

PSCI 2500A
GENDER AND POLITICS

Monday 2.35 pm - 4:25 pm

Please confirm the location on Carleton Central.

Instructor: Gopika Solanki

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Office Hours: Tuesday, 10:00 am– 11:00 am or by appointment

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Brightspace Course Page Link: <https://brightspace.carleton.ca/d2l/home/451837>

COURSE DESCRIPTION

This course introduces students to broad topics in gender and politics, and it is divided into three analytical sections. In the first section, we will explore gender as a critical analytical category and discuss its significance within politics. The second section will focus on the engagement of women's movements with formal and informal politics in historical and contemporary contexts. We shall debate the nature and modes of women's and men's participation and representation in formal electoral systems, civil society, nationalist movements, revolutions, and in processes of democratization. In the third section, we will discuss the transformative potential of feminist politics in local and transnational contexts. The course will draw on case studies from different regions and compare similarities and differences across cases.

COURSE AIMS AND OBJECTIVES

The aim of the course is to acquaint students with key concepts and debates in the field of gender and politics. Upon the completion of the course, the successful student will be able to do the following:

- To discuss the importance of gender as an analytical category and explain its significance for the study of politics.
- To demonstrate knowledge of major historical and contemporary debates on gender and politics within women's movements in the global North and the South.
- To analyse and assess patterns and trends in women's and men's political participation and representation across the globe.
- To interpret the transformative potential of feminism in shaping formal and informal politics.

READING MATERIALS

Students are not required to purchase textbooks or other learning materials for this course.

All reading materials for this course are available electronically in Ares on Brightspace.

COURSE FORMAT

Lectures

This course is organized around lectures, group discussions, and in-class activities. You will be responsible for regular attendance at lectures and tutorials. Multiple tools will be used to achieve classroom engagement including films, videos, and various texts. We will conduct an in-class practice exercise early in the semester and provide peer-led in-class feedback to assist and familiarize you with the midterm examination. We will conduct three structured in-class exercises to help you with the comparative research essay analysis, and the final take-home examination.

Experiential Learning

In line with experiential learning goals, students will discuss weekly news relevant to gender and politics globally in the first ten minutes of class with the course instructor. Students will also play an active role in critically analyzing films screened in class.

LEARNING OUTCOMES

Students will be able to understand the roles that gender and other forms of difference play in defining and determining access to leadership, power, and access to resources

Students will think critically about mechanisms for change toward gender equality

Students will demonstrate evidence-based reasoning, collaborative learning and analytical writing skills

Students will develop public speaking, discussion, and debating skills

Students will integrate the principles of EDIR into debates on gender and politics

EVALUATION AT A GLANCE

Assignment	Due Date	Weight
Midterm	November 2	25
Final Examination	As per schedule	30
<i>Optional Research Essay</i>	<i>December 11</i>	<i>30</i>
Presentation (Tutorial)	Sign up by September 28	10
Attendance (Tutorial)	Ongoing, Cumulative	10
Participation (Tutorial)	Ongoing, Cumulative	10
In-Class Quizzes	Oct. 5; Nov. 30	15

COURSE REQUIREMENTS AND GRADING CRITERIA

You will be evaluated on the following graded components:

- **In-class mid-term exam (25%)**, to be held on November 2. The midterm will be based on course lectures, readings, and group discussions to date. Your answers should demonstrate a grasp of the relevant material covered in class and in the readings. You are expected to provide essay-type answers (2-3 pages, single-spaced) to long questions. Short answers are no longer than one page.
- **Final Exam (30%)**. A formally scheduled final examination will be held between December 12 to 23. The exam will be three hours long and will emphasize the course readings, discussions, and course lectures of the latter half of the course. This closed book exam will be based on lectures and assigned readings. The purpose of this assignment is to give you a chance to demonstrate your grasp of materials covered in classroom discussions, readings, and lectures. The exam will include long essay-type questions and short questions. You are expected to provide essay-type answers (2-3 pages, double-spaced) to long questions. Short answers are no longer than 0.5-1 page, double-spaced.

Grading Rubric for examinations

Students will be graded on their ability to identify and explain arguments from lectures, and assigned readings. In addition, students are expected to demonstrate engagement with course content by incorporating relevant examples, insights, or discussions drawn directly from classroom activities and materials. Responses that rely solely on generic explanations, unsupported opinions, or examples not connected to the course content will receive limited credit. No additional reading or research is required beyond the syllabus and class lectures.

