

PSCI 4506B Women and Politics in North America

Wednesday 8:35-11:25

Please confirm location on Carleton Central

Instructor: Dr. Stephanie Redden
Office: Loeb B641
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E-mail: stephanie.redden@carleton.ca (Please do not use CU Learn to e-mail me)
Office Hours: Wednesday 12:30-1:30

Course Description

This course will explore some of the most important avenues for women's political participation in North America. It will examine how women, as political actors, work to create change within political parties, legislatures, courts, as well as social movements. This course will provide an overview of the considerable barriers that exist to women's political participation—especially within formal political institutions—and will also outline the reasons why such participation is so crucial. Further, by utilizing an intersectional lens, this course will allow students to examine the impacts that women's various social identities—such as race and sexuality—can have on their experiences with (and within) these various political organizations.

Course Objectives:

- to examine women's participation and representation within various key political institutions in North America
- to analyze, in depth, the most significant barriers that exist to women's political participation and representation
- to explore the ways that women's various social identities can impact their experiences as political actors
- to understand the broader impact, and importance, of women's political participation and representation

Format:

This class is structured as a weekly three-hour seminar. With some exceptions, the instructor will generally begin each three-hour session with a short lecture to introduce key themes and ideas associated with each topic. While there will be short student presentations in class, each session

will operate as a seminar. Film documentaries will also complement some of the seminar material. Each student is expected to come to all classes and must be prepared to actively participate. All required readings *must* be completed prior to each class.

Course Materials:

Course material is available through the reserve desk at the library. Many readings are available electronically.

Evaluation:

Students will be evaluated on the following basis:

- ***Essay Proposal*** **20%**

Students will be required to write an essay proposal based on a research topic of their choosing. The topic must be relevant to the broad themes and questions covered by this course. Each proposal should be five to seven pages long, including an annotated bibliography. Details of the assignment will be posted closer to the deadline. ***Due Date: February 14, 2018. Submit through CU Learn before 11:55 PM.***

- ***Research Essay*** **35%**

Students will submit a research paper based on their essay proposal. The paper should be 12-15 pages long (3,000-3,750 words). Details of the assignment will be posted closer to the deadline. ***Due Date: March 28, 2018. Submit through CU Learn before 11:55 PM.***

- ***In-Class Presentation of Required Reading:*** **15%**

Students will present a short presentation on one required reading in the term. A two page, double-spaced, summary of the presentation must be submitted in class on the day of the presentation. Presentation dates will be organized on the first day of class.

- ***Attendance & Participation:*** **30%**

Students will be evaluated on the basis of their active, informed, and thoughtful oral participation in seminar discussions. Students must arrive promptly at the start of class. Attendance will be taken.

STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS IN ORDER TO OBTAIN A FINAL GRADE

***Policies on Assignments:**

All assignments in this course (with the exception of the single-space annotation) must be 12 pt font, double-spaced and have standard one-inch margins. As much as possible they should be free of spelling and grammatical errors. They must include appropriate citations and

bibliography. Assignments that do not have any citations will be returned to the student ungraded. Students will be permitted to re-submit the paper, within a specified deadline, but an automatic 10% penalty will be levied.

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. Also, it is not acceptable to submit the same assignment in two different courses.

Assignments are due at the beginning of class on the date specified. Assignments should be submitted through the course's CU Learn page (with the exception of presentation summaries which must be handed in to the instructor at the beginning of the class that you are scheduled to present). If this is not possible, use the Political Science Drop Box located on the sixth floor of the Loeb Building. The Drop Box is emptied daily at 4:00 p.m. Papers received after this time will be date stamped the following business day.

Please do not submit papers to the staff in the Political Science Office or put them in the instructor's mailbox. Late papers without a date stamp will be assessed a penalty based on the date the Instructor actually receives the paper. Do not slip assignments under my office door, post them on my office door or drop them in my mailbox. Do not submit assignments by email or fax. It is the student's responsibility to ensure that the instructor receives papers and it is the student's responsibility to collect the graded paper in a timely fashion. Students should make a copy of all of their assignments before submitting them and are advised to keep all notes and drafts of work until after the final grade has been assigned and awarded.

**** Late Penalties**

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of 2% a day not including weekends. Assignments will not be accepted two weeks after the due date.

If you anticipate a problem with any one of the above deadlines please approach me as soon as you can in advance of the assignment. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment.

Exceptions for late work will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation.

The Senate deadline for completion of term work is **April 11, 2018**.

