

Indigenous Political Activism
PSCI 4809C

GENERAL INFORMATION		
Instructors Gabriel Maracle	E-mail: gabrielmaracle@cunet.carleton.ca	Course Schedule: Weekly on Wednesday from 2:30 PM – 5:30 PM
Course type: In-person seminar	Lecture Location: Loeb Building A602	Office Hours: Wednesday: 12:00 PM - 1:00 PM and by request online

COURSE DESCRIPTION

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

COURSE FORMAT

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

LEARNING OUTCOMES

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

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

COURSE MATERIALS

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

ASSIGNMENTS

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

Extensions for assignments will be granted on a case by case basis. The maximum amount of time that can be granted for an extension is **7-days**.

Late assignments will be deducted **5% per day** from the deadline to a maximum of **20%**.

All assignments are due on Fridays at midnight.

	ASSIGNMENT	WEIGHT	DUE DATE
1	Indigenous Events	15%	October 7, 2022
2	Leading a Seminar	20%	Week 4 through Week 12
3	Participation	20%	Week 2 to Week 13
4	Briefing Note	15%	November 11, 2022
5	Learning Reflection	10%	December 2, 2022
6	Final Paper	20%	December 9, 2022

ASSIGNMENT 1: Indigenous Event– 15%

DUE DATE: October 7, 2022

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

Indigenous activism is something that takes many different forms and shapes. It can manifest itself in art exhibitions and community-led talks. You will be expected to attend an Indigenous-led event for this first assignment. You will then write a **2-3 page** summary of the event, describing the event's focus, an available number of attendees, notable speakers, the location (including if it was in-person, online, or both), and what you thought of the event and topic. You should also be connecting it to the themes discussed in the class around Indigenous activism.

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

ASSIGNMENT 2: Leading a Seminar – 20%

DUE DATE: Weeks 4 through Week 12

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

Seminar leaders will be required to deliver a **20-30 minute** presentation on a topic related to the course. This will include covering the week's topic and discussing the readings related to the week. You will need to create a PowerPoint presentation to guide you through your seminar presentation.

Afterward, the students will lead their peers in a **40-50 minute** seminar discussion. This will require you to generate discussion questions and be familiar with the week's readings.

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

ASSIGNMENT 3: Participation – 20%

DUE DATE: Week 2 to Week 13

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

ASSIGNMENT 4: Briefing Note – 15%

DUE DATE: November 11, 2022

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

Your briefing note should be **2-3 pages** of content. You will need to cover the historical context, lead-ups, key figures, a description of the events if appropriate, and the aftereffects if the event is over.

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

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

ASSIGNMENT 5: Learning Reflection – 10%

DUE DATE: December 2, 2022

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

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

ASSIGNMENT 5: Final Essay - 20%

DUE DATE: December 14, 2022

This assignment is the culmination of the course themes and the work that you've done. You are expected to write **14-16 pages**. The paper should expand on the information and events in your briefing note and the event you attended. Synthesize the information that you've gathered through academic, grey literature, and media sources to provide an analysis of the event.

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

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

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

WEEKLY SCHEDULE

Week 1 – Introductions and Course Overview – September 7, 2022

Lecture Topics: Cover syllabus, academic expectations, course concepts, themes, and ideas

Readings:

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

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

Week 2 – Early 20th Century Indigenous Activism and Organizing – September 14, 2022

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

Readings:

Drees, Laurie Meijer. "Introduction to Documents One Through Five: Nationalism, the League of Nations and the Six Nations of the Grand River." *Native Studies Review* 10, no. 1 (1995): 75–88.

Kulchyski, Peter. "'A Considerable Unrest': F.O. Loft and the League of Indians." *Native Studies Review* 4, no. 1 & 2 (1988): 95–117.

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

Week 3 – The Indian Rights Movement and Red Power – September 21, 2022

Lecture: Indigenous activism from the 1950s to the 1970s, discussing political organizing and activism, introduction to urban Indigenous issues

Readings:

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

Indian Northern Affairs Canada INAC. "Statement of the Government of Canada on Indian Policy." Indian and Northern Affairs Canada, 1969.

