

FYSM 1611D

Feminism is for Everybody: Understanding Feminism in Contemporary Politics
Tuesdays 11:35-2:25 Loeb Building Room A602

Professor: Dr. Fiona Robinson (she/her)
Email: Fiona.Robinson@carleton.ca

Office Hours: By appointment (on Zoom; <https://carleton-ca.zoom.us/my/prof.robinson?pwd=U0ISZnNVMUJ3Zkl1M3cxNEVXTWNkZz09>)
(I am also available – most weeks -- to speak to students after class)

Course Description and Objectives:

These days we hear a lot about ‘feminism’ and ‘feminists’, but what does these labels really mean? This course seeks to go beyond stereotypes and common misconceptions to allow students to gain a better understanding of what feminism is really all about, and what role it has to play in contemporary politics. The title of the course is taken from a book by well-known feminist theorist bell hooks and is inspired by her belief that everyone stands to benefit from, and has a place in, the struggle to end sexist oppression. In the course, we will examine key concepts in feminist thought — including gender, masculinity, race and intersectionality — through reading the work of feminist theorists and exploring issues in feminist politics, such as gender-based violence, reproductive rights and the sexual division of labour. The course explores a diverse range of thinkers and approaches, including black feminisms, Indigenous feminisms, postcolonial feminism and queer and trans-feminisms, and will consider feminist politics both within Canada, and internationally.

Learning Outcomes:

Upon completion of this course, students should:

1. Know the meaning and relevance of these **key concepts** related to feminist theory and practice: *gender, patriarchy, social construction, performative, ‘public-private’, intersectionality, hegemonic masculinity, social reproduction, and gender-based violence.*
2. Be able to relate these terms/ideas to **practical issues in feminism**, including *women’s care work/unpaid labour, gender-based violence, reproductive rights and women in electoral politics.*
3. Know how to find, **read and cite scholarly texts effectively** and **reflect critically** on ideas in the light of their own experiences.
4. Communicate your informed ideas clearly and effectively both verbally, in small and large groups, and in writing, in academic writing.

Course Structure:

Unlike many other first-year courses, this course is a seminar. This means that the instructor will thus neither ‘lecture’ nor ‘lead’ the class, but rather will facilitate discussion, dialogue and debate. The seminar is thus student led and requires deep engagement on the part of students with readings, assignments, ideas and each other.

The seminar will be structured around **QUOTES and QUESTIONS**. Each week, half of the class will prepare a question and half of the class will prepare a quote; both quotes and questions are taken from the readings and will form the basis of both small group and full class discussion.

- i) **Quotes:** students must find a quotation (at least two sentences and no more than a single paragraph that communicates an important or contentious point or key idea in the reading. The aim is to choose a quote that will generate an interesting and productive conversation. Be prepared to read this quote aloud in class (note the page number!) and to share your thoughts on why it is important and interesting for feminist theory/practice. Quotes will be read aloud and posted in the class Google Doc for breakout group and full-class discussion.
- ii) **Questions:** students must prepare (in clear written form) **two** discussion questions arising from the readings. Questions can begin with context from the reading but must pose a question that addresses a key theme or issue. Students will read out these questions aloud and post them in the Google Doc for breakout group and full-class discussion.

Requirements and Assessment (at a glance):

1. Attendance and Participation	20%
2. Quotes and Questions - written submissions	25%
3. Feminist Campaign Project (due Feb. 14 th)	20%
4. Annotated Bibliography (due March 14 th)	10%
5. Book Review (due April 11 th)	20%
6. Research and Reflection Presentations	<u>5%</u>
	100%

1. 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

2. QUOTES and QUESTIONS: Written Submissions

Students will choose **five (5)** weeks to write up their reading quote or one of their questions. Written submissions will be due on the Friday (11:59 pm) following the Tuesday seminar for which the quote or question was prepared. Submissions must:

- a) state the original quote or question (including a formal citation of the reading from which it was taken);
- b) discuss the context of the quote/question and why it is important for feminism
- c) provide the student's own thoughts/analysis on the quote/question, taking into consideration, where relevant, ideas and points that we have discussed in class to date.