E-mail Policy

E-mail will be answered within two business days. Do not submit any class assignments by e-mail. Please use e-mail only for quick queries and to set up appointments outside of regularly scheduled office hours.

SCHEDULE OF CLASSES

Week One (January 10th) Introduction to the Course

- Introduction to course themes
- Class introduction
- Review of course outline and requirements

- Please read the following ahead of the first seminar meeting and be prepared to discuss:

Pamela Paxton and Melanie M. Hughes, "Introduction to Women in Politics" in *Women, Politics, and Power: A Global Perspective* (Thousand Oaks, CA: Pine Forge Press, 2007), pp. 128.

→ *Students will sign up for seminar presentation*

Week Two (January 17th) Women and Politics in North America: Introduction and Overview

- Sylvia Bashevkin, "Foreword: Women, Power, Politics: Surveying the Canadian Landscape" in *Stalled: The Representation of Women in Canadian Governments*. Eds. Linda Trimble, Jane Arscott, and Manon Tremblay (Vancouver: UBC Press, 2013), pp. xiii-xxiii.
- Manon Tremblay, Jane Arscott, and Linda Trimble, "Introduction: The Road to Gender Parity" in *Stalled: The Representation of Women in Canadian Governments*. Eds. Linda Trimble, Jane Arscott, and Manon Tremblay (Vancouver: UBC Press, 2013), pp. 1-18.
- Mona Lena Krook and Sarah Childs, "Women, Gender, and Politics: An Introduction" in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 3-20.

→ *In class presentations start*

→ **Film:** "*Makers: Women in Politics* " 2014, 52 minutes [b4353113], *To be confirmed*

Week Three (January 24th) Women Running for Political Office in North America

- Pippa Norris and Joni Lovenduski, “Puzzles in Political Recruitment” in in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 135-140.
- L. Lawless, “Entering the Arena? Gender and the Decision to Run for Office” in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 141-150.
- Donley T. Studlar, “Feminist Society, Paternalist Politics: How the Electoral System Affects Women’s Representation in the United States Congress” in *Women and Legislative Representation: Electoral Systems, Political Parties, and Sex Quotas*. Ed. Manon Tremblay (New York: Palgrave Macmillan, 2008), pp. 55-66.
- Richard L. Fox and Jennifer L. Lawless, 2011, “Gendered Perceptions and Political Candidacies: A Central Barrier to Women’s Equality in Electoral Politics,” *American Journal of Political Science*, 55(1), pp. 59-73.
- Kelly Dittmar, 2015, “Encouragement is not Enough: Addressing Social and Structural Barriers to Female Recruitment,” *Politics & Gender*, 11(4), pp. 759-765.
- Melissa A. Bell and Karen M. Kaufmann, “The Electoral Consequences of Marriage and Motherhood: How Gender Traits Influence Voter Evaluations of Female Candidates,” *Journal of Women, Politics & Policy*, 36(1), pp. 1-21.

Recommended:

- Scott Pruyers and Julie Blais, 2017, “Why Won’t Lola Run? An Experiment Examining Stereotype Threat and Political Ambition,” *Politics & Gender*, 13, 232–252.
- Laurel Elder, 2004, “Why Women Don’t Run: Explaining Women’s Underrepresentation in America’s Political Institutions,” *Women and Politics*, 26(2), pp. 27-56.
- Lindsey Meeks and David Domke, 2016, “When Politics Is a Woman’s Game: Party and Gender Ownership in Woman-Versus-Woman Elections,” *Communication Research*, 43(7), pp. 895-921.
- Kathleen Dolan and Timothy Lynch, 2016, “The Impact of Gender Stereotypes on Voting for Women Candidates by Level and Type of Office,” *Politics & Gender*, 12, pp. 573-595.
- Kathleen Dolan, 2014, “Gender Stereotypes, Candidate Evaluations, and Voting for Women Candidates: What Really Matters?” *Political Research Quarterly*, 67(1), pp. 96–107.

Week Four (January 31st) Women and Political Parties

- Joni Lovenduski, "The Dynamics of Gender and Party" in in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 81-86.
- David Niven, "Party Elites and Women Candidates: The Shape of Bias" in in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 151-158.
- Lisa Young, "Theorizing Feminist Strategy and Party Responsiveness" in in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 87-88.
- Miki Caul, "Women's Representation in Parliament: The Role of Political Parties" in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 159-166.
- Sylvia Bashevkin, 2010, "When Do Outsiders Break In? Institutional Circumstances of Party Leadership Victories by Women in Canada," *Commonwealth & Comparative Politics*, 48(1), pp. 72-90.
- Kira Sanbonmatsu, 2006, "Do Parties Know that 'Women Win'? Party Leader Beliefs about Women's Electoral Chances," *Politics and Gender*, 2, pp. 431-450.

