

PSCI 5915(G)
The Politics of Race
11:35 a.m. – 2:25 p.m. Tuesday

This course will be held remotely online in a synchronous format

I General information

Instructor: Dr. Erin Tolley

Student hours: Tuesdays, online from 2:45-3:45 p.m. or by appointment (details on Brightspace)

Email: erin.tolley@carleton.ca

Website: <https://erintolley.ca>

If you contact me by email, please use an official Carleton university e-mail account, not a personal email address like Gmail, which is frequently misdirected to spam. If your question is a substantive one about course materials, concepts or assignment, I strongly advise speaking with me in student hours or by appointment.

II Course description

This course is a graduate-level seminar on the The Politics of Race. It provides an in-depth exploration of race and politics in democratic societies, with a focus on Canada. The course will introduce us to concepts, theories, and frameworks that are central to racial analysis, including those related to colonialism, whiteness, and intersectionality. We will use these frameworks to understand how race, gender, and class shape political, economic, and social life. We will then focus on key sites of racial inequality and struggle, including immigration, policing, health, and education.

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 difficult, that make us uncomfortable or cause pain, 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 to build connections and a collective understanding. This 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. 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, and 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 with each other during class discussions. Students are expected to have completed all assigned readings and watched or listened to any other required 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 replicate a seminar environment when in-person contact is restricted or unsafe for some, the course will be offered in an online synchronous format. Students must be able to participate in the seminar during the regularly scheduled class time, and they will need access to the internet and a working microphone and webcam. I understand that being on camera can be draining, and although circumstances may sometimes require you to be off-camera during class, an on-camera presence will help to foster a sense of community. I therefore encourage you to turn on your camera if possible, and I will do the same. Readings and office hours will be available online.

Some weeks, we will meet as a full class, with all students participating in the same section. In other weeks, the class will be split into two sections with one section meeting for the first half of the class, and the other section meeting for the last half of the class. This format, which provides a smaller group setting in compressed timeslots, should allow students to participate more actively, while helping to offset so-called "Zoom fatigue." At the semester midpoint, we will assess how this format is working and modify if necessary.

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 and describe how these shape political, economic, and social life in many countries, including Canada
2. Articulate and apply frameworks and theories related to race, colonialism, and intersectionality
3. Assess the state of racial (in)equality in democratic contexts, with a focus on Canada
4. Develop, strengthen, and apply scholarly practices¹ 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

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

V Evaluation

	Due Date	Weight	Submission
Journal and course engagement	10 weekly journal entries due Wednesdays @ 11:59 p.m. from September 15 - December 8, 2021 (no journal entry due during Fall Break or in Week 10). There are 11 weeks in this timeframe; students may therefore skip one week of journal entries without penalty. Each entry should be between 600-750 words in length. The final (10 th) journal entry should be a self-evaluation of in-class engagement and with the course more generally Engagement will also be assessed by instructor on an ongoing and cumulative basis. Final grade for this component is based on student's overall self-evaluation in concert with instructor's assessment	30%	Brightspace
Presentation	As assigned; request preferred date/topic in an email to instructor by September 15, 2021 @ 11:59 p.m. ~ 7-minute recorded presentation posted to Brightspace by noon on the day prior to your assigned presentation (e.g., if you are scheduled to present on September 28, you must post your presentation by noon on September 27)	15%	Brightspace
Field log	October 4, 2021 @ 11:59 p.m. Completed field logs discussed in class on October 5, 2021	5%	Brightspace
Draft research proposal & peer review	Draft proposal: October 18, 2021 @ 11:59 p.m. Peer review: October 22, 2021 @ 11:59 p.m. Students must submit a draft of their research proposal on Brightspace; these will be shared with classmates and form the basis of the peer feedback exercise. Students will use this feedback to help them prepare a final version of their research proposal for submission	3%	Draft proposal submitted on Brightspace Peer review in class then submitted on Brightspace
Research proposal	November 1, 2021 @ 11:59 p.m. 2-4 pages, double-spaced	15%	Brightspace
Research paper	December 3, 2021 @ 11:59 p.m. 15-18 pages, double-spaced	30%	Brightspace
Gratitude²	December 7, 2021 @ 11:59 p.m. ~150-200 word email	2%	Brightspace

Additional information and detailed instructions for all evaluation components will be provided on Brightspace and discussed in class.

