Carleton University **Fall 2022**
Department of Political Science
https://carleton.ca/polisci/

FYSM 1611C
Politics of the Internet and Social Media
2:35 p.m. – 5:25 p.m. Friday
In-person, please confirm location on Carleton Central

I   General information

Instructor: Prof. Andrew Mattan
Office Hours: Fridays, from 1:15 p.m. to 2:15 p.m. (Loeb B641) or by appointment
Email: andrewmattan@cmail.carleton.ca

If you need to contact me, please do so using an official Carleton University email account. Personal emails, such as Gmail, are often misdirected to the spam folder. On weekdays, I will generally respond within 24 hours. Substantive questions about course material or assignments are best discussed during office hours or by appointment. For more information, see email policy below.

II   Course description

This course is an undergraduate seminar introducing the politics of the internet and social media. Within it, we will examine exactly how these digital tools are impacting politics—both in theory and in practice—and explore the ways in which individuals and institutions are employing these technologies in a political context. In doing so, the course will examine both how government institutions, political parties, elected officials, advocacy groups, and the news media use digital technologies and how such use impacts the role and position of citizens. We will focus primarily on the Canadian case but also explore international literature and research where appropriate. The course will also introduce students to concepts and theories that are central to the digital politics literature.

Some of the questions we will address throughout the course are:
• What are the theories and perspectives surrounding digital technologies and how have they changed or stayed the same? What practical applications do they have?
• How are digital technologies currently being employed in democratic and non-democratic states and what impact do they have?
• To what extent has the internet and social media changed electoral, governmental, advocacy, and news media practices and circumstances? For instance, do digital technologies pose a threat to the integrity of elections? Does the use of digital technologies promote a more open and responsive government? Can these tools be used to organize social movements and spur protests?
• Which aspects of the internet and social media act as a democratising force, hinderance, or have no effect at all?
• Do digital technologies expand or diminish the role of citizens?

III   Course Format

This class meets, in person, once a week on Fridays from 2:35 p.m. to 5:25 p.m. As this is a seminar-based course, it places a strong emphasis on student engagement and class discussion. Consistent with any seminar, students are expected to prepare, attend, and ***actively*** participate in class. In contrast to a lecture, the instructor will serve as a moderator and guide: leading discussion, posing questions, evaluating the strengths of arguments, and providing additional information—where required. Only on occasion will there be short lectures.

This is a course that demands a lot of us as learners: the reading list is ambitious but required to substantiate and encourage meaningful discussion. Given that the readings are the focal point of discussion, students must carefully read ***all*** assigned readings and complete any relevant assignments prior to the seminar. Access to weekly readings during the seminar is essential. ***Please bring all readings to class.***

Questions and active discussion are encouraged. We are unlikely to agree on all issues of interpretation and approach to the material—and that is not our aim. However, everyone should demonstrate respect towards their fellow class members. Racist, sexist, or homophobic comments or generally dismissive behaviour will not be tolerated. Listening to music, speaking on the phone, frequent in-and-outs of the classroom, or other distracting behaviour is prohibited. Laptops/cell phones/tablets should be put on silent. Students are expected to arrive on time and stay for the duration of the class. Cell phone use should be limited to emergencies only. In cases where the above are not possible, students should notify the instructor beforehand.

IV   Learning outcomes

1. Provide students with an introduction to, and understanding of, the impact of the internet and other digital technologies, like social media, on politics and government and, in doing so:
    a. develop an understanding of key concepts, theories, and perspectives within the digital politics literature,
    b. identify the role and significance of these digital tools in contemporary political life,
    c. appreciate the challenges and democratic threats associated with the adoption of these technologies.
2. Assist students in developing and strengthening foundational academic skills, such as:
    a. reading and understanding quantitative and qualitative research,
    b. critically evaluating published research and its supporting evidence,
    c. improving communication, presentation, and public speaking skills, particularly within a seminar-based context,
    d. improving reading comprehension and writing skills.
3. Help students root their arguments in relevant and scholarly research and properly source the material.
4. Assist students in learning to write a scholarly book review.

V   Required text

Small, Tamara A. and Harold J. Jansen. 2020. *Digital Politics in Canada: Promises and Realities*. Toronto: University of Toronto Press.
- Available for purchase in the University Bookstore and on reserve in MacOdrum Library.

