

CARLETON UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE

PSCI 2003B Canadian Political Institutions



Winter 2020: Thursdays 12:35 p.m. - 14:25 p.m.
Please confirm location on Carleton Central

Instructor

Dr. R. Jhappan
Email:
Office Hours:

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Radha.Jhappan@carleton.ca
W 12:00 - 14:00 Th 15:30 - 17:30, or by appointment

Course Description

This course offers an introduction to Canadian federal political institutions, and through them to some of the major themes, issues, and conflicts in Canadian political life. In recent years, widespread critiques of the “democratic deficit” have led all political parties to offer various proposals for reform of the Canadian Parliamentary system. Thus, after setting the context of contemporary politics through a brief overview of Canadian social and political history, the course focuses on the design, evolution, structure, functions, and contemporary critiques of federal political institutions and processes, including the constitution, federalism, the Crown, the electoral system, the Executive, Parliament (House of Commons and Senate), political parties, the public service, the courts, and the *Charter of Rights*. As the Canadian Parliamentary system is based on the Westminster system of the United Kingdom, with some elements of the U.S. system, some comparative analysis of the ‘parent’ models is offered. Stressing the themes of representation, citizen participation, and institutional reform, the course is geared towards evaluating the success of the Canadian variant of democracy as well as various proposals to enhance it.

The companion course to this, PSCI 2002, focuses on the evolving linkages between state and society and major issue areas or sources of conflict in Canadian politics such as regionalism, language, class, gender, ethnicity, and Aboriginal politics.

Course Objectives

This course is designed to enhance students’:

- theoretical and empirical knowledge of the design, structures, processes, and functions of Canadian parliamentary government, as compared with the British and U.S. systems;
- understanding of the socio-historical contexts in which some major contemporary conflicts in Canadian society are rooted;
- understanding of how world-views and ideologies shape political ideas and encourage specific political arrangements, as well as who participates in formal politics
- ability to comprehend issues from different points of view through study of the concepts and approaches developed by political scientists and other scholars;
- critical skills by which to assess contemporary Canadian politics;
- communication skills in both written assignments and oral discussion/ debate.

It is a really good idea to read and/or watch a reputable national news source (e.g. *The Globe & Mail*, *The National Post*, *The CBC*) **regularly** to help you connect course readings and lectures to the real world of Canadian politics and political institutions. Your learning experience and our class discussions will be the richer for it.

COURSE REQUIREMENTS

- | | | |
|--------------------|------------|---|
| 1. Informal Survey | 15% | <i>Due: To TA, and online by 4:00 p.m. Thursday, February 6</i> |
| 2. Research Essay | 25% | <i>Due: To TA, and online by 4:00 p.m. Thursday, March 5</i> |
| 3. Scheduled exam | 40% | <i>(3 hours - readings and lectures) April 13-25, 2020</i> |
| 4. Participation | 20% | <i>(scheduled TA/ discussion groups)</i> |

Please note that if you do not complete a particular course requirement, then are later unsatisfied with your grade, there will be NO retroactive opportunity to complete that component once its deadline has passed.

REQUIRED TEXTS (available at Carleton Bookstore; and on reserve at the library)

Christopher Cochrane, Kelly Blidook, and Rand Dyck, *CANADIAN POLITICS: CRITICAL APPROACHES*, (Nelson: Toronto, 2017)

Mark Charlton and Paul Barker, eds. *CROSSCURRENTS: CONTEMPORARY POLITICAL ISSUES*, 7th edition, (Nelson, Scarborough, 2014) *for use in discussion groups, available in hard copy on reserve, and in electronic form on CuLearn*

Grading Formula

A+ 90+% A 85-89% A- 80-84%	EXCELLENT	Excellence in: evidence of original thought ; strong, clear, logical argument ; research and use of sources ; organization of material; and writing skills (including superior composition, no grammatical errors or typos; formal elements of essay structure such as introduction, body, conclusion, correctly formatted footnotes & bibliography)
B+ 77-79% B 73-76% B- 70-72%	GOOD (above average)	Mastery of material and solid writing skills (i.e. good syntax, organization, structure, very few grammatical errors or typos)
C+ 67-69% C 63-66% C- 60-62%	SATISFACTORY (average)	Clear understanding of material and adequate writing/organizational skills
D+ 57-59% D 53-56% D- 50-52%	UNSATISFACTORY	Limited understanding of material and/or deficient writing skills (i.e. awkward syntax and/or frequent grammatical and other errors)
F 49-0%	FAIL	Inadequate work in several or all areas

Course Expectations

Students are expected to attend all lectures and discussion groups (and arrive on time), read the required readings, and complete all assignments to the best of their ability, on time, and honestly. Carleton's policy on academic integrity will be *strictly* enforced.

