

PSCI 4506 (A)
Women, Power, and Political Representation
Tuesdays 11:35 a.m. – 2:25 p.m.

In-person class: please confirm course location on Carleton Central

I General Information

Instructor: Dr. Erin Tolley (please call me Dr. Tolley or Professor Tolley)

Email: erin.tolley@carleton.ca

Office location and student hours: posted on Brightspace

Brightspace course page: <https://brightspace.carleton.ca/d2l/home/372039>

*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 examination of women's participation in contemporary electoral politics, including as voters, legislators, and political leaders, with a focus on western liberal democracies. The course introduces students to concepts, theories, and frameworks for gendered and intersectional analyses, which they will use to understand women's political participation, representation, and outcomes in a variety of contexts. The overall objective is to understand how gender, patriarchy, misogyny, and social diversity shape political processes and institutions. This objective will be achieved through regular class discussions, independent study and reflection, and the design and execution of an experiential learning activity that requires students to conduct original fieldwork and analysis.

III Classroom Philosophy

As an instructor, I am committed to creating a class environment that is equitable and inclusive, where everyone feels respected, and good faith contributions are welcome. Achieving this objective requires that students are also committed to this aim, a commitment that does not come without demands. The workload in this course is ambitious, and the subject matter itself is challenging. 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. 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, 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 alienating, and even hostile, this course emphasizes the development of scholarly practices that promote learning, growth, and community.

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. Intellectually challenging material can cause discomfort. I cannot promise the course will always be comfortable. What I can promise is that you will be safe. Disrespect, intolerant language, and threatening behaviour can all interfere with our feeling of safety and will be dealt with swiftly. 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 politics and political spaces, specifically among those who identify as women. For additional guidance, please see Carleton University's statement on [student conduct](#).

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, ongoing 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, and (3) engaging in the material, including in class discussions, in a sustained and meaningful way through both talking and listening. 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

Upon the successful completion of this course, students should be able to:

1. Articulate how and why gendered constructs and categories shape political institutions and outcomes;
2. Identify, explain, and assess patterns in political participation and representation using gendered and intersectional analyses;
3. Connect theoretical perspectives and academic literature to real-world situations;
4. Design and execute an independent piece of scholarly research;
5. Engage in productive in-person exchanges about political science concepts, ideas, and empirical findings;
6. Apply scholarly practices¹ that are conducive to our own personal growth and the growth of those around us, including:

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/>).

- Thoroughness by diligently reading, writing, revising, and working with care
- Attentiveness by looking and listening
- 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
- Collegiality by supporting and interacting respectfully with our peers
- Tenacity by embracing intellectual struggles
- Gratitude by recognizing the work of others and being attentive to the politics of citation

VI Evaluation

Component	Due Date	Weight
Class Attendance and Participation	Weekly	15%
Reading Journal	Six entries from weeks 2, 3, 4, 5, 6, 8, 10; due 24 hours before class begins	15%
Major Research Project		
• Research Proposal	October 7, 2025	15%
• Draft Literature Review	October 28, 2025	5%
• Peer Review	November 4, 2025	5%
• Lightning Presentation	November 18, 2025	10%
• Research Paper	December 6, 2025	35%

Each of the evaluation components in this course are described *briefly* below. Please consider these descriptions a *summary*. Full information on all assignments, including detailed instructions and requirements are posted on Brightspace; assignments will be assessed based on the descriptions, rubrics, and guidance provided in the detailed instructions on Brightspace. **Students are strongly encouraged to attend class and consult the information on Brightspace before beginning their assignments.**

1. Class Attendance and Participation

This is a seminar class, and it cannot succeed if students aren't there, listening, and participating. Therefore, regular, punctual and engaged class attendance is a requirement. Attendance will be taken each week, and students will be evaluated based on their participation in discussions and class activities, active listening, and respect for the instructor and classmates. **Absences:** Students may miss up to two classes for any reason, without any documentation required. Any absences after that will result in a reduction of the engagement grade by one partial letter grade per additional absence, except with the submission of appropriate documentation for long-term accommodation. Because engagement through in-person interactions is a core learning objective for this course, this component cannot be achieved through any form of alternative assessment.

2. Reading Journal

To promote active reading and class preparation, students will complete a reading journal. They must submit 6 journal entries based on readings assigned in weeks 2, 3, 4, 5, 6, 8, and 10. In those weeks, they must choose one of the readings denoted with **[RJ]** from the list of that week's assigned readings. **[RJ]** readings are ones that are eligible for the Reading Journal assignment. Students will then write a journal entry for that reading.

