Carleton University
Fall 2021
Department of Political Science

PSCI 6300 (F)
Political Theory I

Wednesdays, 8:35 am – 11:25 am
This course will be held remotely online

Instructor: Sophie Marcotte Chenard
Office: Loeb D690
Office Hours: **Mondays** 9:30am-11:30am (link on Brightspace) or by appointment
Email: sophie.marcottechenard@carleton.ca

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Course Description

The Adventures of Democracy: A Discontinued History

This PhD core course focuses on an "essentially contested" concept in political science: democracy.[1] In this course, we will look at the foundations of democratic politics from the perspective of political theory. Our goal is to examine the philosophical concepts used to justify, criticize, amend or reject democratic practices and norms.

We tend to forget that the experience of democracy is, in human history, the exception rather than the rule. Its history is a fragmented one, made of momentary and contingent irruptions of democratic claims, often preceded and followed by crises, ruptures, reforms or revolutions. From direct democracy in Ancient Athens to the tumults of Republican Rome, the radical claims of the French Revolution and the collapse of the Weimar republic, these political experiences lead to divergent theorizations of the value and challenges of democratic politics. Our task is to follow the adventures of democracy in its non-linear, bumpy ride across different periods.

This course combines historical and normative approaches to raise questions such as: Is liberal democracy the only possible form of democracy? What are its weaknesses? How should democratic regimes deal with disagreements and conflicts? How to reconcile the claim of equality and the recognition of difference within a democratic society? What is the source of

[1] Gallie, "Essentially Contested Concepts" in *Proceedings of the Aristotelian Society*, New Series, 56 (1955-1956): 167-198.

democratic authority? Among topics covered are the nature and role of democratic deliberation, the epistemic value of democratic procedures, the status and value of representation, the divergent meanings of citizenship, the place of conflict within democratic politics and the tension between democratic values such as liberty and equality.

This course is designed to provide a substantive overview of the major themes in historical and contemporary democratic thought and an introduction to the works of central thinkers in political philosophy, including Plato, Aristotle, Machiavelli, Rousseau, Wollstonecraft, de Gouges, Tocqueville, Habermas, Young, Mouffe, Honneth.

Learning Objectives:

By the end of this course, students should be able to:

- Acquire knowledge of primary currents, themes and approaches in democratic theory;
- Develop critical perspectives on these currents and approaches;
- Provide an account of the historical and social context of democratic Athens, Republican Rome, the French Revolution and the Weimar Republic;
- Develop analytical reading and writing skills and master interpretive tools in reading past texts;
- Learn how to apply the concepts discussed in class to contemporary politics.

Contact Policy:

The best way to contact me outside of scheduled office hours is via email. You can expect a reply within 48 hours (weekends excluded). If your question cannot be answered by a short email, please drop by during online office hours or stay on Zoom after the seminar discussion.

Course Format

This course is delivered remotely online using a blended approach of synchronous meetings (seminar discussions, office hours) and asynchronous activities (posting in discussion forums, completing the readings).

The required readings are available on the course page for each week, along with other materials, including videos, additional academic articles and resources, editorials and newspaper articles that deal with topics related to this course.

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

Required Texts (available for purchase in bookstores or online)

- Alexis de Tocqueville, *Democracy in America*, Vol. 2, Liberty Fund.

* Any edition (new or used) can be used, provided that it is unabridged. You can purchase the book at the University bookstore, in other bookstores or online. All other readings will be available directly on Brightspace at no cost to you.

Course Assignments

Assignment	Due Date	Percentage of Final Grade
Attendance/Participation	Marked weekly	25%
Research Paper Proposal	October 20th	15 %
Essay Presentation	December 1st	20%
Research Essay (max 5000 words)	December 13th	40 %

Course Assignments Overview

1. Attendance and Participation (25%) – Marked weekly

Participation in the seminar discussions is an **essential component** of this course. Through synchronous weekly exchanges, you will be given the opportunity to raise questions about the readings, expose the strengths and weaknesses of the arguments presented in the texts and further deepen your understanding of historical and contemporary democratic theory.

