 (Institutions, Interests, and Ideas: Theories of Public Policy). The second paper is due on **March 29** and will

compare and contrast two models for policy analysis from weeks 7-10 (Models of the Policy Process). Each paper should include at least two required readings, one from each of two separate weeks (but not a week in which you are facilitating discussion). Papers may include reference to other sources from the syllabus, including the supplementary readings. Use of other, external sources is discouraged. The objectives of these papers are: to identify what you believe to be the main insights, concepts or questions raised in the readings; and, to demonstrate critical engagement with and analysis of the material. More details about the assignment will be posted on cuLearn and discussed in class. Papers must be submitted online via cuLearn no later than 10:00 AM on the Friday they are due. Late papers will be deducted 2/15 marks per day, up to 5 days, after which they will be assigned 0. **Please note that students must submit both papers to receive a passing grade in the course.**

#### 4. Policy Analysis Essay: 40% (proposal 5%, essay 35%)

Students are expected to prepare an original analytic paper exploring a specific theoretical approach (drawn from topics addressed in the course syllabus) and applying it to a specific public policy issue. Specific paper topics must be developed in a brief proposal that includes an overview of the topic and a description of the argument to be made in the paper. This submission will be worth 5% of your essay grade and is due no later than **March 15, 2019**. The essay itself is worth 35% of the final course grade and should be approximately 3000-4000 words in length. Additional details about and guidelines for the assignment will be distributed in class. The essay will be due via cuLearn on **Tuesday April 9, 2019**. Late papers will be penalized -2% (i.e., -2/35) per day.

#### Guidelines for Written Work

ALL written work must be uploaded in cuLearn in pdf format. **Please do not send papers via email.** All sources (class readings or other sources including books, book chapters, articles, internet sources etc.) must be properly referenced in the text, with clearly marked quotations and page citations where appropriate. Parenthetical references (author surname, date, page number) are preferred but any recognized citation style is acceptable. Evaluation of papers is based on: (a) the merits (originality, persuasiveness) of your argument; (b) the logic and clarity of your argument; (c) the appropriateness and relevance of the cited readings (including a consistent citation style); (d) correct English grammar, spelling, and usage. There will be no extensions, except in cases of a documented medical or family emergency.

#### CULearn

The course has a CULearn page that contains electronic copies of the syllabus and guidelines and information concerning assignments and presentations. Presentations and other course related material, such as links to online resources and reserved readings, will also be posted here. CULearn also has a discussion forum, which students are encouraged to use to post thoughts, questions or comments concerning the course or to continue class discussions. I will moderate the site as needed, and post information there as well.

## Topic Schedule and Readings

### Required Readings & Textbooks

The following book is required for the course and is available through Haven Books located at 43 Seneca Street (at Sunnyside), Ottawa and will also be on reserve at MacOdrum Library. The text is also available electronically through the publisher.

- Paul Cairney (2012). *Understanding Public Policy: Theories and Issues*. Palgrave Macmillan.

Most other required readings are available electronically through MacOdrum Library website and/or via the electronic reserves (Ares) link in the course cuLearn site.

### Schedule

#### I. What is Public Policy?

##### 1. January 11: Introduction – What is Public Policy?

*Required Reading:*

- Cairney, Chapter 1 (Introduction) pp. 1-21
- Cairney, Chapter 2 (What is Public Policy?), pp. 22-44

*Supplementary Reading:*

- Goodin, Rein & Moran (2006). The public and its policies. In M. Moran, M. Rein & R.E. Goodin. Eds. *The Oxford Handbook of Public Policy*. Oxford: OUP. [E-book available via university library]
- Hassel A. (2015). Public Policy. *International Encyclopedia of the Social and Behavioral Sciences*, Second Edition, Volume 19, pp. 569-575 [E-book available via university library]
- Stone, D. (2012). The Market and the Polis, in *Policy Paradox: The Art of Political Decision Making*, 3rd ed., pp. 19-36. New York: W. W. Norton and Co.