- This book is an edited collection; when referencing, you should cite the specific author(s) and chapter—not the collection as a whole.

Beyond the assigned course textbook, there are a series of additional required readings each week (see course schedule). All other readings will be available electronically on Brightspace and/or through the MacOdrum Library. You are expected to read all assigned readings and have access to them during the seminar.

VI   Evaluation

	Due Date	Weight	Submission
Seminar participation	Students' participation will be assessed on an ongoing basis. Participation is exhibited through consistent attendance, punctuality, preparation, and active participation during the seminar. **Due: Ongoing**	20%	In-class
Seminar leadership	Students will choose one week (from weeks 3 through to 12) to exercise seminar leadership. This can be done individually or with a group (numbers permitting) and will entail: (a) formulating two discussion questions for class members to consider while reading, which must be posted on Brightspace at least 48 hours prior to the class, (b) conducting a short presentation of about 20 minutes, which goes beyond merely summarizing the required readings (discussing broader themes, how the readings relate and differ, and examining each reading through a critical lens), (c) being the class "expert," helping to generate discussion during the seminar. *Due:* **As chosen**	15%	Brightspace and in-class
Reading responses	Students will complete three reading responses throughout the semester. Reading responses are due at 2 p.m. **on the Friday the material is discussed**. Reading responses should not be merely summaries. They are required to make an argument using the weekly readings. Students may be asked to share their reading responses and *must* be in attendance for duration of the class. One reading response must be submitted by the following dates: *Due:* **October 7 @ 2 p.m.** *Due:* **November 11 @ 2 p.m.** *Due:* **December 2 @ 2 p.m.**	15%	Brightspace
Book review	Students will select any *scholarly* monograph on a digital	20%	Brightspace

	politics topic. The book must be approved. Students will read this book and provide a scholarly review of its contents. *Due:* **October 21st @ 11:59 p.m.**		
Take-home examination	Distributed to students on December 9 *Due:* **December 22 @ 11:59 p.m.** (Hard deadline)	30%	Brightspace

Additional information and detailed instructions for all evaluation components will be provided on Brightspace and discussed in class.

VII   <u>Course schedule</u>

Week	Date	Topic	Notes
1	September 9	Introduction	
2	September 16	Political Communications Context	*Select a week for seminar leadership*
3	September 23	From the Early Internet to the Social Web	*Select a book for book review*
4	September 30	Digital Government & Democratic Governance	
5	October 7	Parties, Politicians, and Political Campaigning	*First reading response due October 7*
6	October 14	Digital Journalism & Media	
7	October 21	Digital Citizenship, Participation, Digital Divide	*Book review due October 21*
8	October 28	Reading Week	
9	November 4	Internet Voting and Elections	
10	November 11	Digital Activism and Mobilization	*Second reading response due Nov 11*
11	November 18	Algorithms and Power	
12	November 25	Misinformation, Disinformation, Fake News, Bots	
13	December 2	Democratisation	*Third reading response due Dec 2* *Take-home examination due Dec 22*

You can follow this link to find all dates associated with the academic year: https://calendar.carleton.ca/academicyear/

Textbook chapters are demarcated with a *TC-* at the beginning of the citation.

Week 1
Introduction: Understanding Digital Technologies, the Internet, Social Media, and Web 1.0/2.0
- Uzuegbunam, Chikezie E. 2021. "Digital Communication Technologies: Concepts, Practice and Trends." In *Communication and Media Studies: Multiple Perspectives,* Ed. Stella Okunna. Enugu, Nigeria: New Generation Books. 513-538.

Week 2
Digital Politics from a Political Communications Context
Required:
- Small, Tamara A., Thierry Giasson, and Alex Marland. 2014. "The Triangulation of Canadian Political Communication." *In Political Communication in Canada: Meet the Press and Tweet the Rest*, Eds. Alex Marland, Thierry Giasson and Tamara A. Small. Vancouver: UBC Press. 3-23.
- Tara, David. 2015. "The New Architecture of Media Power." In *Digital Mosaic: Media, Power, and Identity in Canada*. North York, ON: University of Toronto Press. 1-37.

