

PSCI 4809 D
Politics of Care
Loeb A602
Mondays, 2:35-5:25pm

Instructor: Dr. Cati Coe

Office Hours: Mondays, 1:00-2:30pm, 5:30-6:00pm in person or online, or by arrangement

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Course description

Care and politics are often considered to be quite distinct, with care relegated to the private sphere, associated with women and the vulnerable, and politics to the public sphere, associated with men and the powerful. This course examines how this conceptual distinction arose and the consequences. Furthermore, it explores, through numerous cases, how the care of individuals and families *is* political, both through the effects of state programmes and policies and the micropolitical effects of care on social and economic resources and the distribution of power on gendered, racialized, and aged individuals. We will explore the various forms that care takes, in the context of the social reproduction of individuals, families, and households; migration; social welfare; and healthcare. We will explore the political decisions and ideological rhetoric that underpin the transformation of state policies in regard to care, including its expansion and decline, in Canada and internationally, with a particular focus on post-socialist Eastern Europe and post-apartheid South Africa, because state policies and political ideas travel and are adopted cross-nationally.

The course will meet in person.

Learning outcomes

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

- Define and apply key terms (care, social reproduction, liberalism and neoliberalism, biopolitics and necropolitics).
- Elucidate the interconnections between “the private” and “the public” and how they relate to one another.
- Attain a sense of the variation in forms of care and in political approaches to addressing care issues, comparatively and historically, in order to broaden what is considered possible in their own context.
- Understand deeply one particular topic of interest relating to care, exploring its statistics, effects on people, academic literature, and possible policy interventions.
- Write in a variety of formal and informal ways.

Required texts

There are no required textbooks. The readings will be made available through the reserves in Carleton's library (Ares), which will be linked to the Brightspace course page.

Course Communications

There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing me is almost always the last resort. Here's a guide to communicating with me and your peers:

- *"I have questions about course content, assignments, and policies"*: ask these on the "Ask the Instructor" forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *"I have questions about work I'm doing on my own assignments"*: book an appointment with me to discuss (Tuesdays, 1-3pm or by arrangement at other times). These are not matters that can be handled efficiently over email.
- *"I need to discuss something private, or to set up a time to discuss something private"*: book an appointment with me to discuss (Tuesdays 1-3pm, or by arrangement at other times). These are not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. I answer email Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click "send." Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday.

Evaluation at a glance

- Attendance and participation in class discussion and activities, ongoing: 10%
- Reading response papers, due each week: 35%
- Problem to study memo, due January 23rd: 5%
- Statistics short paper, due February 6th: 10%
- Voices short paper, due February 27th: 10%
- Annotated Bibliography, due March 20th: 15%
- Policy Interventions, due April 10th: 15%

Submission and Return of Term Work

Papers must be submitted directly to the instructor. All assignments in this course are to be submitted via Brightspace—email submissions will NOT be accepted. Make sure that your file functions properly prior to upload and submission: file corruption is something that happens at

the user's end, before upload to Brightspace. Files that are unreadable are not grounds for an extension and will be deemed late.

Late Work

You have 5 grace days that you may use across the course, for when things go unexpectedly wrong. Special consideration may be given if you are dealing with a protracted medical or similar issue for which you can provide documentation. Late reading responses may be rejected if they mirror class discussion, without demonstrating independent reading and thought.

Grade Inquiries

I'm always willing to review grades on assignments. I only have two rules on the matter:

- 1) *No discussions about grades until 48 hours have passed after the assignment is returned, and*
- 2) *Students must prepare a list of specific issues to discuss, ones that engage faithfully with the feedback provided.* You need to be prepared to engage with the feedback in a conversation with me about it. Once you've done so, book an appointment with me. Note that I'll be providing detailed feedback on assignments. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

Evaluation in detail

Attendance and participation in class sessions: Class discussions are designed to be interactive, with discussion and exercises aimed at fostering your capabilities and analytic skills. It is essential that you do the required reading for each class session, coming prepared to discuss them. Participation marks will reflect both the quality and quantity of engagement. Attendance will be taken. (10% of your final grade)

Reading Responses: By midnight before each class (**Sunday night**), you should turn in a paper of at least 500 words that answers the following questions:

About the previous class period:

- 1) What was the main point of the lesson of last class? What did you learn or what most engaged you?