Class attendance will be taken for TA groups. **Students who are chronically absent from lectures and TA discussion groups should not expect to pass the course.**

Conduct of the Class

This course addresses sensitive and controversial political issues through a variety of approaches. These matters have been vigorously debated for many years, and are bound to give rise to disagreement. Carleton's Student Rights and Responsibilities Policy states that: "The University requires tolerance, civil conduct, and respect for the rights of others. It endeavours to provide a safe environment, conducive to personal and intellectual growth, which is not only free of discrimination, injustice and violence, but is also characterized by understanding, respect, peace, tolerance, trust, openness and fairness. Membership in the University community entails certain rights and responsibilities, including an obligation to deal ethically and fairly with other members and to not discriminate or harass. All members of the University community share responsibility

for ensuring that the University's educational, work and living environments respect these commitments".

Incivility, disrespectful, discriminatory, harassing, or disruptive communication and/or conduct will not be tolerated.

Lecture Notes

Although I am under no obligation to provide lecture notes, I am willing to make partial notes (text, not images) available, but only if attendance is consistently high, at least 90% each week.

These notes are to ensure you do not miss important information, but are NOT a substitute for attending lectures and taking your own notes, which is both an essential part of the course and one of the important skills to be cultivated at university. Past experience has shown a direct correlation between grades and lecture attendance.

* Use of Cell phones, Laptops and other electronic devices during seminars*

You may use a laptop for taking notes and making presentations in TA groups, but please be aware that the use of cell phones, ipads, tablets, laptops and other electronic devices can be distracting, both for yourself and for those around you. They may also be detrimental to your health and that of others:



- "Phones in the classroom hurt everyone's grades":

<https://www.sciencenewsforstudents.org/article/phones-classroom-hurt-everyones-grades>

Jenn Savedge, "Students get better grades when phones are banned: those struggling academically saw 14% increase in test scores", July 20, 2018:

<https://www.mnn.com/family/family-activities/blogs/students-get-better-grades-when-phones-are-banned>

- K. Demirci *et. al.*, "Relationship of smartphone use severity with sleep quality, depression, and anxiety in university students", *J Behav. Addict.* 2015, June 4 (2): 85-92;
<https://www.ncbi.nlm.nih.gov/pubmed/?term=Relationship+of+smartphone+use+severity+with+sleep+quality%2C+depression%2C+and+anxiety+in+university+students>
- "Depression, anxiety, and smartphone addiction in university students- A cross sectional study", *PLoS One*, 2017, 12 (8): e0182239. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5544206/>

- Thomée S, et. al., "Mobile phone use and stress, sleep disturbances, and symptoms of depression among young adults--a prospective cohort study". *BMC Public Health*. 2011 Jan 31, 11:66: <https://www.ncbi.nlm.nih.gov/pubmed/21281471>
- L.L. Morgan et. al., "Mobile phone radiation causes brain tumors and should be classified as a probable human carcinogen (2A) (review)", *International Journal of Oncology*, May 2015, 46 (5): 1865-71. <https://www.ncbi.nlm.nih.gov/pubmed/25738972>
- Trudi Griffin, "How to Beat an Addiction to Cell Phones": <https://www.wikihow.com/Beat-an-Addiction-to-Cell-Phones>

The use of cell phones, tablets, and other digital technologies during lectures and TA groups is



Please engage **Flight/ Airplane Mode, SWITCH OFF and put away** electronic devices such as cell phones, ipods, tablets etc. before the start of lectures and discussion groups.

Presence is a course requirement!

Anyone using a cell phone during lectures will be required to leave the room.

