

PSCI 2500: Gender and Politics
Tuesdays 11:30am-1:30pm
Please Confirm Location on Carleton Central

I: General Information

Instructor: Lindsay Robinson
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Office: Loeb B641
Office Hours: Tuesdays: 10:30am-11:30am and 1:30pm - 2:30pm (in person)
Virtually by appointment

Carleton University is situated on the traditional and unceded territory of the Algonquin, Mohawk, and Anishinaabe nations, who have lived on, nurtured, and protected this land, its waters, and environment since time immemorial. As settlers who occupy this land, we have a responsibility and obligation to not only help preserve Turtle Island's natural environment and to learn from and about Indigenous knowledges and cultures, but also challenge settler colonialism in all its ongoing, institutional, and systemic forms. We must remain committed to the fight of decolonization; this involves cultivating ongoing and reciprocal relationships with Indigenous peoples, as well as supporting Land Back and working to end the systemic gendered violence of MMIWG2S.

This land acknowledgement should not be understood as a superficial and empty gesture. Rather, it is only the first step in reflecting on our responsibilities as settlers to confront, disrupt, and challenge colonialism. Below are resources that encourage reflection on the politics of territory acknowledgements, and how to translate these acknowledgments into tangible and ongoing acts and practices of decolonization:

Hayden King. (2019) : 'I regret it': Hayden King on writing Ryerson University's territorial acknowledgment. *CBC Radio*: <https://www.cbc.ca/radio/unreserved/redrawing-the-lines-1.4973363/i-regret-it-hayden-king-on-writing-ryerson-university-s-territorial-acknowledgement-1.4973371>

Native Land Digital (2021) : <https://native-land.ca/>

Native Women's Association of Canada (2022). <https://nwac.ca/knowledge-centre>

II: Course Description:

This course introduces students to feminist and gender analysis in Political Science. It goes beyond a singular emphasis on (white) women's experiences of sexism, and instead encourages students to explore the many ways in which we can think about, experience, and theorize gender and politics. Throughout the term, we will overview the theoretical debates of feminism to explore various empirical topics and contemporary quandaries relevant to not only Political Science, but Social Studies more generally. In this way, each week will overview key feminist frameworks (such as intersectionality, decolonial feminism, and Indigenous feminism), while applying these to topical political issues in the form of case studies, including #Metoo, MMIWG2S, the girling of development, and feminist foreign policy. For example, what can we learn from queer artists, creatives, and drag queens about gender constructions, gender expressions, and playing with gender? What can we glean from – and what do we still need to confront about – gender and sexual harm after #Metoo? Can Britney Spears' infamous conservator case illuminate the fight for disabled peoples' reproductive rights? Although we will be discussing formal politics throughout the semester – such as feminist policies, as well as women working in elected politics – this course is more so interested in expanding what counts as political in the first place. In this way, this course emphasizes that politics is always gendered, and likewise, gender is always political.

III: Course Format:

This course consists of two lecture hours per week (in person, Tuesdays 11:30am-1:30pm), as well as one hour of discussion-based tutorials (times vary). Pending possible Covid-19 changes, this class is synchronistic and in person. Lectures will focus on a mixture of theoretical ideas and contemporary political issues in the form of case studies. Tutorials will be discussion-based, where students will engage with the weekly questions (posted below, as well as weekly on Brightspace). Students are expected to complete **all** the assigned readings in anticipation for lecture and tutorial to facilitate meaningful engagements with course material. Although not required, students can also complete the suggested readings (a document with these will be made available on Brightspace). Suggested readings will prove helpful when crafting your final essay.

IV: Learning Objectives and Outcomes:

At the end of this course, students should ...

- 1) Understand fundamental feminist frameworks, their relevance to contemporary political issues, as well as key feminist concepts;
- 2) Have familiarity with the ongoing tensions and debates in feminist politics and thinking;
- 3) Be able to apply feminist concepts to social problems and empirical politics in a way that demonstrates a solid understanding of the ways in which gender (amongst other social categories) is deeply intimate yet equally political;
- 4) Develop critical reading and reflection skills, where they can identify an author's central argument, and critically reflect on this position in light of their own experiences and knowledge;
- 5) Foster their research and writing skills, where students find scholarly, peer-reviewed sources to write a well-supported, theoretically driven, and empirically substantiated research essay.