##### 2. January 18: Making Public Policy – Power and Persuasion

*Required Reading:*

- Cairney, Chapter 3 (Power and Public Policy), pp. 46-68
- Crawford N.C. (2009). *Homo politicus* and argument (nearly) all the way down: Persuasion in politics. *Perspectives on Politics*, 7(1):103-124. DOI: [10.1017/S1537592709090136](https://doi.org/10.1017/S1537592709090136)

*Supplementary Reading:*

- Bachrach, P., & Baratz, M. S. (1962). Two faces of power. *American Political Science Review*, 56(4): 947-952.
- McFarland, A. (2015). Power. *International Encyclopedia of the Social and Behavioral Sciences*, Second Edition, Volume 19, pp. 760-764 [E-book available via McOdrum]
- Torgerson, D. (1986). Between knowledge and politics: Three faces of policy analysis. *Policy Sciences* 19(1): 33-59.

## II. Institutions, Interests, and Ideas: Theories of Public Policy

### 3. January 25: Institutionalism – Constitutional Structures and Institutional Rules

*How are institutions defined in the 'new' institutionalism? What are the main theoretical distinctions between different variants of institutionalism? How do each of these variants explain the role of institutions in the policy process?*

*Required Reading:*

- Cairney, Chapter 4 (Institutions and 'New Institutionalism'), pp. 69-93
- Cairney, Chapter 6 (Structural Explanations), pp. 111-131
- Verdun, A. (2015). A historical institutionalist explanation of the EU's responses to the euro area financial crisis. *Journal of European Public Policy*, 22(2), 219-237. DOI: [10.1080/13501763.2014.994023](https://doi.org/10.1080/13501763.2014.994023)

*Supplementary Reading*

- Hall, P.A. & Taylor, R.C.A. (1996). Political science and the three new institutionalisms. *Political Studies*, 44(5): 936-957
- Immergut, E. M. (1998). The theoretical core of the new institutionalism. *Politics & Society*, 26(1), 5-34.
- March, J.G. & Olsen, J.P. (1996). Institutional perspectives on political institutions. *Governance*, 9(3): 47-64
- Peters, B. G., Pierre, J., & King, D. S. (2005). The politics of path dependency: Political conflict in historical institutionalism. *The Journal of Politics*, 67(4): 1275-1300.
- Tsebelis, G. (1995). Decision making in political systems: Veto players in presidentialism, parliamentarism, multi-cameralism and multi-partyism. *British Journal of Political Science*, 25:289-325

### 4. February 1: Rationality and Incrementalism

*What are the core tenets of rational choice theory? What is bounded rationality? How is incrementalism understood in the policy process? How effective and/or useful are rational choice theory and/or incrementalism for understanding and explaining the policymaking process and policy change?*

*Required Reading:*

- Cairney, Chapter 5 (Rationality and Incrementalism) pp. 94-110
- Cairney, Chapter 7 (Rational Choice Theory), pp. 132-153

*Supplementary Reading:*

- Hay, C. (2004). Theory, stylized heuristic or self-fulfilling prophecy? The status of rational choice theory in public administration. *Public Administration*, 82(1): 39-62.
- Lindblom, C. E. (1959). The science of muddling-through. *Public Administration Review*, 19: 79-88
- Ostrom, E. (1998). A behavioral approach to the rational choice theory of collective action: Presidential address, American Political Science Association, 1997. *American Political Science Review*, 92(1): 1-22.
- Pontusson, J. (1995). From comparative public policy to political economy: Putting political institutions in their place and taking interests seriously. *Comparative Political Studies*, 28(1): 117-147.

## 5. February 8: Multilevel Governance

*What is meant by governance? How do institutions influence governance, and shape rules and strategic choices in policy decision-making?*

*Required Reading:*

- Cairney, Chapter 8 (Multilevel Governance), pp. 154-174
- Schertzer, R., McDougall, A., & Skogstad, G. (2018). Multilateral Collaboration in Canadian Intergovernmental Relations: The Role of Procedural and Reciprocal Norms. *Publius: The Journal of Federalism* 48(4): 636–663. <https://doi.org/10.1093/publius/pjxo66>

