

FYSM 1611B
Gender, Race, and Political Exclusion
11:35 a.m. – 2:25 p.m. Wednesday

This course will be held ***in-person*** in a ***synchronous seminar*** format;
any changes to the course format because of public health measures
or other directives will be communicated to students

I General information

Instructor: Dr. Erin Tolley
Student hours: Wednesdays 10-11 a.m. in Loeb A627; online student meetings by appointment
Email: erin.tolley@carleton.ca
Website: <https://erintolley.ca>

Please use an official Carleton university e-mail account to contact me. If your question is a substantive one about course materials or assignments, it is usually best to speak with me in-person.

II Course description

This course is an undergraduate seminar on Gender, Race, and Political Exclusion. It dissects the ways in which the political playing field is uneven, and it provides an in-depth exploration of how gender, race and exclusion have shaped politics in democratic societies. We will focus primarily on Canada and look at how gender and race shape politics, public policy, and institutions and thereby influence political opportunities and outcomes. The course will also introduce students to concepts and frameworks that are central to race- and gender-sensitive analysis.

This is a course that demands a lot of us as learners: the workload is ambitious, and the subject matter itself is challenging. We will read and discuss topics and perspectives that are difficult, that make us uncomfortable or cause pain, that run counter to our own experiences (or unfortunately and unambiguously confirm them), and which demand open minds. Each of us will arrive at this course molded by varying life circumstances and values. We are unlikely to always agree, and this is not our aim. Rather, our aim is to conduct ourselves as learners and teachers who are working to build connections and a collective understanding. This requires reflection, humility, and a commitment to not doing harm.

As we encounter perspectives informed by identities and experiences that differ from our own, we may make assumptions based on our own social location, including those related to our race, gender, class, sexuality, ability immigration status, and family history. Even when we are careful and aware of our own positionality, we may make mistakes. When mistakes are acknowledged and accounted for, they are a part of learning, and this course provides space for doing that work, both individually and in class. Recognizing that academic spaces can themselves be toxic, alienating and even hostile, this course emphasizes the development of scholarly practices that promote learning, growth, and community.

III Course Format

a. Understanding the Difference Between Seminar and Lecture Courses

Most first-year courses are designed as *large lecture courses*. The word “lecture” comes from the Latin word *lectare*, which means “to read aloud.” In a lecture, information is communicated from the instructor to an audience of students. Often referred to as the “sage on a stage” model, students learn by listening. Student participation is rare; you may complete an entire course without once speaking in class!

In contrast, this course is a seminar. Instead of the instructor’s voice dominating, a seminar centres the contributions of students, with the instructor serving as a moderator and guide. The instructor typically begins the class and may set some questions or tasks, but otherwise it is the students who lead. Students therefore *learn by engaging*, not just with course materials but—importantly—with each other.

b. How to Prepare for a Seminar

To do well in this course, you must come to each class prepared to be an *active learner*, rather than a passive recipient. You are expected to have completed all assigned readings and watched or listened to any other required materials prior to coming to class. Beyond this, you should prepare a few brief items that you would like to contribute to the class discussion. This might be a question you would like to ask, a point you would like to clarify, or an illustrative example from current events. Put simply, you must *come to class prepared to contribute*.

c. Talk? In Class?! In Front of Everyone?! Sounds Awful. HELP!

After many months of online learning and social distancing, many of us are understandably *nervous* about in-person interactions. My aim as an instructor is to create an environment where you feel safe asking questions, contributing your ideas, and engaging in scholarly conversation. This will not always feel comfortable. Sometimes, it will in fact feel uncomfortable, awkward, even a bit scary. That’s okay! We learn by doing. Thus, one central goal of this course is to give you tools to push past those bad feelings to help you participate more confidently in academic settings. If you are struggling and would like to discuss strategies, please come talk to me.

d. Philosophy

I place a strong emphasis on incremental, scaffolded learning, with assignments linked to and building on one another. This means this class has a few smaller assignments that lead up to the larger assignment. This model also allows students to experiment with different communication genres and for the instructor to assess their knowledge throughout the semester and through a variety of modes. Students will sometimes be called on to contribute during class; pop quizzes and other assessments will be used to encourage accountability.

