

**PSCI 4506 (A)**  
**Women and Politics in North America**  
**11:35 a.m. – 2:25 p.m. Mondays**

\*Please confirm course location on Carleton Central\*

## **I General Information**

Instructor: Dr. Erin Tolley  
Student hours: Information posted on Brightspace  
Email: [erin.tolley@carleton.ca](mailto:erin.tolley@carleton.ca)

\*If you contact me by email, please use an official Carleton university e-mail account

*Questions about course content, deadlines, assignments:* Many questions about this course are answered in the syllabus or on in the detailed assignment descriptions posted on Brightspace. If you've looked in these places and still have questions, you will ideally pose them in class so they can be answered collectively. Alternatively, you may send me an email.

*Discussions of a personal nature:* These matters are generally best addressed in-person, by Zoom, or telephone. Please email to set up an appointment.

## **II Course Description**

This advanced seminar provides an in-depth exploration of the representation and participation of women in formal, electoral politics, with special attention paid to the North American context. The course introduces us to concepts, theories, and frameworks for gendered and intersectional analyses, which we will use to understand women's political participation and representation. The overall aim is for students to understand the experiences of women in politics, gain fluency in gendered and intersectional analysis, and to understand how gender, sexism, patriarchy and misogyny shape political behaviour and outcomes in North America. Alongside this, students will develop new skills in the analysis, synthesis, and communication of research results, arguments, and concepts.

## **III Classroom Philosophy**

This course demands a lot of us as learners: the workload is ambitious, and the subject matter itself is challenging. We will read and discuss topics and perspectives that are sometimes difficult, uncomfortable or even painful, including issues related to sexism, misogyny, and violence. Some content will run counter to our own experiences (or unambiguously confirm them) and will require a collective effort to keep our minds open and consider alternate perspectives. Each of us will arrive at this course molded by different life circumstances and values. We are unlikely to always agree, and this is not our aim. Rather, our aim is to conduct ourselves as learners and teachers who are working collectively and in our own ways to understand the world around us. Achieving this objective requires reflection, humility, and a commitment to not doing harm.

At times in this class, you may feel uncomfortable. That is okay. Intellectual challenging material can cause discomfort. What is unacceptable is if you, your classmates, or the instructor feel unsafe. Disrespect, intolerant language, and threatening behaviour can all interfere with our feeling of safety and will be dealt with swiftly. We will work together to achieve a classroom environment where discussions are open and candid, and all members feel a sense of belonging.

Although I welcome students to express their individual perspectives on course materials, some things are not up for debate: equal rights, the existence of patriarchy, sexism, and misogyny, and that inequality and assumptions about gender shape institutions and societies. These are taken as a given. What we seek to understand is how these realities influence political participation and outcomes, particularly in North America and specifically among those who identify as women.

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

#### **IV Course Format**

Because this course is a seminar, it places a strong emphasis on student engagement through deep, sustained interaction with the literature and – importantly – with each other. **Put simply, you cannot achieve success in this course unless you attend class regularly and engage in a sustained and meaningful way.** Students are expected to have completed and reflected on the assigned materials prior to coming to class. In contrast to a lecture in which the instructor's voice dominates, a seminar centres the contributions of students, with the instructor serving as a moderator and guide. To do well in this course, you must commit to being an *active learner*, rather than a passive recipient. Being an active learner means you come to class familiar with that week's topic and materials, that you listen attentively to your classmates and instructor, contribute your own ideas, questions, and uncertainties, and reflect on differing views and knowledge in a co-constitutive manner.

If you have registered with the Paul Menton Centre and require accommodations to facilitate your engagement in class, these situations will be addressed individually. Otherwise, the expectation is that students will be present and participate in nearly every class. If you are unable to commit to regular attendance and active engagement, this will be reflected in your final grade.

#### **V Learning Outcomes**

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

1. Understand how and why gendered constructs and categories shape political institutions and outcomes at the micro, meso, and macro levels;
2. Identify and explain patterns in political participation and representation using gendered and intersectional analyses;

3. Assess efforts to address sexism, misogyny, and under-representation in politics; and
4. Develop, strengthen, and apply scholarly practices<sup>1</sup> that are conducive to our own personal growth and the growth of those around us. These scholarly practices include:
  - Open-mindedness by welcoming new ideas, including those that make us uncomfortable
  - Humility by acknowledging what we do not know
  - Curiosity by asking questions
  - Courage by taking intellectual risks
  - Autonomy by thinking for ourselves
  - Self-reliance by finding solutions to problems
  - Attentiveness by looking and listening
  - Thoroughness by diligently reading, writing, revising, and working with care
  - Tenacity by embracing intellectual struggles
  - Gratitude by recognizing the work of others and being attentive to the politics of citation

## VI Evaluation

A brief overview of the evaluation components for this course is provided below. Detailed instructions for all assignments will be posted on Brightspace well in advance of each due date. Assignments will also be discussed in class. **Students are strongly encouraged to attend class and consult the information on Brightspace before beginning their assignments.**

	Due Date	Weight
<b>Engagement</b>	<i>Seminars are based on the principle of engagement.</i> Engagement includes a combination of participation and attendance, with participation making up 2/3s of the engagement grade. <b>Participation</b> in the seminar will include engaging actively, thoughtfully, and substantively on the assigned material, contributing meaningfully to class discussions, and completing worksheets and in-class activities. Most classes will begin with a roundtable during which students will share their assessments of, or questions about, the assigned materials. <b>Attendance</b> will be taken each week. Students are allowed one “unexplained” absence during the semester; they need not contact the instructor nor will they be penalized for this absence. All other unexplained absences will result in a 9-point reduction in the assessment of the final engagement grade. If you face a protracted situation that may result in consecutive absences, please discuss with me asap.	25%
<b>Integration Paper</b>	In this assignment, students will bring together <i>readings from different weeks</i> to make an argument about the study of women in politics in a short analytical paper. This argument will be articulated in a thesis statement. The paper will then put the findings, methodological approaches, and theoretical frameworks of the selected course readings in conversation. A key point is this is not a summary paper. Rather, the main goal is to integrate the readings by examining the connections between their findings, assessing the varying way authors approach questions about women,	20%

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

	<p>gender and politics, considering implications, and identifying points of commonality and divergence.  <b>Requirements:</b> approximately 1,500 words. Double-spaced, bibliography not included in word counts. References to at least four readings from at least two different weeks; <i>at least two of the selected references must be to scholarly book chapters or journal articles</i> (i.e., not news pieces or audio/video clips)  <b>Due:</b> November 3, 2023 @ 11:59 p.m.</p>	
<p><b>Field Analysis</b>   <b>(3 parts)</b></p>	<p>This assignment requires students to attend a publicly accessible political meeting and analyze the proceedings using a gendered and/or intersectional framework. The meeting may take place in any North American polity (i.e., Canada, US, Mexico). It can be in-person or virtual, although with recognition that the types of analyses you can make differ across these two modes and should be carefully considered.                  This assignment has <b>three inter-related and scaffolded parts:</b> an analysis plan, presentation of preliminary results, and a research paper. Each part must be completed prior to submitting the next part.</p> <p><b>Analysis Plan.</b> Students will draft a short plan for their field work and analysis. It must (a) identify the meeting they will attend, including its time, date and location; (b) outline how they will access the meeting (i.e., are there any special measures needed to register / gain admittance to the meeting?) and whether there are any restrictions (e.g., Is photography allowed? Is ID required? What about security screening?); (c) describe why this meeting is political and is appropriate as the basis for their Research Paper; and (d) provide a preliminary sketch of the elements they plan to consider in their analysis including how they will measure these elements (see description of Research Paper for details).  <b>Requirements:</b> approximately 500 words. Double-spaced, no references to scholarly literature required  <b>Due:</b> October 2, 2023 @ 11:59 p.m.</p> <p><b>Presentation.</b> Students will make a short in-class presentation that describes their field analysis and provides some preliminary results. The oral presentation should be accompanied by slides with key points and/or images. Classmates will ask questions and provide suggestions and feedback for the research paper.  <b>Requirements:</b> Presentation &amp; slides; additional details on Brightspace  <b>Due:</b> Slides uploaded to Brightspace by 10 a.m. on the day of the presentation. Presentations will be in-class November 27, 2023 or December 4, 2023. Presentation dates and precise details determined in week 3.</p> <p><b>Research Paper.</b> Finally, students will submit a research paper that presents their field analysis. It will describe in detail the meeting they attended, summarize their observations, document gendered and/or intersectional patterns, connect these to course concepts with appropriate references to scholarly materials, and discuss the implications of their findings for women’s participation and representation in politics. Elements</p>	<p>10%</p> <p>15%</p> <p>30%</p>

