

**PSCI 2500A**  
**GENDER AND POLITICS**

Thursday 2.35 - 4:25 pm

Please confirm the location on Carleton Central.

**Instructor:** Gopika Solanki  
**Office:** Loeb C674  
**Office Hours:** Thursday, 11:00 am– 12:00 noon or by appointment  
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**COURSE DESCRIPTION**

This course introduces students to broad topics in gender and politics, and it is divided into three analytical sections. In the first section, we will explore gender as a critical analytical category and discuss its significance within politics. The second section will focus on the engagement of women's movements with formal and informal politics in historical and contemporary contexts. We shall debate the nature and modes of women's and men's participation and representation in formal electoral systems, civil society, nationalist movements, revolutions, and in processes of democratization. In the third section, we will discuss the transformative potential of feminist politics in local and transnational contexts. The course will draw on case studies from different regions and compare similarities and differences across cases.

**COURSE AIMS AND OBJECTIVES**

The aim of the course is to acquaint students with key concepts and debates in the field of gender and politics. Upon the completion of the course, the successful student will be able to do the following:

- To discuss the importance of gender as an analytical category and explain its significance for the study of politics.
- To demonstrate knowledge of major historical and contemporary debates on gender and politics within women's movements in the global North and the South.
- To analyse and assess patterns and trends in women's and men's political participation and representation across the globe.
- To interpret the transformative potential of feminism in shaping formal and informal politics.

## **COURSE FORMAT**

### **Lectures**

This in-person course is organized around lectures, group discussions, and in-class activities. You will be responsible for regular attendance at lectures and tutorials. Multiple tools will be used to achieve classroom engagement including films, videos, and various texts. We will conduct an in-class practice quiz early in the semester and provide feedback to assist and familiarize you with the midterm examination. We will conduct three structured in-class exercises to help you with the comparative research essay analysis, and the final take-home examination.

### **Experiential Learning**

In line with experiential learning goals, students will discuss weekly news relevant to gender and politics globally in the first ten minutes of class with the course instructor. Students will also play an active role in critically analyzing films screened in class.

## **LEARNING OUTCOMES**

Students will be able to understand the roles that gender and other forms of difference play in defining and determining access to leadership, power, and access to resources

Students will think critically about mechanisms for change toward gender equality

Students will demonstrate evidence-based reasoning and analytical writing skills

Students will develop public speaking, discussion, and debating skills

## **READING**

The readings on the course outline are available electronically on Ares in Brightspace.

## **EVALUATION AT A GLANCE**

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Midterm	October 10	20
Final Take-home Examination	December 21	20
Research Essay Exercise	December 6	25
Presentation (Tutorial)	Sign up by September 19	10
Attendance (Tutorial)	Ongoing, Cumulative	10
Participation (Tutorial)	Ongoing, Cumulative	10
In-Class Practice Quiz	September 19	5

## COURSE REQUIREMENTS AND GRADING CRITERIA

You will be evaluated on the following six graded components:

- **In-class mid-term exam (20%)**, to be held on October 10. The midterm will be based on course lectures, readings, and group discussions to date. Your answers should demonstrate a grasp of the relevant material covered in class and in the readings. You are expected to provide essay-type answers (2-3 pages, single-spaced) to long questions. Short answers are no longer than one page. No additional reading or research is required beyond the syllabus and class lectures. You will be graded on the grasp of the relevant course materials, coherent and logically structured answers, and demonstrated depth of understanding of course materials.
- **Comparative Research Essay (25%)**, due December 6; late assignments will be accepted until December 10. A list of essay topics will be given to you on the first day of the class. You may choose a topic or explore topics of your choice in consultation with the instructor. Your essay should be related to major themes covered in class and show insight into the issues that go beyond what has been covered in class. This assignment will be graded on the grasp of the relevant materials, accurate identification of ten key points, depth of content and understanding, the ability to articulate key arguments and issues, the strength of the evidence supporting the argument, insightful analysis and comparison of the two modes of approach, and clear writing style. Essay assignments should be formatted for 1-inch margins, use a standard 12-point font (e.g., Times New Roman, Arial, Calibri), include page numbers, and consistently adhere to an accepted citation style (MLA, APA, Chicago, etc).
- *AI-Generated Essay: Step 1.*