IV Learning Outcomes

Students will be challenged to think critically about race, gender, and political exclusion and to apply these lenses to historical and current events. An emphasis will be placed on academic skills development, including active class participation, focused reading, and writing for an academic audience. By the end of this course, students will be able to:

1. Understand Canada's colonial context and its connection to ongoing experiences of exclusion
2. Identify how exclusions based on race and gender have shaped political, economic, and social life in Canada
3. Assess and explain how raced and gendered constructs and categories are woven into institutions and policy decisions
4. Develop and strengthen foundational academic skills, including reading scholarly texts, critically reflecting on ideas, and communicating our own arguments clearly and persuasively both orally and in writing
5. Develop, strengthen, and apply scholarly practices¹ that are conducive to our own personal growth and the growth of those around us. These scholarly practices include:
 - Open-mindedness by welcoming new ideas, including those that make us uncomfortable
 - Humility by acknowledging what we do not know
 - Curiosity by asking questions
 - Courage by taking intellectual risks
 - Autonomy by thinking for ourselves
 - Self-reliance by finding solutions to problems
 - Attentiveness by looking and listening
 - Thoroughness by diligently reading, writing, revising, and working with care
 - Tenacity by embracing intellectual struggles
 - Gratitude by recognizing the work of others and being attentive to the politics of citation

V Evaluation

The following is an overview of the assessment components for this course. Detailed instructions will be provided on Brightspace and discussed in class.

| | Due Date | Weight | Submission |
|--------------------------------------|--|--------|-------------|
| Seminar engagement | Students' engagement will be assessed on an ongoing basis using several dimensions including participation in class discussions and group activities, pop quizzes, one-minute papers, and class citizenship Due: Ongoing (mid-term check-in in Week 7) | 20% | In-class |
| Research skills demonstration | Students will set up a Zotero library, identify and retrieve scholarly sources relevant to their book review, and then prepare a bibliography and short text describing their choices Due: September 30 @ 11:59 p.m. | 10% | Brightspace |
| Journal entries | Students will complete two short journal entries related to their book review using the provided prompts Journal entry #1 due: October 13 @ 11:59 p.m. Journal entry #2 due: November 3 @ 11:59 p.m. | 20% | Brightspace |
| Book review | Students will read a memoir written by a Canadian author from a list provided by the instructor. They will then prepare | 30% | Brightspace |

¹ Heavily influenced by Sarah Martin's articulation of this objective as well as by Jason Baehr's discussion of "intellectual virtues" (<http://intellectualvirtues.org/>).

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| | a review of its contents, drawing on relevant scholarly research and relating the author's lived experience to course concepts Due November 16 @ 11:59 p.m. | | |
| Field assignment | Students will visit a local art gallery, select, and photograph a piece of art that depicts a theme relevant to course concepts and then prepare a statement describing the piece and connecting it to relevant scholarly research Due December 7 @ 11:59 p.m. | 20% | Brightspace |

Extensions and late penalties: Extensions for written assignments will generally be granted provided students consult with the instructor prior to the assignment's due date. Otherwise, late penalties will be assessed through a deduction of 5% per day or part thereof, including weekends. Unless arrangements have been made *prior to the due date*, late assignments will not be accepted more than 7 calendar days after the due date and will receive a grade of zero.

VI Texts

Students will learn from journal articles, book chapters, and other materials, which will be available through the MacOdrum Library and/or on the course Brightspace page. Note that in some weeks, audio-visual materials have been assigned. If you have accessibility concerns related to the audio-visual materials (e.g., you require a transcript), please notify me as early as possible in the semester.

VII Course Schedule

| Week | Date | Topic | Notes |
|------|--------------|-------------------------------------|--|
| 1 | September 7 | Introduction | <i>Review the syllabus</i> |
| 2 | September 14 | Race and Gender in Higher Education | |
| 3 | September 21 | Research & the Hidden Curriculum | <i>Special workshop on Research Skills</i> |
| 4 | September 28 | Knowledge Integration | <i>Research skills assignment due September 30</i> |
| 5 | October 5 | Decolonization | |
| 6 | October 12 | Race | <i>Journal entry #1 due October 13</i> |
| 7 | October 19 | Gender | <i>Mid-term check-in meetings</i> |
| 8 | October 26 | Reading Week | |
| 9 | November 2 | Intersectionality | <i>Journal entry #2 due November 3</i> |
| 10 | November 9 | Masculinity | |
| 11 | November 16 | Reflection | <i>Book review due November 16</i> |
| 12 | November 23 | Canadian Narratives About Inclusion | |
| 13 | November 30 | In the Field | <i>Complete Field assignment visit</i> |
| 14 | December 7 | Wrap Up | <i>Field assignment due December 7</i> |