Submissions must be **250-350 words** in length, not including references, citations etc. (these limits are strict!)

***. PLEASE NOTE: **Students must have submitted ALL five write-ups by Friday March 31st at 11:59pm. At LEAST two of the five write ups must be submitted by Friday February 17th.** Students may not submit more than one write-up on any given Friday. THESE RULES AND DEADLINES ARE FIRM; extensions will only be granted in the case of exceptional circumstances.

3. 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 in Canada, or the right to/need for affordable childcare**). You may take an intersectional approach (eg. **women of colour in political leadership; access to shelters for trans-women**, etc.)

***An exemplar infographic (from a previous student, used with permission) will be posted on Brightspace. I will discuss the assignment, and the exemplar, in class).

*** I recommend using **Canva** (canva.com) for this assignment. Canva is a free web tool and app for creating infographics and digital poster projects. However, you may use other applications (see slide deck on Brightspace).

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

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

<https://itsmeansa.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 (200-300 words)
3. Include at least three recent, relevant statistics related to the issue (with sources clearly cited).
4. Communicate actions that should/will be taken by your organization (made-up or real), by governments or by the public (200 words)
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 APA citation style. Your poster will be marked on how well you execute each of these components, focusing on **research, communication and creativity**.

4. Annotated Bibliography

All students will prepare an annotated bibliography of five (5) peer-reviewed scholarly sources relevant to their short paper (see below). In order to complete this assignment, you must have begun reading the book, focusing on your chosen chapter. The sources in your annotated bibliography will be work on which you will draw in your short paper. Thus, you must be familiar with the chapter (and ideally, the whole book) in order to find scholarly sources related to it for this bibliography assignment.

Each source must be properly cited using the APA method.

<https://library.carleton.ca/guides/help/apa>

Annotations must be 100-150 words each. Each annotation must include a brief description of the content of the source, as well as an explanation of why and how it will be useful to you as you write your short paper. What is the author's position on the issue? How does it differ from hooks'?

Please consult this video for further instructions (we will also watch and discuss in class):

<https://www.youtube.com/watch?v=H03I5wK8mp0>

5. Short Research Paper

All students will write a short paper (1000-1500 words) based on one chapter from **bell hooks (2000) *Feminism is for Everybody*. London: Pluto Press.**

https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf

Choose **one** of the following chapters as the basis for your research paper:

- Chapter 5: Our Bodies, Ourselves: Reproductive Rights
Chapter 6: Beauty within and without
Chapter 7: Feminist Class Struggle

- Chapter 8: Global Feminism
Chapter 9: Women at Work
Chapter 10: Race and Gender
Chapter 11: Ending Violence

Your research paper should **answer the following questions**:

1. What is the issue under discussion in your chosen chapter? What is bell hooks' view on the issue? Why is it important for feminist theory and the feminist movement? (if relevant, consider its importance both historically and currently, and in different geographical and cultural contexts)
2. Based on your research, what are the key debates or tensions surrounding this issue?
3. What concepts, ideas, or theories can we use to help us understand this issue? Is it an issue that must be understood intersectionally?
4. Why is this issue both a feminist and a *political* issue? How could feminist thinking on it be transformative for societies? What kind of changes to our institutions, laws or policies might come from this thinking?