Participation will be evaluated according to the following criteria: preparation ahead of the seminar; quality of interventions, ability to engage in a constructive dialogue with your peers; ability to engage critically with the texts, and to make connections with other concepts/ideas covered in the course. **To earn full points**, you are required to attend the seminar on a regular basis, demonstrate that you have read the texts in advance and contribute actively, positively and respectfully to the discussion.

You should also arrive prepared with **one question about the texts under study**, which **you should post in the "Question forum"** on the course page each week on **Tuesday before 5 pm.** It is each student's responsibility to read other students' questions prior to the seminar discussion.

2. Research Paper Proposal (15%) – Due October 20th

You should submit a research paper proposal (max. 5 pages, double space, excluding the bibliography) in which you present the general problem or question you will be addressing, how you intend to approach it, which thinker(s) and sources you will be using, and what the main argument of your paper will be. This proposal is the first step in preparing for writing your final research paper. This should be accompanied by an annotated bibliography of 5-7 sources. Specific guidelines will be posted on the course page.

You can submit your Research paper proposal in Word or PDF format. Please name your submitted assignment as follows: Lastname.Firstname.Assignment1.

3. Essay Presentations (20%) – December 1st

The penultimate seminar of the term (December 1st) will be devoted to essay presentations. Based on the model of conference presentations, each student will give a 10-12 minute presentation of their essay, followed by a discussion period. The feedback received by their peers and instructor will allow students to revise their research paper prior to submitting their final draft on December 13th. A grading rubric is available in the "Assignments and Guidelines" module.

4. Research Paper (40%) – Due December 13th

You will be required to write one research essay (maximum 5000 words) that should be submitted electronically on Brightspace. A document with detailed guidelines for the final paper will be available on Brightspace at the beginning of the term.

Students will be given complete freedom with regard to the topic and authors studied, as long as it is related to the course theme. The bibliography should include between 7 and 20 sources, (at least) two of which should be books and five of which should be peer-reviewed articles.

Course Schedule and Required Readings

Week 1 : Introduction: Democracy in Crisis
(Sept 8)

Required readings:

- 1) Syllabus
- 2) Yasha Mounk, *Democracy vs The People*, Introduction (p. 1-21).
- 3) David Runciman, *How Democracy Ends*, Preface (p. 1-15)
- 4) Steven Levitsky, Daniel Ziblatt, *How Democracies Die,* Preface (p. 6-13)

Week 2: Perspectives from Ancient Greece (I): Plato and the Hatred of Democracy
(Sept 15)

Required readings:

- 1) Plato, *The Republic*, Book 6, 8 (Selections)
- 2) John Dunn, *Setting the People Free: The Story of Democracy*, Chap. 1: Democracy's First Coming (p. 1-31)
- 3) Cornelius Castoriadis, "The Greek Polis and the Creation of Democracy" (p. 1-20) in *Philosophy, Politics, Autonomy*, Oxford, Oxford University Press, 1991.

Optional:

- Rancière, *The Hatred of Democracy*, Introduction and Chap. 2: "Politics, Or the Lost Shepherd"
- David Held, *Models of Democracy*, Chap. 1. Classical Democracy: Athens
- Heather Douglas, "The Role of Scientific Expertise in Democracy", in *The Routledge Handbook of Political Epistemology*, p. 435-445.

Week 3: (Sept 22) **Perspectives from Ancient Greece (II): Aristotle's Epistemic Argument for Democracy**

Required readings:

- 1) Aristotle, *The Politics* (Book III, Chap. 6-13, Book IV, Chap. 4, 6-7, 12, 14, Book VI, Chap. 1-4)
- 2) Hélène Landemore, "Collective Wisdom: Old and New", in Landemore and Elster (eds.), *Collective Wisdom: Principles and Mechanisms*, Cambridge University Press, 2012.
- 3) Tamer Nawar, "Democracy and Knowledge in Ancient Greece" in *The Routledge Handbook of Political Epistemology*, pp. 13-23.