	<p>students may wish to consider in their analysis include: the timing and location of the meeting, the room's layout, the gendered composition of the participants, speakers, and key decision-makers, the subject discussed and how gender and intersectionality were (or were not) considered, decision-making and voting procedures, or anything else they find interesting from a gendered or intersectional perspective.</p> <p><b>Requirements:</b> approximately 2,500 words with references to at least of 10 scholarly sources (i.e., peer-reviewed books, chapters or journal articles, not news pieces, videos or non-academic websites); <i>of these, at least five must be sources assigned in this course.</i> Course sources may be of any type, including videos and news pieces). Double-spaced, bibliography not included in word count</p> <p><b>Due:</b> December 8, 2023 @ 11:59 p.m.</p>
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### BONUS ASSIGNMENT!

The Department of Political Science will host two special lectures this semester. Students are invited to attend one of these lectures, provide evidence they were there (e.g., check in with Professor Tolley, take a selfie or a screenshot) and then provide a short 250-word reflection on the event that connects it to themes relevant to the class. This connection may relate to the contents of the lecture or any other aspect. The reflection must be submitted on Brightspace ***within 48 hours of the event's end date.*** Students who successfully complete this assignment will earn a 1% bonus mark.

Tuesday, September 26, 5-7 p.m.

Robbie Shilliam (in-person), details on Brightspace

Thursday, November 16, 10-11:30 a.m.

Pippa Norris (online), details on Brightspace

If you cannot attend either of these lectures, you may identify an alternate on-campus event to fulfill this requirement. However, you must clear the suitability of the event with Professor Tolley ***prior to attending.***

**Extensions and late penalties:** Life happens. The best insurance is to start thinking about, researching, and writing our assignments as soon as possible. If you are having difficulty meeting a deadline, and I cannot stress this enough: **please discuss with me as soon as possible.** With appropriate notice, extensions will generally be granted for medical reasons, emergencies, and other situations, but this grace requires communication between the student and the instructor. Otherwise, late penalties will be assessed as a deduction of 5% per day or part thereof, including weekends. Unless arrangements have been made *prior to the due date*, late assignments will not be accepted more than 7 calendar days after the due date and will receive a grade of zero.

**Changes to the syllabus:** This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

### VII Texts

All required readings and materials are available through ARES, the MacOdrum Library course reserves. You will find a link on Brightspace. If you have accessibility concerns related to the assigned audio-visual materials (e.g., you require a transcript), please notify me as early as possible in the semester so that I can arrange this.

**VIII Course Schedule at a Glance**

Module	Date	Topic	Deadlines
1	September 11	Introduction	
2	September 18	Conceptualizing Gendered Representation	
3	September 25	Where are the Women?	
4	October 2	Would More Women Make a Difference?	<i>Analysis Plan due October 2</i>
--	October 9	University Closure (no class)	
5	October 16	Treatment of Women in Politics	
--	October 23	Fall Break (no class)	
6	October 30	Stereotypes & Political Socialization	<i>Integration Paper due November 3</i>
7	November 6	Women in the Executive	
8	November 13	Media Representations	
9	November 20	How Do We Get More Women in Politics?	
10	November 27	Presentations	<i>Group 1 Presentations</i>
11	December 4	Presentations	<i>Group 2 Presentations</i>
12	December 8	Wrap-up	<i>Research Paper due December 8</i>

**IX Detailed Course Schedule**

**Introduction**

Although there is a tendency view the first class as “optional,” it in fact sets the stage for all the weeks that follow. I thus strongly encourage you to attend. In this class, I will provide important information about the structure of the seminar and my teaching approach, including the rationale for each assessment and tips on how to succeed.

*Before this class, please carefully read the syllabus and complete the introductory questionnaire.*

**Conceptualizing Gendered Representation**

💡 How has women’s representation been conceptualized and analyzed? Why study women’s representation? And how have concepts like gender and intersectionality disrupted understandings of women’s representation?

- ❑ Reingold, Beth, Kerry L. Haynie, and Kirsten Widner. 2020. *Race, Gender and Political Representation: Toward a More Intersectional Approach*. Oxford University Press (**referred to from here as Reingold et al.**) Ch. 1-2
- ❑ Dittmar, Kelly. 2021. “Making the Case for Women’s Representation.” In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 135-142. Toronto: University of Toronto Press.
- ❑ Starblanket, Gina. 2020. “Transforming the Gender Divide? Deconstructing Femininity and Masculinity in Indigenous Politics.” In *Turbulent Times: Gender and Politics Today and Tomorrow*, eds. Fiona MacDonald and Alexandra Dobrowolsky, 121-140. Toronto: University of Toronto Press.

- Agren, David. 2019. "Mexico: 15 fake transgender candidates disqualified from election." *The Guardian*. June 22. <https://www.theguardian.com/world/2018/jun/22/mexico-elections-fake-transgender-candidates-disqualified>

### Where Are the Women?

💡 What patterns characterize the electoral presence and representation of women? In what contexts have women achieved the most (and least) political success? Do these patterns vary across countries? What new patterns emerge when we look intersectionally?

- Thomas, Melanee and Lisa Young. 2014. "Women (Not) in Politics: Women's Electoral Participation." In *Canadian Politics*, 6<sup>th</sup> ed. James Bickerton and Alain-G. Gagnon, eds. 373-393. Toronto: University of Toronto Press.
- Qaqaq, Mumilaaq. 2021. "People like me don't belong here." Farewell speech published by Canadian Press on YouTube <https://www.youtube.com/watch?v=gW7jkzRq6vI> (approx. 2 minutes)

#### Analyze:

- Interparliamentary Union. 2023. "Women in Politics: 2023." <https://www.unwomen.org/sites/default/files/2023-03/Women-in-politics-2023-en.pdf>  
⇒ **Enlarge the map to explore patterns in women's representation**

Read the article assigned to your group and come prepared to explain the findings to your classmates:

#### Group 1, read:

- Brown, Nadia E. Christopher J. Clark, and Anna Mahoney. 2022. "The Black Women of the US Congress." *Journal of Women, Politics & Policy* 43 (3): 328-346.

#### Group 2, read:

- Tolley, Erin. 2011. "Do Women Do Better in Municipal Politics?" *Canadian Journal of Political Science* 44(3): 573-594.

#### Group 3, read:

- Albaugh, Quinn M. and Elizabeth Baisley. 2023. "Gender and LGBT Affinity Effects: The Case of Ontario Premier Kathleen Wynne." FirstView at *Politics and Gender*.  
[doi:10.1017/S1743923X23000302](https://doi.org/10.1017/S1743923X23000302)

And finally, read **at least one** of the following three news pieces (your choice):

#### Canada

- Ouellet, Valérie, Naël Shiab and Sylvène Gilchrist. 2021. "White men make up a third of Canada's population but a majority of MPs – here's why." *CBC News*. August 26.  
<https://ici.radio-canada.ca/info/2021/elections-federales/minorites-visibles-diversite-autochtones-racises-candidats-politique/en>

#### United States

- Renuka Rayasam, Nolan D. McCaskill, Beatrice Jin and Allan James Vestal. 2021. "Why state legislatures are still very white and very male." *Politico*. February 23.  
<https://www.politico.com/interactives/2021/state-legislature-demographics/>

#### Mexico

- Piscopo, Jennifer M. 2021. "'Parity in Everything': What Mexico Can Teach Us About Women's Representation." *Ms*. <https://msmagazine.com/2021/06/04/mexico-midterm-elections-parity-women-representation-politics/>

### Would More Women Make a Difference?

💡 What are the consequences of women's electoral presence? What is meant by "descriptive" and "substantive" representation and why does the literature distinguish between these two concepts? What factors mediate the relationship between gender and substantive representation?

- Reingold et al., Ch. 3-4.
- Och, Malliga. 2021. "Women in Parliament: From Presence to Impact." In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 143-148. Toronto: University of Toronto Press.
- Barnes, Tiffany B., Victoria D. Beall, and Mirya R. Holman. 2021. "Pink Collar Representation and Budgetary Outcomes in U.S. States." *Legislative Studies Quarterly* 46(1): 119-154.
- Bourgeois, Robyn. 2021. "Adversarial Politics: Understanding the Colonial Context of Indigenous Women's Political Participation in Canada." In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 41-49. Toronto: University of Toronto Press.

### Treatment of Women in Politics

💡 What is gendered political violence and how do we explain it? Are political institutions gendered or gender-neutral? What are the consequences of these patterns, and what can be done about them?

- Krook, Mona Lena. 2017. "Violence Against Women in Politics." *Journal of Democracy* 28(1): 74-88.
- Serrano Oswald, Serena Eréndira. 2023. "Gender based political violence against women in Mexico from a regional perspective." *Asia-Pacific Journal of Regional Science* 7: 135-157.
- Collier, Cheryl N. and Tracey Raney. 2018. "Understanding Sexism and Sexual Harassment in Politics: A Comparison of Westminster Parliaments in Australia, the United Kingdom, and Canada." *Social Politics* 25(3): 432-455.
- Samara Centre for Democracy. 2023. "Online Abuse in Local Elections: The SAMbot Municipal Report." Toronto: Samara Centre for Democracy. <https://www.samaracentre.ca/project/online-abuse-in-local-elections-sambot-municipal-report>. **After you read the overview report, read the analysis for Ottawa:** <https://www.samaracentre.ca/articles/sambot-ottawa-election>
- Bisbee, James, Nicolò Fraccaroli, and Andreas Kern. 2022. "Yellin' at Yellen: Gender Bias in the Federal Reserve Congressional Hearings." Available at SSRN: <https://dx.doi.org/10.2139/ssrn.4030121>

### Stereotypes and Political Socialization

💡 How are women in politics perceived? What role do political socialization and stereotypes play in shaping women's political presence and representation?



- Bauer, Nichole M. “Gender Stereotyping in Political Decision Making.” 2019. *Oxford Research Encyclopedia of Politics*. March 26.  
<https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-772>.
- Bos, Angela L., Jill S. Greenlee, Mirya R. Holman, Zoe M. Oxley, and J. Celeste Lay. 2022. “This One’s for the Boys: How Gendered Political Socialization Limits Girls’ Political Ambition and Interest.” *American Political Science Review* 116(2): 484-501
- Chen, Philip, Thomas, Melanee, Harell, Allison, and Gosselin, Tania. 2023. “Explicit Gender Stereotyping in Canadian Politics.” FirstView at *Canadian Journal of Political Science*.  
[doi:10.1017/S0008423922000890](https://doi.org/10.1017/S0008423922000890).
- Kerevel, Yann P. and Lonna R. Atkeson. 2015. “Reducing Stereotypes of Female Political Leaders in Mexico.” *Political Research Quarterly* 68(4): 732–744.

### Women in the Executive

💡 When have women ascended to positions of political leadership, and under what conditions does this tend to happen?

- 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): 355-368.
- Conroy, Meredith, Anna Wiederkehr and Nathaniel Rakich. 2020. “Updated: A Record-Breaking Number of Women Could Be in Biden’s Cabinet.” *FiveThirtyEight*. December 15.  
<https://fivethirtyeight.com/features/a-record-breaking-number-of-women-will-be-in-bidens-cabinet/>
- Misri, Angela. 2022. “Why Are There Still So Few Women Leaders in Politics?” *The Walrus*. June 9. <https://thewalrus.ca/why-are-there-still-so-few-women-leaders-in-politics/>
- Young, Lisa. 2022. “A ‘glass cliff may threaten UCP women running for leader.” *CBC News*. June 22. <https://www.cbc.ca/news/canada/calgary/opinion-ucp-women-leadership-glass-cliff-1.6496317>

### Media Representations

💡 How are women in politics portrayed in the media? What frameworks and concepts have been used to understand the relationship between gender, race, and news coverage? And does news coverage matter?

- Van der Pas, Daphne Joanne and Loes Aaldering. 2020. “Gender Differences in Political Media Coverage: A Meta-Analysis.” *Journal of Communication* 70(1): 114-143.
- Hicks, Heather. 2022. “Intersectional Stereotyping in Media Coverage.” *Journal of Women, Politics & Policy* 43 (1): 95-106.
- Campbell, David E. and Christina Wolbrecht. 2006. “See Jane Run: Women Politicians as Role Models for Adolescents.” *The Journal of Politics* 68(2): 233–247.

