

Indigenous Politics of North America
PSCI 4206B/PSCI 5100

GENERAL INFORMATION		
Instructors Gabriel Maracle	E-mail: gabrielmaracle@cunet.carleton.ca	Course Schedule: Weekly on Tuesdays from 2:35 PM – 5:25 PM
Course type: In-person seminar	Lecture Location: Confirm location on Carleton Central	Office Hours: Tuesdays: 12:00 PM - 1:00 PM at Loeb D697 or by request

COURSE DESCRIPTION

This course will trace the history and context of Indigenous activism in what is now called Canada. This course is based on Indigenous studies' multidisciplinary approach to understanding the long history of Indigenous activism. We will explore various critical points in history, as well as relevant contexts and histories. Additionally, this course counters the narrative of Indigenous people as passive victims and will examine Indigenous people as active agents in their own stories and lives. This is **not** an introductory course to the topic of Indigenous studies or Indigenous-settler relations.

COURSE FORMAT

This course will be delivered in person, keeping the health and safety of the students in mind. As this is an upper-year honours seminar students ability are expected to read and engage with the material. There will be a lecture at the beginning of most sessions, but students will lead and participate in the seminar discussions during the remaining class time.

LEARNING OUTCOMES

By the end of the course, students will be able to:

1. **Understand** the history of Indigenous activism in Canada
2. **Apply a** critical analytical lens to Indian policy and understand its historical and contemporary impacts
3. **Create** a seminar presentation and lead their peers in discussion
4. **Synthesize** academic and grey literature
5. **Organize** their work and chosen topics in a way to conduct research efficiently

COURSE MATERIALS

Weekly readings will be available on the course platform. The readings consist of both academic and grey literature. There is no textbook. There are podcast episodes or videos as part of some of the week's materials. There is no assigned textbook for this course.

ASSIGNMENTS

All written assignments must be **double-spaced** and in **Times New Roman 12-point font**. This is a fourth-year honours seminar. As this is a fourth year/graduate level class, citation style will be personal preference. You will be expected to submit properly edited assignments free of spelling, grammar, punctuation, and citation errors. Equally important to your writing are diction and syntax. All course assignments must be submitted to the Brightspace learning platform.

Extensions for assignments will be granted on a case by case basis. The maximum amount of time that can be granted for an extension is **7-days**. Late assignments will be deducted **5% per day** from the deadline to a maximum of **20%**. **Anything beyond that is an automatic zero.**

All assignments are due on Fridays at midnight.

	ASSIGNMENT	WEIGHT	DUE DATE
1	Indigenous Events	10%	February 9
2	Leading a Seminar	25%	Week 3 through Week 12
3	Participation	30%	Week 2 to Week 13
4	Briefing Note	10%	March 15
5	Learning Reflection	5%	April 5
6	Final Paper	20%	April 10, 2024

ASSIGNMENT 1: Indigenous Event– 10%

DUE DATE: February 6, 2024

Ottawa is the nation's capital, and there are frequently Indigenous events occurring in the city, from those based in the community to the hills of Parliament. Carleton University also has plenty of opportunities to engage in Indigenous politics and activism. There are also opportunities for engaging Indigenous events around the globe over ZOOM or other online platforms.

Indigenous activism is something that takes many different forms and shapes. It can manifest itself in art exhibitions and community-led talks. You will be expected to attend an Indigenous-led event for this first assignment. You will then write a **3-4 page** summary of the event, describing the event's focus, an available number of attendees, notable speakers, the location (including if it was in-person, online, or both), and what you thought of the event and topic. You should also be connecting it to the themes discussed in the class around Indigenous activism.

You are expected to provide **3-4 academic** sources in your write-up.

ASSIGNMENT 2: Leading a Seminar – 25%

DUE DATE: Weeks 4 through Week 12

This assignment will expect you to lead your peers in a presentation and discussion during the seminar. This assignment will be completed in pairs.

Seminar leaders will be required to deliver a **30-minute** presentation on a topic related to the course. This will include covering the week's topic and discussing the readings related to the week. You will need to create a PowerPoint presentation to guide you through your seminar presentation.