Optional:

- David Estlund and Hélène Landemore**,** "The Epistemic Value of Democratic Deliberation", in *The Oxford Handbook of Deliberative Democracy*
- Andrew Lintott, "Aristotle and Democracy", *The Classical Quarterly*, Vol. 42, No. 1 (1992), pp. 114-128

Week 4: (Sept 29) **Republicanism and Conflict: Machiavelli and Ancient Rome**

Required readings:

- 1) Machiavelli, *Discourses on Livy*, Dedication; Book I, Preface, Chap. 1-6, 58; Book II, Preface, Chap. 2.
- 2) Quentin Skinner, *Machiavelli. A Short Introduction*, Chap. 3: "The Theorist of Liberty", p. 54-87.
- 3) Claude Lefort, *Machiavelli in the Making*, Chap. 7: Rome and the "Historical" Society, p. 220-239.

Optional:

- Mary Beard, *SPQR. A History of Ancient Rome*, Chap. 4: Rome's Great Leap Forward, pp. 131-168.
- Martin Breaugh, *The Plebeian Experience*, Chap. 2: "Philosophical Genesis of the Plebeian Principle".
- "Mary O'Brien, "The Root of the Mandrake. Machiavelli and Manliness", in Maria J. Falco (ed.), Feminist Interpretations of Machiavelli, (University Park, Pennsylvania: Pennsylvania University State Press, 2004), 173-195.

Week 5: (Oct 6) **Democracy as Unity: Rousseau's Volonté Générale**

Required readings:

- 1) Rousseau, *On The Social Contract*, Book II; 1-4, 6-8; Book III, 3-4, 10-11, and Book IV; 1-3.
- 2) Olympe de Gouges, *Rights of Woman*

- 3) Judith Shklar, “One Nation, Indivisible...” in *Men and Citizens. A Study of Rousseau’s Social Theory*, Cambridge, Cambridge University Press, 1969, p. 165-214.

Optional :

- Eve Grace and Christopher Kelly, (eds., *The Challenge of Rousseau*, Cambridge: Cambridge U.P., 2013.
- John T. Scott, John (ed.), *Rousseau. Critical Assessments*. New York and London, Routledge, 2006.
- Leah Bradshaw, “Rousseau on Civic Virtue, Male Autonomy, and the Construction of the Divided Female,” in Lynda Lange (ed.), *Feminist Interpretations of Jean-Jacques Rousseau,* (University Park, Pennsylvania: Pennsylvania State University Press, 2002), 65-88.
- Sophie Mousset, *Women's Rights and the French Revolution: A Biography of Olympe De Gouges*, London, Transaction Publishers, 2007.
- Martina Reuter, “Equality and Difference in Olympe de Gouges’ *Les droits de la femme. A La Reine*", *Australasian Philosophical Review*, Vol. 3, No. 4 (2019), pp. 403-412.

Week 6: The French Revolution and its Aftermath: The Burke/Wollstonecraft Debate (Oct 13)

Required readings:

- 1) Edmund Burke, *Reflections on the Revolution in France* (Selections)
- 2) Mary Wollstonecraft, *A Vindication of the Rights of Men*

Optional:

- Thomas Paine, *Rights of Man*, pp. 7-82.
- Daniel I. O’Neill, *The Burke-Wollstonecraft Debate: Savagery, Civilization, and Democracy*, Chap. 5: “Vindicating a Revolution in Morals and Manners”
- Sandrine Bergès, “Mary Wollstonecraft”, In *The Philosopher-Queens: The Lives and Legacies of Philosophy’s Unsung Women*

Week 7: Liberty and Equality: Tocqueville’s Democracy in America (I) (Oct 20)

Required readings:

- 1) Tocqueville, *Democracy in America*, Introduction, Vol. 1, Part 2, Chap 1-4, 7, 10; Vol. 2, Part 1, Chap. 1-2
- 2) Jennifer Pitts, “Democracy and Domination: Empire, Slavery, and Democratic Corruption in Tocqueville’s Thought”, in *Tocqueville and the Frontiers of Democracy*, p. 243-263.

