

**PSCI 4809G / 5915D**  
**The Politics of Race**  
**11:35 a.m. – 2:25 p.m. Fridays**

\*Please confirm course location on Carleton Central\*

**I General information**

Instructor: Dr. Erin Tolley  
Student hours: Fridays, 10-11 a.m. Loeb A627 or by appointment on Zoom/telephone  
Email: [erin.tolley@carleton.ca](mailto:erin.tolley@carleton.ca) (see below for advice on when to use email)  
Website: <https://erintolley.ca>

***Questions about course content, deadlines, assignments:*** Information is a public commodity, and many of the answers to these types of questions are available in the syllabus, assignment descriptions, or on Brightspace. If you've looked in these places and still have questions, please pose in class or on the Brightspace discussion forum where everyone can benefit from the answers. In other words, email is not a good venue for these types of questions.

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

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

**II Course description**

This is an advanced seminar on The Politics of Race. It provides an in-depth exploration of race and politics in democratic societies, with special attention paid to the Canadian case. The course introduces us to concepts, theories, and frameworks that are central to racial analysis, including those related to racialization, (de)colonialism, whiteness, intersectionality, and critical race theory. We will use these frameworks to consider how race, Indigeneity, and other identity markers shape political, economic, and social life.

This is a course that demands a lot of us as learners: the workload is ambitious, and the subject matter itself is challenging. We will read and discuss topics and perspectives that are sometimes difficult, uncomfortable or even painful, that run counter to our own experiences (or unambiguously confirm them), and which demand an open mind. 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, and family history, and other factors. Even when we are careful and aware of our own positionality, we may make mistakes. When mistakes are acknowledged and accounted for, they are a part of learning. This course provides space for doing that work, both individually and in class. Recognizing that

academic spaces can themselves be toxic, alienating, and even hostile, this course emphasizes the development of scholarly practices that promote learning, growth, and community.

### III Course Format

Because this course is a seminar, it places a strong emphasis on student engagement through deep, sustained interaction with the literature and – importantly – with each other. Students are expected to have completed and reflected on the assigned materials prior to coming to class. In contrast to a lecture in which the instructor’s voice dominates, a seminar centres the contributions of students, with the instructor serving as a moderator and guide. To do well in this course, you must commit to being an *active learner*, rather than a passive recipient. Being an active learner means you come to class familiar with that week’s topic and materials, that you listen attentively to your classmates and instructor, contribute your own ideas, questions, and uncertainties, and reflect on differing views and knowledge in a co-constitutive manner.

### IV Learning Outcomes

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

1. Explain how racial constructs and categories are produced through ideas, laws, institutions, and policy decisions
2. Describe how racial constructs and categories shape political, economic, and social life
3. Apply frameworks related to racialization, colonialism, intersectionality, and whiteness to understand politics, power, and policy
4. Assess efforts to address ongoing practices of racism and colonialism, with a focus on Canada
5. Develop, strengthen, and apply scholarly practices<sup>1</sup> that are conducive to our own personal growth and the growth of those around us. These scholarly practices include:
  - Open-mindedness by welcoming new ideas, including those that make us uncomfortable
  - Humility by acknowledging what we do not know
  - Curiosity by asking questions
  - Courage by taking intellectual risks
  - Autonomy by thinking for ourselves
  - Self-reliance by finding solutions to problems
  - Attentiveness by looking and listening
  - Thoroughness by diligently reading, writing, revising, and working with care
  - Tenacity by embracing intellectual struggles
  - Gratitude by recognizing the work of others and being attentive to the politics of citation