Afterward, the students will lead their peers in a **60-minute** seminar discussion. This will require you to generate discussion questions and be familiar with the week's readings.

Depending on the size of the course, there may be multiple pairs of teams that will be leading a given section. As such, times will be adjusted to reflect the number of presenters. Students will be expected to submit discussion questions and PowerPoint presentation as part of the submission for this assignment.

ASSIGNMENT 3: Participation – 30%

DUE DATE: Week 2 to Week 13

Learning is not a spectator sport and this is a seminar. You are expected to attend each class, complete the week's course materials and be ready to discuss them. This will be assessed throughout the course, but in particular in engaging with your peers when they are leading their seminar.

ASSIGNMENT 4: Briefing Note – 10%

DUE DATE: March 16, 2024

A briefing note is a short essay that provides a condensed, thorough examination of a topic, concept, issue or event. You will use the basis of your write-up on an Indigenous event to choose a topic, theme, current or past event, or concept as the basis of your briefing note.

Your briefing note should be **2 pages** of content. You will need to cover the historical context, lead-ups, key figures, a description of the events if appropriate, and the aftereffects if the event is over.

Your assignment will be assessed on your ability to provide as much detail as possible in a short amount of space. You will also write in way that assumes that the person reading the briefing note knows little about Indigenous peoples, but would use your briefing note to talk for five minutes in a House of Commons subcommittee hearing.

This is a short assignment, so your ability to write and copyedit is crucial. Submissions must include a minimum of **five** peer-reviewed sources.

ASSIGNMENT 5: Learning Reflection – 5%

DUE DATE: April 5, 2024

This small essay, a maximum of **2-3 pages**, asks you to write and reflect on what you have learned in this course. You should discuss what you knew about the history of Indigenous activism coming into the course, what you found interesting and why, and what surprised you.

For this essay, you will need to answer the question: "Now that I know all of this, what am I going to do with all of this information?" Your essay should include **6-8 sources** from the course readings and the resources you used in your presentation and briefing note.

ASSIGNMENT 6: Final Essay - 20%

DUE DATE: April 10, 2024

This assignment is the culmination of the course themes and the work that you've done. The paper should expand on the information and events in your briefing note and the event you attended. Synthesize the information that you've gathered through academic, grey literature, and media sources to provide an analysis of the event.

Using the course's themes, ideas, and concepts, you will need to analyze your event critically. Because no events exist in a vacuum, you will need to frame the event in connection to other moments of Indigenous activism discussed in the course.

Your essay will also need to provide recommendations to different levels of government, policy makers, and lawmakers related to the issues raised during the event and suggestions on how to ensure these issues are addressed holistically. Finally, you will need to develop a strategy to make the wider public aware of the event's issues, contexts, consequences, and legacies.

Undergraduate students enrolled in **PSCI 4206B** are expected to write **15 pages**

Graduate students enrolled in **PSCI 5100** are expected to write **20 pages**

This essay requires a minimum of **10-12 sources**.

WEEKLY SCHEDULE

Week One Early 20th Century Indigenous Organizing and Indian Policy – January 9, 2024

Topics: Pre-and Post-World War I Indigenous activism, different approaches to activism, and Canadian narratives of Indigenous people.

Readings:

Duncan McCue · CBC. "What Does It Take for Aboriginal People to Make the News? | CBC News." CBC, January 29, 2014. <https://www.cbc.ca/news/indigenous/what-it-takes-for-aboriginal-people-to-make-the-news-1.2514466>.

Duarte, Marisa Elena. "Connected Activism: Indigenous Uses of Social Media for Shaping Political Change." *Australasian Journal of Information Systems* 21 (July 19, 2017). <https://doi.org/10.3127/ajis.v21i0.1525>.

Barker, Adam J. "'A Direct Act of Resurgence, a Direct Act of Sovereignty': Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism." *Globalizations* 12, no. 1 (January 2, 2015): 43–65. <https://doi.org/10.1080/14747731.2014.971531>.

Week Two The Indian Rights Movement and the Constitution Express – January 16, 2024

Topics: Indigenous activism throughout the 1950s to the 1980s

Readings:

Indian Chiefs of Alberta. "Citizens Plus," June 1970. 188-211

Salée, Daniel, and Carole Lévesque. "Canada's Aboriginal Policy and the Politics of Ambivalence: A Policy Tools Perspective." In *Sharing the Land, Sharing a Future*, edited by David Newhouse and Katherine A Graham, 424–447. Winnipeg, Manitoba: University of Manitoba Press, 2021.

Feltes, Emma, and Sharon Venne. "Decolonization, Not Patriation: The Constitution Express at the Russell Tribunal." *British Columbia Studies*, no. 212 (Winter 2021): 65–102.

Video:

Dancing Around the Table, Part One. Documentary. National Film Board of Canada, 1987. https://www.nfb.ca/film/dancing_around_the_table_1/.

Student-Led Seminars Begin

Week Three Oka and the Aftermath – January 23rd, 2024

Topics: The Oka Crisis, Mohawk Warriors Society, and activism in the 1990s, The Royal Commission on Aboriginal Peoples

Readings:

Alfred, Taiaiake, and Lana Lowe. "Warrior Societies in Contemporary Indigenous Communities." A Background Paper Prepared for the Ipperwash Inquiry. Victoria, British Columbia: University of Victoria, May 2005.

Wilkes, Rima, Catherine Corrigan-Brown, and Danielle Ricard. "Nationalism and Media Coverage of Indigenous People's Collective Action in Canada." *American Indian Culture and Research Journal* 34, no. 4 (January 1, 2010): 41–59. <https://doi.org/10.17953/aicr.34.4.05q6170n1m987792>.

Video:

Kanehsatake: 270 Years of Resistance. Documentary. National Film Board of Canada, 1993. https://www.nfb.ca/distribution/film/kanehsatake_270_years_of_resistance.

Week Four Truth and Reconciliation – January 30, 2024

Topics: Indian Residential Schools, using the public space to discuss difficult topics, the era of reconciliation,

Topics:

Dewar, Jonathan. "Chapter 17: The Art of Healing and Reconciliation: From Time Immemorial Through RCAP, The TRC, and Beyond." In *Sharing the Land, Sharing a Future*, edited by David Newhouse and Katherine A Graham, 54. University of Manitoba Press, 2020.

Mudde, Laura. "Framing the Truth and Reconciliation Commission Process in Canada: A Media Analysis of Settler Colonial Rhetoric and Colonial Denial, 2003-2016." *Journal of Critical Race Inquiry* 7, no. 2 (October 28, 2020): 46–73. <https://doi.org/10.24908/jcri.v7i2.13525>.

Stanton, Kim. "Canada's Truth and Reconciliation Commission: Settling the Past?" *International Indigenous Policy Journal* 2, no. 3 (August 29, 2011). <https://doi.org/10.18584/iipj.2011.2.3.2>.

Podcast:

Harp, Rick. "Indigenous Current Affairs: The Rot of Reconciliation in Canada." Media Indigena. Accessed August 8, 2022. <https://mediaindigena.libsyn.com/the-rot-of-reconciliation-in-canada-ep-279>.

Week Five Womens Activism and Leadership – February 6, 2024

Lecture: The movement to end gender discrimination in the Indian Act, broader Indigenous women's movement, the National MMIWG Inquiry

Readings:

Barker, Joanne. "Gender, Sovereignty, and the Discourse of Rights in Native Women's Activism." *Meridians: Feminism, Race, Transnationalism* 7, no. 1 (2006): 127–61.

McIvor, Sharon. "Aboriginal Women's Rights as 'Existing Rights.'" *Canadian Woman Studies*, n.d.

Watson, Kaitlyn. "Missing and Murdered Indigenous Women: The Role of Grassroots Organizations and Social Media in Education." *Canadian Womens Studies* 33, no. 1 & 2 (2019 2018): 7.

ASSIGNMENT 1: INDIGENOUS EVENT DUE ON FEBRUARY 9

Week Six Land and the Environment – February 13, 2024

Hume, Rebecca, and Kevin Walby. "Framing, Suppression, and Colonial Policing Redux in Canada: News Representations of the 2019 Wet'suwet'en Blockade." *Journal of Canadian Studies* 55, no. 3 (December 1, 2021): 507–40. <https://doi.org/10.3138/jcs-2020-0021>.

Reed, Graeme, Nicolas D. Brunet, Sheri Longboat, and David C. Natcher. "Indigenous Guardians as an Emerging Approach to Indigenous Environmental Governance." *Conservation Biology* 35, no. 1 (February 2021): 179–89. <https://doi.org/10.1111/cobi.13532>.

Listen

Canadaland. "Landback, Then What?" Canadaland. Accessed November 22, 2023. <https://www.canadaland.com/podcast/772-landback-then-what/>.

WINTER BREAK (Feb 19-23)

Week Seven Health and Wellness – February 27, 2024

Bryce, P. H. "The Story of a National Crime: An Appeal for Justice to the Indians of Canada." Ottawa, Ontario: James Home & Sons Limited, 1922.

Gehl, Lynn. "Ontario's History of Tampering and Re-Tampering with Birth Registration Documents." *First Peoples Child & Family Review* 12, no. 1 (2017): 24–33.

Iamsees, Creezon. "Jordan's Principle 5 Years Later: A Band-Aid for Government Neglect?" Policy Brief. Toronto, Ontario: Yellowhead Institute, December 14, 2020.

Shaheen-Hussain, Samir, Alisa Lombard, and Suzy Basile. "Confronting Medical Colonialism and Obstetric Violence in Canada." *The Lancet* 401, no. 10390 (May 2023): 1763–65.
[https://doi.org/10.1016/S0140-6736\(23\)01007-3](https://doi.org/10.1016/S0140-6736(23)01007-3).

Week Eight Indigenous Governance in the 21st Century – March 5, 2024

Lecture: Indigenous peoples' use of the supreme court, discussions around Aboriginal Rights and Title

Readings:

Junger, Robin M., and Timothy John Murphy. "A Thunderbolt Decision on Métis Rights: Daniels v Canada (Indian Affairs and Northern Development)." *Aboriginal Bulletin*. Toronto: McMillan LLP, April 2016.

Russell, Hayley. "Unequal Under the Law: Indigenous Originalism and the Living-Tree Approach within Canadian Constitutional Jurisprudence." *Mapping Politics*, no. 9 (2018): 112–19.

Union of British Columbia Indian Chiefs. "Tsilhqot'in Nation v. British Columbia: Plain Language Version." Vancouver, B.C: Union of British Columbia Indian Chiefs, June 27, 2017.

Video:

This Land Is Our (Title) Land. The Agenda with Steve Paikin. Toronto, Ontario: TVO, 2015.
<https://www.youtube.com/watch?v=3wI650YzgGc>.

Week Nine Public Space and Memory – March 12, 2024

Lecture: Protests and activism around statues and the role of public spaces and memory in Canada

Spicer, Christina. "Set in Stone? Monuments, National Identity & Sir John A. Macdonald." *Leviathan* 11, no. 1 (2020): 34–37.

Clark, Brad. "#Unsettling Canada 150, One Tweet at a Time: How Indigenous Leaders Use Twitter to Resist and Reframe Mainstream News in Canada." In *Power Shift? Political Leadership and Social Media*, edited by Richard Davis and David Taras, 167–86. New York: Routledge, 2020.

McHutchion, Benjamin. "Colonial Statues as Memorial Contact Zones: Macdonald, Cornwallis and Statue Removal in Canada." *Sculpture Journal* 31, no. 1 (March 2022): 55–74.
<https://doi.org/10.3828/sj.2022.31.1.05>.