**** IMPORTANT: Please note that this assignment must not overlap substantively with your infographic assignment. So, for example, if you chose to do an infographic on Equal Pay for Work of Equal Value for women, you cannot do your research paper on Chapter 9: Women at Work. Rather, you must choose a different chapter/topic (such as Chapter 11: Ending Violence)

Marking Rubric:

- Comprehension of the feminist issue as discussed by hooks and other authors(summary) (20%)
- Quality of the Discussion and Analysis (20%)
- Organization, Structure, Writing Style (20%)
- Evidence of Research with relevant sources in Bibliography, used effectively in your analysis (20%)
- **Correct, Complete** and **Consistent** referencing style (APA is recommended) (20%)

6. Student Research and Reflection Presentations

For our final class, each student will prepare to share key aspects of their research and learning with the rest of the class. Your presentation can be based on your research paper or your infographic, or aspects of both. Prepare your reflections into a 10-minute oral presentation. To receive 5/5 for this, students must: i) attend the seminar; ii) share a clear and well-prepared presentation that reflects their research and learning; and iii) listen attentively to others in the class as they present. Power point slides, etc. are not required (but you may show your Infographic on the screen if you are discussing it). Marks will be reduced if any of these components are missing/not fulfilled adequately.

Seminar Conduct

We are here to learn, and to engage in open, constructive dialogue in an atmosphere of tolerance and mutual respect. Many of the topics covered in this course are of a particular sensitive and potentially inflammatory nature. As a result, you may not always feel comfortable with the discussion. Often, this is OK, since feeling uncomfortable is often a sign that learning is taking place. If, however, you find a particular topic or discussion triggers feelings of anxiety and trauma, please feel free to leave the class at that time and take a break. While we may sometimes feel uncomfortable in our discussions, we should never feel unsafe. Derogatory, hateful speech or personal attacks will NOT be tolerated. 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 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.

Support: There are many services at the university to assist and support you in all aspects of your life at Carleton. Please find some of the main links below (find the rest in the appendix at the end of this syllabus). If you are unsure about where to turn, please feel free to contact me and I will do my best to assist.

Wellness Support: Please visit <https://students.carleton.ca/wellness/>

Academic Support: Centre for Student Academic Support: <https://carleton.ca/csas/>

Indigenous Student Support: Centre for Indigenous Support and Community Engagement: <https://carleton.ca/indigenous/cisce/>

WEEKLY TOPICS AND READINGS

Week 1 Jan 10

Introduction and Welcome!

'Is Feminism no Longer the F-word'? Podcast, *Canadian Women's Foundation*. Jan.12, 2022. <https://canadianwomen.org/blog/feminism/> (listen to podcast (about 17 minutes) or read transcript.

Week 2 Jan 17

Feminism is for Everybody

hooks, bell, 'Excerpts from Feminism is for Everybody', Chapter 2 in Margaret Helen Hobbs and Carla Rice, eds., *Gender and Women's Studies in Canada: Critical Terrain*. Toronto: Women's Press, 2013.

Verna St. Denis, 'Feminism is for Everybody: Aboriginal Women, Feminism and Diversity', Chapter 3 in Margaret Helen Hobbs and Carla Rice, eds., *Gender and Women's Studies in Canada: Critical Terrain*. Toronto: Women's Press, 2013.

Sara Ahmed (2017) *Living a Feminist Life*. Duke University Press. Chapter 1: Feminism is Sensational (21-42).

Week 3 Jan 24

Understanding Gender

Shannon Dea (2016) *Beyond the Binary: Thinking about Sex and Gender*. Toronto: Broadview Press. Introduction.

Simone de Beauvoir (1949/2012) *The Second Sex*. New York: Knopf Doubleday). Introduction (to Volume I, pages 27-30); and Part II, Chapter I, 'Childhood' (first 5 pages only).

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*.

Week 4 Jan 31

Sexuality and Gender Identity: Queer and Transfeminism

Elliot, P. (2016) *Debates in transgender, queer, and feminist theory: Contested sites*. London: Routledge. Introduction: Exploring rifts in Transgender, Queer, and Feminist Theories [pp. 1-9 only]

MacDonald, E. (1998). Critical identities: rethinking feminism through transgender politics. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 23(1).