² Inspired by Sara Ahmed, Mirya Holman, Max Liboiron, and Ethel Tungohan who, alongside others, have discussed the politics of citation and model acknowledgement through thank you notes, academic "love letters," and other citational practices.

Extensions and late penalties: Extensions will be granted for medical reasons or in the case of 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. Of course, life happens. The best insurance is to **start thinking about, researching, and writing our assignments as soon as possible**. Course components, such as the research proposal and peer review, are there to keep us on track, but understanding that life is unpredictable and taking steps to mitigate its effects is one of the scholarly practices we aim to develop.

VI Texts

Students will learn from journal articles, book chapters, and other materials, which will be available through the MacOdrum Library or on the course Brightspace page.

Note that in several weeks, films or podcasts have been assigned. These are required materials. However, if you are attempting to economize and opting to not read, view, or listen to all of the assigned materials in any given week, I ***strongly encourage*** you to prioritize the readings rather than the films or podcasts. I assign audio-visual materials to help tease out the practical application of the theories, frameworks, and data in the academic literature; this can only be achieved if you have a grounding in the scholarly literature. If you have accessibility concerns related to the audio-visual materials (e.g., you require a transcript), please notify me as early as possible in the semester.

VII Course Schedule

Week	Date	Topic	Notes
1	September 14	Introduction (full class)	<i>Journal entries begin September 15</i>
2	September 21	Colonialism (2 sections)	
3	September 28	Intersectionality (2 sections)	
4	October 5	Race in Everyday Life (full class)	<i>Field log due October 4 Completed field logs will be part of this week's class discussion</i>
5	October 12	Is Canada an Exception? (2 sections)	
6	October 19	Can We Make It Better? (full class)	<i>We will discuss peer feedback in class. Submit draft of research proposal by October 18. Participate in peer review in class on October 19. Submit peer review by October 22</i>
7	October 26	Fall Break - no classes	
8	November 2	Immigration and Who Gets In (2 sections)	<i>Research proposals due November 1</i>
9	November 9	Race and Policing (2 sections)	
10	November 16	Reflection	<i>No journal entry this week</i>
11	November 23	Diversity and Electoral Politics (2 sections)	
12	November 30	Racial Disparities in Health (2 sections)	<i>Research paper due December 3</i>
13	December 7	Does the Academy Have a Racism Problem? (full class)	<i>Gratitude due December 7 Final journal entry due December 8</i>

Week 1: Introduction

Format: Full class

Read:

1. Augie Fleras. 2014. *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance*. Ch. 3 "The Riddles of Race," p. 55-96.
2. Howard Winant. 2000. "Race and Race Theory," *Annual Review of Sociology* 26: 169-185.
3. Michael Hanchard and Erin Aeran Chung. 2004. "From Race Relations to Comparative Racial Politics: A Survey of Cross-National Scholarship on Race in the Social Sciences," *Du Bois Review* 1(2): 319-343.
4. Debra Thompson. 2009. "Is Race Political?" *Canadian Journal of Political Science* 41(3): 525-547.

Week 2: Colonialism

Format: 2 sections

Read:

1. Bonita Lawrence. 2003. "Gender, Race, and the Regulation of Native Identity in Canada and the United States: An Overview," *Hypatia* 18(2): 3-31.
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. Winnipeg: ARP Books.
3. Eve Tuck and K. Wayne Yang. 2012. "Decolonization is Not a Metaphor," *Decolonization: Indigeneity, Education & Society* 1(1): 1-40.
4. Rita Dhamoon. 2015. "A Feminist Approach to Decolonizing Anti-Racism: Rethinking Transnationalism, Intersectionality, and Settler Colonialism," *feral feminisms* 4: 20-37.

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, I encourage you to review any of the reports the commission issued in 2015, and the Calls to Action in particular)

Week 3: Intersectionality

Format: 2 sections

Read:

1. Ange-Marie Hancock. 2007. "When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm," *Perspectives on Politics* 5(1): 63-79.
2. Liza Mügge, Celeste Montoya, Akwugo Emejulu, and S. Laurel Weldon. 2018. Intersectionality and the politics of knowledge production." *European Journal of Politics and Gender* 1(1-2): 17-36.
3. Robin Maynard. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Ch. 5, "Misogynoir in Canada," p. 128-157.
4. Verna St. Denis. 2007. "Feminism is for Everybody: Aboriginal Women, Feminism and Diversity," *Making Space for Indigenous Feminism*. Joyce Green, ed. 33-52. Winnipeg: Fernwood.