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

**V Evaluation**

	<b>Due Date</b>	<b>Weight</b>
<b>Engagement</b>	Engagement includes a combination of attendance and participation, with participation making up 2/3s of the engagement grade. Students must complete and engage actively, thoughtfully, and substantively on the assigned material. Attendance will be taken each week.	20%
<b>Reading summaries</b>	Students will submit 3 reading summaries based on the template provided on Brightspace. Summaries must be submitted on Brightspace <b>prior to class (i.e., Friday before 11:30 a.m.)</b> on whichever weeks the student selects. Each summary will deal with <b>one reading</b> from the selected week. <b>Note:</b> you cannot submit a reading summary in the same week as your presentation; see syllabus for readings eligible for this assignment). <b>Summary #1:</b> a reading from week 2, 3 or 4 <b>Summary #2:</b> a reading from week 5, 6 or 8 <b>Summary #3:</b> a reading from week 9, 11, 12 or 13	15%
<b>Presentation</b>	Students will prepare and deliver a 15-20 minute presentation on their assigned week's topic. It will analyze the readings' approaches, assumptions, and implications, and identify points of commonality, divergence, and connection. The presentation will include a slide deck or handout and 2-3 discussion questions that we will use as the basis of that week's discussion. Depending on course enrolment, students may present in pairs. <b>Due:</b> as assigned, beginning week 3	15%
<b>Research project</b>	Students will design and execute a research project on Race and Politics using a medium of their choice (e.g., scholarly review essay, podcast, educational zine, course syllabus, standard research paper, or some other format). Before beginning their project, students will <b>meet</b> with the instructor to discuss their plans and then submit a <b>short proposal</b> describing topic, proposed argument, evidence (e.g., sources), and general approach. <b>The proposal will be graded on a pass/fail basis and must be submitted to receive a grade for the research project.</b> Graduate students are expected to submit projects that showcase a higher level of analysis, a stronger command of the subject matter, and references to a wider range of sources. The exact requirements (e.g., format, length, sources) will vary depending on the medium and will be determined in the meeting & proposal. At a minimum, all projects must include an argument, supporting evidence, and a source list. <b>Meeting:</b> week of February 13, 2023 <b>Proposal due:</b> February 27, 2023 @ 11:59 p.m. <b>Project due:</b> April 2, 2023 @ 11:59 p.m.	30%
<b>Learning reflection</b>	Students will submit a short essay incorporating their personal reflections and drawing on sources from the course, research project, and/or other materials. The essay should describe the student's positionality and starting point at the outset of the class, discuss what they have learned throughout, and document what they wish to do or learn moving forward. This is a scholarly piece of writing. Undergraduate students will submit a 2-3 page paper with a bibliography of 6-8 sources; graduate students will submit a 5-6 page paper with a bibliography of 10-12 sources. Double-spaced, 12-point font. <b>Due:</b> April 12, 2023 @ 11:59 p.m.	20%

**Extensions and late penalties:** Life happens. The best insurance is to start thinking about, researching, and writing our assignments as soon as possible. That said, if you are having difficulty meeting a deadline, please contact me as soon as possible. With appropriate notice, extensions will generally be granted for medical reasons and other emergencies. Otherwise, late penalties will be assessed through a deduction of 5% per day or part thereof, including weekends. Unless arrangements have been made *prior to the due date*, late assignments will not be accepted more than 7 calendar days after the due date and will receive a grade of zero.

**Absences:** Students can miss one seminar class without explanation. If you face a protracted situation that may result in consecutive absences, please discuss with me as soon as possible.

## VI Texts

We will read three books in their entirety. Although you will be able to find copies of these books in the library, there are unfortunately an insufficient number for every student, and the e-book versions limit how many students can read the material simultaneously. I therefore strongly **encourage you to purchase these three books** either in the Carleton Bookstore or at another bookseller. If you purchase these materials online, please ensure they will arrive before you need to read them for class. If you are having difficulty acquiring these materials for whatever reason, please be in touch with me as soon as possible.

- ❖ Darryl Leroux. 2019. *Distorted Descent*. Winnipeg: University of Manitoba Press.
- ❖ Victor Ray. 2022. *On Critical Race Theory*. New York: Random House.
- ❖ Debra Thompson. 2022. *The Long Road Home: On Blackness and Belonging*. Toronto: Scribner.

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

## VII Course Schedule

Week	Date	Topic	Notes
1	January 13	Introduction	<i>Complete introductory activities</i>
2	January 20	Canadian Exceptionalism?	
3	January 27	The Construction of Identity	
4	February 3	Whiteness	<i>Complete Summary #1 by this class Guest speaker: Dr. Darryl Leroux</i>
5	February 10	More Whiteness	
6	February 17	Race and Colonialism in Academic Spaces	<i>Research project meeting this week</i>
7	February 24	Reading Week (No class)	<i>Project proposal due February 27</i>
8	March 3	Critical Race Theory	<i>Complete Summary #2 by this class</i>
9	March 10	Policing	
10	March 17	Read <i>The Long Road Home</i>	
11	March 24	Blackness and Belonging	
12	March 31	Immigration	<i>Research project due April 2</i>
13	April 12* (Wednesday)	Ways Forward	<i>Complete Summary #3 by this class Learning reflection due April 12</i>

\* **Note:** Because our regular class on April 7 falls on a statutory holiday, our final class will be on Wednesday, April 12. The university calendar states that on April 12 “classes follow a Friday schedule.”

### Week 1: Introduction

Please carefully read the syllabus and course information on Brightspace. In this class, we will discuss the course, including the format, assessments, and requirements. We will also complete an exercise that will be one basis for your Learning Reflection assignment.

### Week 2: Did You Hear the One About Canadian Exceptionalism?

1. James Daschuk. 2019. *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Indigenous Life*. Ch. 6-7, p. 79-126.
2. David B. MacDonald. 2017. "Forgetting to Celebrate: Genocide and Social Amnesia as Foundational to the Canadian Settler State," *Surviving Canada: Indigenous Peoples Celebrate 150 Years of Betrayal*, Kiera L. Ladner and Myrna J. Tait, eds., 159-180.
3. Keith Banting and Debra Thompson. 2021. "The Puzzling Persistence of Racial Inequality in Canada." *Canadian Journal of Political Science* 54(4): 870-891.
4. Laura J. Kwak. 2020. "Problematizing Canadian Exceptionalism: A Study of Right-Populism, White Nationalism and Conservative Political Parties," *Oñati Socio-Legal Series* 10(6): 1166-1192.

Review:

5. Truth and Reconciliation Commission of Canada, Reports <https://nctr.ca/records/reports/> (If you are unfamiliar with the work of the Truth of Reconciliation Commission, please review any of the reports issued in 2015 and the Calls to Action in particular)

### Week 3: The Construction of Identity

1. Mary Hawkesworth. 2016. *Embodied Power: Demystifying Disembodied Politics*. Ch. 4, p. 73-109.
2. Darryl Leroux. 2019. *Distorted Descent*. Introduction, p. 1-37.
3. Debra Thompson. 2020. "Race, the Canadian Census, and Interactive Political Development," *Studies in American Political Development* 34(1): 44-70.
4. Bonita Lawrence. 2003. "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview," *Hypatia* 18(2): 3-31.

### Week 4: Whiteness

1. Darryl Leroux. 2019. *Distorted Descent*. Ch. 1-3, p. 41-131.
2. Robin DiAngelo. 2011. "White Fragility," *International Journal of Critical Pedagogy* 3(3): 54-70.

Guest speaker: Dr. Darryl Leroux

### Week 5: Whiteness cont'd

1. Darryl Leroux. 2019. *Distorted Descent*. Ch. 4-5 & Conclusion, p. 135-220.
2. Amanda Gebhard, Sheelah McLean and Verna St. Denis. 2022. "Introduction," *White Benevolence: Racism and Colonial Violence in the Helping Professions*. p. 1-22.
3. Willow Samara Allen. 2022. "Tracing the Harmful Patterns of White Settler Womanhood," *White Benevolence: Racism and Colonial Violence in the Helping Professions*. p. 86-103.

### Week 6: Race and Colonialism in Academic Spaces

1. Victor Ray. 2019. "A Theory of Racialized Organizations." *American Sociological Review* 84(1): 26-53.
2. Robin Wall Kimmerer. 2013. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. "Asters and Goldenrod," p. 39-47. **(This reading cannot be selected for your Reading Summary assignment)**
3. Rebecca Audrey Wallace. 2022. "Beyond the 'Add and Stir' Approach: Indigenizing Comprehensive Exam Reading Lists in Canadian Political Science," *Canadian Journal of Political Science* 55(3): 687-708.
4. Shaista Patel and Nisha Nath. 2022. "What Can 'Settler of Colour' Teach Us?" *White Benevolence: Racism and Colonial Violence in the Helping Professions*. p. 146-160.
5. Sara Ahmed. 2021. *Complaint!* Ch. 4, p. 137-174.

*Recommended, especially for graduate students:*

6. Frances Henry, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos and Malinda S. Smith. 2017. *The Equity Myth: Racialization and Indigeneity at Canadian Universities*. Ch. 11, p. 263-296.

