

FYSM 1611A

‘Are you a Feminist?’ Understanding Feminism in Contemporary Politics

Mondays 11:35-2:25 (synchronous meetings 11:35-1:35pm)

This course will be held remotely online via Zoom

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Office Hours: Mondays 1:45-2:30pm

(On Zoom) Thursdays 11:45-1:00pm

Course Description and Objectives:

How do you respond when someone asks you ‘Are you a feminist?’ or ‘What do you think of the #MeToo movement?’ Heightened by the power of social media, the term ‘feminism’ seems to be everywhere. Justin Trudeau has proclaimed that he is a proud feminist. Beyoncé is also a feminist. But are their feminisms the same? What does it mean to be a feminist? How does feminism relate to other ideas and movements in politics? This course will examine the politics of contemporary feminism, using examples from Canada and around the world. Each week we will read and discuss issues related to contemporary feminism through a series of readings – some ‘scholarly’ and some ‘popular’ – that provoke questions about these issues. Throughout the course we will also spend time focusing on practical skills required for academic success.

Learning Outcomes:

Upon completion of this course, students should:

1. Know the meaning and relevance of these **key terms** related to feminist theory and practice: *gender, patriarchy, social construction, performativity, ‘public-private’, ‘waves’ of feminism, intersectionality, hegemonic masculinity, social reproduction, gender-based violence, empowerment, and neoliberalism.*
2. Be able to relate these terms/ideas to **practical issues in feminism**, including *women’s care work/unpaid labour, gender-based violence, the #MeToo movement and other feminist movements, women in electoral politics, and gender and international development.*
3. Know how to **read scholarly texts effectively** and **reflect critically** on ideas in the light of their own experiences and **write clearly** about these ideas.
4. Be able to **search for and find scholarly works** using a variety of search tools, use those works to **support their arguments** in a research essay; and cite that work using **proper citation style**.

Course Structure:

Normally, this course is run as an in-person, face-to-face seminar. This means that learning takes place primarily through group discussion, rather than through students listening while the professor lectures.

This Fall, the seminar will be run over Zoom. It will involve some ‘synchronous’ (real-time video conferencing) and some ‘asynchronous’ (independent work on your own time). **We will meet as a group every Monday from 11:30am-1:30pm.** This time will be spent in whole class discussions and smaller group work (through online ‘break out’ sessions).

Requirements and Assessment (at a glance):

1. Attendance and Participation	20%
2. Reading Response Posts (weekly)	20%
3. Feminist Campaign Project due Nov. 1)	25%
4. Final Essay (due Dec. 6)	30%
5. ‘Two Things I Learned’ (Dec. 10)	<u>5%</u>
	100%

I Attendance and Participation:

This is a seminar course and relies on the active participation of students. Your participation grade will be based on your attendance at these meetings throughout the term, as well as the quality and quantity of your participation in small-group and full-class discussions. Students are expected to have completed the required reading before the seminar and to be prepared to discuss that week’s material.

Marking Rubric:

- Regular attendance at synchronous sessions
- Regular and informed contributions to full-class and breakout group discussions
- Demonstrated knowledge of readings
- Active/engaged listening to others and respectful engagement with others’ comments

II Reading Response Posts (Week 2-11 inclusive):

Each week you will post a reflection on the readings that is guided by the Key Questions listed below. You do not have to answer ALL the questions posed, but you should respond to at least two of the questions each week. You may also add things that you find notable, interesting or controversial in the readings. **The aim is to encourage and incentivize you to read and reflect BEFORE the seminar and to provide you with an opportunity to reflect on what you have read – what you find important, and what you find challenging.** You are encouraged to add questions that you have about the readings, and/or things that you wish to discuss. Reflections should be between 200 and 300 words. There is no need to provide citations or a bibliography, but you should clearly state the author’s name when you are referring to a reading.

Responses will be graded out of 10 on the basis of:

- **substance** (demonstrated understanding of the arguments in the readings, understanding of the questions posed and ability to respond to those questions; use of critical thinking skills)
- **style** (syntax, grammar, clarity of writing and expression).

Responses must be posted to the Forum by 11:59pm on the Sunday before the relevant Monday morning seminar.

III Feminist Campaign Infographic

For this assignment, you will choose a feminist issue and create a campaign infographic poster for it. The issue must be related to feminism/women's rights but must be specific. (So instead of 'women's rights', choose '**women's reproductive rights in Latin America**'). You can choose to address the issue in a global or development context (**maternal and child health in sub-Saharan Africa**, for example) or local (Canadian) context (such as **violence against Indigenous women and girls, or the right to affordable childcare**). You may take an intersectional approach (eg. **women of colour in political leadership; access to shelters for trans-women**, etc.)