V: Required Texts

This course does not use a textbook. It, instead, uses academic books, book chapters, and peer-reviewed articles. These can be found online through the Carleton Library or on the ARES portal (found through the course's Brightspace page).

VI: Course Evaluation (at a glance):

1) Tutorial Participation (ongoing):	20%
2) Critical Review Essay 1 (deadlines vary/on or before Oct 17):	20%
3) Essay Proposal (October 21):	10%
4) Critical Review Essay 2 (deadlines vary/on or before Dec 5):	20%
5) Final Essay (December 5):	30%

VII: Course Evaluation (in detail):

Tutorial Participation (Ongoing):

Your participation grade will make up **20% of your final grade**. This grade will be based on your attendance in tutorials throughout the term, as well as the **quantity and quality** of your participation in these discussion groups. Students are expected to have completed the required readings (the 'suggested readings' are purely optional) before class and to be prepared to discuss that week's material. Tutorials will take time to answer the weekly discussion questions (stated below in the syllabus). Note: TAs may amend, alter, or add to these questions depending on the needs and interests of their tutorial group. To earn an 'A-range' grade for participation, you must have perfect or near perfect attendance, and have made consistent, on-topic, and informed contributions to all discussions, while demonstrating yourself to be an active, engaged listener.

Critical Review Essay 1 and 2 (deadlines vary):

Students will write two critical review essays over the course of the semester that are **each worth 20 percent** of your final grade. The first critical review essay is due between weeks 2-6 (**due on or before October 17**) and the second critical review essay is due between weeks 8-13 (**due on or before December 5**). Students will decide the weeks that they will undertake their review essays. These essays are **due on Monday (at 11:59pm)** before class. For example, if you are writing on week 8/Ethics of Care and Disability Studies, the class and its readings takes place on Tuesday November 1, meaning that the critical review essay would be due on Monday October 31. Please submit on Brightspace.

Critical review essays should incorporate **ALL** the required readings of the week, where you will:

- State the central arguments of the readings (and note any similarities and differences in their positions);
- Outline the significance of the topic and the arguments being made;

- Overview your assessment of the readings, including any strengths, as well as any limitations and critiques (based on your own experiences, knowledge, and other relevant course material and discussions).
 - o This includes developing your own argument and position on the readings

Importantly, this assignment **is not merely a summary of the readings**, but requires you to develop a critical assessment and analysis of the assigned texts; this analysis should be guided by a **persuasive argument** stated at the beginning of the essay. Students are **NOT** expected to go outside of the required course readings for this assignment. If you find it helpful to craft your analysis and argument, you are welcome to include recommended readings, but this is **NOT** necessary to complete the assignment. Review essays should be **1500 words in length** (double-spaced, Times New Roman 12-point font). Please use APA citation style.

Review Essays will be graded according to the following criteria:

- Thesis statement and overall argument (15%)
- Accurate Understanding of Course Material (25%)
- Quality of Analysis (25%)
- Organization, Structure, Writing Style (15%)
- Grammar, sentence structure, spelling, and diction (10%)
- Relevant sources in Bibliography and used effectively in your analysis, and Correct, Complete and Consistent referencing style (10%)

NOTE: Your critical review essays must be on a **different week and topic** than your final research essay topic and its theoretical framework.

Essay Proposal (Due Friday October 21 by 11:59pm)

All students are required to submit an essay proposal and outline, which is worth 10 percent of your final grade. This must include the following:

1. A working title
2. A statement of your research question
3. A statement of your thesis statement and central argument, and why it is significant. This statement is your answer to the research question
4. An explanation of the theoretical approach you will be using in the essay and how it is relevant to the topic
5. Four scholarly sources and annotations, listed in a bibliography at the end of the outline. Each source you must include a 2-3 sentence annotation that overviews the key arguments of the author/source, and why it is useful for your essay and arguments.

Proposals should be approximately **two to three pages in length** (double-spaced, Times New Roman, 12-point font), and use APA citation style. Please submit on Brightspace.

Topics must be relevant to course material and developed with guidance from your TA and the instructor (read below for further details on the final essay).

Final Essay (Due Friday December 9 by 11:59pm)

Your final research essay should develop a topic relevant to gender and politics by choosing an empirical issue to be addressed through a feminist or gendered lens. The essay and its analysis should be grounded in **ONE** of the theoretical frameworks discussed throughout the term (a comparative essay with more than one theoretical framework is discouraged). The essay should be **2500-3000 words in length** (double-spaced, Times New Roman 12-point font), and use APA citation style. The essay should have a **minimum of 8 scholarly sources** (academic journal articles, book chapters or books). You are welcome to use course readings in your essay to ensure its relevance to course content. However, students are expected to do their own research, and include additional academic sources outside the course syllabus. Please submit the final essay on Brightspace. Further information on the essay will be posted on the Brightspace course page closer to the assignment due date.

The essay will be marked according to the following criteria:

- Strength and Clarity of Research Question and Thesis Statement (20%)
- Quality of the Analysis (30%)
- Organization, Structure, Writing Style (25%)
- Grammar, sentence structure, spelling, and diction (15%)
- Relevant sources in Bibliography and used effectively in your analysis, and Correct, Complete and Consistent referencing style (10%)

NOTE: The essay topic must be on a **different week and topic** than the students' critical review essays.

VIII: Code of Conduct

This course is an opportunity to learn, and to engage in open, constructive dialogue in an atmosphere of reciprocal respect. Given that many of our topics are of a sensitive nature, students will likely have strong views fueled by personal experiences. Together, it is **all our responsibilities** to create a learning space that is safe, reflective, open, and accepting. To ensure this, we will adhere to the following principles: mutual respect; equal voice; informed judgement; attentive listening; inclusiveness.

All readings are available through the library's **ARES system of online reserves**. No textbooks are required for this course. Students are only expected to do the **'required readings'** before class. Those listed as **'suggested readings'** (posted in a separate document on Brightspace) are optional, but may prove useful when developing your final essays.

All written assignments must be submitted via Brightspace in advance of the deadline. All assignments are due at 11:59pm on the due date. Please submit only **Word documents (no PDFs please)**.

Late Policy: Late assignments will be penalized at the rate of 3% per day. An assignment is considered one day late if it is submitted after 23:59 on the stated deadline. Assignments will

NOT be accepted more than 7 days after the due date in the absence of documented extenuating circumstances. It is your responsibility to **contact me** as soon as possible – **not your TA** – if you think that your assignment will be late (i.e. if you have been sick or if your ability to work has been interrupted).

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

IX: Course Schedule and Weekly Readings

Week 1: September 13

Introduction and Welcome: What is Gender and Politics?

No case study this week.

Weekly Discussion Questions:

1. In what ways does gender shape our lives and (political) worlds?
2. What does the traditional history of three (or four) feminist 'waves' tell us about feminist politics? Does this telling history of history miss anything? Should we reimagine this history?
3. What is the difference between studying 'women' and studying 'gender'? Should feminism study gender rather than exclusively focusing on women? Why or why?
4. What does Brown mean by "the impossibility of women's studies"? How should we address these concerns moving forward in this course?

Required Readings:

Brown, W. (1997). The impossibility of women's studies. *Differences*, 9(3), 79-101.

Krall, Kyra. (2020). "A Brief History of Feminist Waves." *Feminists in the City*. Retrieved from: <https://www.feministsinthecity.com/blog/a-brief-history-of-feminist-waves>

Watch Sojourner Truth's "Ain't I a Woman?":
https://www.youtube.com/watch?v=Ry_i8w2rdQY

Week 2: September 20

Constructing, Queering, and Playing with Gender and Sexuality

**Tutorials begin this week*

Case Study: Drag Queens and RuPaul's Drag Race

Weekly Discussion Questions:

1. What does “gender is a construction” mean? What is the difference between sex and gender?
2. How does Butler trouble this distinction between sex and gender? For her, what does “gender performativity” mean?
3. What does MacDonald’s piece (and queer theory generally) add to and challenge the way we think about gender, gender expression and identities, and sexuality? How do these theories complicate our cis-gendered and hetero assumptions about gender and sexuality?
4. What do we make of TERFs in light of these readings and our discussion?
5. Is gender necessarily constraining? What do drag queens and other gender-queer expressions teach us about playing with gender?

Required Readings:

Butler, J. (2006). *Gender Trouble: Feminism and the Subversion of Identity*. NY: Routledge. [read pages 1–44].

Wollstonecraft, M. (2004). *A Vindication of the Rights of Woman*. [Read Introduction; Chapter I]

MacDonald, E. (1998). Critical identities: Rethinking feminism through transgender politics. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 23(1), 3-12.

Week 3: September 27
Liberal Feminisms and its Critics

Case study: Feminist Foreign Policy and Canada’s Feminist International Assistance Policy (FIAP)

Weekly Discussion Questions:

1. What are the similarities between different liberal feminisms? What are the differences? How do Wollstonecraft’s arguments (from last week) fit into liberal feminism?
2. What does feminism add to liberal theories? What does liberalism add to feminism?
3. How would you answer Okin’s (in)famous question: “is multiculturalism bad for women”?
4. How important are individual choice, autonomy, and freedom for women’s wellbeing?
5. What are Narayan’s arguments on feminist liberalism’s traditional assumptions about culture and individual choice (think about Okin here)? What is your stance on these things?

*Most, if not all, of these readings and thinkers for this week (by default) discuss cis-women specifically. We can and should also extend this discussion to femmes, trans-women, and gender queer folks.

Required Readings:

Baehr, A.R. (2017). A capacious account of liberal feminism. *Feminist Philosophy Quarterly*, 3(1).

Okin, S. (1999). "Reply." In J. Cohen, M. Howard, and M. Nussbaum, (Eds.), *Is Multiculturalism Bad for Women?*, 117–131. Princeton: Princeton University Press. [Skim]

Narayan, U. (2018). Minds of their own: Choices, autonomy, cultural practices, and other women. In L. M. Antony and C. Witt, (Eds.), *A Mind of One's Own: Feminist Essays on Reason and Objectivity*, 418–432. Cambridge: Westview Press.

Week 4: October 4

Social Reproduction, Historical Materialism, and Feminist Standpoint

Case Study: From the Double Shift to the Triple Burden: Women, Care Labour, and the COVID-19 Pandemic

Weekly Discussion Questions:

1. What is feminist historical materialism? How is it different than the feminist liberalisms we discussed last week?
2. Define 'feminist standpoint' and 'strong objectivity'. Do you think this framework is helpful when thinking about and studying structural power relations?
3. Is there only one 'feminist standpoint'? Can there be multiple women's, femme's, and feminist standpoints?
4. How do gender and class relations shape one's experiences of inequality and oppression? In what ways do gender and class intersect?

Required Readings:

Hartsock, N. (2004). The feminist standpoint: Developing the ground for a specifically feminist historical materialism", in H. Sandra (Eds). *The feminist standpoint theory reader: intellectual and political controversies*, (35-54). New York: Routledge.

Sandra H. (2004). "Rethinking standpoint epistemology: What is 'strong objectivity'?" In H. Sandra (Eds). *The Feminist Standpoint Theory Reader*, (127–140). New York: Routledge.

Banes, K. (2021). 'How did the double shift somehow become the triple burden?' *Medium*. Retrieved from: <https://karenbanes.medium.com/how-did-the-double-shift-somehow-become-the-triple-burden-e15e9ba5397b> [quick skim for case study]

Week 5: October 11

#MeToo: Radical Feminism, Patriarchy, and the (New) Sex Wars

Case Study: Conversations on Consent, Sexual Violence, and Gender Harm during and after #MeToo

Weekly Discussion Questions:

1. What do we mean by the term ‘patriarchy’? Does it remain a useful concept?
2. What are the Sex Wars? Why does Crossman use the term the “New Sex Wars” to describe the conversations around sexual harm and #Metoo?
3. What are the positive impacts of the #Meeto movement? What are its limitations and drawbacks?
4. How is #Metoo relevant to processes of elected politics?
5. In what ways can feminist manage generational and ideological differences in its movement? How do these differences impact feminist solidarity?

Required Readings:

Crossman, B. (2021). *The New Sex Wars: Sexual Harm in the #Meeto Era*. New York: New York University Press. [Read chapters 1 & 2].

Week 6: October 18 Race and Intersectionality

Case Study: The Anti-Blackness of the Kardashians

Weekly Discussion Questions:

1. What does the term ‘anti-Black racism’ mean? How does anti-Black racism shape our political institutions and policies?
2. What does intersectionality mean? Who coined the term? What role have Black women played in shaping our understanding of intersectionality?
3. Why has ‘intersectionality’ become an important buzzword for feminists? How do intersectional feminist frameworks challenge white feminism?
4. Are there any limitations to intersectionality? Explain.

Required Readings:

Combahee Rivers Collective. (1979). A Black Feminist Statement. *Off Our Backs*, 9(6), 6–8.

Crenshaw, K. (2015), Why intersectionality can’t wait. The Washington Post: Retrieved from: <https://cpb-us-w2.wpmucdn.com/blogs.cofc.edu/dist/f/437/files/2021/09/Crenshaw-Why-Intersectionality-Cant-Wait.pdf>

Nash, J. C. (2008). Re-thinking intersectionality. *Feminist review*, 89(1), 1-15.

Week 7: October 25 Reading Week. No Classes.

Week 8: November 1

Ethics of Care and Disability Studies

Case Study: Britney Spears and Disabled Peoples' (Reproductive) Rights

Weekly Discussion Questions:

1. What are some tensions between feminist care ethics and the disabled peoples' movement? In what ways does disability studies trouble feminist assumptions?
2. What can feminists learn from disability studies? Is feminism and gendered analysis important for disabilities studies? Explain.
3. How is care gendered? How is it political?
4. Thinking about our discussion from last week, should we think about disability along the lines of intersectionality? Why or why not?
5. In light of Britney Spears' conservatorship, what can we glean from this case about disability rights? What about the potential for care to be exploitative?

Required Readings:

Garland-Thomson, R. (2002). Integrating disability, transforming feminist theory. *NWSA Journal*, 1-32.

Hughes, B., McKie, L., Hopkins, D., & Watson, N. (2005). Love's labours lost? Feminism, the disabled people's movement and an ethic of care. *Sociology*, 39(2), 259-275.

Brennan-Krohn, Z. McCray. R. 'Britney Spears' Reproductive Freedom is a Disability Rights Issue'. *ACLU*. Retrieved from: <https://www.aclu.org/news/civil-liberties/britney-spears-reproductive-freedom-is-a-disability-rights-issue>

Week 9: November 8

Challenging Western Feminism I: Decolonial, Postcolonial, and Transnational Feminisms

Case Study: Muslim Students Protesting India's Hijab Ban

Weekly Discussion Questions:

1. What is 'Orientalism,' and how is it applicable to the ways in which Brown, Black, and (especially) Muslim women from the global South are depicted in popular culture and politics?
2. How does Mohanty challenge Western, white feminism, and its portrayal of the 'Third World Woman'? Is this constructions, and Mohanty's criticisms of it, still applicable today?

3. What are the key similarities and differences between decolonial, postcolonial, and transnational feminisms? What do these theories add to (or complicate and challenge) the other versions of feminism discussed earlier in the semester (i.e. liberal, historical materialism, standpoint, radical, critical race, etc.)?
4. Compare and contrast this week's approach to 'difference' with that of intersectionality's approach to difference.
5. How does the case study (and the readings) of this week interrogate Western assumptions about Muslim women's practices of veiling?

Required Readings:

Mohanty, C.T. (1991). "Under Western eyes: Feminist scholarship and colonial discourses." In Chandra Talpade Mohanty, Ann Russo & Lourdes Torres, Eds., *Third World Women and the Politics of Feminism* (pp. 51–75). Bloomington: Indiana University Press.

Abu-Lughod, L. (2001). "Orientalism and Middle East Feminist Studies." *Feminist Studies*, 27(1): 101–113.

Week 10: November 15

Challenging Western Feminisms II: Indigenous and Native Feminisms, Heteropatriarchy, and Settler-Colonialism

Case Study: Indigenous Sovereignty, Land Back, and MMIWG2S

1. What is heteropatriarchy? What is settler-colonialism? What role has heteropatriarchy and settler-colonialism played in the systemic gendered violence experience by Indigenous women, girls, and gender-queer folks?
2. Why are some Indigenous women and communities skeptical of feminism?
3. What does it mean to decolonize feminism?
4. What do Indigenous activists and academics propose to address the ongoing cases of MMIWG2S?
5. What are settlers' responsibilities to Indigenous peoples in the context of increasing calls for 'decolonizing'?

Required Readings:

Simpson, A. (2016) 'The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty'. *Theory & Event* 19(4).

Arvin, M., Tuck, E., and A. Morrill (2013) Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. *Feminist Formations*, 8-34.

Week 11: November 22

Gender Mainstreaming or Appropriation? Neoliberal Feminism, Post-Feminism, and Popular Feminism

Case Study: “Then it’s back to business”: Beyonce, Popular Feminism, and Celebrity Activism

Weekly Discussion Questions:

1. What is neoliberal feminism, post-feminism, and popular feminism? What are the key similarities between these concepts?
2. Are there benefits to the celebrity mainstreaming of feminism by Beyonce, Emma Watson, and others? Are there potential limitations and oversights to this version of feminism?
3. What would some of the other versions of feminism discussed throughout the semester (like historical materialist or post-colonial feminism, for example) say about neoliberal feminism, post-feminism, and popular feminism?
4. In light of the various critiques presented this week, what can we make of Beyonce (with her new album) being celebrated as a class-conscious celebrity?
5. Are there other celebrities we can include in this discussion?

Required Readings:

Griffin, P. (2015). Crisis, austerity and gendered governance: A feminist perspective. *Feminist Review*, 109(1), 49-72.

Chatman, D. (2015). Pregnancy, Then It's “Back To Business”: Beyoncé, black femininity, and the politics of a post-feminist gender regime. *Feminist Media Studies*, 15(6), 926-941.

Banet-Weiser, S., Gill, R., & Rottenberg, C. (2020). Postfeminism, popular feminism and neoliberal feminism? Sarah Banet-Weiser, Rosalind Gill and Catherine Rottenberg in conversation. *Feminist theory*, 21(1), 3-24. [Skim]

Week 12: November 29

The Girl Powering of Global Development: Saving Girls to Save the World?

Case Study: *Girl Power Environmentalism: Girl Rising and its Future Rising Programme*

Watch: https://www.youtube.com/watch?v=0XpudsuVb60&feature=emb_logo

Weekly Discussion Questions:

1. How are our conversations from last week on neoliberal feminism, popular feminism, and post-feminism relevant to this week?
2. What are the different ways that teenage girls and young women portrayed in global politics? What are the consequences of these depictions?
3. What does girl power and empowering teenage girls mean according to the girling of development? Do you find these explanations convincing?
4. Why do proponents of girl power think teenage girls specifically can (and should) save the world. Is this thinking beneficial for the teenage girls around the world?
5. (How) can we reimagine the idea of ‘empowering’ girls?

Required Readings:

Taft, J. K. (2020). Hopeful, harmless, and heroic: Figuring the girl activist as global savior. *Girlhood Studies*, 13(2), 1-17.

Koffman, O., Orgad, S., & Gill, R. (2015). Girl power and ‘selfie humanitarianism’. *Continuum*, 29(2), 157-168.

Berents, H. (2016). Hashtagging girlhood: #IAmMalala, #BringBackOurGirls and gendering representations of global politics. *International Feminist Journal of Politics*, 18(4), 513-527.

Week 13: December 6

Rethinking Identity: Men and Masculinity Studies

Case Study: Militarized Masculinity and PTSD Among Soldiers

Weekly Discussion Questions:

1. What is toxic masculinity, hegemonic masculinity, and militarized masculinity? Why is discussing men and masculinity important in a class on gender and politics?
2. What do men’s rights groups – and their superficial claims of men’s discrimination – misunderstand about gender and masculinity?
3. Should we ‘intersectionalize’ the ways we think about masculinities?
4. Is there a way to rethink masculinities (and femininities) in a way that is less constraining and hegemonic? Can there be positive expressions of masculinity?
5. If we keep in mind week 2 and queer theories, how can we go beyond binary thinking when it comes to constructions and expression of gender?

Required Readings:

R. W. Connell and James M. Messerschmidt. (2005). Rethinking hegemonic masculinities. *Gender and Society* 19(6): 829–859.

Whitworth, S (2008). ‘Militarized masculinity and post-traumatic stress disorder;’ in Jane L. Parpart and Marysia Zalewski, (eds)., *Rethinking the Man Question: Sex, Gender and Violence in International Relations*. London: Zed Books.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements. 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, 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 details, 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

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.