Choose an essay topic based on the list of topics given to you and use ChatGPT to generate a 10-page (double-spaced) essay. Read and evaluate the essay, paying attention to its structure, arguments, evidence, and overall quality. Write a 750-1000 word note elaborating on 5 issues/arguments you learned about that topic from ChatGPT's output. In addition, you should write 1-2 paragraphs assessing the accuracy and depth of information provided, the coherence and logical flow of the information provided, biases observed (if any), and the overall effectiveness in addressing the topic. Pl. submit the AI-generated essay with your assignment. You are required to document your use of ChatGPT. Include the prompts you used to get the results. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>"

*Human-Researched Essay: Step 2.*

- Conduct your own research on the same topic without the aid of ChatGPT or any other generative AI model. Use at least 5 new academic papers/book chapters/books on the same topic not covered by the ChatGPT essay and write a 1500-2000 word note on 5 new issues and arguments (2-3 paragraphs each) on the topic from these sources. These should be distinct from and more in-depth than those presented in the AI-generated essay. For each point, clearly state the issue or argument, provide evidence from your research to support your discussion, analyze the implications of each point, and compare and contrast your findings with the AI-generated essay where relevant. You should attach the bibliography of sources used and consistently adhere to an accepted citation style (MLA, APA, Chicago, etc). You may not use generative artificial intelligence or AI in this half of the assignment.
- **Attendance and participation in tutorials (20%)**. In addition to their attendance at course lectures, students are expected to attend weekly group sessions/tutorials regularly and to participate actively in group discussions.
- **Presentation in Tutorials (10%)**. In consultation with the TAs, students will select a reading based on the theme of the week. During the tutorial, the students will deliver a brief presentation (five to seven minutes) and answer both clarificatory and substantive questions. Students are expected to summarise and analyze the main arguments of the chosen reading. Please sign up for one presentation on a reading of your choice latest by January 22.
- **In-Class Practice Quiz (5%)**. Conducted in class on September 19. The practice quiz will consist of short questions on materials covered in lectures and readings up to this point in the semester, mirroring the partial structure of the midterm examination. This practice quiz aims to allow you to assess your understanding of the course material covered thus far and to provide early feedback, identifying areas that need improvement.
- **Take-Home Final Exam (20%)**. A take-home final examination will be distributed on December 5. The exam will emphasize the course readings, discussions, and course lectures of the latter half of the course. This exam will be based on lectures and assigned readings. The purpose of this assignment is to give you a chance to demonstrate your grasp of materials covered in classroom discussions, readings, and lectures. The exam will include long essay-type questions and short questions. You are expected to provide essay-type answers (2-3 pages, double-spaced) to long questions. Short answers are no longer than 1-1.5 pages, double-spaced. No additional reading or research is required beyond the syllabus and class lectures. You will be graded on the ability to synthesize themes and key concepts from relevant course content, coherent and logically structured answers, and demonstrated depth of understanding of course materials. The final examination is DUE by 5pm ET on Brightspace, on December 21.

Notes:

### ***Late Assignment Policy***

Each assignment is graded out of 100 marks. A penalty of two marks per day will be deducted from the grade for late submissions. The penalty might be waived if you have a medical certificate or other documentary evidence, such as Carleton's Self-Declaration form (see Appendix below) to excuse missing the deadline.

### ***Academic Integrity***

All assignments should be your own original work, created for this class. You are not allowed to reuse work previously submitted to another course. By submitting assignments in this class, you pledge to affirm that they are your work and that you have not used this work in any other class.

### ***Intellectual Property***

Materials created for this course (including presentations, powerpoint presentations, notes, assignments, and exams) remain the intellectual property of the instructor and/or students. They are intended for personal use and may not be reproduced or redistributed in any form.

### ***In-Class Exercises and Extra Marks***

On October 31, November 14, and November 21, you will participate in in-class exercises during lectures that are meant to help you with your Comparative Research Essay and the final take-home examination. Students who participate in all three exercises will get three extra marks on their Comparative Research Essay and three extra marks on their final take-home examination. Those who participate in two sessions will get two extra marks on their Comparative Research Essay and two extra marks on their final take-home examination. Students who participate in one classroom exercise will get one extra mark on their Comparative Research Essay and one extra mark on their final take-home examination. All students who participate in these exercises will get identical marks.