WRITTEN ASSIGNMENTS

Submission of term work

Papers must be submitted in two formats:

- 1 hard copy handed in to your TA on the due date, and
- 1 identical electronic copy uploaded to cuLearn by 4:00 p.m. on the due date.

The due dates for the "Informal Survey" and "Research Essay" are February 6 and March 5 respectively. However, **you may grant yourself an extension of up to 7 days without penalty, if you really need it.**

After that 7-day grace period – i.e. papers submitted after 4:00 p.m. on Feb. 13 for the first, and after 4:00 p.m. on March 12 for the second assignment - will be considered late.

The late penalty is 3% per day, beginning after 4:00 p.m. on the due date.

Late assignments may be deposited in the Department drop-box in the corridor outside B640 Loeb. Assignments will be retrieved every weekday at **4:00 p.m.**, stamped with that day's date, and then distributed to the instructor.

However, please be aware that *it is not our administrative staff's job to manage your papers*, and some are occasionally misfiled or go missing altogether. Neither the instructor nor the department accept responsibility for papers that may be delivered late to the drop-box or go missing for any reason.

If you submit a hard copy of your paper late or to the department mailbox, you **MUST** email your TA, and upload it on cuLearn to verify the date and time.

Please note the following:

- Papers emailed to the Instructor, TAs, or the Department will not be accepted.
- DO NOT put on-time essays in the instructors' or TAs' mailboxes. Essays placed in mailboxes may be considered late, as instructors are not necessarily on campus every day.
- Papers deposited in the drop-box off after 4:00 p.m. will be date stamped for the next day and will be considered late.
- DO NOT put essays under Instructors' or Teaching Assistants' doors under any circumstances.
- There is no penalty for submitting/handing in essays *before* the due date.
- *Subject to earlier course deadlines*, no term assignment submitted after the last day of classes (April 2, 2020) will be accepted.

LATE PAPER POLICY

You may have an extension automatically. However, marks will be deducted for late submissions at the rate of 3% per day, e.g. B- to C+, with weekends counting as two days.

DO NOT ASK FOR AN EXTENSION WITHOUT PENALTY UNLESS YOU HAVE MEDICAL DOCUMENTATION COVERING THE PERIOD AT LEAST 3 DAYS BEFORE AND UP TO THE DUE DATE.

Only serious extenuating circumstances would warrant an extension without penalty, such as death in the family or illness, and in such cases medical documentation detailing the extent of your incapacitation is required, and *you must make your case before the due date*. Instructors are under no obligation to accept a late paper unless it has been cleared prior to the deadline. Retroactive extensions will not be granted. Therefore, you are strongly advised to begin early so that you can get sources from the library (and help if you need it).

N.B. Instructors cannot grant a deferral past the last day of classes under any circumstances. Students seeking official deferrals must apply through the Registrar's Office.

If you would like more time to complete your assignments, get off your phone! If you cannot give it up altogether, then at least limit your daily use (there's an app to measure usage by type), and cut your social media engagement substantially. On average, you will liberate between 2-5 hours per day, and your mental health will improve.

ESSAY #1: INFORMAL SURVEY - 15% - THURSDAY, FEBRUARY 6, 2020

The 2015 Canadian federal election featured the highest voter turnout rate among people under 25 in decades (57%), but it fell again in the 2019 election. Read the following explanations of low turnout among millennials and Gen Zers, who now comprise the largest group of voters:

<https://www.elections.ca/content.aspx?section=res&dir=rec/part/tud&document=youth&lang=e>

Find at least 3 additional recent articles that explain the phenomenon published in the last 2 years, (at least one post-2019 election) from mainstream newspapers or magazines (e.g. *Globe and Mail*, *National Post*, *Ottawa Citizen*, *Macleans*) and at least one from an academic journal. Make sure you get a variety of opinions and a solid grasp of the issues.

Recruit 6 subjects aged 18-25 who were eligible to vote in the October 2019 election but did not. These may be found among your university peers, friends, family members, acquaintances, or social networks. Ask them why they did not vote. Do their reasons align with those offered in the newspaper and academic explanations? Are there any other explanations those sources have missed? Ask your subjects what incentives they need, or what would make them want to vote (and actually do it). If you did not vote, include your own experience as a seventh subject.