Recommended:

- Manon Tremblay and Réjean Pelletier, 2001, "More Women Constituency Party Presidents: A Strategy for Increasing the Number of Women Candidates in Canada?" *Party Politics*, 7(2), pp. 157-190.
- Sylvia Bashevkin, "The Higher the Fewer: Women's Participation in Major Party Organizations" in *Toeing the Lines: Women and Party Politics in English Canada* (Toronto: University of Toronto Press, 1985).
- Sylvia Bashevkin, 2009, "Party Talk: Assessing the Feminist Rhetoric of Women Leadership Candidates in Canada," *Canadian Journal of Political Science*, 42(2), pp. 345-362.

Week Five (February 7th) Women, Politics, and the Media

- Elisabeth Gidengil and Joanna Everitt, "Tough Talk: How Television News Covers Male and Female Leaders of Canadian Political Parties" in *Women and Electoral Politics in Canada*. Eds. Manon Tremblay and Linda Trimble (Toronto: Oxford University Press, 2003), pp. 194-210.

- Shannon Sampert and Linda Trimble, “Wham, Bam, No Thank You Ma’am: Gender and the Game Frame in National Newspaper Coverage of Election 2000, in *Women and Electoral Politics in Canada*. Eds. Manon Tremblay and Linda Trimble (Toronto: Oxford University Press, 2003), pp. 211–226).

- Elizabeth Goodyear-Grant, “Introduction” in *Gendered News: Media Coverage and Electoral Politics in Canada* (Vancouver: UBC Press, 2013), pp. 1-23.

→ **Film: “Miss Representation” 2015, 87 minutes [b4353545], To be confirmed**

Recommended:

- Elisabeth Gidengil and Joanna Everitt, 2000, “Filtering the Female: Television News Coverage of the 1993 Canadian Leaders’ Debates,” *Women and Politics*, 21(4), pp.105-131.

Week Six (February 14th) Quotas: Focus on Mexico

- Susan Franceschet, Mona Lena Krook, and Jennifer M. Piscopo, “Conceptualizing the Impact of Gender Quotas” in *The Impact of Gender Quotas*. Eds. Susan Franceschet, Mona Lena Krook, Jennifer M. Piscopo (New York: Cambridge University Press, 2012), pp. 3-26.

- Pär Zetterberg, “Political Engagement and Democratic Legitimacy” in *The Impact of Gender Quotas*. Eds. Susan Franceschet, Mona Lena Krook, Jennifer M. Piscopo (New York: Cambridge University Press, 2012), pp. 173-189.

- Jennifer M. Piscopo, 2016, “When Informality Advantages Women: Quota Networks, Electoral Rules and Candidate Selection in Mexico,” *Government and Opposition*, 51(3), pp. 487–512.

→ **Essay proposals are due today**

Recommended:

- Magda Hinojosa, “¿Más Mujeres? Mexico’s Mixed-Member Electoral System” in *Women and Legislative Representation: Electoral Systems, Political Parties, and Sex Quotas*. Ed. Manon Tremblay (New York: Palgrave Macmillan, 2008), pp. 177-190.

- Susan Franceschet, Mona Lena Krook, and Jennifer M. Piscopo, “Themes and Implications for Future Research on Gender Quotas” in *The Impact of Gender Quotas*. Eds. Susan Franceschet, Mona Lena Krook, Jennifer M. Piscopo (New York: Cambridge University Press, 2012), pp. 229-242.

- Lisa Baldez, 2004, “The Gender Quota Law for Legislative Candidates in Mexico,” 29(2), pp. 231-258.

- Lisa Baldez, 2007, "Primaries vs. Quotas: Gender and Candidate Nominations in Mexico, 2003," *Latin American Politics and Society*, 49(3), pp. 69-96.

- Kathleen Bruhn, 2003, "Whores and Lesbians: Political Activism, Party Strategies, and Gender Quotas in Mexico," *Electoral Studies*, 22, pp. 101-119.

Week Seven *FEBRUARY 19-23: READING WEEK NO CLASS*

Week Eight (February 28th) Representation: What Difference does Electing Female Politicians Make?

- Pamela Paxton and Melanie M. Hughes, "Do Women Make a Difference?" in *Women, Politics, and Power: A Global Perspective* (Thousand Oaks, CA: Pine Forge Press, 2007), pp. 191-216.

- Iris Marion Young, "Representation and Social Perspective" in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 193-200.

- Manon Tremblay and Réjean Pelletier, 2000, "More Feminists or More Women? Descriptive and Substantive Representations of Women in the 1997 Canadian Federal Elections," *International Political Science Review*, 21(4), pp. 381-405.

Recommended:

- Christina Wolbrecht and David E. Campbell, 2017, "Role Models Revisited: Youth, Novelty, and the Impact of Female Candidates," *Politics, Groups and Identities*, 5(3), pp. 418-434.

- Shan-Jan Sarah Liu and Lee Ann Banaszak, 2017, "Do Government Positions Held by Women Matter? A Cross-National Examination of Female Ministers' Impacts on Women's Political Participation," *Politics & Gender*, 13, pp. 132-162.

- Manon Tremblay, 1998, "Do Female MPs Substantively Represent Women? A Study of Legislative Behaviour in Canada's 35th Parliament," *Canadian Journal of Political Science*, 31(3), pp. 435-465.

- Beth Reingold, "Women as Officeholders: Linking Descriptive and Substantive Representation," in Eds. Christina Wolbrecht, Karen Beckwith and Lisa Baldez, *Political Women and American Democracy* (New York: Cambridge University Press, 2008), pp. 128-147.

- Amy Caiazza, 2004, "Does Women's Representation in Elected Office Lead to Women-Friendly Policy? Analysis of State-Level Data," *Women & Politics*, 26(1), pp. 35-70.

Week Nine (March 7th) The Importance of Considering Women and Politics from an Intersectional Perspective

- Nikol Alexander-Floyd, “Why Political Scientists Don’t Study Black Women, But Historians and Sociologists Do: On Intersectionality and the Remapping of the Study of Black Political Women” in *Black Women in Politics: Identity, Power, and Justice in the New Millennium*. Eds. Michael Mitchell and David Covin (with Nicol Alexander-Floyd and Julia S. Jordan-Zachery as guest editors), (New Brunswick, NJ: Transaction Publishers, 2014), pp. 3-18.

- Nadia E. Brown, “Black Women’s Pathways to the Statehouse: The Impact of Race/Gender Identities,” in *Black Women in Politics: Identity, Power, and Justice in the New Millennium*. Eds. Michael Mitchell and David Covin (with Nicol Alexander-Floyd and Julia S. Jordan-Zachery as guest editors), (New Brunswick, NJ: Transaction Publishers, 2014), pp. 81-96.

- Jane Mansbridge, “Should Blacks Represent Blacks and Women Represent Women? A Contingent Yes” in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 201-214.

- Nadia Brown, 2014, “It’s More Than Hair... That’s Why You Should Care”: The Politics of Appearance for Black Women State Legislators,” *Politics, Groups, and Identities*, 2(3), pp.295-312.

→ **Film: “Chisholm ’72: Unbought and Unbossed” 2004, 76 minutes, To be confirmed**

Recommended:

- B. D’Andra Orey and Nadia Brown, “Black Women State Legislators—Electoral Trend Data 1995-2011” in *Black Women in Politics: Identity, Power, and Justice in the New Millennium*. Eds. Michael Mitchell and David Covin (with Nicol Alexander-Floyd and Julia S. Jordan-Zachery as guest editors), (New Brunswick, NJ: Transaction Publishers, 2014), pp. 143-148.

Week Ten (March 14th) Intersectionality Continued

- Caroline Andrew, John Biles, Myer Siemiatycki, and Erin Trolley, “Introduction” in *Electing a Diverse Canada: The Representation of Immigrants, Minorities, and Women*. Eds. Caroline Andrew, John Biles, Myer Siemiatycki, and Erin Trolley (Vancouver: UBC Press, 2008), pp. 322.

- Joyce Green, 2001, “Canaries in the Mines of Citizenship: Aboriginal Women in Canada,” *Canadian Journal of Political Science*, 34(4), pp. 715-738.

- Donald P. Haider-Markel, “See How They Run: Voter Preferences and Candidates’

Experiences with the Role of Sexual Orientation in Elections” in *Out and Running: Gay and Lesbian Candidates, Elections, and Policy Representation* (Georgetown: Georgetown University Press, 2010), pp. 33-65.