*****Please note: This assignment may be done alone or in groups. For the group option, you must make your own group of no more than 4 students (total) and find time outside of class to work on it. Only one infographic will be submitted for each group, and all students in the group will receive the same mark out of 20.***

Please submit the poster via Brightspace as a PDF document.

Please see the links below for examples of recent feminist campaigns:

<https://www.unwomen.org/en/get-involved>

<https://itsmeana.medium.com/5-inspiring-feminist-campaigns-you-should-know-7c94dc5f972a>

Components/Marking Rubric:

1. Include the Title of the Campaign and the associated Hashtag (make it catchy!)
2. Communicate the issue, and why it is a problem/why it matters.
3. Include at least three recent statistics related to the issue (with sources clearly cited on the poster)
4. Communicate actions that should/will be taken by your organization (made-up or real), by governments or by the public.
5. Eye-catching images or graphics that help to illustrate your points.

6. In addition to the poster, you must submit a SEPARATE bibliography (Word document) that lists all the references you used to make your infographic. Please use Chicago citation style (see below).

Your poster will be marked on how well you execute each of these components, focusing on **research, communication and creativity**.

IV Final Essay (due Week 12):

Your **research essay** will address a question related to feminism and politics/the politics of feminism. Your topics should be chosen from the list below. The essay must include a minimum of **5 scholarly sources (refereed academic journal articles, book chapters or books)** that are properly cited using in-text citations and a Bibliography). You are encouraged to use class readings (the scholarly ones!) The essay should be 1250-1500 words in length (double-spaced, Times New Roman 12-point font).

The essay should include:

1. A Clear but Catchy Title
2. A RESEARCH QUESTION (choose one of the five listed below. You should use the precise wording provided).
3. A THESIS STATEMENT. This is your main argument for the paper, which is a 'response' to the research question(s). The remainder of your paper must be dedicated to demonstrating the validity of your thesis statement.
4. A BIBLIOGRAPHY, which lists all the sources you used in your essay. Please use Chicago author-date referencing style.

Marking Rubric:

- Strength and Clarity of the Thesis Statement (10%)
- Quality of the Analysis (30%)
- Organization, Structure, Writing Style (30%)
- Relevant sources in Bibliography and used effectively in your analysis, and Correct, Complete and Consistent referencing style (Chicago author-date is recommended) (30%)

A 'research essay' means that you must do research in order to write the essay. By 'doing research' I mean use search engines (such as the Library's online search tools and Google Scholar) to find books (e-books) and articles (from online scholarly journals) which contain information, ideas and arguments that you will use to write your essay. Your job is to read these works and synthesize the ideas you find to form an essay with a clear argument and a logical structure. You do not have to come up with 'new' ideas; on the contrary, academic work at all levels involves **building on** previously published work (and citing that work so it gets the recognition it deserves). Once you choose your research question (from the five questions below), your next step is to search for sources that can help you to learn about the topic and build your argument. By all means, start with our class readings! (Tip: check the bibliographies of the sources you find for more relevant sources!)

Choose one of the following research questions for your essay:

1. To what extent does feminism remain a viable political project in an age of increasing non-binary gender identity, gender diversity and fluidity? Can we have 'feminism' without having a distinct and unified category of 'women'?
2. Can 'intersectional feminism' really be intersectional, or will it necessarily privilege gender oppression over all other kinds (race, class, ability) of oppressions and identities? Does this matter? Why?
3. To what extent are true gender equality and the achievement of feminist goals dependent upon the recognition of (and creation of public policy solutions to) women's unpaid reproductive labour burden and the 'crisis of care' it creates?
4. Has the #MeToo movement been helped or hindered by its celebrity/Hollywood profile? Discuss with reference to class, race and privilege in the context of gender-based violence and the feminist movement.
5. Can women make a greater impact in terms of feminist goals within formal electoral politics or through the broader political landscape of social movements and activism? Use examples to support your argument.

V 'Two Things I Learned about Feminism'

For our final class, each student must prepare to share (orally) with the rest of the class the two most important or transformative things they learned about feminism. These things must be directly related to the course content. Students will receive 3/5 if they attend the seminar and have something to say. Students will receive 5/5 if they i) attend the seminar; ii) have two specific, carefully-considered things that they share in an articulate and clear manner, iii) listen attentively to others in the class as they share their thoughts.