*Supplementary Reading:*

- Cameron, D. & Simeon, R. (2002). Intergovernmental Relations in Canada: The Emergence of Collaborative Federalism. *Publius: The Journal of Federalism*, 32( 2):49-72. DOI: [10.1093/oxfordjournals.pubjof.a004947](https://doi.org/10.1093/oxfordjournals.pubjof.a004947)
- Lecours, A., & Béland, D. (2009). Federalism and fiscal policy: The politics of equalization in Canada. *Publius: The Journal of Federalism*, 40(4): 569-596
- Papadopoulos, Y. (2010). Accountability and multi-level governance: more accountability, less democracy? *West European Politics*, 33(5): 1030-1049. DOI: [10.1080/01402382.2010.486126](https://doi.org/10.1080/01402382.2010.486126)
- Pierson, P. (1995). Fragmented welfare states: Federal institutions and the development of social policy. *Governance*, 8(4): 449-478.
- Weaver, R. K., & Rockman, B. A. (1993). Chapter 1: Assessing the Effects of Institutions. In Weaver & Rockman (Eds.). *Do Institutions Matter? Government Capabilities in the United States and Abroad*. Brookings Institution Press.

## 6. February 15: Policy Ideas and Policy Paradigms

*What are 'ideas' in policy analysis? What types of ideas influence policymaking and how? What is the relationship between ideas and interests? Ideas and institutions? Under what conditions or circumstances can ideas be influential?*

*Required Readings:*

- Surel, Y. (2000). The role of cognitive and normative frames in policy-making. *Journal of European Public Policy*, 7(4), 495-512. DOI: <https://doi.org/10.1080/13501760050165334>
- Béland, D. (2009). Ideas, institutions, and policy change. *Journal of European public policy*, 16(5): 701-718 DOI: [10.1080/13501760902983382](https://doi.org/10.1080/13501760902983382)
- Béland, D. & R.H. Cox (2016). Ideas as coalition magnets: coalition building, policy entrepreneurs, and power relations, *Journal of European Public Policy*, 23(3): 428-445, DOI: [10.1080/13501763.2015.1115533](https://doi.org/10.1080/13501763.2015.1115533)

*Supplementary Readings:*

- Hall, P. (1993). Policy paradigms, social learning, and the state: The case of economic policymaking in Britain. *Comparative Politics*, 25(3): 275-296
- Kangas, O.E., Niemelä M. and Varjonen S. (2014). When and why do ideas matter? The influence of framing on opinion formation and policy change. *European Political Science Review*, 6, 73-92.
- Parsons C. (2016) Ideas and power: Four intersections and how to show them, *Journal of European Public Policy*, 23(3): 446-463, DOI: [10.1080/13501763.2015.1115538](https://doi.org/10.1080/13501763.2015.1115538)

- Rochefort D.A. and Cobb R.W. (1993). Problem definition, agenda access, and policy choice. *Policy Studies Journal*, 21(1): 56-71.
- Schmidt, V.A. (2011). Speaking of change: why discourse is key to the dynamics of policy transformation. *Critical Policy Studies*, 5(2): 106-126.

## February 22: Reading Week Break

### III. Models of the Policy Process

#### 7. March 1: Punctuated Equilibria

*What factors contribute to and reinforce policy equilibria? What are policy punctuations? How and under what conditions do they occur? What is the role of networks of policy actors in influencing the nature and timing of policy punctuations?*

*Required Reading:*

- Cairney, Chapter 9 (Punctuated Equilibrium), pp. 175-199
- Studlar, D. T., & Cairney, P. (2014). Conceptualizing punctuated and non-punctuated policy change: Tobacco control in comparative perspective. *International Review of Administrative Sciences*, 80(3), 513-531. DOI: [10.1177/02F0020852313517997](https://doi.org/10.1177/02F0020852313517997)

*Supplementary Reading:*

- Givel, M. (2006). Punctuated equilibrium in limbo: The tobacco lobby and US state policymaking from 1990 to 2003. *Policy Studies Journal*, 34(3), 405-418.
- Howlett, M., & Migone, A. (2011). Charles Lindblom is alive and well and living in punctuated equilibrium land. *Policy and Society*, 30 (1), 53-62.
- Jennings, W., Farrall, S., Gray, E., & Hay, C. (2017). Moral panics and punctuated equilibrium in public policy: An analysis of the criminal justice policy agenda in Britain. *Policy Studies Journal*. [Early view online access](#).
- Jones, B. D., & Baumgartner, F. R. (2012). From there to here: Punctuated equilibrium to the general punctuation thesis to a theory of government information processing. *Policy Studies Journal*, 40(1): 1-20
- Mintrom, M., & Norman, P. (2009). Policy entrepreneurship and policy change. *Policy Studies Journal*, 37(4), 649-667.
- Richardson, J. (2000). Government, interest groups and policy change. *Political Studies*, 48(5): 1006-25.