Optional:

- David Runciman, *The Confidence Trap: A History of Democracy in Crisis*, Introduction: “Tocqueville: Democracy and Crisis” (pp. 1-34).
- Frederick Douglass, *A Narrative of the Life of Frederick Douglass, an American Slave* (1845) (see also the second and third autobiographies, 1855 and 1881)

- Margaret Kohn, “The Other America: Tocqueville and Beaumont on Race and Slavery”, *Polity*, Vol. 35, No. 2 (2002), pp. 169-193

Week 8 - Fall Break (Oct. 25-29)

Week 9: Liberty and Equality: Tocqueville’s Democracy in America (II)
(Nov 3)

Required readings:

- 1) Tocqueville, *Democracy in America*, Vol. 2, Part 2, Chap. 1-5, 8,10, Part 3, Chap. 2,4-5; Part 4, Chap. 1-3, 6,
- 2) Pierre Manent, *Tocqueville and the Nature of Democracy*, Chap. 3: “The Force of Democratic Equality” (pp. 29-36) and Chap. 4: “The Social Power” (pp. 37-46).

Week 10: The Failure of Liberal Democracy: Lessons from Weimar
(Nov 10)

Required readings:

- 1) Carl Schmitt, *The Crisis of Parliamentary Democracy*, First and Second Preface, Chap.1: Democracy and Parliamentarism
- 2) Joseph V. Femia, *Against the Masses. Varieties of Anti-Democratic Thought Since the French Revolution*, Introduction.
- 3) Chantal Mouffe, “Carl Schmitt and the Paradox of Liberal Democracy” in Dyzenhauz (eds.) *Law as Politics. Carl Schmitt’s Critique of Liberalism*, pp. 159-175.

Optional:

- Richard Bellamy, “Carl Schmitt and the contradictions of liberal democracy”, *European Journal of Political Research*, Vol. 23, No. 2 (1993), pp. 163-185.
- Detlev Peukert, *The Weimar Republic. The Crisis of Classical Modernity*, Chap. 5: Total Crisis 1930-33.
- Ellen Kennedy, “Introduction: Carl Schmitt's *Parlamentarismus* in Its Historical Context” in Schmitt, *The Crisis of Parliamentary Democracy*, MIT Press, 1988.

Week 11: Contemporary Perspectives (I): The Deliberative Model
(Nov 17)

Required Readings:

- 1) Jürgen Habermas, “Three Normative Models of Democracy” *Constellations*, Vol. I, No. I (1994), pp. 1-10.
- 2) Interview with Jürgen Habermas”, in *The Oxford Handbook of Deliberative Democracy* (12 pages)
- 3) Ronald Beiner, *Political Philosophy. What It Is and Why It Matters*, Chap. 9: “Habermas: Politics as Rational Discourse”, pp. 135-150.

Optional:

- Jürgen Habermas, *Between Facts and Norms*, Chap. 7: Deliberative Politics
- Jürgen Habermas, *The Structural Transformation of the Public Sphere*
- John Rawls, "The Idea of Public Reason," in Bohman and Rehg (eds.), *Deliberative Democracy: Essays on Reason and Politics*, MIT Press, 1997, pp. 93-130.
- Antonio Floridia, "The Origins of the Deliberative Turn", in Bächtiger, Dryzek, Mansbridge and Warren (eds.), *The Oxford Handbook of Deliberative Democracy*, Oxford University Press, 2018, pp. 1-21.