About the reading(s) due in the upcoming class period:

- 2) What is the major point that the reading makes?
- 3) What is your response to the reading? For example:
 - What do you agree with in the reading and why?
 - What do you disagree with and why?
 - Is the evidence that the reading presents persuasive, or not?
 - What connections can you make with other material you have encountered, whether in or beyond this course?
 - How does this reading relate to experiences you have had?
 - Where do the readings agree with one another and where do they disagree?

These critical response papers must address all the readings due in the upcoming class period. Simply writing something on a piece of paper will not give you credit for doing this assignment; you must demonstrate that you have read the reading thoroughly and answer the questions above.

You may miss one out of the 12 possible reading responses without any repercussions. (35% of your final grade)

Rubric for the Reading Responses (out of 10 points)

10	A thoughtful and nuanced response to the reading of at least 500 words, answering all the questions posed, demonstrating mastery and understanding of the material, making connections across readings and to real-life events with ease and insight
9	A response to the reading of at least 500 words which demonstrates that the author has completely read it, has grappled valiantly to understand the material, and has answered all the questions posed
8	A response to the reading of at least 500 words which demonstrates that the author has completed the reading, but demonstrates some minor misunderstandings and/or does not address one of the questions posed
6	The response misses one of the readings or has completed most of the readings, or is less than 500 words.
5	The response addresses only half of the assigned reading but does so thoroughly, or is less than 500 words
3	The response does not demonstrate completion of the reading, and/or does not address most of the questions posed in the assignment
0	The response demonstrates no engagement with the readings or the questions

Project on the Politics of Care

1. Problem to study memo: January 23rd

Pick a problem to study which relates to the topic of care. You will focus the remaining written assignments on this topic. In 1-2 double-spaced pages, tell me which problem you are choosing, in which historical and social context (e.g., Canada during COVID), and the intellectual or personal reasons you picked this topic. (5%)

2. Statistics: February 6th

In this short paper of 2-3 pages, present information about your problem using at least 3 solid references from government or non-profit sources. Attend to variation and inequalities (racialized, gendered, migrant/citizen, etc). References should be cited in a bibliography. (10%)

3. Voices: February 27th

In this short paper of 2-3 pages, present the voice(s) of those affected by this problem. The voice(s) can be collected firsthand through an interview, or through secondary sources like a memoir or media, including social media. Published or publicly available voices should be cited in a bibliography. (10%)

4. Annotated Bibliography: March 20th

You should pick five academic sources (namely, peer-reviewed journal articles) on your topic and summarize each one in 7-10 sentences, summarizing the argument and what information it provides relative to your topic. (15%)

5. Policy interventions: April 12th

In this short paper of 2-3 pages, discuss two or three proposed policies or policy interventions to address your problem and whether you think how these might be helpful or harmful. Assess their biopolitics and necropolitics. Analyze what the effects might be on gendered, racialized, migrant, or aged persons. (15%)

Course schedule

Week 1. Orientations

January 9th

Week 2. Intellectual Orientations: What is Care? How is it Political?

January 16th

Readings due:

1. Tronto, Joan. 1993. "Care." *Moral Boundaries: A Political Argument for an Ethic of Care*, pp. 101-126. London: Routledge.
2. Robinson, Fiona. 2011. *The Ethics of Care: A Feminist Approach to Human Security*. Philadelphia: Temple University Press. Ch. 2: Rethinking Human Security, pp. 41-62.
3. Day, Suzanne. 2013. "The Implications of Conceptualizing Care." In *Troubling Care: Critical Perspectives on Research and Practices*, edited by Pat Armstrong and Susan Braedley, pp. 21-32.
4. Thelen, Tatjana. 2021. "Care as Belonging, Difference, and Inequality." *Oxford Research Encyclopedias of Anthropology*. <https://doi.org/10.1093/acrefore/9780190854584.013.353>

Week 3. Care in households/kin groups/society: Reciprocity, resources and obligations

January 23rd

Readings due:

1. Federici, Sylvia. "Marxism, Feminism, and the Commons." 24 pp.
2. Fraser, Nancy. 2016. "Contradictions of capital and care," *New Left Review* 100 <https://newleftreview.org/issues/ii100/articles/nancy-fraser-contradictions-of-capital-and-care>
3. Cliggett, Lisa. 2003. "'Male Wealth' and 'Claims to Motherhood': Gendered Resource Access and Intergenerational Relations in the Gwembe Valley, Zambia." In *Gender at Work in Economic Life*, edited by Gracia Clark, pp. 207-224. Walnut Creek: Altamira Press.