OR

Optional Comparative Research Essay (30%), due December 11; please contact the instructor for any other accommodation.

Students who earn a grade of A or higher on the midterm examination will have the option to substitute the final exam with a written essay. Students who qualify and wish to exercise this option must notify the instructor and their TA by November 17. Students who do not qualify, or who qualify but prefer not to exercise this option, will complete the standard final examination.

If you qualify and are interested in exercising this option, you may consider choosing a topic from the list of essay topics posted on Brightspace. You may also explore topics of your interest in consultation with the instructor or your TA. Your essay should be related to major themes covered in class and show insight into the issues that go beyond what has been covered in class. This assignment will be graded on the grasp of the relevant materials, accurate identification of key points, depth of content and understanding, the ability to articulate key arguments and issues, the strength of the evidence supporting the argument, insightful analysis and comparison of the two modes of approach, and clear writing style. Essay assignments should be formatted for 1-inch margins, use a standard 12-point font (e.g., Times New Roman, Arial, Calibri), include page numbers, and consistently adhere to an accepted citation style (MLA, APA, Chicago, etc). You are required to submit the essay on Brightspace on 11 December 2026.

AI-Generated Essay: Step 1.

Choose an essay topic based on the list of topics given to you and use ChatGPT to generate a 4-page (double-spaced) essay. Read and evaluate the essay, paying attention to its structure, arguments, evidence, and overall quality. Write a 750-1000 word note elaborating on what you learned about that topic from ChatGPT's output. Your note should include 1-2 paragraphs assessing the accuracy and depth of information provided, the coherence and logical flow of the information provided, biases observed (if any), factual accuracy, and the overall effectiveness in addressing the topic. Pl. submit the AI-generated essay with your assignment. You are required to document your use of ChatGPT. Include the prompts you used to get the results. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>"

Human-Researched Essay: Step 2.

Your research essay must be conceived and executed independently. Your essay should be on the same topic but written as though the AI essay never existed, addressing the same topic through your lens, research and reasoning. The goal is to distinguish between the AI- generated content and genuine academic work. You must conduct independent research on the topic and write a 3700-4000 word essay without the aid of ChatGPT or any other generative AI model. Your essay should differ substantially from the AI version in terms of research, organization, analysis. Your essay should demonstrate its own logical structure and internal logical consistency while providing your insights and conclusions. Your essay should include at least 12-15 academic sources. You should attach the bibliography of sources used and consistently adhere to an accepted citation style (MLA, APA, Chicago, etc). You may not use generative artificial intelligence or AI in this half of the assignment.

- **Attendance and participation in tutorials (10 %).** In addition to their attendance at course lectures, students are expected to attend weekly group sessions/tutorials regularly and to participate actively in group discussions.
- **Presentation in Tutorials (10%).** In consultation with the TAs, students will select a reading based on the theme of the week. During the tutorial, the students will deliver a brief presentation (five to seven minutes) and answer both clarificatory and substantive questions. Students are expected to summarise and analyze the main arguments of the chosen reading. Please sign up for one presentation on a reading of your choice latest by September 28.
- **In-Class Quizzes (15%).** Students will complete two in-class group quizzes designed to apply course concepts on Oct. 5 and Nov. 30. Practice questions will be given in the lecture a week in advance. Quizzes will be administered during regular class time, completed within 40 minutes, and handed in to the instructor in class. Late assignments will not be accepted.

Students may complete the quiz as part of a group or individually — both options are available to any student in the course. Students who wish to complete the quiz individually must notify the instructor by September 28 so that appropriate arrangements can be made in advance. This decision cannot be made on the day of the quiz. Individual and group versions will cover the same content and be evaluated using the same rubric and grading criteria.

Each quiz will consist of questions requiring students to apply and connect lecture content to specific scenarios, case studies, or analytical questions. Students should expect to draw on material covered in lectures and in-class discussions up to that point in the course. These quizzes are designed not only to assess understanding throughout the term but also to help build the analytical skills and content familiarity needed for the midterm and final examinations.

Group Formation: Students will be invited to form groups of 4-5 students with classmates seated nearby on the day of the quiz. Students who do not have a group will be assigned to one by the instructor to ensure all students are included. The groups will remain together for all group quizzes, though the instructor retains the right to modify group membership if necessary.