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

Week 5 Feb 7

Black Feminism and Intersectionality

Combahee River Collective. 1979. A Black Feminist Statement. *Off Our Backs*. pp. 6-8.

hooks, bell Chapter 2: 'Feminism: a movement to end sexist oppression' in *Feminist Theory: from Margin to Center*. [pp. 30-33 only; begin reading at 'Focusing on feminism as political commitment ...']

Crenshaw, Kimberlé "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*: Vol. 1989: Iss. 1, Article 8, [pp. 139-150 only].

(* we will watch in class):

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

Week 6 Feb 14 (Infographic posters due today at 11:59pm)

Indigenous Feminisms

Arvin, M., Tuck, E., & Morrill, A. (2013). Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. *Feminist formations*, [pp. 8-21 only].

Hunt, S. (2018). Embodying self-determination: beyond the gender binary. In Margo Greenwood, Sarah de Leeuw, and Nicole Marie Lindsay, eds., *Determinants of Indigenous Peoples' Health*. Toronto: CSP Books, pp. 22-39.

(* we will watch this in class):

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

Week 7 Feb 28

Decolonial Feminism, International Development and Cultural Imperialism

McEwan, C. (2001). Postcolonialism, feminism and development: intersections and dilemmas. *Progress in development studies*, 1(2). (only Part II 'Feminism, postcolonialism and development,' pp. 96-102).

Abu-Lughod, L. (2016). The Muslim woman: The power of images and the danger of pity. In *Everyday Women's and Gender Studies* (pp. 46-54). Routledge.

Serene Khader (2019) Why are Poor Women Poor?, *New York Times*, September 11, 2019

Kataiun Amirpur (2022) 'How Feminist are the Protests in Iran?', DW, October 13, 2022.
<https://www.dw.com/en/opinion-iran-protests-a-struggle-for-self-determination/a-63422563>

Week 8 March 7

Men, 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).

Harrington, C. (2021). What is "toxic masculinity" and why does it matter?. *Men and Masculinities*, 24(2), 345-352.

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 will watch in class**)

'We Believe: The Best a Man Can Be', Gillette Commercial, 2019.

<https://www.youtube.com/watch?v=koPmuEyP3a0>

Week 9 March 14

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.

Bahn, Kate, Jennifer Cohen, and Yana van der Meulen Rodgers. 2020. "A Feminist Perspective on COVID-19 and the Value of Care Work Globally." *Gender, Work & Organization* 27(5): 695–9.

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>

Week 10 March 21

Gender-based Violence

True, Jacqui (2020). *Violence Against Women: What Everyone Needs to Know*. Oxford: Oxford University Press. pp. 1-21.

Dlamini, N. J. (2021). Gender-based violence, twin pandemic to COVID-19. *Critical Sociology*, 47(4-5), pp. 583-590.

Zarkov, D., & Davis, K. (2018) 'Ambiguities and dilemmas around #MeToo: for how long and where to?' *European Journal of Women's Studies*, 25(1): 3-9.

Sandra E. Garcia (2017) 'The Woman who Created #MeToo Long before the Hashtags', *New York Times*, October 20.

Week 11 March 28

Reproductive Justice and Feminism

Price, K. (2020). What is reproductive justice? How women of color activists are redefining the pro-choice paradigm. *Meridians*, 19(S1), 340-362.

Via, Cynthia (2022) 'Intersectional Activism in a Post-Roe World', *YES*, October 12, 2022.
<https://www.yesmagazine.org/social-justice/2022/10/13/access-abortion-activism>

Malvern, C., & Macleod, C. (2018). Cultural De-colonization versus Liberal approaches to abortion in Africa: The politics of representation and voice. *African journal of reproductive health*, 22(2), 49-59.

Week 12 April 4

No class (professor giving a keynote lecture at University of Amsterdam)

Work on Research Papers and Presentations!

Week 13 April 11

Student Research and Reflection Presentations

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:*

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- 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/>
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- *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>
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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:

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- 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.
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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.