Code of Conduct

We are here to learn, and to engage in open, constructive dialogue in an atmosphere of tolerance and mutual respect. To facilitate this, this seminar will be run according to five key principles. Many of the topics covered in this course are of a particularly sensitive and potentially inflammatory nature. Students may have very strong views on certain topics, many of which may be informed by personal experiences. Acting in accordance with the following principles will help to ensure that we can all learn in an atmosphere that is safe, open and accepting: **mutual respect; equal voice; informed judgement; attentive listening; inclusiveness.**

***All readings** are available through the library's **ARES system of online reserves**. No textbooks are required for this course.

***All written assignments** (except for weekly response posts) must be submitted via the **Brightspace portal** in advance of the deadline. All assignments are due at 11:59pm on the due date.

Late Policy: Assignments can be submitted without penalty up to 24 hours after the due date. If you predict that your assignment will be late (you have been sick or your ability to work has been disrupted in some way) please approach me about this as soon as possible (either before or as soon after the deadline as possible). If I don't hear from you and don't receive your assignment, there will be a penalty of 1% of your final grade in the course per day. Assignments will not be accepted more than 7 days after the due date in the absence of documented extenuating circumstances.

WEEKLY TOPICS, READINGS and QUESTIONS

Week 1 September 13

Introduction and Welcome!

UN Women (2021) 'Beyond Covid-19: A Feminist Plan for Sustainability and Social Justice', UN Women Policy Brief. <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2021/brief-plan-for-equal-en.pdf?la=en&vs=4300>

UN Women, 'A Global History of Women's Rights'
https://www.youtube.com/watch?v=m_UjYOfmkn8

Key Questions:

1. How has the Covid-19 pandemic exposed and exacerbated ongoing gender inequalities?
2. What are the gender implications of the 'care crisis', the 'economic crisis' and the 'climate crisis'?
3. Watch the YouTube video on 'A Global History of Women's Rights' (3 minutes). What did you learn from this video? How much did you know about the history of women's rights on a global scale?

Week 2 September 20

Understanding Gender

Simone de Beauvoir (1949/2010) *The Second Sex*. New York: Vintage (e-book), pp. 23-26 AND 330-333
https://www.uberty.org/wp-content/uploads/2015/09/1949_simone-de-beauvoir-the-second-sex.pdf

Judith Butler (2011) *Gender Trouble*. 'The Compulsory Order of Sex/Gender/Desire' pp. 9-13.

Corey Mintz, 'Here's a tip: Let's not dress up service droids as women' *The Globe and Mail*.

https://www.theglobeandmail.com/opinion/article-heres-a-tip-lets-not-dress-up-service-droids-as-women/?utm_medium=Newsletter&utm_source=Globe%20Life&utm_type=text&utm_content=GlobeLife&utm_campaign=2019-2-26_16&cu_id=

Key questions:

1. What does de Beauvoir mean when she writes ‘One is not born a woman but rather, becomes a woman’?
2. Butler suggests that the distinction between sex (biological/natural) and gender (social/culturally-constructed) is unintelligible. For her, BOTH are social constructed. For Butler, sexed bodies never exist outside social meanings and how we understand gender shapes how we understand sex. She does not deny that physical bodies exist. But, she takes our understanding of this existence to be a *product* of social conditioning. Gender is thus ‘performative’ – we ‘perform’ gender, and that has various social effects. Does this idea make sense to you? Why or why not?
3. Think carefully about Butler’s argument (it is difficult!). Then consider ‘gender reveal parties’ (watch some videos of these on YouTube). Think about Butler’s claim that sex and gender are ‘performative’ while watching these. Think about the social effects of this.
4. Why do feminists need to think about gender and not just ‘women’?

Week 3 September 27

What is Feminism? Thinking about Equality, Difference and the Political

Rampton, M. (2015). Four waves of feminism. *Pacific University Oregon*, 25.
<http://gdelaunier.pbworks.com/w/file/attach/134554611/Four%20Waves%20of%20Feminism%20%20Pacific%20University.pdf>

bell hooks (1984) ‘Feminism: A Movement to End Sexist Oppression’ in Carole R. McCann and Seung-kyung Kim, eds., (2010), *Feminist Theory Reader*, 2nd edition. London: Routledge. (Chapter 6, pp. 51-57).