Assignment Format: Group assignments will take place during the second half of the class period. Each group will submit one completed assignment at the end of the activity during class schedule; late assignments will not be accepted. These activities are intended to assess collaborative problem solving and writing.

Quiz Structure and Collaboration Guidelines: During the quiz, groups are encouraged to follow a structured approach: spend the first 3–4 minutes reading the question individually and noting initial thoughts, followed by 8–10 minutes of open group discussion, and the remaining time drafting and refining a shared response. The last 5 minutes of the quiz time should be devoted to the participation record. As a general guide, aim for approximately 300-400 words in your response.

This assignment is an exercise in group work and collaboration. Collaboration in this context means actively listening to all group members, sharing reasoning (not just answers), distributing speaking time equitably, and making decisions. Productive disagreements are a normal part of group work but if a group experiences a more serious issue — such as persistent uneven contribution or a communication breakdown that the group cannot resolve on its own — students should escalate this to the instructor promptly. A one-page collaboration guide outlining these norms and expectations in detail is uploaded on Brightspace so students have a clear reference throughout the course.

Participation Record

Each quiz submission must include the full names of all group members. Upon completion of the quiz, each member must individually rate their own participation on a scale of 1–5 (1 = minimal contribution, 5 = fully engaged and contributed throughout) and rate each of the other group members on the same scale. Students are also invited to respond to the following open prompt: *"Is there anything about today's group dynamic the instructor should be aware of?"* (optional, one line). All group members must collectively sign off on the submission, confirming that all members had a meaningful opportunity to contribute to the quiz. These participation records may inform follow-up conversations if participation concerns arise across these quizzes. You may refer to Brightspace for the detailed grading scheme for the group assignment.

Individual Assignments:

Any student in the course may choose to complete a quiz individually rather than in a group. This option must be arranged with the instructor in advance — it cannot be decided on the day of the quiz. If you are considering this option for any reason, please speak with the instructor privately by 28 September.

Should you choose this option, you have 40 minutes to complete this quiz individually. Your response should demonstrate your ability to apply and connect lecture content to the question posed — focus on the quality and depth of your reasoning rather than length. As a general guide, aim for approximately 200

words in your response, reflecting that individual submissions are expected to be comparable in scope to a group submission, adjusted for solo work.

Read the question carefully before you begin. Spend the first few minutes noting your initial thoughts before drafting your response. Draw explicitly on concepts, frameworks, or examples from course lectures and in-class discussions — generic answers that do not reflect course-specific content will receive limited credit.

Upon completing your response, please fill out the participation self-rating on the bottom of this sheet: rate your own engagement and effort during this quiz on a scale of 1–5 (1 = minimal effort, 5 = fully focused and engaged throughout). You may also respond to this question: *"Is there anything about your experience completing this quiz the instructor should be aware of?"*

Notes:

Late Assignment Policy

Each assignment is graded out of 100 marks. Students who miss an in-class group assignment due to an approved university accommodation, university-sanctioned activity, or documented medical or compassionate circumstance may be assigned an alternative individual activity at the instructor's discretion. A penalty of 2 marks per day (including weekends) will be applied for each day that the assignment is late. Essays submitted after 11 December will not be accepted, except in cases of documented illness or emergency, in accordance with university policy.

Academic Integrity

All assignments should be your own original work, created for this class. You are not allowed to reuse work previously submitted to another course. By submitting assignments in this class, you pledge to affirm that they are your work and that you have not used this work in any other class.

Intellectual Property

Materials created for this course (including presentations, powerpoint presentations, notes, assignments, and exams) remain the intellectual property of the instructor and/or students. They are intended for personal use and may not be reproduced or redistributed in any form.

AI Policy

As our understanding of the uses of GenAI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of GenAI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course.

You are allowed to use generative artificial intelligence, or GAI to generate an essay on the topic of your choice for the first half of the Comparative Research Essay Analysis.

Note

You can access resources related to citing GenAI on the [MacOdrum Library website](#). Additional resources are also available on Carleton's [Artificial Intelligence Hub](#).

The use of generative AI is prohibited during supervised assessments (midterm, final examination, in-class quizzes). Students should engage with reading materials directly when preparing for tutorials and presentations.

Limitations

Students may not use AI for the following tasks:

Example 1: Students should avoid relying on AI-generated summaries as a substitute for reading the assigned texts themselves.