Will Langford. "Friendship Centres in Canada, 1959–1977." *American Indian Quarterly* 40, no. 1 (2016): 1-37.

Videos:

Beading Red: The Red Paper Through Generations. Wahkohtowin Law & Governance Lodge, 2021.
<https://www.youtube.com/watch?v=9Ze2LBdqEUw>.

Week 4 – The Constitution Express and Section 35 – September 28, 2022

Lecture: Indigenous activism from the 1970s to the 1980s, the work of George Manuel, Repatriation of the Constitution

Readings:

Feltes, Emma, and Glen Coulthard. "Introduction: The Constitution Express Revisited." *British Columbia Studies*, no. 212 (Winter 2021): 13–31.

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

Video:

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

Week 5 – Aboriginal Rights and the Supreme Court – October 5, 2022

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

Readings:

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

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

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

Video:

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

ASSIGNMENT 1: INDIGENOUS EVENT DUE ON OCTOBER 7, 2022

Week 6 – Gender Discrimination and the Supreme Court – October 12, 2022

Lecture: The movement to end gender discrimination in the Indian Act, broader Indigenous women's movement, divisions within Indigenous organizations

Readings:

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

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

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

Week 7 – Oka and Ipperwash – October 19, 2022

Lecture: The Oka Crisis, Mohawk Warriors Society, and activism in the 1990s

Readings:

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

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

Video:

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

FALL BREAK: OCTOBER 24 – 28, 2022

Week 8 – The Royal Commission on Aboriginal Peoples – November 2, 2022

Lecture: The scale and scope of the RCAP, leveraging research, and urban Indigenous issues

Readings:

Andersen, Chris, and Claude Denis. "Urban Natives and the Nation: Before and After the Royal Commission on Aboriginal Peoples*." *Canadian Review of Sociology/Revue Canadienne de Sociologie* 40, no. 4 (July 14, 2008): 373–90. <https://doi.org/10.1111/j.1755-618X.2003.tb00253.x>.

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

Royal Commission on Aboriginal Peoples. "Highlights from the Report of the Royal Commission on Aboriginal Peoples." Report, November 3, 2008. <https://www.rcaanc-cirnac.gc.ca/eng/1100100014597/1572547985018#chp7>. *YOU ARE NOT EXPECTED TO READ THE ENTIRE SUMMARY PLEASE READ PORTIONS FROM EACH SECTION*

Week 9 – Truth and Reconciliation – November 9, 2022

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

Readings:

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

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

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

Podcast:

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

ASSIGNMENT 4: BRIEFING NOTE DUE NOVEMBER 11, 2022

Week 10 – Indigenous Women, Girls, and 2-Spirit Activism – November 16, 2022

Lecture: The work of the National MMIWG Inquiry, the emergence of 2-Spirit activism in politics and art

Readings:

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

Palmater, Pamela. "Shining Light on the Dark Places: Addressing Police Racism and Sexualized Violence against Indigenous Women and Girls in the National Inquiry." *Canadian Journal of Women and the Law* 28, no. 2 (August 2016): 253–84. <https://doi.org/10.3138/cjwl.28.2.253>.

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

Video:

Two Spirit People Are Reclaiming Their Land—and Their Identity | Transnational. Transnational. Vice News, 2021. <https://www.youtube.com/watch?v=nIDDOcDE7Ag>.

Week 11 – Contemporary Indigenous Activism Part 1 – November 23, 2022

Lecture: Indigenous protests and activist organizing in the 21st century.

Readings:

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

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

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

Week 12 – Contemporary Indigenous Activism Part 2 – November 30, 2022

Lecture: Continuing look at Indigenous activism in the 21st century

Readings:

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

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

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

ASSIGNMENT 5: LEARNING REFLECTION DUE DECEMBER 2, 2022

Week 13 – Last Class – December 7, 2022

Lecture: Discuss overarching themes and concepts of the course, cover the final essay, and wrap up last seminar presentations as needed

ASSIGNMENT 5: FINAL ESSAY DUE DECEMBER 14, 2022

Appendix

Covid-19 Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

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 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 for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

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

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Plagiarism

Carleton's [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.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.