### ***AI Policy***

You are allowed to use generative artificial intelligence, or AI to generate an essay on the topic of your choice for the first half of the Comparative Research Essay Analysis. The use of AI-generated work for any other assignment is prohibited in this course.

## **COURSE SCHEDULE**

### **September 5**

#### **Introduction to the course**

*An overview of key debates in gender and politics across the globe.*

Film Screening and Discussion: *Running with My Girls* by filmmaker Rebekah Henderson United States 2021

### **September 12**

## **Decoding “Gender,” Engendering Politics**

### **Tutorials Begin**

*Is “gender” just another term for discussing “women”? What does the category “gender” indicate and how is gender interlocked with other axes of identity such as class, race, nation, ethnicity, etc.? Why should we study Political Science through gendered lenses?*

Peggy McIntosh. 1988. *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women’s Studies*. Wellesley, Mass.: Wellesley College, Center for Research on Women.

Pascoe, C. J. 2017. “Who Is a Real Man? The Gender of Trumpism.” *Masculinities and Social Change* 6(2):119–41.

MacDonald, Eleanor. 1998. “Critical Identities: Rethinking Feminism through Transgender Politics.” *Atlantis: Critical Studies in Gender, Culture & Social Justice* 23(1): 3-12.

### **September 19**

#### **Women and Informal Politics: Organising for Civil and Political Rights in Diverse Contexts: Perspectives from the North and the South**

*In-Class Practice Quiz (In Preparation for the Midterm)*

*How do women participate in informal politics? How did women’s political action influence political developments and state structures in the North and in the South? What was the nature of women’s mobilisation in struggles against colonial or authoritarian regimes? Why did women’s participation in liberation movements in some cases lead to greater inclusion of women in formal politics whereas similar levels of engagement elsewhere did not result in such outcomes? What kind of organisational and discursive strategies are used by various women’s groups across the globe?*

Anderson, Cora Fernández. 2020. “Latin American Women’s Movements: A Historical Overview” in Bada, Xóchitl, and Liliana Rivera Sánchez, editors. *The Oxford Handbook of the Sociology of Latin America*. Oxford University Press.

Small, Tamara. 2020. “The Promises and Perils of Hashtag Feminism.” in MacDonald, Fiona, and Alexandra Z. Dobrowolsky, editors. *Turbulent Times, Transformational Possibilities?: Gender and Politics Today and Tomorrow*. Toronto: University of Toronto Press. pp.177-198.

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#### *Recommended reading:*

Beckwith, Karen. “Beyond Compare?: Women’s Movements in Comparative Perspective” in Mona Lena Krook and Sarah Childs, editors. 2010. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 3.

### **September 26**

#### **Gender, Women, and Formal Politics**

*What are the trends in women’s and men’s participation and representation in electoral politics?*

Lee, Young-Im. 2023. "A Trailblazer or a Barrier? Dynastic Politics and Symbolic Representation of the First Female President of South Korea, Park Geun-Hye." *Politics and Gender* 19(3): 756-780.

Junn, Jane and Natalie Masuoka. 2020. "The Gender Gap is a Race Gap: Women Voters in US Presidential Elections." *Perspectives on Politics* 18(4): 1135-1145.

*Recommended reading*

Brulé, Rachel, and Nikhar Gaikwad. 2021. "Culture, Capital, and the Political Economy Gender Gap: Evidence from Meghalaya's Matrilineal Tribes." *The Journal of Politics* 83(3): 834-50.

**October 3**

**Gender and Electoral Processes**

*While women effect change in political structures and participate in politics in large numbers as we have seen in earlier sections, what factors explain the low rate of participation of women in formal politics?*

Evans, Elizabeth, and Stephanie Reher. 2023. "Gender, Disability and Political Representation: Understanding the Experience of Disabled Women" *European Journal of Politics and Gender* 2023(3): 1-18.

McLean, Karalena et. al., 2019. "Examining Mediation of Female and LGBTQ-Identifying Candidates" in *Gendered Mediation: Identity and Image Making in Canadian Politics*, editors. Wagner, Angelia and Everitt, Joanna. Vancouver: UBC Press, 145-164.