Week 1

September 7: Introduction

Reference Materials (review, take notes, and understand prior to class):

- Review the course syllabus and documents posted on Brightspace

Discussion Questions:

- What do you hope to learn in this class?
- What most excites you about this class? What scares you?

Skills Development:

- The syllabus and Brightspace page are a roadmap to the course. What does the syllabus and Brightspace page tell you about this course? What questions does it leave unanswered?

Week 2

September 14: Race and Gender in Higher Education

Reference Materials (review, take notes, and understand prior to class):

- Dawn Langan Teele and Kathleen Thelen. 2017. "Some of the top political science journals are biased against women. Here's the evidence." *Washington Post*. May 30.
- Erin Tolley. 2020. "Hidden in Plain Sight: The Representation of Immigrants and Minorities in Political Science Textbooks," *International Journal of Canadian Studies* 57: 47-70.
- Listen to Academic Aunties podcast episode on "Subversives in the Academy" (April 28, 2021) <https://www.academicaunties.com/2021/04/28/subversives-in-the-academy/>

Optional Reading (not required, but useful and strongly recommended!):

- Frances Henry, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos, and Malinda S. Smith. 2017. *The Equity Myth: Racialization and Indigeneity at Canadian Universities*. Vancouver: UBC Press. Ch. 11, "A Dirty Dozen: Unconscious Race and Gender Biases in the Academy," p. 263-296.

Discussion Questions:

- In what ways do race and gender shape university practices and institutions?
- In their article, Teele and Thelen discuss the "second face of power." What is this? Think of a few examples and come to class prepared to share them.

Skills Development:

- Next week, we will begin work on the **Research Skills Demonstration assignment**, which is the foundation for your **Book Review assignment**. In class this week, I will preview these two assignments and introduce the books you may choose from for the Book Review. Before this week's class, please *review these two assignments* on Brightspace and *think about what book* you might want to choose for your book review.

Week 3

September 21: The Hidden Curriculum of University Research

This week, we will discuss resources available in Carleton's MacOdrum Library and participate in a hands-on workshop that will *help you complete your Research Skills Demonstration assignment*.

Reference Materials (review, take notes, and understand prior to class):

- Review instructions for the Research Skills Demonstration and Book Review assignments
- **Make a final decision about which book you will read for your book review**
- Before class, browse the website for the MacOdrum Library: <https://library.carleton.ca>
 - Note at least one thing on the library website you would like to know more about (e.g., where can I find newspapers in the library? Does the library have audio books?) Prepare a question that will help you learn more about the library and its services.
- Then, follow this link and click on the section labelled "Zotero"
<https://library.carleton.ca/guides/help/citation-management>.
- **Before class:**
 1. Download a copy of Zotero: <https://www.zotero.org>
 2. Set up an online account: <https://www.zotero.org/user/register>
 3. If possible, please bring a web-enabled device with you to class (ideally a laptop) so you can follow along with the workshop.

Discussions Questions:

- What did you learn this week about the university's "hidden curriculum?"
- What is political about the process of citing research and compiling a bibliography?

Week 4

September 28: Knowledge Integration

No preparation is required for this week's class. Instructions will be provided.

Week 5

October 5: Decolonization

Reference Materials (review, take notes, and understand prior to class):

- Pamela Palmer. 2020. *Warrior Life: Indigenous Resistance and Resurgence*. Halifax Fernwood. Ch. 26, "Missing and Murdered: Canada's Genocide Cover-up," p. 147-150.
- Carleton University's Indigenous Collaborative Learning Bundles, "Decolonization is for Everyone: Identity Formation in the Canadian Context." On Brightspace, you will find a series of videos produced by Dr. Damien Lee and Knowledge Keeper Marlene Pierre. The Bundle is available in three parts (Overview, Collaborator's Lectures, and Knowledge Keeper Segment).