Each journal entry will be between 300-600 words in length, written in a formal academic style. The assignment description on Brightspace includes a list of questions that the journal entry must address. Students must submit their entries on Brightspace *at least 24 hours before the start of the class* in which the reading is assigned. They are asked to bring their entries to class to use during discussion. **Late submissions will not be accepted.** Students are expected to complete all readings and to be particularly familiar with the reading they completed for the Reading Journal assignment.

The grade for the Reading Journal has two parts. One-third of the grade is based on the completion of 6 entries prior to the weekly deadline; if you complete the entries by the deadline, you receive full points for this component of the grade. The other two-thirds of grade is based on the content of the journal, including the quality and depth of entries, your engagement with the reading, and the extent with which you are wrestling with the material; **this component will be based on my assessment of two entries from your journal**, one from the first half of the course and one from the second.

3. Major Research Project

The major research project in this course 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 project is aimed at developing the following skills:

- Research skills (e.g., through participant observation, secondary research)
- Writing skills (e.g., through research proposal, paper)
- Oral communication skills (e.g., through presentation)
- Feedback literacy (e.g., through peer review, multiple opportunities to take in and apply feedback)
- Critical thinking and analysis (e.g., by connecting original research to existing literature, conducting gendered and intersectional analysis, generating rationale for research proposal)
- Project management (e.g., planning of research, achievement of key milestones)

The Major Research Project has five *inter-related and scaffolded parts*:

(a) Research Proposal. Good research requires planning and early feedback. To facilitate these aims, students will draft an 800-word research proposal and analysis plan, which will guide their major research project. No references to scholarly literature are required. See full requirements on Brightspace.

(b) Draft Literature Review. To encourage early progress on the research paper, students will submit a draft of the literature review section of their Research Paper. Details on the format for this submission will be provided on Brightspace and will include documentation of search strategies, an evaluation of the sources acquired to date, and a “mind map” showing connections between sources. The draft literature review will be graded as complete / incomplete and is the basis for the peer review assignment. Only students who submit a draft of their literature review will be permitted to participate in the peer review exercise.

(c) Peer Review. Peer review is the foundation of academic life. To develop this skill, students will read and provide constructive feedback on the literature reviews of three classmates using guidelines provided by the instructor. Students' grade for this assignment will be based on the quality, accuracy and collegiality of their peer reviews.

(d) Lightning Presentation. To allow for early feedback and to share the result of your project with classmates, students will make a short presentation with accompanying slides that report preliminary results from their research paper. Classmates and the instructor will ask questions and provide suggestions. This activity also provides a low-risk venue to develop and practice oral presentation skills.

(e) Research Paper. Finally, students will submit a research paper that documents a political event or meeting using a gendered and/or intersectional analysis. The research paper will include a review of relevant literature with appropriate references to course concepts and scholarly materials. It will describe, in detail, the meeting or event they attended, outline how the research was conducted, summarize key findings and observations, connect these to course concepts and existing literature, and discuss the implications of their findings for women's participation and representation in politics. The paper will be approximately 2,500 words long 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). The bibliography is not included in the word count. See Brightspace for full details.

VII Policies to Keep in Mind When Completing and Submitting Work for this Course

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." 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 5% per day or part thereof, including weekends. Late assignments submitted more than 7 calendar days after the due date will receive a grade of zero. Please note that there is no possibility for late submissions for some components of this course. In particular, because of the nature of these assignments, late submissions will not be accepted for the Reading Journal entries nor for the Draft Literature Review unless academic consideration has been granted.

Grade appeals: If you feel that the criteria for assessment have not been properly applied to your submitted work, or there has been an error in calculating a grade, 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 your explanation make reference to the assignment criteria and the feedback you received. Informal appeals will be considered for 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. Grades can only be adjusted in accordance with the criteria for each assignment; other reasons will not be considered.

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 the instructor 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 artificial intelligence: Students are responsible for reviewing and following the AI policy in this course, which is posted, in full, on the course Brightspace page. Briefly:

In this course, students **may use:**

- Spelling and/or grammar checkers (e.g., Grammarly) to help them revise texts they have already written in their own words
- AI tools that help them revise, condense, reorganize, or improve the readability of original text that they have produced by themselves
- Captioning and/or auto-transcription tools to add transcripts / captions to videos
- Image generation tools to create generic photographs for their presentation slides; see below for one exception to this usage
- Tools to help properly *format* citations from resources selected for use in assignments
- AI tools that answer student-generated questions about course materials (e.g., “What are some of the main limitations of this method?” “How could I apply the concept of ‘feminism’ to a real-world event?”)