Example 2: Students should not use generative AI tools to prepare their presentations in tutorials. You remain fully responsible for accuracy and originality of what you submit or present.

Example 3: Students should avoid relying on AI-generated summaries as a substitute for their own preparation and revision for the midterm and the final examination. Taking your own notes during lectures — rather than relying on AI-generated summaries — plays an important role in helping you process, retain, and later revise course material. Since the midterm and final exam are not open book exams, your ability to recall and answer will depend on the depth of your own engagement with the material throughout the term, not on materials generated by AI.

Why have I adopted this policy?

The goal of adopting a limited use of AI is to help you develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

Accommodations

Students with documented disabilities who require accommodations should contact the instructor as early as possible in the semester and register with the PMC to establish appropriate accommodations. Specific arrangements for individual assignments, quizzes, and exams will be coordinated directly with the student based on their documented needs.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

COURSE SCHEDULE

September 14

Introduction to the course

An overview of key debates in gender and politics across the globe.

Film Screening and Discussion: *She's Beautiful When She's Angry*. Directed by Mary Dore. 2014.

Quiz Preparation and Feedback

Recommended Readings

Pascoe, C. J. 2017. "Who Is a Real Man? The Gender of Trumpism." *Masculinities and Social Change* 6(2):119–41.

September 21

Decoding "Gender," Engendering Politics

Tutorials Begin

Is "gender" just another term for discussing "women"? What does the category "gender" indicate and how is gender interlocked with other axes of identity such as class, race, nation, ethnicity, etc.? Why should we study Political Science through gendered lenses?

Peggy McIntosh. 1988. *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies*. Wellesley, Mass.: Wellesley College, Center for Research on Women.

Starblanket, Gina. 2020. "Transforming the Gender Divide? Deconstructing Femininity and Masculinity in Indigenous Politics." In *Turbulent Times, Transformational Possibilities: Gender and Politics Today and Tomorrow*, eds. Fiona MacDonald and Alexandra Dobrowolsky. Toronto: University of Toronto Press. pp. 121-140.

Westbrook, Laurel and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28(1): 32-57.

September 28

Women and Informal Politics: Organising for Civil and Political Rights in Diverse Contexts: *Perspectives from the North and the South*

How do we understand gendered political participation in informal politics? How did feminist political action influence political developments and state structures in the North and in the South? What kind of organisational and discursive strategies are used by various women's and feminist groups across the globe?

Beckwith, Karen. 2010. "Beyond Compare?: Women's Movements in Comparative Perspective" in Mona Lena Krook and Sarah Childs, editors. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 3.

Small, Tamara. 2020. "The Promises and Perils of Hashtag Feminism." in MacDonald, Fiona, and Alexandra Z. Dobrowolsky, editors. *Turbulent Times, Transformational Possibilities?: Gender and Politics Today and Tomorrow*. Toronto: University of Toronto Press. pp.177-198.

October 5

Gender, Women, and Formal Politics

Quiz 1

What are the trends in gender-based participation and representation in electoral politics?

Corredor, Elizabeth S. 2019. "Unpacking 'Gender Ideology' and the Global Right's Antigender Countermovement." *Signs: Journal of Women in Culture and Society* 44(3): 613–38.

Strode, Dakota, et al. 2025. "Transgender and Gender-Diverse People Disproportionately Report Problems While Trying to Vote Compared to Cisgender People." *The Journal of Politics* 87(3): 1199–203.

Recommended reading

Brulé, Rachel, and Nikhar Gaikwad. 2021. "Culture, Capital, and the Political Economy Gender Gap: Evidence from Meghalaya's Matrilineal Tribes." *The Journal of Politics* 83(3): 834–50.

October 12

Public Holiday

October 19

Gender and Electoral Processes

While women effect change in political structures and participate in politics in large numbers as we have seen in earlier sections, what factors explain the low rate of participation of women in formal politics?

Evans, Elizabeth, and Stephanie Reher. 2023. "Gender, Disability and Political Representation: Understanding the Experience of Disabled Women" *European Journal of Politics and Gender* 2023(3): 1-18.

McLean, Karalena et. al., 2019. "Examining Mediation of Female and LGBTQ-Identifying Candidates" in *Gendered Mediation: Identity and Image Making in Canadian Politics*, editors. Wagner, Angelia and Everitt, Joanna. Vancouver: UBC Press, 145-164.