5. Jane Coaston. 2019. "The intersectionality wars," *Vox* (May 28). <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

Week 4: Race in Everyday Life

Format: Full class

Bring:

In this class, we will discuss the assigned materials, as well as your completed field logs. Please bring examples from your field logs so that you can share this with the class.

Read:

1. Debra Thompson. 2020. "Race, the Canadian Census, and Interactive Political Development," *Studies in American Political Development* 34(1): 44-70.
2. Robin DiAngelo. 2011. "White Fragility," *International Journal of Critical Pedagogy* 3(3): 54-70.
3. Lauren Michele Jackson. 2019. "What's Missing from 'White Fragility,'" *Slate* (September 4) <https://slate.com/human-interest/2019/09/white-fragility-robin-diangelo-workshop.html>

Week 5: Is Canada an Exception?

Format: 2 sections

Read:

1. Will Kymlicka. 2021. "The Precarious Resilience of Multiculturalism in Canada," *American Review of Canadian Studies* 51(1): 122-142.
2. Randy Besco and Erin Tolley. 2018. "Does Everyone Cheer? The Politics of Immigration and Multiculturalism in Canada," *Federalism and the Welfare State in a Multicultural World*, Elizabeth Goodyear-Grant, Richard Johnston, Will Kymlicka, and John Myles, eds., 291-318. Montreal: McGill-Queen's University Press.
3. Keith Banting and Deb Thompson. 2021. "The Puzzling Persistence of Racial Inequality in Canada." *Canadian Journal of Political Science*. FirstView. <https://doi.org/10.1017/S0008423921000585>
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.
5. 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., 3-15. Regina: University of Regina Press.

Listen (optional):

6. Secret Life of Canada, S3: What's the deal with blackface in Canada? <https://open.spotify.com/episode/70t5rT1NVKS8gV4BnygQx7>

Week 6: Can We Make It Better?

Format: Full class

Bring:

Students are required to participate in a peer feedback session in this week's class; this exercise is worth 3% of your final grade. You will share a draft of your research proposal with classmates and give and receive feedback. To participate, the draft of your research proposal must be uploaded to Brightspace the day before class. You must then submit your peer review by deadline.

Read:

1. Sara Ahmed. 2017. *Living a Feminist Life*. Durham: Duke University Press. "Academic Walls," p. 148-158.
2. Robin Wall Kimmerer. 2013. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. "Asters and Goldenrod," p. 39-47.
3. Beth Miller, Jon Pevehouse, Ron Rogowski, Dustin Tingley and Rick Wilson. 2013. "How To Be a Peer Reviewer: A Guide for Recent and Soon-to-be PhDs." *PS: Political Science* 46(1): 120-123.

Listen:

4. "The politics of citation: Is the peer review process biased against Indigenous academics?" *CBC Unreserved* (February 25, 2018). <https://www.cbc.ca/radio/unreserved/decolonizing-the-classroom-is-there-space-for-indigenous-knowledge-in-academia-1.4544984/the-politics-of-citation-is-the-peer-review-process-biased-against-indigenous-academics-1.4547468>

Try:

5. Jane Lawrence Sumner's Gender Balance Assessment Tool (GBAT) <https://jsumner.shinyapps.io/syllabustool/>

Week 7: Fall Break (NO CLASSES)

Week 8: Immigration and Who Gets In?

Format: 2 sections

Read:

1. Rita Dhamoon. 2009. *Identity|Difference Politics*. Vancouver: UBC Press. Ch. 3, "Rethinking Accounts of the 'Immigrant,'" p. 67-91.
2. Vic Satzewich. *Points of Entry: How Canada's Immigration Officers Decide Who Gets In*. Vancouver: UBC Press. Ch. 3 "Immigration Policy."
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.

Watch:

5. *Who Gets In*. (National Film Board, 1989) http://www.nfb.ca/film/who_gets_in/

Week 9: Race and Policing

Format: 2 sections

Read:

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, "Arrested Injustice," p. 83-115.
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.

Watch: (choose one)

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/>
5. *Zero Tolerance* (National Film Board, 2004), 1 hour 15 minutes <https://www.nfb.ca/playlists/anti-racism-films/playback/#11>

Week 10: Reflection

Format: Details will be provided on Brightspace

Read: To be announced. No journal entries this week.