**October 10**

**Midterm**

**October 17**

**Women, Gender, and Political Parties**

*What factors explain the low rate of participation of women in formal politics? Under what conditions do political parties aggregate women's interests? What factors explain the failure of feminist political parties? How are gendered interests advanced, if at all, in politics without parties?*

Krook, Mona Lena. 2017. "Violence against Women in Politics." *Journal of Democracy*, 28(1): 74-88.

Tolley, Erin. 2023. "Gender is not a Proxy: Race and Intersectionality in Legislative Recruitments." *Politics and Gender* 19(2): 373-400.

Film: *Enemies of Happiness* (A film on challenges faced by women political leaders in Afghanistan)

## **October 24**

### **Winter Break.**

## **October 31**

### **Debates on Political Representation**

*Should there be an increase in women's numbers in political office, or is it better to increase numbers of feminists as opposed to women? What are gender quotas and what factors affect their design?*

Jane Mansbridge. 2010. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" in Mona Lena Krook and Sarah Childs, editors. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 24.

Hughes, Melanie M., et al. 2015. "Transnational Women's Activism and the Global Diffusion of Gender Quotas." *International Studies Quarterly* 59(2): 357–72.

## **November 7**

### **Changes in Patterns of Political Representation**

*What factors explain the increasing presence of women representatives in politics?*

Barnes, Tiffany D., and Diana Z. O'Brien. 2018. "Defending the Realm: The Appointment of Female Defense Ministers Worldwide." *American Journal of Political Science* 62(2): 355–68.

Smith, Adrienne. 2014. "Cities Where Women Rule: Female Political Incorporation and the Allocation of Community Development Block Grant Funding." *Politics and Gender* 10(3): 313–340.

### *Recommended reading*

Escobar-Lemmon, Maria C., et al. 2021. "Breaking the Judicial Glass Ceiling: The Appointment of Women to High Courts Worldwide." *The Journal of Politics* 83(2): 662–74.

## **November 14**

### **Women in Public Office and Public Policy Making**

*Can the inclusion of women in formal political systems change the very nature and conduct of politics?*

Donno, Daniela, Sara Fox and Joshua Kaasik. 2022. "International Incentives for Women's Rights in Dictatorships." *Comparative Political Studies* 55(3): 451–92.



Johanna Kantola. 2010. "Gender and the State: Theories and Debates" in Mona Lena Krook and Sarah Childs, editors. 2010. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 35.

## **November 21**

### **Women in Public Office and Public Policy Making**

*Can the inclusion of women in formal political systems change the very nature and conduct of politics?*

Dorothy McBride and Amy Mazur. 2013. "Women's Policy Agencies and State Feminism" in Waylen, Georgina, et al., editors. *The Oxford Handbook of Gender and Politics*. Oxford University Press. pp. 654-678.

Heinzel, Mirko, Weaver Catherine and Jorgensen Samantha. 2024. "Bureaucratic Representation and Gender Mainstreaming in International Organizations: Evidence from the World Bank." *The American Political Science Review* 2024 (4): 1–17.

## **November 28**

### **Reconstituting Formal Politics?: Analysing the Role of Institutions, Women's Movements, and Regimes in Transformative Processes**

*How and why should feminists engage with the state?*

Karim, Sabrina. 2017. "Reevaluating Peacekeeping Effectiveness: Does Gender Neutrality Inhibit Progress?" *International Interactions* 43(5): 822–847.

Gleisberg, A. Ikaika., & Upadhyay, Nishant. 2023. "Against Trans Inclusion in the Military: A Trans of Color Abolitionist Critique." *Frontiers* 44(3): 68-91.

## **December 5**

### **Course Review**

#### **Setting New Agendas, Facing New Challenges, and Gendering the "Political"**

*How should feminists respond to democratic backsliding and authoritarianism?*

Corredor, Elizabeth S. 2019. "Unpacking 'Gender Ideology' and the Global Right's Antigender Countermovement." *Signs: Journal of Women in Culture and Society* 44(3):613–38.

## **Appendix**

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### **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**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

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

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***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](mailto: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 to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will 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. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://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](http://carleton.ca/sexual-violence-support).

## **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The 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.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course’s instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous

investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question 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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

### **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 the 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