#### 8. March 8: The Advocacy Coalition Framework

*What is a policy subsystem? How do advocacy coalitions and policy subsystems influence the policy process, and in particular, contribute to policy learning and change? What is the role of expertise and knowledge in this process? How are advocacy coalitions different from other types of actor networks?*

*Required Reading:*

- Cairney, Chapter 10 (The Advocacy Coalition Framework), p. 200-219
- Mukherjee, I., & Howlett, M. (2015). Who is a stream? Epistemic communities, instrument constituencies and advocacy coalitions in public policy-making. [Politics and Governance](#), 3(2), 65-75.

- Anderson, W. F. A., and D. A. MacLean (2015). Public forest policy development in New Brunswick, Canada: multiple streams approach, advocacy coalition framework, and the role of science. *Ecology and Society* 20(4):1-20. DOI: [10.5751/ES-07795-200420](https://doi.org/10.5751/ES-07795-200420)

*Supplementary Reading:*

- Dowding, K. (1995). Model or metaphor? A critical review of the policy network approach. *Political Studies*, 43(1), 136-158.
- Haas, P. M. (1992). Introduction: epistemic communities and international policy coordination. *International Organization*, 46(1), 1-35.
- Heinmiller, B.T., Pirak, K. (2017). Advocacy Coalitions in Ontario Land Use Policy Development. *Review of Policy Research*, 34(2): 168-185.
- Matti, S., & Sandström, A. (2013). The defining elements of advocacy coalitions: Continuing the search for explanations for coordination and coalition structures. *Review of Policy Research*, 30 (2), 240-257.
- Ostrom E. (2014) Collective action and the evolution of social norms. *Journal of Natural Resources Policy Research*, 6:4, 235-252.

## 9. March 15: Multiple Streams and the Definition of Alternatives

*What is agenda setting and how does it occur in the multiple streams model? What is the role of ideas in agenda setting? What factors influence whether and when windows of opportunity arise?*

*Required Reading:*

- Cairney, Chapter 11 (The Role of Ideas), pp. 220-243
- Birkland, T.A. & DeYoung, S.E. (2013). Chapter 14: [Focusing events and policy windows](#). In Araral, E. (Ed). *Routledge Handbook of Public Policy*. New York: Routledge [E-book]
- Birkland, T. A. (2004). "The World Changed Today": Agenda-Setting and Policy Change in the Wake of the September 11 Terrorist Attacks. *Review of Policy Research*, 21(2), 179-200. DOI: [10.1111/j.1541-1338.2004.00068.x](https://doi.org/10.1111/j.1541-1338.2004.00068.x)

*Supplementary Reading:*

- Béland, D. (2015). Kingdon reconsidered: Ideas, interests and institutions in comparative policy analysis. *Journal of Comparative Policy Analysis: Research and Practice*, 6988(January): 1–15.
- Cairney, P. & Jones, M.D. (2016). Kingdon's multiple streams approach: What is the empirical impact of this universal theory? *Policy Studies Journal*, 44(1), 37-58
- Cohen, M.D., March, J. G. and Olsen, J. P. (1972). A garbage can model of organisational choice, *Administrative Science Quarterly*, 17(1): 1-25
- Downs, A. (1972). Up and down with ecology – the 'issue attention cycle'. *The Public Interest* 28: 38-50.

## 10. March 22: Narratives Frameworks and Policy Stories

*What are the elements of persuasive policy stories? How do narratives influence the policy process? How do they affect the content of policy decisions? What distinguishes narrative analysis from multiple streams and advocacy coalition approaches?*

*Required Reading:*

- Stone, D.A. (1989). Causal stories and the formation of policy agendas. *Political Science Quarterly* 104(2): 281–300.
- Gupta, K., Ripberger, J., & Wehde, W. (2018). Advocacy Group Messaging on Social Media: Using the Narrative Policy Framework to Study Twitter Messages about Nuclear Energy Policy in the United States. *Policy Studies Journal*, 46(1), 119-136.