ASSIGNMENT 4: BRIEFING NOTE DUE MARCH 15, 2024

Week Ten 2-Spirit Activism – March 19, 2024

Lecture: Reemergence and Reclaiming of 2-Spirit Identities and Roles

Readings:

Ellasante, Ian Khara. "Radical Sovereignty, Rhetorical Borders, and the Everyday Decolonial Praxis of Indigenous Peoplehood and Two-Spirit Reclamation." *Ethnic and Racial Studies* 44, no. 9 (July 15, 2021): 1507–26. <https://doi.org/10.1080/01419870.2021.1906437>.

Giroux, Dalie. "LGBTQ Issues as Indigenous Politics: Two-Spirit Mobilization." In *Queer Mobilizations: Social Movement Activism and Canadian Public Policy*, edited by Manon Tremblay, 20. Vancouver ; Toronto: UBC Press, 2015.

Video:

Two Spirit People Are Reclaiming Their Land—and Their Identity | Transnational. Transnational. Vice News, 2021. <https://www.youtube.com/watch?v=nIDD0cDE7Ag>.

Week Eleven Art and Activism – March 26, 2024

Lecture: The role of the art and artists in Indigenous Activism

Readings:

Ansloos, Jeffrey, Ashley Caranto Morford, Nicole Santos Dunn, Lindsay DuPré, and Riley Kucheran. “Beading Native Twitter: Indigenous Arts-Based Approaches to Healing and Resurgence.” *The Arts in Psychotherapy* 79 (July 2022): 101914.
<https://doi.org/10.1016/j.aip.2022.101914>.

Nixon, Lindsay. “A Culture of Exploitation: ‘Reconciliation’ and the Institutions of Canadian Art.” A Yellowhead Institute Special Report. Toronto, Ontario: Yellowhead Institute, August 2020.

Listen:

Knockabout Media. “Among Equals.” Accessed November 22, 2023.
<https://knockaboutmedia.com/podcasts/among-equals/>.

Watch:

Canada’s Dark History, Kent Monkman and the RCMP. The Canvas, 2020.
<https://www.youtube.com/watch?v=Z2Kr7xnWkVk>.

Week Twelve UNDRIP and Global Allyship– April 2, 2024

Lecture: Look at a the impact of UNDRIP and how Indigenous solidarity functions across the globe

Readings:

Desai, Chandni. “Disrupting Settler-Colonial Capitalism: Indigenous Intifadas and Resurgent Solidarity from Turtle Island to Palestine.” *Journal of Palestine Studies* 50, no. 2 (April 2, 2021): 43–66.
<https://doi.org/10.1080/0377919X.2021.1909376>.

Gray, Kevin. “Change by Drips and Drabs or No Change at All: The Coming UNDRIP Battles in Canadian Courts,” n.d.

Lane, Temryss MacLean. “The Frontline of Refusal: Indigenous Women Warriors of Standing Rock.” *International Journal of Qualitative Studies in Education* 31, no. 3 (March 16, 2018): 197–2142+.
<https://doi.org/10.1080/09518398.2017.1401151>

ASSIGNMENT 5: LEARNING REFLECTION DUE APRIL 5, 2024

Week Thirteen Pretendians and Indigenous Identity and End of the Term – April 9, 2024

Lecture: Discuss the work being done to oust “Pretendians” and wrap-up the course

Readings:

Leo, Geoff. “Scholar and Former Judge Mary Ellen Turpel-Lafond Says She’s Cree, but Historical Records Raise Doubts.” Accessed November 23, 2023.

<https://www.cbc.ca/newsinteractives/features/mary-ellen-turpel-lafond-indigenous-cree-claims>.

Maclaurin, Stephanie, and Damien Lee. “Customary Adoption Is a Legitimate Basis of Indigenous Citizenship - The Globe and Mail,” October 30, 2023, sec. Opinion.

<https://www.theglobeandmail.com/opinion/article-customary-adoption-is-a-legitimate-basis-of-indigenous-citizenship/>.

Watch:

The Pretendians | The Passionate Eye | CBC Gem, 2022. <https://gem.cbc.ca/the-passionate-eye>.

ASSIGNMENT 5: FINAL ESSAY DUE APRIL 10, 2024

Appendix

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:

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 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](#).

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.

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).

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.