Additional:
- Lalancette, Mireille, Erin Crandall and Vincent Raynauld. 2019. "Conclusion: Unpacking Trending Practices in Canadian Politics." In *What's Trending in Canadian Politics?: Understanding Transformations in Power, Media, and the Public Sphere*, Eds. Mireille Lalancette, Vincent Raynauld, and Erin Crandall. Vancouver: UBC Press. 276-294.

Week 3
From the Early Internet to the Social Web: Perspectives on Digital Politics
Required:
- Morris, Dick. 1999. *Vote.com: How Big-Money Lobbyists and the Media are Losing Their Influence, and the Internet is Giving Power to the People*. Introduction and Chapter 1.
- Margolis, Michael and David Resnick. 2000. "Chapter 1 - The Normalization of Cyberspace." In *Politics as Usual – The Cyberspace 'Revolution'.* Thousand Oaks, California: Sage. 1-24.
- *TC*-Small, Tamara A. and Harold J. Jansen. 2020. "Introduction: Twenty Years of Digital Politics in Canada." In *Digital Politics in Canada: Promises and Realities*. Toronto: University of Toronto Press. 1-20.

Additional:
- Samuel-Azran, Tal, Moran Yarchi, and Gadi Wolfsfeld. 2015. "Equalisation versus Normalisation: Facebook and the 2013 Israeli Elections." *Social Media + Society* 1(2): 1-9.

Week 4
Digital Government & Democratic Governance
Required:
- *TC*-Longo, Justin. 2020. "Chapter Three: Open Government: Was It Just a Moment?" In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 65-89.
- *TC*-Roy, Jeffrey. 2020. "Chapter Two: Digital Government and Democratic Trust: From Online Service to Outward Engagement." In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 46-64.
- Clarke, Amanda and Elizabeth Dubois. 2020. "Digital Era Open Government and Democratic Governance: The Case of Government of Canada Wikipedia Editing." *Canadian Public Administration* 63(2): 177-205.

Additional:
- Canada. 2021. *Digital Operations Strategic Plan: 2021–2024*. Ottawa, ON: Treasury Board of Canada Secretariat. 1-19.

Week 5
Parties, Politicians, and Political Campaigning in the Digital Age
Required:
- *TC*-Marland, Alex and Stephen Power. 2020. "Chapter One: Digital Representation: The Normalization of Social Media into Political Offices." In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 23-45.
- *TC*-Small, Tamara A. and Thierry Giasson. 2020. "Chapter Six: Political Parties: Political Communication in the Digital Age" In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 136-158.
- Lalancette, Mireille and Vincent Raynauld. 2019. "The Power of Political Image: Justin Trudeau, Instagram, and Celebrity Politics." *American Behavioral Scientist* 63(7): 888–924.

Additional:
- Budd, Brian and Tamara A. Small. "'Many Thanks for Your Support': Email Populism and the People's Party of Canada." In *Electoral Campaigns, Media, and the New World of Digital Politics*, Eds. David Tara and Richard Davis. Ann Arbor, Michigan: 143-162.

Week 6
Digital Journalism & Media: Legacy Media, Echo Chambers, and Polarization
Required:
- *TC*-Waddell, Christopher. 2020. "Chapter Seven: Digital Journalism: The Canadian Media's Struggle for Relevance." In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 159-180.
- Marland, Alex. 2012. Political Photography, Journalism, and Framing in the Digital Age: The Management of Visual Media by the Prime Minister of Canada." *The International Journal of Press/Politics* 17(2): 214–233.
- King, Gary, Jennifer Pan, and Margaret E. Roberts. 2017. "How the Chinese Government Fabricates Social Media Posts for Strategic Distraction, Not Engaged Argument." *American Political Science Review* 111(3): 484-501.
- Barberá, Pablo, John T. Jost, Jonathan Nagler, Joshua A. Tucker and Richard Bonneau. "Tweeting From Left to Right: Is Online Political Communication More Than an Echo Chamber?" *Psychological Science* 26(10): 1531-1542.