Due: Problem memo

Week 4. Domestic Work/Servanthood

January 30th

Readings due:

1. Qayum, Seemin, and Raka Ray. 2003. "Grappling with Modernity: India's Respectable Classes and the Culture of Domestic Servitude." *Ethnography* 4 (4): 520-55. <https://doi.org/10.1177/146613810344002>.
2. Araz, Yahya, and İrfan Kokdaş. 2020. "In Between Market and Charity: Child Domestic Work and Changing Labor Relations in Nineteenth-Century Ottoman Istanbul." *International Labor and Working-Class History* 97: 81-108. doi:10.1017/S0147547919000279.
3. Buch, Elana D. 2014. "Troubling Gifts of Care: Vulnerable Persons and Threatening Exchanges in Chicago's Home Care Industry." *Medical Anthropology Quarterly* 28 (4): 599-615. <https://doi.org/10.1111/maq.12126>.
4. Boris, Eileen and Jennifer N. Fish. 2014. "'Slaves No More': Making Global Labor Standards for Domestic Workers." *Feminist Studies* 40(2): 411-43.

<https://doi.org/10.1353/fem.2014.0018>.

Week 5. Care and the State

February 6th

Readings due:

1. Von Benda-Beckmann, Keebet. 2015. "Social Security, Personhood, and the State." *Asian Journal of Law and Society* 2(2): 323–338. doi:10.1017/als.2015.13
2. Adorno, Francesco Paolo. 2014. "Politics of Life, Politics of Death: Forms of Resistance to Biopolitics in Foucault." In *The Government of Life: Foucault, Biopolitics, and Neoliberalism*, edited by Vanessa Lemm and Miguel Vatter, pp. 98-111. New York: Fordham University Press.
3. Mbembe, Achille. 2019. "Necropolitics." In *Necropolitics*, pp. 66-92. Durham: Duke University Press.

Due: Statistics short paper

Week 6. The Politics of Social Welfare: Expansion in the United States and Europe

February 13th

Readings due:

1. Brown, Wendy. 1995. "Liberalism's Family Values." In *States of Injury: Power and Freedom in Late Modernity*, pp. 135-165. Princeton: Princeton University Press.
2. Skocpol, Theda. 1987. "A Society without a 'State'? Political Organization, Social Conflict, and Welfare Provision in the United States." *Journal of Public Policy* 7 (4): 349–71.
3. Bundgaard, Helle and Karen Fog Olwig. 2018. "Producing 'Good' Families and Citizens in Danish Child Care Institutions." In *Reconnecting State and Kinship*, edited by Tatjana Thelen and Erdmute Alber, pp. 200-220. Philadelphia: University of Pennsylvania Press.
4. Szikra, Dorottya and Béla Tomka. 2009. "Social policy in East Central Europe: Major trends in the Twentieth Century." In *Post-Communist Welfare Pathways: Theorizing Social Policy Transformations in Central and Eastern Europe*, edited by Alfio Ceranmi and Pieter Vanhuysse, pp. 17-34. New York: Palgrave Macmillan.

Week 7. Winter Break

Week 8. The Politics of Social Welfare: Social Protection in South Africa

February 27th

Readings due:

1. Sagner, Andreas. 2000. "Ageing and Social Policy in South Africa: Historical Perspectives with Particular Reference to the Eastern Cape." *Journal of South African Studies* 26 (3): 523-553.
2. Ferguson, James. 2015. "Introduction. Cash Transfers and the New Welfare States." *Give a Man a Fish: Reflections on the New Politics of Distribution*, pp. 1-33. Durham: Duke University Press.
3. Hassim, Shireen. 2006. "Gender Equality and Developmental Social Welfare in South Africa." In *Gender and Social Policy in a Global Context: Uncovering the Gendered Structure of 'the Social.'* Edited by Shahra Razavi and Shireen Hassim, pp. 109-129. New York: Palgrave Macmillan.
4. Sagner, Andreas and Raymond Z. Mtati. 1999. "Politics of Pension Sharing in Urban South Africa." *Ageing and Society* 19: 393-416.

Due: Voices

Week 9. Neoliberalism and the Reordering of Social Welfare States

March 6th

Readings due:

1. Muehlebach, Andrea. 2012. *The Moral Neoliberal: Welfare and Citizenship in Italy*. Chicago: University of Chicago Press. Chapter 3: Consecrations, 46pp.
2. Paley, Julia. 1999. *Marketing Democracy: Power and Social Movements in Post-Dictatorship Chile*. Berkeley: University of California Press. Chapter 5: The Paradox of Participation, pp. 140-181.
3. Thelen, Tatjana, Andre Thiemann, and Duška Roth. 2014. "State kinning and kinning the state in Serbian elder care programs." *Social Analysis* 58(3): 107-123.