Please watch all the videos in all three parts of the bundle (roughly 60 minutes of videos) and then complete the knowledge checks. We will discuss this content in class.

Discussion Questions:

- Is colonialism something that happened in the past, or something that is ongoing?
- What actions does reconciliation require?
- What is cultural appropriation, and what are its consequences?
- How are genocide and colonialism related?

Skills Development:

- This week, we will discuss the Book Review assignment in more detail. Prior to class:
 - Review the descriptions of the Book Review and Journal Entry assignments
 - Read at least the first 30 pages of the book you have selected
 - Bring your agenda or planner so we can discuss setting deadlines for assignments

Week 6

October 12: Race

Stumped by a longer or more complex reading? This week, you will complete a module on Academic Reading, developed by Carleton's *Centre for Academic Student Support*, also known as CSAS. (Have you heard of CSAS? It offers all kinds of resources aimed at helping you kick a## in your courses, including peer assisted study sessions, writing support, and university skills workshops. Oh, and it's free: <https://carleton.ca/csas/>).

Skills Development (do this first, before you tackle the assigned reading!):

- Follow the instructions on Brightspace for enrolling in CSAS's module on Academic Reading
- After you have successfully enrolled, complete the workshop (approximately 45 minutes)
- When you have completed the workshop, download the certificate of completion, and post it on Brightspace under "Academic Reading Workshop"; completion of this workshop will be factored into your Seminar Engagement grade

Reference Materials (review, take notes, and understand prior to class):

- Augie Fleras. 2014. *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance*. Kitchener: Wilfrid Laurier Press. Ch. 3, "The Riddles of Race," p. 55-96.

Discussion Questions:

- How have scholars defined "race" and how have these meanings shifted over time? Is race still a relevant concept?
- Explain the connections between colonization, racism, and racialization.
- In what ways are race and power linked?

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| Week 7 |
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October 19: Gender

Reference Materials (review, take notes, and understand prior to class):

- Diana Koester. 2015. "Gender and Power," *DLP Concept Brief*. May. Birmingham: Development Leadership Program.
<https://res.cloudinary.com/dlprog/image/upload/4P3ReWPhqr2Nrzq2pUHB6c8L7DY15xGE1efu3Gmm.pdf>
- Mirya Holman, Angela Bos, J. Celeste Lay, Jill Greenlee, and Zoe Oxley. 2021 "Girls learn early that they don't have much of a place in politics." *The Conversation*. October 25.
<https://theconversation.com/girls-learn-early-that-they-dont-have-much-of-a-place-in-politics-168832>

Discussion Questions:

- What are some of the different ways that we can think about power? How do gender and power intersect?
- What is gendered political socialization, and how does it help to explain patterns of representation in politics?

Skills Development:

- We will discuss how to understand and integrate feedback you received on your first Journal Entry so that you can incorporate it and improve your subsequent submissions.
- To prepare:
 - Review the criteria outlined in the Journal Entry assignment description posted on Brightspace; and
 - Carefully read the comments I have provided on your first Journal Entry submission. Note: you will receive a notification once a grade and feedback have been posted to Brightspace. To learn how to view assignment feedback, see: <https://carleton.ca/brightspace/students/viewing-assignment-feedback/>. Be sure to check any Attached Files for detailed comments.

Mid-term Check-in:

- All students will be asked to **select a timeslot** to meet with Professor Tolley to discuss their progress and identify any challenges. Further details will be provided.

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| Week 8 / October 26: Reading Week (No Class) |
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Journal Entry #2 is due after Reading Week. You should aim to have read at least 3/5s of your book prior to completing Journal Entry #2. Take this time to do some reading.