Additional:
- Sophr, Dominic. 2017. "Fake News and Ideological Polarization: Filter Bubbles and Selective Exposure on Social Media." *Business Information Review* 34(3): 150-160.
- Bail, Christopher, Lisa P. Argyle, Taylor W. Brown, John P. Bumpus, Haohan Chen, M. B. Fallin Hunzaker, Jaemin Lee, Marcus Mann, Friedolin Merhout, and Alexander Volfovsky. 2019. "Exposure to Opposing Views on Social Media Can Increase Political Polarization." *Proceedings of the National Academy of Sciences*. 1-6.

Week 7
Digital Citizenship, Participation, and the Digital Divide
Required:
- *TC*-Jansen, Harold J., Royce Koop, Tamara A. Small, Frederick Bastien, and Thierry Giasson. 2020. "Chapter Eight: Democratic Citizenship: How Do Canadians Engage with Politics Online?" In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 183-201.
- *TC*-Harrell, Allison, Dietlind Stolle, Philippe Duguay, and Valerie-Anne Maheo. 2020. "Chapter Nine: Young People: Politics and Digital Technologies." In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 202-222.
- Min, Seong-Jae. 2010. "From the Digital Divide to the Democratic Divide: Internet Skills, Political Interest, and the Second-Level Digital Divide in Political Internet Use." *Journal of Information Technology & Politics* 7(1): 22-35.

Additional:
- James, Dennis. 2019. "#stopslacktivism: Why Clicks, Likes, and Shares Matter." In *Beyond Slacktivism.* Switzerland: Plagrave Macmillan. Chapter 2. 25-69.

Reading Week

Week 8
Internet Voting and Elections
Required:
- *TC*-Goodman, Nicole and Chelsea Gabel. 2020. "Chapter Four: Internet Voting: Strengthening Canadian Democracy or Weakening It?" In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 90-111.
- Goodman, Nicole, Michael McGregor, Jérôme Couture, and Sandra Breux. 2018. "Another Digital Divide? Evidence That Elimination of Paper Voting Could Lead to Digital Disenfranchisement." *Policy & Internet* 10(2): 164-184.
- Budd, Brian, Chelsea Gabel, and Nicole Goodman. 2019. "Online Voting in a First Nation in Canada: Implications for Participation and Governance." In *Electronic Voting: 4th International Joint Conference*, Austria, October 1–4. 50-66.

Additional:
- Lust, Aleksander. 2018. "I-Vote, Therefore I Am? Internet Voting in Switzerland and Estonia." *The SAIS Review of International Affairs* 38(1): 65-79.

Week 9
Digital Activism and Mobilization
Required:
- *TC*-Lalancette, Mireille and Vincent Raynauld. 2020. "Chapter Ten: Online Mobilization: Tweeting Truth to Power in An Era of Revised Patterns of Mobilization 2.0 in Canada." In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 223-244.
- *TC*-Antoine, Derek. "Chapter Eleven: Digital Indigenous Politics: 'There's More than One Political Show in Town'"In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 245-262.
- Baruh, Lemi and Hayley Watson. 2017. "Social Media Use during Political Crises: The Case of the Gezi Protest in Turkey." In *The Routledge Companion to Social Media and Politics,* Eds. Axel Bruns, Gunn Enli, Eli Skogerbo, Anders Olof Larsson, and Christian Christensen. New York: Routledge. Chapter 13. 198-210.
- Raynauld, Vincent, Mireille Lalancette, Mireille and Sofia Tourigny-Koné. 2016. "Political Protest 2.0: Social Media and the 2012 Student Strike in The Province of Quebec, Canada." *French Politics* 14(1): 1-29.

Additional:
- *TC*-Thrift, Samantha C. 2020. "Chapter Twelve: Digital Feminism: Networks of Resistance, Neoliberalism, and New Contexts for Activism in Canada." In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 263-286.

Week 10
Algorithms and Power: Digital Repression, Privacy, and Surveillance
Required:
- *TC*-Parsons, Christopher. 2020. "Chapter Five: Electronic Surveillance: The Growth of Digitally-Enabled Surveillance and Atrophy of Accountability in Law Enforcement and Security Agencies."

In *Digital Politics in Canada: Promises and Realities*, Eds. Tamara A. Small and Harold J. Jansen. Toronto: University of Toronto Press. 112-135.