This is not a formal, quantitative survey, but an informal, qualitative one. You do not need to gather statistical data from your subjects as your sample size is small. Just ask them the simple questions, note their answers, and see how they relate to the sources you have read.

For some guidelines on qualitative survey techniques, see:

<https://www.surveymonkey.com/mp/conducting-qualitative-research/>

<https://www.wikihow.com/Do-Qualitative-Research>

Essay: Summarize the explanations of low youth turnout offered in the published sources, identify which you think are the most compelling, and report the findings of your informal survey. Does your survey confirm, refute, or add to the explanations in the published sources? What do you think would induce young Canadians to vote in higher numbers?

Format: the essay must consist of 1250 words, or **5 double-spaced, typed, numbered pages in 12-pt Times New Roman, with 1-inch margins, plus endnotes and bibliography** in standard format. See "Essay Tips" on cuLearn for acceptable citation styles.

ESSAY #2 – RESEARCH ESSAY – 25% – THURSDAY MARCH 12, 2020

Choose one of the following:

Option A:

The discussion of separatism in Canada has largely centred on Quebec's demand for its recognition as a nation. However, while Quebec separatism seems to be waning and the province has focused more on protecting its national identity *within* the Canadian constitution, the new 'Wexit' movement has once more raised the spectre of breaking up the country.

In the 1980s, Prime Minister P.E. Trudeau's National Energy Program fueled long-standing 'Western alienation', a sense among many in Western provinces that Ontario and Quebec are treated more favourably politically, economically, and culturally in the federation. In the 1930s, such frustration had spawned a separatist movement in Alberta under the Social Credit Party. Recently, a new iteration of Western separatism has appeared – "Wexit", a call for the West's (especially Alberta's) exit from Canada. Wexit builds on the populist movement of the 1990s that included: a) the Reform party and its demand for greater Western inclusion in Canadian political institutions; and b) the Alberta "firewall" letter, which called on Alberta to isolate itself from Canada by expanding the scope of the provincial government.

Drawing on the experience of Quebec's attempts at separatism, answer the following questions: what factors have led to the Wexit challenge today, and what are its chances for success given the constitutional framework for secession from Canada? How would such a separation affect Canadian political institutions at the heart of the Canadian political system?

Option B: During the 2015 federal election campaign, Justin Trudeau promised that that election would be the last to be decided using the first-past-the-post (or single member plurality) system. However, having won a majority government, he reneged on the promise of electoral reform. In view of the 2019 federal election results and the increasing frequency of minority governments in Canada's multi-party system, outline and evaluate the case for and against replacing the current electoral system. In your view, if we *were* to change the system, which particular model would have the best chance of representing the various interests of Canada's diverse communities most fairly, and why? What might the consequences of such a reform mean for the federal system of government?

Sources: For either essay, you **MUST use at least 5 secondary/ academic sources** from journals or books. You should also use at least 3 opinion pieces or op-ed articles in reputable newspapers and magazines (*Globe and Mail, National Post, Huffington Post, Vancouver Province, Calgary Herald, Edmonton Journal, La Liberté, Toronto Star, London Free Press, Ottawa Citizen, Montreal Gazette, New Brunswick Telegraph Journal, Halifax Herald*) or magazine (*The Walrus, Macleans*). Be sure to find a mix of opposing views (i.e. for and against Wexit for Option A, or electoral reforms for Option B) to explore the complexities of the issues.

You may also use additional supplemental primary sources (leaders' or MPs' or Senators' speeches, political parties' websites and other media, online /internet sources, Hansard, think tanks, research institutes, and interest groups' websites and position papers).

Please read Lucille Charlton, "How to Write an Argumentative Essay", in Charlton and Barker, 4th edition, 2002, pp. 503-509 – on cuLearn.

Format: the essay must consist of 2500 words, or **10 double-spaced, typed, numbered pages in 12-pt Times New Roman, with 1-inch margins, plus endnotes and bibliography** in standard format. See "Essay Tips" on cuLearn for acceptable citation styles.