Week 9

November 2: Intersectionality

Reference Materials (review, take notes, and understand prior to class):

- Nadia E. Brown. 2021. "Black Women's Hair Matters: The Uneasy Marriage of Electoral Politics and (Dis)Respectability Politics," *Women, Power, and Political Representation*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant, and Peter John Loewen, eds., 62-70. Toronto: University of Toronto Press.
- Erin Tolley. 2019. "Breaking the Concrete Ceiling: Media Portrayals of Racialized Women in Politics." *Gendered Mediation*, Angelia Wagner and Joanna Everitt, eds., 106-126. Vancouver: UBC Press.
- Raisa Patel. 2021. "'The system tries to grind you away': What it's like to be a Black or Indigenous woman in federal politics." *Toronto Star* (June 19)
<https://www.thestar.com/politics/federal/2021/06/19/the-system-tries-to-grind-you-away-what-its-like-to-be-a-black-or-indigenous-woman-in-federal-politics.html>

Discussion Questions:

- How is an intersectional analysis different from one that is not intersectional?
- How do racialized women's experiences in politics differ from those of white women?

Skills Development:

- Sometimes it's hard to ask questions in class. This week, we will practice with an Ask Me Anything. I will answer questions you have about university life, provide tips for succeeding, or discuss anything else that you're interested in. ***Come to class with a question you can ask.***

Week 10

November 9: Masculinity

Reference Materials (review, take notes, and understand prior to class):

- Jerald Sabin and Kyle Kirkup. 2019. "Competing Masculinities and Political Campaigns," *Gendered Mediation*, Angelia Wagner and Joanna Everitt, eds., 45-64. Vancouver: UBC Press.
- Kelly Dittmar. 2020. "The Masculinity Trap in Electoral Politics." <https://cawp.rutgers.edu/election-analysis/masculinity-trap-electoral-politics>
- Tyler R. Reny. 2020. "Masculine Norms and Infectious Disease: The Case of COVID-19." *Politics & Gender* (FirstView): doi: [10.1017/S1743923X20000380](https://doi.org/10.1017/S1743923X20000380)

Discussion Question:

- How do contemporary understandings of masculinity shape political behaviour?

Skills Development:

- This week, we will discuss how to bring together all the pieces for your Book Review assignment. At this point, you should have:
 - ***Finished reading your book or be very close to doing so***

- Have an excellent understanding of the prompts in the Book Review assignment, which provide you with general guidance on the contents of your review
- Settled on at least four relevant scholarly sources that provide research evidence or a conceptual foundation for themes you have identified in the book; these sources should be downloaded and added to your Zotero library
- Identified areas for improvement based on feedback received on your Journal Entries

Week 11

November 16: Reflection

No preparation is required for this week's class. Instructions will be provided.

Week 12

November 23: Canadian Narratives About Racial Inclusion

Reference Materials (review, take notes, and understand prior to class):

- Robin Maynard. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax: Fernwood. Ch. 2, "The Black Side of the Mosaic," p. 50-82.
- Watch the following "Heritage Minutes" and reflect on the image they present of Canada
 - Underground Railroad: <https://www.historicacanada.ca/content/heritage-minutes/underground-railroad>
 - "Boat People" refugees: <https://www.historicacanada.ca/content/heritage-minutes/boat-people-refugees>
 - Viola Desmond: <https://www.historicacanada.ca/content/heritage-minutes/viola-desmond>
 - Kensington Market: <https://www.historicacanada.ca/content/heritage-minutes/kensington-market>
 - Naskumituwin (Treaty): <https://www.historicacanada.ca/content/heritage-minutes/naskumituwin-treaty>

Discussion Questions:

- What are some of the most prominent narratives about diversity and inclusion in Canada?
- Many observers argue that Canada is a model country when it comes to multiculturalism and diversity. What is the basis for this claim, and how persuasive is it? In your answer, try to make connections with concepts and ideas that we have discussed in prior weeks.

Skills Development:

- This week, we will discuss the Field Assignment, which you will complete next week. Prior to this week's class, ***please read the Field Assignment description*** on Brightspace and come prepared to ask questions about it.

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| Week 13 |
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November 30: In the Field

You will visit a local art gallery to complete your Field Assignment. See full instructions in the assignment description posted on Brightspace.

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| Week 14 |
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December 7: Wrap-Up

Preparation:

- Think about what we have read, learned, and discussed in this course.
- Come prepared to share your reflections on the discussion questions below.

Discussion Questions:

- How do race and gender shape everyday life in Canada?
- What concepts, ideas, or arguments from this course will shape how you view politics in the future?