- Owen, Taylor. 2015. "The Violence of Algorithms." In *Disruptive Power: The Crisis of the State in the Digital Age.* New York: Oxford University Press. 168-188.
- McKelvey, Fenwick. 2018. "Protecting Our Information in The Age of Data-Driven Politics." *Policy Options,* July 4. 1-8.
- Feldstein, Steven. 2019. "The Road to Digital Unfreedom: How Artificial Intelligence is Reshaping Repression." *Journal of Democracy* 30(1): 40-52.
- Deibert, Ronald J. 2019. "The Road to Digital Unfreedom: Three Painful Truths About Social Media." *Journal of Democracy* 30(1): 25-39.

Additional:
- Sanders, Carrie B. and Janet Chan. 2021. "The Challenges Facing Canadian Police in Making Use of Big Data Analytics." In *Big Data Surveillance and Security Intelligence: The Canadian Case*, Eds. David Lyon and David Murakami Wood. Vancouver: UBC Press. Chapter 10. 180-194.

Week 11
Misinformation, Disinformation, Fake News, and Bots
Required:
- Small, Tamara. 2021. "Digital Campaigning in The Era of Misinformation." In *The Canadian Federal Election 2019*, Eds. Jon H. Pammett and Christopher Dornan. Montreal-Kingston: McGill-Queen's University Press. Chapter 9. 198-220.
- Vraga Emily K. and Leticia Bode. 2020. "Defining Misinformation and Understanding its Bounded Nature: Using Expertise and Evidence for Describing Misinformation." *Political Communication* 37(1): 136-144.
- Guess, Andrew, Jonathan Nagler, and Joshua Tucker. 2019. "Less Than You Think: Prevalence and Predictors of Fake News Dissemination on Facebook." *Science Advances* 5(1): 1094–1096.
- Dobber, Tom, Nadia Metoui, Damian Trilling, Natali Helberger, and Claes de Vreese. 2021. "Do (Microtargeted) Deepfakes Have Real Effects on Political Attitudes?" *The International Journal of Press/Politics* 26(1): 69–91.
- Grinberg, Nir, Kenneth Joseph, Lisa Friedland, Briony Swire-Thompson, and David Lazer. 2019. "Fake News on Twitter During the 2016 U.S. Presidential Election." *Science Advances* 363 (6425): 374-378.

Additional:
- Bridgman, Aengus, Eric Merkley, Peter John Loewen, Taylor Owen, Derek Ruths, Lisa Teichmann, and Oleg Zhilin. 2020. "The Causes and Consequences of COVID-19 Misperceptions: Understanding the Role of News and Social Media," *The Harvard Kennedy School Misinformation Review* 1: 1-18.

Week 12
Democratisation: Can the Internet and Social Media Save or Preserve Democracy?
- Diamond, Larry. 2010. "Liberation Technology." *Journal of Democracy* 21(3): 69-83.
- Tucker, Joshua A, Yannis Theocharis, Margaret E. Roberts, and Pablo Barberá. 2017. "From Liberation to Turmoil: Social Media and Democracy." *Journal of Democracy* 28(4): 46-59.
- Bosch, Tanja, Herman Wasserman, and Wallace Chuma. 2018. "South African Activists' Use of Nanomedia and Digital Media in Democratization Conflicts." *International Journal of Communication* 12: 2153–2170.

- Lupu, Noam, Mariana V. Ramírez Bustamante, and Elizabeth J. Zechmeister. 2020. "Social Media Disruption: Messaging Mistrust in Latin America." *Journal of Democracy* 31(3): 160-171.
- Harari, Yuval Noah. 2018. "Why Technology Favors Tyranny." *The Atlantic Monthly* 322(3): 64-70.

VIII   Course Policies

Attendance policy
Given that this is a seminar-based course, attendance is crucial. Accommodations are easily addressed in advance and in real time. If you are unable to make a class, please contact me *prior to the class* to let me know. Retroactive accommodations (that is, informing me at the end of the semester that you were ill from weeks 3 on and missed several classes and deadlines) will not be considered. If you require a short-term accommodation due to COVID-19, please contact me as soon as possible by email.

Style guidelines
All written assignments must use standard formatting: 12-pt font, double spaced, 1-inch margins, using a recognizable font (e.g., Times New Roman), with page numbers, and must include complete citations using the guidelines of the *Canadian Journal of Political Science*. The guidelines can be found on Brightspace. Marks will be deducted from assignments that use another citation style. All written assignments are to be submitted electronically through Brightspace as either a Word (docs or docx) or Text (txt) format.

Academic misconduct policy
Plagiarism, cheating, and all other forms of academic dishonesty will not be tolerated in this course. Students must write all assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge it using proper referencing and quotation marks, where appropriate. All written assignments must be completed independently unless the instructor indicates otherwise. The minimum penalty recommendation will be a zero on the assignment. Students must keep a copy of their work until after final grades are given. Students are also advised to keep drafts and research materials. In the case of loss, theft, destruction, or dispute over authorship, it will be the student's responsibility to provide a copy of their work.

Please ensure you are familiar with the University's policy in the Appendix

Recording policy
Under no circumstances should students make a visual and/or audio recording, openly or covertly, of any lecture material delivered in the course unless express consent is provided by *all students and the instructor* before the class in question.

Lateness policy
Late penalties will be imposed in the interest of equity to your class members. Late assignments will be subject to a penalty of 5% each day (including Saturday and Sundays). Assignments more than two weeks late will not be accepted.

If your assignment will be late, you should contact me as soon as possible, and preferably well before the due date. It remains at my discretion whether or not to accept a late assignment. *Extensions will not be granted once the due date has passed.* Laptop/computer problems are not acceptable grounds for

extensions or late assignments. Extensions will only be granted for legitimate, documented medical, or compassionate reasons.

Assessment policy
Detailed descriptions of requirements are provided on Brightspace. Please note that course evaluation requirements are non-negotiable. In the interest of equity to your class members and to ensure the meeting of all learning outcomes, reweighting of assessments or extra credit assignments will not be considered.

Email policy
Students are responsible for monitoring their Cmail account regularly. I am available to answer some enquiries via email. However, before emailing, review the course outline and Brightspace if you have a question about course policies, due dates, or evaluation components. If your email relates to one of these aspects, I will refer you there. If you need to contact me, please do so using an official Carleton University email account and include the course code (e.g., FYSM 1611) in the subject line. Personal emails, such as Gmail, are often misdirected to spam. On weekdays, I will generally respond within 24 hours. ***I do not response to emails in the afternoon or on weekends.*** Substantive questions about course material or assignments are best discussed during office hours or by appointment.

Grade appeal policy
If after considering your mark for 72 hours (a "cool down" period), reviewing the assignment instructions, and reading the instructor's feedback, you feel the mark should be revisited, please prepare a half-page explanation outlining the basis of the appeal (with specific references to the assignment). Unfortunately, marks cannot be raised because you tried hard, you think you deserve a better mark, or are trying to get into law school. Adjustments based on these reasons are unfair to students who understand their quality of work at times varies and, as a result, they occasionally receive grades that are outside of their expectations. Appeals submitted before the cool down period has ended will not be considered. Note that a re-read of written work may result in a raising or lowering of the grade and there are no provisions for re-writing or "make up" assignments.

Office hours policy
Students are strongly encouraged to make use of office hours. Office hours are a space to seek clarification on materials discussed in the seminar, to get assistance on an assignment, or review feedback after an assignment is returned. Office hours will be held on Zoom. Office hours will be one-on-one. If you cannot make scheduled office hours for whatever reason, please feel free to make an appointment by email.

Additional policies
Please see the Appendix to this outline for additional, university-wide policies.

Appendix

Covid-19 Pandemic Measures

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

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

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

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

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

Student Mental Health

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

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

- ***Carleton Resources:***
  - Mental Health and Wellbeing: https://carleton.ca/wellness/
  - Health & Counselling Services: https://carleton.ca/health/
  - Paul Menton Centre: https://carleton.ca/pmc/
  - Academic Advising Centre (AAC): https://carleton.ca/academicadvising/

- Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
- Equity & Inclusivity Communities: https://carleton.ca/equity/

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

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (click here).

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 click here.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, click here.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf.

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

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate 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. 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.