Students who choose to use AI tools for permitted purposes are required to check the accuracy and validity of the results. Students using AI tools for permitted purposes need not disclose or cite it.

Students **may not use** AI tools to:

- Generate any text to use in whole or in part in their submitted assignments, including papers, presentations, posts, and journal entries; this includes cut and pasted text as well as text originally generated using AI tools which the student then edits or revises or which they pass through another AI tool for revision, editing, or to avoid detection
- Produce bibliographies or lists of references for their assignments
- Summarize readings and other course materials
- Generate peer reviews of your classmates’ work

- Create “deep fakes” or images of *real people* (e.g., politicians) for use in their presentations or assignments; any images students create should be generic in nature and not intended to mimic or misrepresent real people

To put it simply: students are expected to submit assignments that display their own thinking and writing. AI tools may be used to *enhance* one’s thinking or writing but may not be used to *generate* the thinking or writing upon which the final product is based. Thus, you may use AI tools to help you edit your writing or to format your bibliography, but not to generate a draft or provide a list of sources. ***Apart from the accepted uses outlined above, students are prohibited from using any other AI tool to complete the requirements of this course. Please see complete policy and rationale on Brightspace.*** As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course

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

VIII Texts

You are not required to purchase any texts for this course. All required readings and materials are available free of charge 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.

IX Course Schedule at a Glance

Week	Date	Topic	Deadlines
1	September 9	Introduction	
2	September 16	Does Political Science Hate Women?	<i>Reading journal</i>
3	September 23	Should Women Be Represented?	<i>Reading journal</i>
4	September 30	Where Are the Women in Politics?	<i>Reading journal</i>
5	October 7	Why Aren’t There More Women?	<i>Reading journal</i> <i>Research proposal</i>
6	October 14	How Do Ideas About Gender Shape Vote Choice?	<i>Reading journal</i>
7	October 21	Fall Break (no classes)	
8	October 28	How are Women in Politics Treated?	<i>Reading journal</i> <i>Draft literature review</i>
9	November 4	Reflection Week	<i>Peer review</i>
10	November 11	How Do We Get More Women in Politics?	<i>Reading journal</i>
11	November 18	Presentations	<i>Presentation</i>
12	November 25	What’s It Really Like to be a Woman in Politics?	
13	December 2	Wrap-Up	<i>Research paper Dec. 6</i>

Note: Reading journals are due 24 hours before the beginning of that week’s class

X Detailed Course Schedule

1. Introduction

The first class sets the stage for all the weeks that follow. In this class, I will introduce some of the main points we will cover, provide important information about the structure of the seminar, expectations, and tips on how to succeed. ***Before this class, please read the syllabus and familiarize yourself with the course Brightspace page.***

2. 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, and how do these influence what we know about women in politics?
- ❑ Hawkesworth, Mary. 2016. *Embodied Power: Demystifying Disembodied Politics*. London: Routledge. Ch. 2, “Conceptual Practices of Power.” [RJ]
- ❑ 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. [RJ]
- ❑ 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. [RJ]
- ❑ Kammerer, Edward F., Melissa R. Michelson, and Brian F. Harrison. 2025. “Politics Should Be a Drag: Why Political Science Needs to Take Drag Seriously.” *PS: Political Science & Politics* 58(3): 490–95.

3. 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.
- ❑ 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.

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

4. Where Are the Women in Politics?

💡 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?

- 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.
- 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" and Ch. 3, "Conceptions of Group Interests and the Links between Descriptive and Substantive Representation." [RJ]
- 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. [RJ]
- 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.
- Schotel, Anne Louise, and Liza Mügge. 2024. "Politics without Presence? The Symbolic Representation of Trans People in Germany and the Netherlands." *Politics & Gender* 20(4): 788–813. [RJ]

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**

5. Why Aren't There More Women in Politics?

- 💡 What factors contribute to women's under-representation in politics? What role do stereotypes play in shaping women's political presence and representation? When have women ascended to positions of political leadership, and under what conditions does this tend to happen?
- ❑ 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.
 - ❑ Johnstone, Rachael. 2024. "When the House Is Not a Home: Assessing the Family-Friendliness of Canadian Legislatures." *Canadian Journal of Political Science* 57(2): 278–300. [RJ]
 - ❑ O'Neill, Brenda, Pruyers, Scott and David K. Stewart. 2019. "Glass Cliffs or Partisan Pressure? Examining Gender and Party Leader Tenures and Exits." *Political Studies*, 69(2): 257-277. [RJ]
 - ❑ Hicks, Heather. 2022. "Intersectional Stereotyping in Media Coverage." *Journal of Women, Politics & Policy* 43 (1): 95-106. [RJ]
 - ❑ Busted podcast. 2024. "Myth: Women don't make good political leaders." Episode 15. <https://busted.transistor.fm/15>