Key Questions:

1. Do you think it is useful to understand the feminist movement in terms of ‘waves’?
2. The ‘first wave’ of feminism is sometimes referred to as ‘liberal feminism’, since these women were striving for the same rights and freedoms (the basis of liberalism) as men. Why do you think this kind of feminism led to subsequent waves that took different strategies?
3. Can there really be a ‘global’ feminist movement, given the diversity of women and their struggles across different regions, countries, religions and cultures?
4. hooks argues that ‘when cease to focus on the simplistic stance “men are the enemy” we are compelled to examine systems of domination and our role in their maintenance and perpetuation’. What does she mean by this?

Week 4 October 4

Race and Intersectionality

Combahee Rivers Collective. 1979. A Black Feminist Statement. *Off Our Backs*, pp. 210-212.

Cooper, B. (2016). 'Intersectionality'. In *The Oxford handbook of feminist theory*. Oxford: Oxford University Press: 385-406 (read as much as you can)

Crenshaw, Kimberle, (2016) 'The Urgency of Intersectionality', TED Talk.

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality/transcript?language=en#t-202859

Key Questions:

1. Explain intersectionality in your own words (but use the readings to inform your explanation).
2. What role did US Black feminist thought play in the development of the idea of intersectionality?
3. Does intersectionality change the way you think about feminism?

**** No class Monday October 11th due to Thanksgiving ****

Week 5 October 18

Who counts as a Woman? Trans-feminism

Stryker S. (2007) 'Transgender Feminism'. In: Gillis S., Howie G., Munford R. (eds) *Third Wave Feminism*. Palgrave Macmillan, London

Carol Hay, 'Who counts as a Woman', *New York Times*,
<https://www.nytimes.com/2019/04/01/opinion/trans-women-feminism.html>

Key Questions:

1. Stryker argues that the category 'transgender' is both interesting and important for all kinds of feminism? What is her main point here about why this is the case?
2. Consider the recent controversy surrounding trans women and girls in sport. How do today's readings help you to think about that debate?

**** No class Monday October 25th due to Fall Term Reading Week ****

Week 6 November 1 (Infographic posters due today at 11:59pm)

Indigenous Feminism in Canada

Rule, E. (2018) 'Seals, Selfies, and the Settler State: Indigenous Motherhood and Gendered Violence in Canada'. *American Quarterly* 70(4), 741-754.

'Indigenous Women Assume and Cede Prominent Positions in Canada', July 9.
<https://www.nytimes.com/2021/07/09/world/canada/canada-indigenous-women.html>

Robinson, Sarah (2017) 'Indigenous Women and the Story of Canada', *The Walrus Talks*,
<https://www.youtube.com/watch?v=nDIIMMZ2gRM>

Key Questions:

1. Indigenous feminism focuses on the intersection between 'colonialism and patriarchy'. What do you understand by the term 'colonialism'? How did European colonialism differ from the settler colonialism of countries like Canada, the U.S. and Australia?
2. To what extent is 'white-stream feminism and gender and women's studies' complicit in on-going practices of settler colonialism in Canada?
3. Rule argues that attacks on Indigenous motherhood have functioned as a form of gendered violence in service of settler colonialism (p. 750). What does she mean by this?
4. How significant is Mary Simon's recent appointment as Governor General of Canada?

Week 7 November 8

Masculinities and Feminism

R.W. Connell (2005) 'The Social Organization of Masculinity' in Carole R. McCann and Seungkyung Kim, eds., (2010), *Feminist Theory Reader*, 2nd edition. London: Routledge. (Chapter 22, pp. 232-244).

Topping, Alexandra, Kate Lyons and Matthew Weaver (2019) 'Gillette #MeToo razor ad on 'toxic masculinity' get praise – and abuse', *Guardian*, January 15.
<https://www.theguardian.com/world/2019/jan/15/gillette-metoo-ad-on-toxic-masculinity-cuts-deep-with-mens-rights-activists>

'We Believe: The Best a Man Can Be', Gillette Commercial, 2019.
<https://www.youtube.com/watch?v=koPmuEyP3a0>

Key Questions:

1. Why study 'masculinities' in a course about feminism?
2. What is meant by the term 'hegemonic masculinity'?
3. Why is it important to think of masculinity as a relational concept?
4. The Gillette commercial seeks to challenge hegemonic masculinity. Is it successful? What is the motivation behind this ad – social change or selling shaving cream?

Week 8 November 15

Women's Work?

Waring, Marilyn. (1999) *Counting for Nothing: What Men Value and What Women are Worth*. Toronto: University of Toronto Press. Chapter 1, pp. 12-17.

Parkes, Amber (2021) 'From Burden to Benefit: Reframing the Conversation on Care', Oxfam Blog. <https://www.oxfam.ca/blog/from-burden-to-benefit-reframing-the-conversation-on-care/>

Wezerek, Gus and Ghodsee, Kristin R. (2020) 'Women's Unpaid Labor is Worth \$10,900,000,000,000', New York Times, March 5
<https://www.nytimes.com/interactive/2020/03/04/opinion/women-unpaid-labor.html?action=click&module=Opinion&pgtype=Homepage>

Key Questions:

1. Is 'housework' (cleaning, cooking) work? Is child care (by parents in the home) work? (Think about your answers carefully. Reflect on what your answer implies about your understanding of the nature of work, remuneration (payment for work), etc.). Check out the NYT interactive article. Were you surprised by the valuation of unpaid house work?
2. Why do you think that 'reproductive labour' (care work and 'housework') is traditionally undervalued? What role does gender play here?
3. Can we really understand women's oppression (and thus the strategies of feminism) without thinking about the role of capitalism in their oppression?

Week 9 November 22

#MeToo and Gender-based Violence

Zarkov, D., & Davis, K. (2018) 'Ambiguities and dilemmas around #Metoo: #forhow long and #whereto?' *European Journal of Women's Studies*, 25(1): 3-9.

Mahdavi, Pardis (2018) 'How #MeToo Became a Global Movement: Success Inspires Success', *Foreign Affairs*, March 6.
<https://www.foreignaffairs.com/articles/2018-03-06/how-metoo-became-global-movement>

Key Questions:

1. When and by whom was #MeToo started? What was its purpose originally?
2. How has me too changed in its new 'Hollywood' incarnation? Whose voices are we now hearing? Does this matter?
3. In the reading it is suggested that #MeToo is a very different kind of activism than the 'Take Back the Night' marches (Google 'Take back the night' to find out more).
4. Gender-based violence is not a 'new' problem for feminists; it has been central to most types of feminism for decades. Is the problem getting better, or worse, in your estimation? Why do you think that is the case?

Week 10 November 29

Gender and Women Political Leaders

Liu, S. J. S. (2019) 'Cracking Gender Stereotypes? Challenges Women Political Leaders Face'. *Political Insight*, 10(1), 12-15.

'What happens when women stop leading like men?', *New York Times*, March 30, 2019.
<https://www.nytimes.com/2019/03/30/opinion/women-leadership-jacinda-ardern.html>

'What's a Feminist Government?', *New York Times*, April 15, 2019.
<https://www.nytimes.com/2019/04/15/world/canada/trudeau-jody-wilson-raybould-feminism.html>

Key Questions:

1. Without the help of Google, write down the names and positions of as many women political leaders as you can (past or present). How many did you come up with? Then check this site:
2. How do gender stereotypes affect women's ability to become political leaders, as well as their day-to-day existence once they become political leaders? Try to think of examples that relate to current or past women leaders.
3. The article by Shan-Jan Sarah Liu argues that even when women are brave enough to enter politics, female politicians face a 'paradoxical challenge' that places them in a 'catch-22' situation. What is that challenge? How should they respond to this challenge?
4. What role does the media play in reinforcing or counteracting stereotypes? Again, try to think of examples.
5. Which do you think is a bigger obstacle to women in politics: the culture of politics, or the gendered nature of familial responsibilities?

Week 11 December 6 (essays due today at 11:59pm)

The Girl Effect? Women's Empowerment and International Development

Sydney Calkin (2015) Post-Feminist Spectatorship and the Girl Effect: "Go ahead, really imagine her", *Third World Quarterly*, 36:4, 654-669.

Nike, 'The Girl Effect' videos:

https://www.youtube.com/watch?v=WIVmE4_KMNw
<https://www.youtube.com/watch?v=gLTR9y4jyGE>

Khader, Serene (2019) 'Why are Poor Women Poor?', *New York Times*, September 11, 2019.
<https://www.nytimes.com/2019/09/11/opinion/why-are-poor-women-poor.html>

Key Questions:

1. First, watch the YouTube video ('The Girl Effect'). What do you think about this video? Are you inspired or skeptical? Why?
2. Then read the NYT op-ed by Serene Khader and the article by Calkin. What are their main arguments? Do you agree? Do you think differently about video after reading these?

Week 12 December 10

Wrap Up and Student Reflections: 'Two Things I Learned about Feminism'

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.