Week 12: Contemporary Perspectives (II): Democratic Theory and Critical Theory
(Nov 24)

Required readings:

- 1) Iris Marion Young, "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship", in *Philosophy and Democracy: An Anthology*
- 2) Iris Marion Young, *Inclusion and Democracy*, Chap. 1,3
- 3) Axel Honneth, *The Struggle for Recognition*. *The Moral Grammar of Social Conflicts*, MIT Press, 1995. Chap. 8: "Disrespect and Resistance: The Moral Logic of Social Conflicts"

Optional:

- Axel Honneth, "Redistribution as Recognition: A Response to Nancy Fraser", in *Redistribution or Recognition? A Political-Philosophical Exchange*, London, Verso, 2003.
- Linda Zerilli, "Conclusion: Reframing the Freedom Question in Feminism" in *Feminism and the Abyss of Freedom*, Chicago, University of Chicago Press, 2005.

Week 13: Mini-Conference: Essay Presentations
(Dec 1)

Week 14: Contemporary Perspectives (III): Democratic Theory and Agonism
(Dec 8)

Required readings:

- 1) Chantal Mouffe, "Deliberative Democracy or Agonistic Pluralism?", *Social Research*, Vol. 66, No. 3 (1999), pp. 745-758.
- 2) Chantal Mouffe, "Feminism, Citizenship, and Radical Democratic Politics" in in Butler and Scott (eds.), *Feminists theorize the political*, New York, Routledge, 1992.
- 3) Raymond Geuss, *History and Illusion in Politics*, Cambridge University Press, 2001, Chap. 3: "Democracy and Rights", pp. 110-152.

Optional:

- Jacques Rancière, *Disagreement. Politics and Philosophy*, University of Minnesota Press, 1999, Chap. 2: "Wrong: Politics and Police" and Chap. 5: "Democracy or Consensus"

- Chantal Mouffe, *The Democratic Paradox,* Chap. 4
- William E. Connolly, "Agonism and Democracy," in Chambers and Carver (eds.), *William E. Connolly: Democracy, Pluralism and Political Theory*, New York, Routledge, 2008.
- Raymond Geuss, *Philosophy and Real Politics*, Princeton, Princeton University Press, 2008: Introduction and Part 2: Failures of Realism

Key Dates: Summary

Date	Topic	Assignment
Wednesday, September 8	Introduction	**Attendance/Participation marked weekly**
Wednesday, September 15	Ancient Greece (I)	
Wednesday, September 22	Ancient Greece (II)	
Wednesday, September 29	Machiavelli	
Wednesday, October 6	Rousseau	
Wednesday, October 13	Burke/Wollstonecraft/Paine	
Wednesday, October 20	Tocqueville (I)	**Research Paper Proposal Due**
Wednesday, October 27	**Fall Break**	
Wednesday, November 3	Tocqueville (II)	
Wednesday, November 10	Schmitt	
Wednesday, November 17	Contemporary Theory (I)	
Wednesday, November 24	Contemporary Theory (II)	
Wednesday**, December 1**	**Mini-Conference**	**Essay Presentation**
Wednesday, December 8	Contemporary Theory (III)	
Monday, **December 13**		**Research Paper due**

Course Policies

Citations and Bibliography

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

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

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

Copyright

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

Late Essays & Extensions

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

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

Late assignments will be penalized at the **rate of 4% of the student's assignment grade** per day. An assignment is considered one day late if it is submitted to Brightspace any time up to 23:59 hours after the deadline. Assignments that have **not been submitted seven (7) days** after the deadline will not be accepted.

There is an increased risk of depression and anxiety among students during the pandemic, so please make sure to seek help if you are experiencing mental health-related problems. Carleton offers a broad range of resources: https://carleton.ca/wellness/

Grade Appeal

Any suspicion of error on the part of the instructor should be brought up immediately to be corrected. You are more than welcome to drop by during online office hours to discuss your assignment. If you are concerned that your assignment was not assessed fairly, you can request a review by submitting a **one-page justification** explaining the reasons why the assignment should be reviewed. You should send the justification along with the original essay by email **no later than one (1) week** after receiving your grade. A request for review can involve the raising or lowering of a grade upon further examination.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 information, 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

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 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, 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 acknowledgement;
- 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 through the use of 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. During the COVID-19 pandemic, 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.