6. How Do Ideas About Gender Shape Vote Choice?

- 💡 Ultimately, final decisions about the composition of elected institutions are made by voters. How do voters' attitudes and perceptions of women and gender shape their political decision-making, and what are the consequences for electoral representation?
- ❑ Chen, Philip, Thomas, Melanee, Harell, Allison, and Gosselin, Tania. 2023. "Explicit Gender Stereotyping in Canadian Politics." *Canadian Journal of Political Science* 56(1): 209-221. [RJ]
 - ❑ 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. [RJ]
 - ❑ Baisley, Elizabeth and Quinn M. Albaugh. 2025. "Gender Cues, Attributions and Stereotyping of Transgender and Nonbinary Politicians." FirstView at *Perspectives on Politics*. <https://doi.org/10.1086/736358> [RJ]
 - ❑ Sweet-Cushman, Jennie, and Nichole M. Bauer. 2024. "Intersectional Motherhood and Candidate Evaluations in the United States." *Politics & Gender* 20(3): 598–619. [RJ]

7. Fall Break

There are no classes this week. During break weeks, I recommend the thirds formula: one part work, one part rest, one part fun. Maybe the work part for this course is your literature review?

8. How Are Women in Politics Treated?

- 💡 When women get into politics, how are they 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?
- ❑ Krook, Mona Lena. 2017. "Violence Against Women in Politics." *Journal of Democracy* 28(1): 74-88. [RJ]
 - ❑ Raney, Tracey and Cheryl Collier, eds. 2024. *Gender-Based Violence in Canadian Politics in the #MeToo Era*, eds.
 - Read the Introduction (p. 3-21), then select one additional chapter; come to class prepared to discuss the main points with classmates who read different chapters
 - ❑ Brown, Nadia E. 2021. "Black Women's Hair Matters: The Uneasy Marriage of Electoral Politics and (Dis)Respectability Politics." In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 62-70. Toronto: University of Toronto Press.
 - ❑ 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/>

9. Reflection Week

No readings are required for this class. More details will be provided. Peer reviews due this week.

10. How Do We Get More Women in Politics?

- 💡 What could be done to increase the number of women in elected office? Which policy measures have 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 Press.
 - ❑ 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>. [RJ]
 - ❑ Hardin, Shana. 2025. "Empowering Candidacy: How Authorizing the Use of Campaign Funds for Childcare Increases Women's Candidacy for State Legislatures." *Politics, Groups, and Identities*, July, 1-28. <https://doi.org/10.1080/21565503.2025.2530950>. [RJ]
 - ❑ 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. [RJ]

- 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.

11. Presentations

This week, students will present preliminary findings from their Major Research Project.

12. What's It Really Like to be a Woman in Politics?

- 💡 We've read the theory, and we've looked at the data. Now, let's hear directly from women politicians. How, in their own words, do they describe their experiences running for and serving in office? What were the high and the lows? And what advice do they have for others considering political careers?

Special guest: Hon. Paddy Torsney, Inter-Parliamentary Union's Permanent Observer to the United Nations and former Canadian Member of Parliament

- No Second Chances podcast. 2019. "Things Fall Apart." Season 1, Episode 8.
<https://nosecondchances.ca/season-one/the-podcast/>
- Black on the Ballot podcast. 2025. "From the Community and For the Community." Episode 3.
<https://blackcanadianpolitics.ca/from-the-community-and-for-the-community/>
- CBC Power and Politics. 2024. "Harassment and toxicity – why this cabinet minister says she's leaving politics." <https://www.youtube.com/watch?v=PI9vFCDVehA> [listen up to 5:50]
- 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>

13. Wrap up

No preparation is required for this class. Further details will be provided.

XI Additional Course Policies

Recording

To create a space where all learners feel free to participate and share ideas, 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.

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. 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 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 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 in the subject line and use your Carleton email address. 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.

XII 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/>)

Political Science Course Outline Appendix

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:

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/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating

circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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, please contact Equity and Inclusive Communities (EIC)

at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: 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](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its 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: <https://carleton.ca/equity/sexual-assault-support-services>.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when

an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory