

FYSM 1611C
Gender, Race, and Political Exclusion
11:35 a.m. – 2:25 p.m. Friday

This course will be held remotely online in a synchronous format

I General information

Instructor: Dr. Erin Tolley

Student hours: Thursdays, online from 4-5 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 or assignments, it is usually best to speak with me in student hours or by appointment.

II Course description

This course is an undergraduate seminar on Gender, Race and Political Exclusion. Although political discourse frequently presents democratic institutions as fair, objective, and neutral, this course questions that premise. It dissects the ways in which the political playing field is uneven, and it provides an in-depth exploration of how gender, race and exclusion have shaped politics in democratic societies. We will focus primarily on Canada and look at how gender and race shape politics, public policy, and institutions and thereby influence political opportunities and outcomes. The course will also introduce students to concepts and frameworks that are central to gendered and racial analysis.

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 unfortunately and 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, sexuality, ability immigration status, 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. Students must therefore come to class prepared to be *active learners*, rather than passive recipients.

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.

Most weeks, we will meet as a full class, with the class divided into small breakout groups on occasion. This mixed 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.

I place a strong emphasis on incremental, scaffolded learning, with assignments linked to and building on one another. This means this class has a number of smaller assignments, rather than a few large ones. This model also allows students to experiment with different communication genres and for the instructor to assess their knowledge throughout the semester and through a variety of modes.

IV Learning Outcomes

Students will be challenged to think critically about race, gender, and political exclusion and to apply these lenses to historical and current events. An emphasis will be placed on academic skills development, including active class participation, focused reading, and writing for an academic audience. By the end of this course, students will be able to:

1. Understand Canada's colonial context and its connection to ongoing experiences of exclusion
2. Identify how exclusions based on race and gender have shaped political, economic, and social life in Canada
3. Assess and explain how raced and gendered constructs and categories are woven into laws, institutions, and policy decisions
4. Develop and strengthen foundational academic skills, including reading scholarly texts, critically reflecting on ideas, and communicating our own arguments clearly and persuasively whether orally or in writing
5. 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

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/>).

- 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

V Evaluation

	Due Date	Weight	Submission
Seminar leadership	Students will be randomly assigned to exercise seminar leadership in weeks 4, 5, 6, 8, 9 and 11. This will entail: (a) formulating 1 discussion question to be posted on the Brightspace discussion board at least 48 hours before class (b) helping to generate discussion during class Due: As assigned	10%	Brightspace
Seminar engagement	Students' engagement will be assessed on an ongoing basis through a combination of attendance and participation Due: Ongoing	20%	In-class
Academic toolkit	Students will complete three modules in the Centre for Student Academic Support (CSAS) Incentive Program Due: January 28 before class	10%	Brightspace
Journal entries	Students will complete two short journal entries on the book they have selected for their book review Journal entry #1 due: February 10 @ 11:59 p.m. Journal entry #2 due: March 2 @ 11:59 p.m.	10%	Brightspace
Book review	Students will read a memoir written by a Canadian author from a list provided by the instructor. They will then prepare a scholarly review of its contents, relating the author's lived experience to course concepts Due: March 20, 2022 @ 11:59 p.m.	30%	Brightspace
Field assignment	Working in small groups, students will devise and complete an experiential field assignment on a site relevant to the course topic. They will then report on their field assignment in an in-class presentation Due: April 8, 2022 in-class	15%	In-class
Gratitude²	Students will prepare a draft of a short email of gratitude to a scholar whose work we have read in this class Due: April 12, 2022 @ 5 p.m.	5%	Brightspace

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

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

Extensions and late penalties: Extensions for written assignments will generally be granted provided students consult with the instructor prior to the assignment's due date. 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.