### Week 7: Reading Week

### Week 8: Critical Race Theory

1. Victor Ray. 2022. *On Critical Race Theory*.

### Week 9: Policing

1. Joe Soss and Vesla Weaver. 2017. "Police Are Our Government: Politics, Political Science, and the Policing of Race-Class Subjugated Communities." *Annual Review of Political Science* 20: 565-591.
2. Robin Maynard. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Ch. 3 and 5, p. 83-115 and p. 128-157.
3. Scot Wortley and Akwasi Owusu-Bempah. 2011. "The usual suspects: police stop and search practices in Canada," *Policing and Society* 21(4): 395-407.
4. *nîpawistamâsowin: We Will Stand Up* (National Film Board, 2019), 1 hour 38 minutes (full version) <https://www.nfb.ca/film/nipawistamasowin-we-will-stand-up/> **(This film cannot be selected for your Reading Summary assignment)**

### Week 10 & 11: Blackness and Belonging

We will not meet formally as a class in Week 10. Instead, you will be given time to read, and we will reconvene in Week 11 to discuss:

1. Debra Thompson. 2022. *The Long Road Home: On Blackness and Belonging*.

### Week 12: Immigration

1. Rita Dhamoon. 2009. *Identity | Difference Politics*. Ch. 3, “Rethinking Accounts of the ‘Immigrant,’” p. 67-91.
2. Jennifer Elrick. 2022. “Bureaucratic implementation practices and the making of Canada’s merit-based immigration policy,” *Journal of Ethnic and Migration Studies* 48(1): 110-128.
3. Laura J. Kwak. 2018. “Still Making Canada White: Racial Governmentality and the ‘Good Immigrant’ in Canadian Parliamentary Immigration Debates,” *Canadian Journal of Women and the Law* 30(3): 447-470.
4. Megan Gaucher. 2014. “Attack of the Marriage Fraudsters!: An Examination of the Harper Government’s Anti-Marriage Fraud Campaign,” *International Journal of Canadian Studies* 50: 187-206.
5. *Who Gets In*. (National Film Board, 1989) [http://www.nfb.ca/film/who\\_gets\\_in/](http://www.nfb.ca/film/who_gets_in/) (**This film cannot be selected for your Reading Summary assignment**)

### Week 13: Ways Forward

1. Mary Hawkesworth. 2016. *Embodied Power: Demystifying Disembodied Politics*. Ch. 6, p. 140-165.
2. Eve Tuck and K. Wayne Yang. 2012. “Decolonization is Not a Metaphor,” *Decolonization: Indigeneity, Education & Society* 1(1): 1-40.
3. Rita Dhamoon. 2015. “A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler Colonialism,” *feral feminisms* 4: 20-37.
4. Sandy Hudson and Rodney Diverlus. 2020. “The Origin Story of Black Lives Matter Canada,” *Until We Are Free: Reflections on Black Lives Matter in Canada*, Rodney Diverlus, Sandy Hudson and Syrus Marcus Ware, eds., p. 3-15 and 315-318. (**This reading cannot be selected for your Reading Summary assignment**)
5. Sara Ahmed. 2022. *Complaint!* Ch. 8, p. 274-310.

## VIII Course Policies

### Recording

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

### Names

I will address you by your preferred name and by your pronouns. If the name on the official course list does not match the name by which you would like to be addressed (including in class, in emails, and when you submit assignments), please send me an email to advise me. I cannot change the official course list, but I can address you as you prefer. If you send me an email, I suggest you sign it using your preferred name / nickname, as this is how I am most likely to address you. I would like to pronounce your name correctly. To help me with this, I greatly appreciate a phonetic pronunciation guide (e.g., Erin Tolley = air-in tall-ee) or a short audio clip with the correct pronunciation (e.g., <https://namedrop.io/erintolley>).

### Email

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

### Student Hours

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

### Grade Appeals

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

### Additional Policies

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

### Resources for Students

Are you struggling academically?

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

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

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

Are you in personal distress? Please talk to someone!

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

Are you experiencing food insecurity?

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

## Appendix

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### **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](mailto: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](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and 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](https://students.carleton.ca/course-outline).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more

information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support).

### **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:

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

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

## **Carleton E-mail Accounts**

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

## **Carleton Political Science Society**

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

## **Official Course Outline**

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

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