Week 10. Abandonment and its Refusal

March 13th

Readings due:

1. Biehl, João. 2013. *Vita: Life in a Zone of Social Abandonment*. Introduction, 25 pp.
2. Hamdy, Sherine. 2008. "When the State and Your Kidneys Fail: Political Etiologies in an Egyptian Dialysis Ward." *American Ethnologist* 35(4): 553-569.
3. Badone, Ellen. 2021. "From Cruddiness to Catastrophe: COVID-19 and Long-term Care in Ontario." *Medical Anthropology* 40(5): 389-403.
4. Stevenson, Lisa. 2017. "Sounding Death, Saying Something." *Social Text* 35(1): 59-78.

Week 11. Care Work and Immigration Regimes

March 20th

Readings due:

1. Sharma, Nandita. 2006. *Home Economics: Nationalism and the Making of 'Migrant Workers' in Canada*. Toronto: University of Toronto Press. Chapter 2: Globalization and the Story of National Sovereignty, pp. 31-52.
2. Bernhard, Judith K., Luin Goldring, Julie Young, Carolina Berinstein, and Beth Wilson. 2007. "Living with Precarious Legal Status in Canada: Implications for the Well-Being of Children and Families." *Refuge* (Toronto. English Edition) 24 (2): 101-14. <https://doi.org/10.25071/1920-7336.21388>.
3. Ticktin, Miriam J. 2011. "Introduction: The Politics and Antipolitics of Care." *Casualties of Care: Immigration and the Politics of Humanitarianism in France*, pp. 1-26. Berkeley: University of California Press.
4. Boehm, Deborah A. 2017. "Separated Families: Barriers to Family Reunification After Deportation." *Journal on Migration and Human Security* 5(2): 401-416.

Due: Annotated Bibliography

Week 12. Temporary Work Programs and Immigrant Domestic Work

March 27th

Readings due:

1. Fudge, Judy and Daniel Parrott. 2013. "Placing Filipino Caregivers in Canadian Homes: Regulating Transnational Employment Agencies in British Columbia." In *Temporary Work, Agencies, and Unfree Labor*, edited by Judy Fudge and Kendra Strauss, pp. 70-93. New York: Routledge.
2. Pratt, Geraldine. 2005. "Abandoned Women and Spaces of the Exception." *Antipode* 37 (5):

1052–78. <https://doi.org/10.1111/j.0066-4812.2005.00556.x>.

3. Amrith, Megha. 2021. “Ageing Bodies, Precarious Futures: The (im)mobilities of ‘Temporary’ Migrant Domestic Workers over Time.” *Mobilities* 16 (2): 249–61. <https://doi.org/10.1080/17450101.2021.1885834>.
4. Gamburd, Michele. 2009. “Advocating for Sri Lankan Migrant Workers.” *Critical Asian Studies* 41 (1): 61–88. <https://doi.org/10.1080/14672710802631152>.

Week 13. Caring across distance

April 3rd

Readings due:

1. Yeates, Nicola. 2012. “Global Care Chains: A State-of-the-Art Review and Future Directions in Care Transnationalization Research.” *Global Networks* 12 (2): 135–54. <https://doi.org/10.1111/j.1471-0374.2012.00344.x>.
2. Deneva, Neda. “Flexible Kin-Work, Flexible Migration: Aging Migrants Caught between Productive and Reproductive Labour in the European Union.” *Transnational Aging and Kin-Work*, edited by Parin Dossa and Cati Coe. New Brunswick: Rutgers University Press.
3. Tungohan, Ethel. 2013. “Reconceptualizing Motherhood, Reconceptualizing Resistance: Migrant Domestic Workers, Transnational Hyper-Maternalism and Activism.” *International Feminist Journal of Politics* 15 (1): 39–57. <https://doi.org/10.1080/14616742.2012.699781>.
4. Arnold, Lynette. 2021. “Communication as Care Across Borders: Forging and Co-Opting Relationships of Obligation in Transnational Salvadoran Families.” *American Anthropologist* 123 (1): 137–49. <https://doi.org/10.1111/aman.13517>.

Week 14. Policy Interventions

April 10th

Reading due:

1. Hassim, Shirin. 2021. “Why Care?” *Transformations: Critical Perspectives on Southern Africa* 107: 53–66.

Due: Policy Interventions

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.