VIII Course Policies

Recording

To create a space where all learners feel free to participate, share ideas, and occasionally make mistakes, class discussions will not be recorded by the instructor and, **under no circumstances should students record, take photos / screenshots, or otherwise digitally capture any part of our class sessions** unless express consent is provided *by all students and the instructor* before the class in question.

Names

I will address you by your preferred name and by your pronouns. If the name on the official course list does not match the name by which you would like to be addressed (including in class, in emails, and when you submit assignments), please send me an email to advise me. I cannot change the official course list, but I can address you as you prefer. If you send me an email, I suggest you sign it using your preferred name / nickname, as this is how I am most likely to address you. I would like to pronounce your name correctly. To help me with this, I greatly appreciate a phonetic pronunciation guide (e.g., Erin Tolley = air-in tall-ee) or a short audio clip with the correct pronunciation (e.g., <https://namedrop.io/erintolley>).

Email

I am available to answer some enquiries by email. If you have a question about course policies, due dates, or assignments, please read the syllabus and check Brightspace to see if it can be answered using the information that is available to you. If your email relates to something that is best answered face-to-face, I will respond to set up a time to meet with you, either in student hours or by appointment. I check my email a few times a day during working hours (weekdays from 9 a.m. to 5 p.m.), and you can generally expect a reply within 24 hours. Because our brains and bodies need a break from work, **I do not check email in the evenings nor on the weekends**. If you are contacting me by email, please put the course code (e.g., PSCI 5915, FYSM 1611) in the subject line and use your Carleton email address.

Student Hours

Student hours (sometimes referred to as “office hours”) are a reserved block of time when the instructor is available *specifically* to assist students in this class. They are a space to seek clarification on readings or assignments, to discuss matters related to class content, or to seek guidance on other academic or professional matters. During student hours, the instructor can also provide referrals for matters outside of her purview (including issues related to mental health, food insecurity, and academic counselling). Instructors LOVE when students take advantage of student hours because (1) we get to meet you (2) it helps us learn your names and interests (3) we figure out what parts of the course you find confusing (or awesome) (4) we get a lot of email – so much email – and every student who comes to student hours = one less email (5) if you don’t come, we sit by ourselves and feel lonely.

Grade Appeals

At times, students are disappointed by the mark they receive on an assignment. This is natural, especially after we’ve put a considerable amount of effort into a piece of work, we are generally accustomed to success, or we have high expectations for ourselves. Disappointment is, unfortunately, a part of academic life. Marks cannot be raised simply because you tried hard, because you think you deserve a higher mark, or are trying to get into law school. Adjustments based on these criteria are unfair to students who understand that the quality of our work sometimes varies, and that the marks we receive reflect these ebbs and flows. If after considering your mark, reviewing the assignment instructions, and reading the instructor’s feedback, you feel that a mark should be revisited, please prepare a half-page explanation outlining the basis of the appeal. There is a “cooling off” period of 72 hours (3 days) after the

assignment has been returned to you, during which time appeals will not be considered. Please use this time to reflect on the assignment, your work, and the feedback you received. Note that a re-read of written work may result in a raising or lowering of a mark, and there are no provisions for re-writing or “making up” assignments.

Course Outline GIFt

Oh, wow! You’ve read this. You’re amazing. Before October 12, email me a funny GIF, meme, or photo featuring a cat, and I’ll give you a 1% bonus mark. And keep it a secret. Dedicated syllabi-readers deserve to be recognized!

Additional Policies

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

IX Resources for Students

Are you struggling academically?

- Carleton Academic Advising Centre (AAC) (<https://carleton.ca/academicadvising/>)

Are you a student with a disability and require academic accommodation?

- Paul Menton Centre for Students with Disabilities (<https://carleton.ca/pmc/>;
email pmc@carleton.ca or call and leave a voicemail at 613-520-6608)

Are you in personal distress? Please talk to someone!

- Carleton Health and Counselling Services (<https://carleton.ca/health/>; 613-520-6674)
- Good2Talk Postsecondary Student Helpline (1-866-925-5454)
- Sexual Assault Support Services (<https://carleton.ca/sexual-violence-support/>)

Are you experiencing food insecurity?

- CUSA Food Centre (<https://linktr.ee/cusafoodcentre/>)

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.