VI Texts

Students will learn from journal articles, book chapters, and other materials, which will be available through the MacOdrum Library and/or on the course Brightspace page. Note that in some weeks, audio-visual materials have been assigned. 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	January 14	Introduction	
2	January 21	Why are Race and Gender Political?	<i>Select a book for your Book Review</i>
3	January 28	Developing Our Academic Toolkit	<i>CSAS modules due January 28</i>
4	February 4	Decolonization	
5	February 11	Race and Racism	<i>Journal entry #1 due February 10</i>
6	February 18	Masculinity and Politics	
7	February 25	Reading Week	<i>Journal entry #2 due March 2</i>
8	March 4	Intersectionality	
9	March 11	Race, Gender and Public Policy	
10	March 18	Reflection	<i>Book review due March 20</i>
11	March 25	Institutional Neutrality	
12	April 1	In the Field	<i>Complete your field assignment</i>
13	April 8	Group Presentations	<i>Group presentations in-class April 8 Gratitude due April 12</i>

Week 1: Introduction

Preparation:

- Review the course syllabus and documents posted on Brightspace

Discussion Questions:

- What do you hope to learn in this class?
- What most excites you about this class? What most scares you?

Week 2: What Is Race and What is Gender, and Why are they Political?

Preparation:

- Jill Vickers. 1997. *Reinventing Political Science*. Halifax: Fernwood. Ch. 1, “Reinventing Political Science: A Feminist Approach,” p. 1-23.
- Erin Tolley. 2020. “Hidden in Plain Sight: The Representation of Immigrants and Minorities in Political Science Textbooks,” *International Journal of Canadian Studies* 57: 47-70.

Discussion Questions:

- What does it mean when something is “political”?
- What is “race”? What is “gender”? And how does “gender” differ from “sex”?
- Why should we be attentive to racial and gender dynamics in politics?
- Is the discipline of political science equipped to study race and gender? Why or why not?

Week 3: Developing Our Academic Toolkit

Preparation:

- This week, you will complete three modules from Carleton University’s Centre for Student Academic Support (CSAS). These modules are included in the course as part of the CSAS’s Incentive Program. Completion of the online modules and a grade of 100% on the final assessments for each module will result in a Record of Completion Award. A portion of your final grade in this course is allocated to the completion of these modules.
 - Module 1: Academic Reading
 - Module 2: Introduction to Fundamentals of Academic Writing
 - Module 3: Effective Presentations
- Read the description of the Book Review assignment and select a book for your assignment prior to class.
- In class this week, we will discuss what you have learned through your modules and to share knowledge on the academic skills that will contribute to success in your studies. We will also discuss the book review assignment.

Discussion Question:

- What tip, technique or strategy did you learn about in this week’s modules that you think will be most beneficial in your own academic toolkit?
- How will you approach your book review?

Week 4: Decolonization

Preparation:

- This week, we will benefit from one of Carleton University’s Indigenous Collaborative Learning Bundles, entitled “Decolonization is for Everyone: Identity Formation in the Canadian Context.” On Brightspace, you will find a series of videos produced by Dr. Damien Lee and Knowledge Keeper Marlene Pierre. The Bundle is available in three parts (Overview, Collaborator’s Lectures, and Knowledge Keeper Segment). Please watch all of the videos in all

three parts of the bundle (roughly 60 minutes of videos) and then complete the knowledge checks. We will discuss this content in class.

Discussion Questions:

- Is colonialism something that happened in the past, or something that is ongoing?
- What actions does reconciliation require?
- What is cultural appropriation, and what are its consequences?

Week 5: Race and Racism

Preparation:

- Augie Fleras. 2014. *Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance*. Kitchener: Wilfrid Laurier Press. Ch. 3, “The Riddles of Race,” p. 55-96.
- Charmaine Nelson. 2020. “The Canadian Narrative About Slavery is Wrong,” *The Walrus* (June 12) <https://thewalrus.ca/the-canadian-narrative-about-slavery-is-wrong/>
- Watch the following “Heritage Minutes” and reflect on the image they present of Canada
 - Underground Railroad: <https://www.historicacanada.ca/content/heritage-minutes/underground-railroad>
 - “Boat People” refugees: <https://www.historicacanada.ca/content/heritage-minutes/boat-people-refugees>
 - Kensington Market: <https://www.historicacanada.ca/content/heritage-minutes/kensington-market>
 - Viola Desmond: <https://www.historicacanada.ca/content/heritage-minutes/viola-desmond>
 - Naskumituwin (Treaty): <https://www.historicacanada.ca/content/heritage-minutes/naskumituwin-treaty>

Discussion Question:

- What are some of the most prominent narratives about diversity and inclusion in Canada?
- Many observers argue that Canada is a model country when it comes to multiculturalism and diversity. What is the basis for this claim, and how persuasive is it?