Week 11: Diversity and Electoral Politics

Format: 2 sections

Read:

1. Jane Mansbridge. 1999. "Should Black Represent Blacks and Women Represent Women? A Contingent 'Yes.'" *Journal of Politics* 61(3): 628-657.
2. Karen Bird. 2015. "'We are not an ethnic vote!' Representational perspectives of minorities in the Greater Toronto Area," *Canadian Journal of Political Science* 48(2): 249-279.
3. Erin Tolley. 2021. "Gender Is Not a Proxy: Race and Intersectionality in Legislative Recruitment." Working paper.
4. Nadia E. Brown. 2021. "Black Women's Hair Matters: The Uneasy Marriage of Electoral Politics and (Dis)Respectability Politics," *Women, Power, and Political Representation*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant, and Peter John Loewen, eds., 62-70. Toronto: University of Toronto Press.

Watch:

5. Celina Caesar-Chavannes gives candid account of Trudeau, tokenism. CBC *The National*. <https://www.youtube.com/watch?v=RFBDhTvLT5s>

Week 12: Racial Disparities in Health

Format: 2 sections

Read:

1. Jamila K. Taylor. 2020. "Structural Racism and Maternal Health Among Black Women." *The Journal of Law, Medicine & Ethics* 48(3): 506-517.
2. Pamela Palmater. 2020. *Warrior Life: Indigenous Resistance and Resurgence*. Halifax: Fernwood. Section Two, "Racism Kills," p. 53-102.
3. Chief Public Health Officer of Canada. 2020 *From Risk to Resilience: An Equity Approach to COVID-19*. Ottawa: Public Health Agency of Canada. Section 2, "COVID-19 is not impacting Canadians equally."
4. Veldon Coburn. 2021. "Contrary to sensational report, Indigenous people aren't scared of a COVID-19 vaccine." *The Conversation* (March 14). <https://theconversation.com/contrary-to-sensational-reporting-indigenous-people-arent-scared-of-a-covid-19-vaccine-156444>
5. Fatima Syed. 2021. "The chaotic race to vaccinate Peel." *The Local* (May 3). <https://thelocal.to/the-chaotic-race-to-vaccinate-peel/>

Week 13: Does the Academy Have a Racism Problem?

Format: Full class

Read:

1. 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*. Vancouver: UBC Press. Ch. 11, "A Dirty Dozen: Unconscious Race and Gender Biases in the Academy," p. 263-296.
2. Sara Ahmed. 2012. *On Being Included: Racism and Diversity in Institutional Life*. Durham: Duke University Press. Ch. 1, "Institutional Life," p. 19-50.
3. Beverly-Jean Daniel. 2019. "Teaching while Black: Racial dynamics, evaluations, and the role of White females in the Canadian academy in carrying the racism torch." *Race, Ethnicity and Education* 22(1): 21-37.

Review:

4. Carleton University, "Equity, Diversity and Inclusion Action Plan," <https://carleton.ca/edi-plan/wp-content/uploads/Carleton-University-EDI-Action-Plan-Full.pdf>
5. "A Call To Action: Pushing for institutional change at Carleton University's School of Journalism" <https://docs.google.com/document/d/1dLSILA-yQVSJ-HwKgmUW74mXM-BrDoH65qTG23ZH1B8/edit>
6. "An open letter to our students" <https://carleton.ca/sjc/journalism/equity-and-inclusion/an-open-letter-to-our-students/>

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 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. During student hours, the instructor can also provide referrals for matters outside of her purview (including issues related to mental health, food insecurity, and academic counselling). Instructors LOVE when students take advantage of student hours because (1) we get to meet you (2) it helps us learn your names and interests (3) we figure out what parts of the course you find confusing (or awesome) (4) we get a lot of email – so much email – and every student who comes to student hours = one less email (5) if you don’t come, we sit by ourselves and feel lonely.

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 are trying to get into 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.

Course Outline GIFt

Oh, wow! You’ve read this. You’re amazing. Before September 22, email me a GIF, meme, or TikTok that you think is reflective of the course’s content or a discussion we’ve had in class, and I’ll give you a 1% bonus mark. And keep it a secret. Dedicated syllabi-readers deserve to be recognized!

Additional Policies

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

IX Resources for Students

Are you struggling academically?

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

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

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

Are you in personal distress? Please talk to someone!

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

Are you experiencing food insecurity?

- CUSA Food Centre (<https://linktr.ee/cusafoodcentre/>)

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

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

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This 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, 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. During the COVID-19 pandemic, 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.