Recommended:

- Donald P. Haider-Markel, “Translating Descriptive Representation into Substantive Representation” in *Out and Running: Gay and Lesbian Candidates, Elections, and Policy Representation* (Georgetown: Georgetown University Press, 2010), pp. 118-128.

- Gary Mucciaroni, 2011, “The Study of LGBT Politics and Its Contributions to Political Science,” *PS: Political Science and Politics*, 44(1), pp. 17-21.

- Mary Ellen Turpel, 1993, “Patriarchy and Paternalism: The Legacy of the Canadian State for First Nations Women,” *Canadian Journal of Women & the Law*, 6(1), pp. 174-192.

- Yasmeen Abu-Laban, “Challenging the Gendered Vertical Mosaic: Immigrants, Ethnic Minorities, Gender, and Political Participation,” in Eds. Joanna Everitt and Brenda O’Neill, *Citizen Politics: Research and Theory in Canadian Political Behaviour*, (Toronto: Oxford University Press, 2002).

- Andrew Reynolds, 2013, “Representation and Rights: The Impact of LGBT Legislators in Comparative Perspective,” *American Political Science Review*, 107(2), pp. 259-274.

Week Eleven (March 21st) Women, Courts, and the Legal System -

- Alex Badas and Katelyn E. Stauffer, 2017 (forthcoming), “Someone like Me: Descriptive Representation and Support for Supreme Court Nominees,” *Political Research Quarterly*, issue and volume TBD, pp. 1-16. [doi: 10.1177/10659129177240]

- Maria C. Escobar-Lemmon, Valerie Hoekstra, Alice Kang, and Miki Caul Kittilson, 2016, “Just the Facts? Media Coverage of Female and Male High Court Appointees in Five Democracies,” *Politics & Gender*, 12 (2016), 254–274.

- Michele L. Swears, “Replacing Sandra Day O’Connor: Gender and the Politics of Supreme Court Nominations,” in *Women in the Club: Gender and Policy Making in the Senate* (Chicago: University of Chicago Press, 2013), pp. 137-179.

Week Twelve (March 28th) Other Avenues for Creating Change: Women, Activism, and Social Movements

- Karen Beckwith, "Beyond Compare? Women's Movements in Comparative Perspective" in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 29-36.
- Lee Ann Banaszak, Karen Beckwith, and Dieter Rucht, "When Power Relocates: Interactive Changes in Women's Movements and States" in *Women, Gender, and Politics: A Reader*. Eds. Mona Lena Krook and Sarah Childs. New York: Oxford University Press, 2010), pp. 335-346.
- Laura Macdonald, "Gendering Transnational Social Movement Analysis: Women's Groups Contest Free Trade in the Americas," in *Coalitions Across Borders: Transnational Protest and the Neo-Liberal Order*. Eds. Joe Bandy and Jackie Smith. Lanham: Rowman and Littlefield, 2004, pp. 21-41.
- Ashwini Tambe, 2017, "The Women's March on Washington: Words from an Organizer: An Interview with Mrinalini Chakraborty," *Feminist Studies*, 43(1), pp. 223-229.

→ *Final papers are due today*

→ *Guest speaker: Dr. Laura Macdonald*

→ **CNN Video: "We the Women Who March" (20 minutes)**

Recommended:

- Christina Gabriel and Laura Macdonald, 1994, "NAFTA, Women and Organising in Canada and Mexico: Forging a 'Feminist Internationality'," *Millennium: Journal of International Studies*, 23(3), pp. 535-562.
- Ethel Tungohan, 2017, "The Transformative and Radical Feminism of Grassroots Migrant Women's Movement(s) in Canada," *Canadian Journal of Political Science*, 50(2) (Finding Feminism), pp. 474-494.

Week Thirteen (April 4th) Course Wrap Up & Looking Forward

- Linda Trimble, Manon Tremblay, and Jane Arscott, "A Few More Women" in Eds. Linda Trimble, Jane Arscott, and Manon Tremblay, *Stalled: The Representation of Women in Canadian Governments* (Vancouver: UBC Press, 2013), pp. 290-314.
- Pamela Paxton and Melanie M. Hughes, "Where Do We Go From Here? And How Do We Get There?" in *Women, Politics, and Power: A Global Perspective* (Thousand Oaks, CA: Pine Forge Press, 2007), pp. 309-317.

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

Approval of final grades: 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 cuLearn. As

important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.