Recommended reading

Galy-Badenas, Flora, et al. 2026. "Women of Many 'Firsts': Novelty Framing by News Media of Ethnic Minority Women Politicians in Aotearoa New Zealand." *Feminist Media Studies* 26(5): 1409–26.

October 26 Fall Break

November 2 Midterm

November 9

Women, Gender, and Political Parties

What factors explain the low rate of participation of women in formal politics? Under what conditions do political parties aggregate women's interests? What factors explain the failure of feminist political parties? How are gendered interests advanced, if at all, in politics without parties?

Krook, Mona Lena. 2017. "Violence against Women in Politics." *Journal of Democracy*, 28(1): 74-88.

Tolley, Erin. 2023. "Gender is not a Proxy: Race and Intersectionality in Legislative Recruitments." *Politics and Gender* 19(2): 373-400.

Film: *Enemies of Happiness* (A film on challenges faced by women political leaders in Afghanistan)

November 16

Debates on Political Representation

Should there be an increase in women's numbers in political office, or is it better to increase numbers of feminists as opposed to women? What are gender quotas and what factors affect their design?

Jane Mansbridge. 2010. "Should Blacks Represent Blacks and Women Represent Women? A Contingent 'Yes.'" in Mona Lena Krook and Sarah Childs, editors. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 24.

Johnson CE. 2019. "Why Rural Malian Women want to be Candidates for Local Office: Changes in Social and Political Life and the Arrival of a Gender Quota." *The Journal of Modern African Studies*. 57(3):393-413.

Recommended reading

Escobar-Lemmon, Maria C., et al. 2021. "Breaking the Judicial Glass Ceiling: The Appointment of Women to High Courts Worldwide." *The Journal of Politics* 83(2): 662–74.

November 23

Changes in Patterns of Political Representation

What factors explain the increasing presence of women representatives in politics?

Barnes, Tiffany D., and Diana Z. O'Brien. 2018. "Defending the Realm: The Appointment of Female Defense Ministers Worldwide." *American Journal of Political Science* 62(2): 355–68.

Hughes, Melanie M., et al. 2015. "Transnational Women's Activism and the Global Diffusion of Gender Quotas." *International Studies Quarterly* 59(2): 357–72.

November 30

State Feminism

Quiz 2

Can the inclusion of women in formal political systems change the very nature and conduct of politics?

Johanna Kantola. 2010. "Gender and the State: Theories and Debates" in Mona Lena Krook and Sarah Childs, editors. 2010. *Women, Gender and Politics: A Reader*. New York: Oxford University Press. Chapter 35.

Smith, Adrienne. 2014. "Cities Where Women Rule: Female Political Incorporation and the Allocation of Community Development Block Grant Funding." *Politics and Gender* 10(3): 313-340.

December 7

Women in Public Office and Public Policy Making

Can the inclusion of women in formal political systems change the very nature and conduct of politics?

Dorothy McBride and Amy Mazur. 2013. "Women's Policy Agencies and State Feminism" in Waylen, Georgina, et al., editors. *The Oxford Handbook of Gender and Politics*. Oxford University Press. pp. 654-678.

Zhukova, Ekatherina. 2026. "The Development Domain of Feminist Foreign Policy: Old Wine in New Bottles?" *International Feminist Journal of Politics* 28(2): 386–410.

December 11

Reconstituting Formal Politics?: Analysing the Role of Institutions, Women's Movements, and Regimes in Transformative Processes

How and why should feminists engage with the state?

Good, Elizabeth. 2025. "Power Over Presence: Women's Representation in Comprehensive Peace Negotiations and Gender Provision Outcomes." *American Political Science Review* 119(3): 1099-114.

Gleisberg, A. Ikaika., & Upadhyay, Nishant. 2023. "Against Trans Inclusion in the Military: A Trans of Color Abolitionist Critique." *Frontiers* 44(3): 68-91

Political Science Course Outline Appendix

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:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/safety/resources/>

Carleton Resources:

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or
TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Good2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

Academic consideration for medical or other extenuating circumstances:

Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University. Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: Contact your Instructor with any requests for academic accommodation during the first two weeks of

class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with

Disabilities: 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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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*).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its 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: <https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#). Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required

to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640
Loeb	
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor
Library	
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory