PSCI 4506 (A)
Women and Politics in North America
11:35 a.m. – 2:25 p.m. Thursdays
Please confirm course location on Carleton Central

I   General Information

Instructor: Dr. Erin Tolley
Email: erin.tolley@carleton.ca
Student hours: Information posted on Brightspace
Brightspace course page: https://brightspace.carleton.ca/d2l/home/291393
        *If you contact me by email, please use an official Carleton university e-mail account

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. The language in some material might offend you. 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. Intellectually 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.

I welcome students to express their individual perspectives on course materials, but some things are not up for debate: equal rights, the existence of patriarchy, sexism, and misogyny, and the fact 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

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. Seminars place a strong emphasis on student engagement through deep, sustained interaction with course materials and – importantly – with each other. This engagement includes: (1) completing assigned readings, taking notes and reflecting on them prior to class, (2) attending class regularly, (3) engaging in the material, including class discussions in a sustained and meaningful way. To do well in this course, you must commit to being an ***active learner***, rather than a passive recipient.

If you are 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, in-person 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 gendered under-representation in politics; and
4. Develop, strengthen, and apply scholarly practices[1] 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

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

- 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 in this course is provided below. This is a summary. Full information on all assignments, including detailed instructions and requirements are posted on Brightspace. **Students are strongly encouraged to attend class and consult the information on Brightspace before beginning and submitting their assignments**.

Evaluation	Due Date	Weight
Engagement	Engagement includes a combination of preparation, attendance, and participation. These three components are evaluated throughout the course and weighted equally to arrive at a global engagement score. Evaluation tools will include weekly attendance, participation in discussions, active listening, and activities and knowledge check-ins that assess students' understanding of the readings. *Requirements*: See Brightspace for full details, including a description of each component.	30%
Integration Paper	In this assignment, students will bring together ***at least four readings from two different weeks of this course*** to make an argument about the study of women, gender and politics in a short analytical paper. The paper will put the findings, methodological approaches, and theoretical frameworks of the selected course readings in conversation. Rather than summarizing the material, the paper will examine the connections (and divergences) between their findings, assess the varying way authors approach questions about women, gender and politics, and consider implications. *Requirements*: approximately 1,500 words, not including bibliography. See Brightspace for full details. *Due*: Submitted on Brightspace by November 1, 2024 @ 11:59 p.m.	15%
Field Analysis **(3 parts)**	This assignment requires students to attend a publicly accessible political meeting or event (virtually or in-person) and analyze the proceedings using a gendered and/or intersectional framework. This assignment has ***three inter-related and scaffolded parts***: an analysis plan, presentation of preliminary results, and a research paper. Each part must be completed prior to submitting the next part. **Analysis Plan.** Students will draft a short plan for their field work and analysis. It must (a) identify the meeting or event they will attend; (b) outline how they will access the meeting; (c) describe why this meeting or event is political and is appropriate as the basis for their Research Paper;	10%

	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). *Requirements*: approximately 500 words. Double-spaced, no references to scholarly literature required. See Brightspace for full details. *Due*: Submitted on Brightspace by October 3, 2024 @ 11:59 p.m.	
	Presentation. Students will make a short in-class presentation that describes their field analysis, provides some preliminary results, and identifies challenges and next steps for completing the assignment. 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. *Requirements:* See Brightspace for full details. *Due*: Presentations will be in-class November 21 or 28, 2024. Dates will be assigned by the Fall Break. Slides uploaded to Brightspace by 10 a.m. on the day of the presentation.	10%
	Research Paper. Finally, students will submit a research paper that presents their field analysis. It will describe in detail the meeting or event 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. *Requirements*: approximately 2,500 words with references to at least 10 scholarly sources (i.e., peer-reviewed books, chapters or journal articles, not news pieces, videos or non-academic websites); *of these, at least five must be sources assigned in this course* (course sources may be of any type, including videos and news pieces). Double-spaced, bibliography not included in word count. See Brightspace for full details. *Due*: Submitted on Brightspace by December 6, 2024 @ 11:59 p.m.	35%

Requests for academic consideration: This course follows Carleton University's [Academic Consideration Policy](#) which outlines the extenuating circumstances in which extensions or alternate academic arrangements may be granted. The policy defines extenuating circumstances as circumstances that:

- are beyond a student's control;
- have a significant impact on the student's capacity to meet their academic obligations; and
- could not have been reasonably prevented.

According to the policy, "Extenuating circumstances may include sudden illness or incapacitation, including mental health and compassionate circumstances. Experiencing diverse challenges and stressors is considered typical within the university experience and are not considered extenuating circumstances; for example, managing workload, competing deadlines, inclement weather, amongst others."