### How Do We Get More Women in Politics?

- 💡 What policy measures have been adopted to increase the number of women in elected office? Have these been effective? Why or why not? What more needs to be done?
- ❑ Hinojosa, Magda, Miki Caul Kittilson, and Alexandra M. Williams. 2021. "Gender Quotas and Beyond: Policy Solutions to Women's Representation in Politics." In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 101-107. Toronto: University of Toronto
  - ❑ Kerevel, Yann. 2019. "Empowering Women? Gender Quotas and Women's Political Careers." *The Journal of Politics* 81(4): 1167-1180.
  - ❑ Thomsen Danielle M. and Aaron S. King. 2020. "Women's Representation and the Gendered Pipeline to Power." *American Political Science Review* 114(4): 989-1000.
  - ❑ Piscopo, Jennifer M. 2018. "The limits of leaning in: ambition, recruitment, and candidate training in comparative perspective." *Politics, Groups, and Identities* 7(4): 817-828.

### Presentations

For the next two weeks, students will present preliminary findings from the Field Analysis assignments. See the assignment description on Brightspace for instructions and an overview of requirements.

Students are expected to attend the presentation day on which they are **not presenting** to ask questions, offer feedback to their peers, and provide moral support. Engagement in your classmates' work will be assessed as part of your final engagement grade.

### Wrap-up

No preparation is required for this class. Instructions will be provided on Brightspace.

## X Course Policies

### Recording

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

### Names

I will address you by your preferred name and by your pronouns. If the name on the official course list does not match the name by which you would like to be addressed (including in class, in emails, and when you submit assignments), please send me an email to advise me. I cannot change the official course list, but I can address you as you prefer. If you send me an email, I suggest you sign it using your preferred name / nickname, as this is how I am most likely to address you. I would like to pronounce your name

correctly. To help me with this, I greatly appreciate a phonetic pronunciation guide (e.g., Erin Tolley = air-in tall-ee) or a short audio clip with the correct pronunciation (e.g., <https://namedrop.io/erintolley>).

### Email

I am available to answer some enquiries by email. If you have a question about course policies, due dates, or assignments, please read the syllabus and check Brightspace to see if it can be answered using the information that is available to you. If your email relates to something that is best answered face-to-face, I will respond to set up a time to meet with you, either in student hours or by appointment. I check my email a few times a day during working hours (weekdays from 9 a.m. to 5 p.m.), and you can generally expect a reply within 24 hours during this time period. Because our brains and bodies need a break from work, I do not check email on the weekends. If contacting me by email, please put the course code (e.g., PSCI 5915) in the subject line and use your Carleton email address.

### Student Hours

Student hours (sometimes referred to as “office hours”) are a reserved block of time when the instructor is available *specifically* to assist students in this class. They are a space to seek clarification on readings or assignments, to discuss matters related to class content, or to seek guidance on other academic or professional matters.

### Grade Appeals

At times, students are disappointed by the mark they receive on an assignment. This is natural, especially after we’ve put a considerable amount of effort into a piece of work, we are generally accustomed to success, or we have high expectations for ourselves. Disappointment is, unfortunately, a part of academic life. Marks cannot be raised simply because you tried hard, because you think you deserve a higher mark, or you need a higher grade for a scholarship, job application, or law school. Adjustments based on these criteria are unfair to students who understand that the quality of our work sometimes varies, and that the marks we receive reflect these ebbs and flows. If after considering your mark, reviewing the assignment instructions, and reading the instructor’s feedback, you feel that a mark should be revisited, please prepare a half-page explanation outlining the basis of the appeal. There is a “cooling off” period of 72 hours (3 days) after the assignment has been returned to you, during which time appeals will not be considered. Please use this time to reflect on the assignment, your work, and the feedback you received. Note that a re-read of written work may result in a raising or lowering of a mark, and there are no provisions for re-writing or “making up” assignments.

### Additional Policies

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

### Resources for Students

Are you struggling academically?

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

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

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

Are you in personal distress? Please talk to someone!

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

Are you experiencing food insecurity?

- CUSA Unified Support Centre Food Centre (<https://www.cusaonline.ca/usc/>)

## 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**

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](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](#).

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://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](https://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:

<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>	<b>Percentage</b>	<b>Letter grade</b>	<b>12-point scale</b>
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.

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