Evaluation

Essays will be evaluated on:

- **Focus** – the clarity of the thesis/argument;
- **Support for the thesis** – the extent to which the explanations and evidence provided to support the thesis are relevant and sufficient;
- **Clarity of analysis** – whether the meanings of important terms and concepts are made clear, important assumptions are explored, and ideas are placed in proper context;
- **Organization** – whether ideas are presented in a logical order and provide a coherent argument
- **Quality and quantity of research** – whether you have consulted appropriate scholarly books and journal articles and other credible sources (you may use electronic/web sources to *supplement* your main research)
- **Style** – whether the sentence/paragraph structure and diction add clarity and persuasiveness to the argument (including whether the paper conforms to high standards of grammar, spelling, and citation style)

Discussion/TA Groups – 20%

A participation mark of 20% will be assigned by the Teaching Assistants for regular attendance, any specific assignments required for the discussion groups, *and* the quality of each student's contributions to discussions. The relative weight of any specific assignment (apart from regular attendance and participation) is to be determined by the TA of each group, though based on coordination among all TAs to ensure consistent assignments and weighting between groups. The discussion groups are an integral part of the course and therefore **attendance is compulsory**.

Readings from the Charlton and Barker text are assigned for the discussion groups. When reading the course materials, make sure you understand:

- the terms and concepts used by the author
- the central point or argument the author is trying to make

- the major themes
- how the argument is organized
- how the reading relates to other course materials

Think of what you may agree or disagree with, what was weak about the argument, how it might have been stronger, what was persuasive (or not) and why, whether enough reliable information was provided to support the position, and how it does, would, or should respond to the counter-position. Make notes on these points to bring to the discussion group as bridges in to the discussion.

SCHEDULED EXAMINATION – 40% - APRIL 13-25, 2020

The examination at the end of the term will be 3 hours in duration, and will be based on readings, lectures, and seminar material from the discussion groups. Students will be required to complete three short answer questions (based on definitions of key terms) and two long essay questions. Final exams are intended solely for the purpose of evaluation and will not be returned to students.

N.B. Examinations are scheduled by the university administration, not the Instructor. Please note that they may be scheduled at any time up to the final day of the examination period from **April 13-25, 2020**.

If you are not going to be available during the scheduled examination period, do not take this course.

PLAGIARISM

Essays submitted electronically via CuLearn will be checked via *Turnitin.com* as well as other websites dedicated to the prevention of cheating.

There are no excuses for plagiarism and **it will not be tolerated under any circumstances**.

At a minimum, plagiarists will fail the course.

A Note re Notes

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials *for their own educational use only*. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for *any* purpose without express written consent from the copyright holder(s).

Recording of sound or images in lectures and discussion groups is a serious violation of privacy and is **STRICTLY PROHIBITED**.

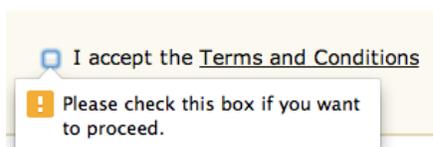
Oral Examination

At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays. You must keep a copy of your paper, as well as all notes and earlier drafts of your work until after the final grade has been assigned and accepted.

Course Email via cuLearn

All registered students should have an email account through the **cuLearn** system, which will be used by the Instructor and the Teaching Assistants to post information related to the course (e.g. answers to frequently asked questions, hand-outs, and news about discussion groups). Students are responsible for checking their cuLearn email accounts frequently for such information.

Please do not send substantive questions relating to course material via email. If you have questions, speak with your TA, or please come to see me during office hours to discuss them.



COURSE TOPICS AND READINGS

The readings listed below are obviously not the only ones relevant to the given topics. You are encouraged to do some supplementary research of your own. Readings from the required texts are compulsory. Website addresses are given for further information, and are recommended as supplementary sources.

Lecture time will NOT be devoted to each of the topics equally. Some sections will be emphasized more than others. This is in order to allow for more in-depth treatment of certain issues. For the others, the textbook chapters will suffice. Lectures will include material beyond that found in the assigned readings, so attendance is strongly advised.

In order to focus on contemporary institutional reform issues, no lectures will be given on Political Parties and the Bureaucracy, and Federalism will principally be covered in lectures in relation to the *BNA Act*. Students will be responsible for the required readings for these and all other topics listed for the purposes of the examination.

Several MPs and Senators have been invited to speak with the class. Because they are busy and scheduling is a complex exercise, we must remain flexible re scheduling, so some topics may be covered out of the order shown below. In addition, as lectures will not be covering all the topics that will be discussed in the TA groups, lectures may not necessarily sync completely with the TA groups over the term. What matters is that we cover the material by the end of it.

Class Schedule

The following schedule should be regarded as a **rough guide** to the order of lectures. However, it is possible we may veer from it from time to time, given class discussions and our visitors' availability.

Date	Topic	Readings
Jan. 9	Introduction	<ul style="list-style-type: none"> • Cochrane, Introduction, pp. 1-17
Jan.16	Constitutional Foundations: Sovereignty	<ul style="list-style-type: none"> • Cochrane, ch. 2, ch. 4, ch. 5 • Daniel Paul, WE WERE NOT THE SAVAGES: A MI'KMAQ PERSPECTIVE ON THE COLLISION BETWEEN EUROPEAN AND NATIVE AMERICAN CIVILIZATIONS, Halifax: Fernwood, 2000), Foreword and chs. 1, 3, 12, 13 (electronic resource online in Library) • Charlton and Barker: ch. 2, "Can Native Sovereignty Co-exist with Canadian Sovereignty?"
Jan. 23	Constitution and Federalism	<ul style="list-style-type: none"> • Cochrane, pp. 393-396, ch. 18 • Charlton & Barker, ch. 5, "Should the Federal government play a leading role in health care?"
Jan. 30	Constitutional Monarchy: Crown	<ul style="list-style-type: none"> • Cochrane, pp. 507-514 • Paul Benoit, "The Crown and the Constitution", <i>Canadian Parliamentary Review</i>, 25, 2, 2002: • http://www.revparl.ca/english/issue.asp?param=83&art=250
Feb. 6	Governor General	<ul style="list-style-type: none"> • Cochrane, pp. 509-513 • http://www.gg.ca/
Feb. 13	Voting and the Electoral System	<ul style="list-style-type: none"> • Cochrane, chs. 13, 15 • Charlton and Barker: <ul style="list-style-type: none"> ○ ch. 9, "Is a Mixed-Member Proportional electoral system in Canada's interest?"

		<ul style="list-style-type: none"> ○ ch. 10, "Should Women Focus on Small-p Politics?" ● http://www.elections.ca/
Feb. 27	House of Commons	<ul style="list-style-type: none"> ● Cochrane, pp. 569-596 ● Charlton and Barker: <ul style="list-style-type: none"> • ch. 8, "Should party discipline be relaxed?" • ch. 13, "Should representation in Parliament mirror Canada's social diversity?"
March 5	Executive: Prime Minister and Cabinet	<ul style="list-style-type: none"> ● Cochrane, ch. 21, pp. 515-537 ● Charlton and Barker: <ul style="list-style-type: none"> ○ ch. 6, "Is the Prime Minister Too Powerful?" ○ ch. 7, "Is a Majority Government More Effective Than a Minority Government" ● http://pm.gc.ca/
March 12	Parties and Advocacy Groups	<ul style="list-style-type: none"> ● Cochrane, ch. 14, ch. 16 ● Charlton and Barker, "Will conservatism and the Conservative Party fail?"
March 19	Senate	<ul style="list-style-type: none"> ● Cochrane, pp. 596-610 ● Charlton and Barker, 1st edition, "Should Canada adopt a Triple E Senate?" (<i>cuLearn</i>) ● http://www.sen.parl.gc.ca/
March 26	Judiciary and Charter of Rights	<ul style="list-style-type: none"> ● Cochrane, ch. 17, pp. 396-420, ch. 19, ch. 24 ● R. Jhappan, "Charter Politics and the Judiciary", in M. Whittington and G. Williams, eds. <i>CANADIAN POLITICS IN THE TWENTY- FIRST CENTURY</i>, (Toronto: Nelson, 2008): 186-223 ● Charlton and Barker, ch. 4, "Is the Canadian Charter of Rights and Freedoms anti-democratic?"
April 2	Bureaucracy	<ul style="list-style-type: none"> ● Cochrane, ch. 22



Academic Accommodations

Requests for Academic Accommodation

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

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

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

Survivors of Sexual Violence

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

Plagiarism

The University Senate defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

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

Grading

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

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

Approval of final grades

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

Carleton E-mail Accounts

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

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

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