*Supplementary Reading:*

- McBeth, M. K., Shanahan, E. A., Arnell, R. J., & Hathaway, P. L. (2007). The intersection of narrative policy analysis and policy change theory. *Policy Studies Journal*, 35(1), 87-108. DOI: [10.1111/j.1541-0072.2007.00208.x](https://doi.org/10.1111/j.1541-0072.2007.00208.x)
- McGinty, E.E., J.A. Wolfson, T.K. Sell, D.W. Webster (2016). Common sense or gun control? Political communication and news media framing of firearm sale background checks after Newtown. *Journal of Health Politics, Policy and Law*, 41 (1): 3–40.
- Rochefort D.A. and Cobb R.W. (1993). Problem definition, agenda access, and policy choice. *Policy Studies Journal*, 21(1): 56-71.
- Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *American Political Science Review*, 87(2), 334-347.
- Shanahan, E.A., M.D. Jones, and M.K. McBeth (2011). Policy narratives and policy processes. *Policy Studies Journal* 39(3): 535–61.
- Smith-Walter, A., Peterson, H. L., Jones, M. D., & Nicole Reynolds Marshall, A. (2016). Gun stories: How evidence shapes firearm policy in the United States. *Politics & Policy*, 44(6), 1053-1088.

## IV. Policy Decision-Making and Change

### 11. March 29: Policy Feedback and Learning

*What is policy feedback? What are differences between positive and negative feedback, and how they influence policy change? What are the sources or forms of feedback?*

*Required Readings:*

- Campbell, A.L. (2012). Policy makes mass politics. *Annual Review of Political Science*, 15: 333-351.
- Jacobs, L., & Mettler, S. (2018). When and how new policy creates new politics: Examining the feedback effects of the Affordable Care Act on public opinion. *Perspectives on Politics*, 16(2), 345-363. DOI: [10.1017/S1537592717004182](https://doi.org/10.1017/S1537592717004182)

*Supplementary Reading:*

- Béland, D. (2010). Reconsidering policy feedback: How policies affect politics. *Administration & Society*, 42
- Galvin, D. J., & Thurston, C. N. (2017, July). The Democrats' Misplaced Faith in Policy Feedback. In *The Forum* (Vol. 15, No. 2, pp. 333-343). De Gruyter.

- Pierson, P. (1993). When effect becomes cause: Policy feedback and political change. *World Politics*, 45(04), 595-628. DOI: [10.2307/2950710](https://doi.org/10.2307/2950710)
- Weaver, R. K. (1986). The politics of blame avoidance. *Journal of Public Policy*, 6(4), 371-398.
- Weaver, K. (2010). Paths and forks or chutes and ladders? Negative feedbacks and policy regime change. *Journal of Public Policy*, 30(2): 137-162.

## 12. April 5: Policy Transfer and Diffusion: International Influences on Domestic Public Policy

*What are non-domestic sources of policy learning and transfer? What are mechanisms by which international and global factors influence domestic policy change?*

### *Required Readings:*

- Cairney, Chapter 12 (Policy Transfer), pp. 244-264
- Paterson, M., Hoffmann, M., Betsill, M., & Bernstein, S. (2014). The micro foundations of policy diffusion toward complex global governance: An analysis of the transnational carbon emission trading network. *Comparative Political Studies*, 47(3), 420-449. DOI: <https://doi.org/10.1177/0010414013509575>

### *Supplementary Readings:*

- Bennett, C. J., & Howlett, M. (1992). The lessons of learning: Reconciling theories of policy learning and policy change. *Policy Sciences*, 25(3), 275-294.
- Knill, C. (2005) Introduction: Cross-national policy convergence: concepts, approaches and explanatory factors, *Journal of European Public Policy*, 12(5): 764-77., DOI: [10.1080/13501760500161332](https://doi.org/10.1080/13501760500161332)
- Marsh, D. & Sharman, J.C. (2009) Policy diffusion and policy transfer. *Policy Studies*, 30(3): 269-288, DOI: [10.1080/01442870902863851](https://doi.org/10.1080/01442870902863851)
- Stone, D. (2012) Transfer and translation of policy. *Policy Studies*, 33(6): 483-499, DOI: [10.1080/01442872.2012.695933](https://doi.org/10.1080/01442872.2012.695933)

## 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](https://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](https://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](mailto: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](https://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](https://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](https://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.