Week 6: Masculinity and Politics

Preparation:

- Jerald Sabin and Kyle Kirkup. 2019. “Competing Masculinities and Political Campaigns,” *Gendered Mediation*, Angelia Wagner and Joanna Everitt, eds., 45-64. Vancouver: UBC Press.
- Kelly Dittmar. 2020. “The Masculinity Trap in Electoral Politics.” <https://cawp.rutgers.edu/election-analysis/masculinity-trap-electoral-politics>
- Tyler R. Reny. 2020. “Masculine Norms and Infectious Disease: The Case of COVID-19.” *Politics & Gender* (FirstView); doi: [10.1017/S1743923X20000380](https://doi.org/10.1017/S1743923X20000380)

Discussion Question:

- How do contemporary understandings of masculinity shape political behaviour?

Week 7: Reading Week (NO CLASSES)

Week 8: Intersectionality

Preparation:

- 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.
- Erin Tolley. 2019. “Breaking the Concrete Ceiling: Media Portrayals of Racialized Women in Politics.” *Gendered Mediation*, Angelia Wagner and Joanna Everitt, eds., 106-126. Vancouver: UBC Press.
- Raisa Patel. 2021. “‘The system tries to grind you away’: What it’s like to be a Black or Indigenous woman in federal politics.” *Toronto Star* (June 19)
<https://www.thestar.com/politics/federal/2021/06/19/the-system-tries-to-grind-you-away-what-its-like-to-be-a-black-or-indigenous-woman-in-federal-politics.html>

Discussion Questions:

- What effect do understandings of “respectability” have on political inclusion and equality?
- When we think about democratic values, “fairness” is often on the list. Is politics fair? Why or why not?

Week 9: Race, Gender and Public Policy

Preparation:

- Robin Maynard. 2017. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax: Fernwood. Ch. 2, “The Black Side of the Mosaic,” p. 50-82.
- Pamela Palmetter. 2020. *Warrior Life: Indigenous Resistance and Resurgence*. Halifax Fernwood. Ch. 26, “Missing and Murdered: Canada’s Genocide Cover-up,” p. 147-150.

Discussion Questions:

- How have race and gender shaped public policy in Canada?
- Joe Soss and Vesla Weaver have referred to the police as the “second face” of the state. Based on this week’s readings, what do you think they mean by this?

Week 10: Reflection

No preparation is required for this week’s class.

Week 11: Institutional Neutrality

Preparation:

- Listen to Academic Aunties podcast episode on “Subversives in the Academy” (April 28, 2021) <https://www.academicaunties.com/2021/04/28/subversives-in-the-academy/>

Students with last names **beginning with A-M** should read:

- Sara Ahmed. 2012. *On Being Included: Racism and Diversity in Institutional Life*. Durham: Duke University Press. Ch. 1, “Institutional Life,” p. 19-50.

Students with last names **beginning with N-Z** should read:

- 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.

Discussion Questions:

- Institutions are frequently thought of as neutral. Is this the case? Why or why not?
- Do institutions of higher education expand the range of perspectives and backgrounds to which students are exposed, or do they contribute to a narrowing of ideas and experience?
- What could universities do to address discrimination and inequality?

Week 12: In the Field

This week, students will work on their field assignments. Details will be provided in class and on Brightspace.

Week 13: Group Presentations

Students will present the findings and reflections from their field assignment.

Discussion Question:

- What insights did you gather from your experience “in the field”?
- How do race and gender shape everyday life in Canada?
- What concepts, ideas, or arguments from this course will shape how you view politics in the future?

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 in the evenings nor on the weekends**. If you are contacting me by email, please put the course code (e.g., PSCI 5915, FYSM 1611) 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 January 28, 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) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

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.