The policy is based on the principle of good faith. A significant part of good faith is frank communication. If you are facing extenuating circumstances that fall within the policy, please contact me as soon as possible

and normally no later than 24 hours after the submission deadline. I will advise you of next steps. Please note that requests for academic consideration are not automatically approved.

Late penalties: Unless a request for academic consideration has been approved, assignments submitted after the deadline will be assessed with a deduction of <u>5% per day</u> or part thereof, including weekends. Late assignments submitted more than 7 calendar days after the due date will receive a <u>grade of zero</u>.

Re-use of work previously submitted for credit in another course: Students are expected to produce original work in this class both to demonstrate their mastery of the course topic and to connect their work to course materials. For this reason, students may not re-use work, whether in whole or in part, that they have previously submitted for credit in another course. If you have any doubts, please contact me to discuss. In exceptional circumstances, students may request permission to adapt or revise work they have previously submitted in another course. This must be done by email, at least 4 weeks prior to the deadline of the assignment in question and include a copy of the original work.

Use of generative AI: Students are prohibited from using any generative AI tools to produce assessed content in this course. Excluded from this prohibition are the use of spell checkers and grammar checkers. For full information, see the course policy on generative AI posted on Brightspace. Other generative AI tools including but not limited to ChatGPT and large language AI assistants are not permitted.

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 the course Brightspace page. 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 5	Introduction	
2	September 12	Does Political Science Hate Women?	
3	September 19	Should Women Be Represented?	
4	September 26	Where Are the Women?	
5	October 3	Would More Women Make a Difference?	*Analysis Plan due October 3*
6	October 10	Reflection Week	
7	October 17	How Are Women Treated?	
--	October 24	Fall Break (no classes)	
8	October 31	Is it Better at the Top?	*Integration Paper due November 1*
9	November 7	What Role Do Stereotypes Play?	
10	November 14	How Do We Get More Women in Politics?	
11	November 21	Presentations	*Group 1 Presentations*
12	November 28	Presentations	*Group 2 Presentations*
13	December 5	Wrap-up	*Research Paper due December 6*

IX   Detailed Course Schedule

Introduction

Although there is a tendency to view the first class as "optional," it in fact sets the stage for all the weeks that follow. In this class, I will provide important information about the structure of the seminar and my teaching approach and expectations, including the rationale for each assessment and tips on how to succeed. *Before this class, please carefully read the syllabus and familiarize yourself with the course Brightspace page.*

Does Political Science Hate Women?

💡 How has political science understood and studied women and gender? What are the theoretical, empirical, and practical implications of gendered, racialized and colonial assumptions that underpin politics and its study?

Tungohan, Ethel. 2024. "Diversity Is Important, but Only When It Is the 'Right' Type of Diversity." In *Feministing in Political Science*, eds. Alana Cattapan, Ethel Tungohan, Nisha Nath, Fiona MacDonald and Stephanie Paterson, 1-20. Edmonton: University of Alberta Press.

Coburn, Elaine, Rita Kaur Dhamoon, Joyce Green, Genevieve Fuji Johnson, Heidi Kiiwetinepinesiik Stark, and Gina Starblanket. 2024. "Anti-Racist and Indigenous Feminism and the Generative Power of Disruption." In *Feministing in Political Science*, eds. Alana Cattapan, Ethel Tungohan, Nisha Nath, Fiona MacDonald and Stephanie Paterson, 49-68. Edmonton: University of Alberta Press.

Hawkesworth, Mary. 2016. *Embodied Power: Demystifying Disembodied Politics.* London: Routledge. Ch. 2, "Conceptual Practices of Power."

Key, Ellen M. and Jane Lawrence Sumner. 2019. "You Research Like a Girl: Gendered Research Agendas and their Implications." *PS: Political Science and Politics* 52(4): 663-668.

Should Women Be Represented?

💡 What is meant when we refer to "women's representation"? Should women as a group be represented? Which women? And how have concepts like gender and intersectionality disrupted understandings of women's representation?

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.

Sapiro, Virginia. 1981. "When are interests interesting? The problem of political representation of women." *American Political Science Review* 75(3): 701-716.

Reingold, Beth, Kerry L. Haynie, and Kirsten Widner. 2020. *Race, Gender and Political Representation: Toward a More Intersectional Approach.* Oxford University Press. Ch. 1, "Introduction."

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 is meant by "descriptive representation"? What patterns characterize the electoral presence 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?

Reingold, Beth, Kerry L. Haynie, and Kirsten Widner. 2020. *Race, Gender and Political Representation: Toward a More Intersectional Approach*. Oxford University Press. Ch. 2, "The Political Geography of Descriptive Representation."

Thomas, Melanee and Lisa Young. 2014. "Women (Not) in Politics: Women's Electoral Participation." In *Canadian Politics*, 6th ed. James Bickerton and Alain-G. Gagnon, eds. 373-393. Toronto: University of Toronto Press.

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.

Harell, Alison and Dimitrios Panagos. 2013. "Locating the Aboriginal Gender Gap: The Political Attitudes and Participation of Aboriginal Women in Canada." *Politics & Gender* 9(4): 414-438.

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/

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; note the patterns that you see**

Would More Women Make a Difference?

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

Reingold, Beth, Kerry L. Haynie, and Kirsten Widner. 2020. *Race, Gender and Political Representation: Toward a More Intersectional Approach*. Oxford University Press. Ch. 3, "Conceptions of Group Interests and the Links between Descriptive and Substantive Representation."

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.

Adese, Jennifer. 2021. "Restoring the Balance: Métis Women and Contemporary Nationalist Political Organizing." In *A People and a Nation: New Directions in Contemporary Métis Studies*, Jennifer Adese and Chris Andersen, eds. 115-145. Vancouver: UBC Press.

How Are Women Treated?

💡 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?

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.

Raney, Tracey and Cheryl Collier, eds. 2024. *Gender-Based Violence in Canadian Politics in the #MeToo Era*, eds.
   o Read the Introduction (p. 3-21) then select one additional chapter; come to class prepared to main points with your classmates

Qaqqaq, Mumilaaq. 2021. "People like me don't belong here." Farewell speech published by Canadian Press on YouTube https://www.youtube.com/watch?v=gW7jkzRq6vI

Crab, Annabel. 2021. "Female politicians on gender deafness." YouTube video https://www.youtube.com/watch?v=z8asUgiCjw0

Spencer Sairam, Erin. 2022. "Women in Congress Are More Likely To Be Interrupted in Hearings According to New Research." *Forbes*. June 23. https://www.forbes.com/sites/erinspencer1/2022/06/23/women-in-congress-are-more-likely-to-be-interrupted-in-hearings-according-to-new-research/

Is it Better at the Top?

💡 Why are there so few women leaders in politics? When have women ascended to positions of political leadership, and under what conditions does this tend to happen?

* Recognizing your Integration Paper is due this week, I have intentionally provided a lighter reading load. My expectation therefore is that you will come to class having read all assigned materials.

Kerevel, Yann. 2019. "Empowering Women? Gender Quotas and Women's Political Careers." *The Journal of Politics* 81(4): 1167-1180.

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

Ro, Christine. 2021. "Why do we still distrust women leaders?" *BBC*. January 19. https://www.bbc.com/worklife/article/20210108-why-do-we-still-distrust-women-leaders

What Role Do Stereotypes Play?

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

Bauer, Nichole M. 2019. "Gender Stereotyping in Political Decision Making." *Oxford Research Encyclopedia of Politics.* March 26. https://oxfordre.com/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-772.

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.

Hicks, Heather. 2022. "Intersectional Stereotyping in Media Coverage." *Journal of Women, Politics & Policy* 43 (1): 95-106.

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.

Busted podcast. 2024. Episode 15. "Myth: Women don't make good political leaders." https://busted.transistor.fm/15

How Do We Get More Women in Politics?

💡 Why are women under-represented in politics, and what could be done to change this?

Schwarz, Susanne and Alexander Coppock. 2022. "What Have We Learned About Gender from Candidate Choice Experiments? A Meta-Analysis of Sixty-Seven Factorial Survey Experiments." *The Journal of Politics* 84(2): 665-668.

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.

Currie-Wood, Rob and Scott Pruysers. 2023. "Putting their money where their mouth is: The gendered dynamics of central party financial transfers to local election candidates." *Party Politics* (OnlineFirst) https://journals.sagepub.com/doi/10.1177/13540688231208897.

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   Additional Course Policies

Recording
To create a space where all learners feel free to participate, share ideas, and occasionally make mistakes, class discussions will <u>not</u> 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.

Grade Appeals
At times, students are disappointed by the grade they receive on an assignment. This is natural, especially after we've put a considerable amount of effort into a piece of work or have high expectations for ourselves. Disappointment is, unfortunately, a part of academic life. Grades 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 other students. Keep in mind the quality of our work sometimes varies, and the grades we receive reflect these ebbs and flows.

If you feel that a grade should be revisited, you are asked to follow the informal appeal process, which is outlined here: https://carleton.ca/registrar/appeal-of-grade/. In this class, the informal appeal process requires you to prepare a half-page explanation outlining the basis of the appeal; it is recommended that you make reference to the assignment criteria and the feedback you received. Please note that there is a "cooling off" period of 24 hours after the assignment has been returned to you, during which time appeals will not be considered. Informal appeals will be considered up to 7 working days after the grade in question

was made available on Brightspace. Note that an informal appeal 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 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

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 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).

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).

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 outline.