

PSCI 4506A
Women, Power, and Political Representation
Tuesdays, 2:30 p.m. – 5:30 p.m.

In-person class: please confirm course location on Carleton Central

I General Information

Instructor: Dr. Erin Tolley (please call me Dr. Tolley or Professor Tolley)

Office location and student hours: posted on Brightspace

Brightspace course page: <https://brightspace.carleton.ca/d2l/home/451882>

Email: erin.tolley@carleton.ca

* Before contacting me by email, please read the Email Policy in section X(g) of the course outline.

II Course Description

This advanced seminar provides an in-depth examination of women's participation in contemporary electoral politics, including as voters, legislators, and political leaders, with a focus on western liberal democracies. The course introduces students to concepts, theories, and frameworks for gendered and intersectional analyses, which they will use to understand women's political participation, representation, and outcomes in a variety of contexts. The overall objective is to understand how gender, patriarchy, misogyny, and social diversity shape political processes and institutions. This objective will be achieved through regular class discussions, independent study and reflection, and the design and execution of an experiential learning activity that requires students to conduct original fieldwork and analysis.

III Classroom Philosophy

As an instructor, I am committed to creating a class environment that is equitable and inclusive, where everyone feels respected, and good faith contributions are welcome. Achieving this objective requires that students also commit to this aim, a commitment that does not come without demands. The workload in this course is ambitious, and the subject matter itself is challenging. 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 collectively and in our own ways to understand the world around us. Achieving this objective 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, family history, and other factors. 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. This course provides space for doing that work, both individually and in class. Recognizing

that academic spaces can themselves be alienating, and even hostile, this course emphasizes the development of scholarly practices that promote learning, growth, and community.

We will read and discuss topics and perspectives that are sometimes difficult, uncomfortable or even painful, including issues related to sexism, misogyny, and violence. The language in some material might offend you. Some content will run counter to our own experiences (or unambiguously confirm them) and will require a collective effort to keep our minds open and consider alternate perspectives. Intellectually challenging material can cause discomfort, and I cannot promise the course will always be comfortable. What I can promise is that you will be safe. Disrespect, intolerant language, and threatening behaviour can all interfere with our feeling of safety and will be dealt with swiftly. I welcome students to express their individual perspectives on course materials, but some things are not up for debate: equal rights, the existence of patriarchy, sexism, and misogyny, and the fact that inequality and assumptions about gender shape institutions and societies. These are taken as a given. What we seek to understand is how these realities influence politics and political spaces, specifically among those who identify as women. For additional guidance, please see Carleton University's statement on [student conduct](#).

IV Course Format

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. Seminars place a strong emphasis on student engagement through deep, ongoing interaction with course materials and – importantly – with each other. This engagement includes: (1) completing assigned readings, taking notes, and reflecting on them prior to class, (2) attending class regularly, and (3) engaging in the material, including in class discussions, in a sustained and meaningful way through both talking and listening. To do well in this course, you must commit to being an ***active learner***, rather than a passive recipient.

If you are registered with the Paul Menton Centre and require accommodations to facilitate your engagement in class, these situations will be addressed individually. Otherwise, the expectation is that students will be present and participate in nearly every class. To pass this course, students must commit to regular attendance and active, in-person engagement.

V Learning Outcomes

Upon the successful completion of this course, students should be able to:

1. Articulate how and why gendered constructs and categories shape political institutions, behaviour, and outcomes;
2. Identify, explain, and assess patterns in political participation and representation using gendered and intersectional analyses;
3. Connect theoretical perspectives and academic literature to real-world situations;
4. Engage in productive in-person exchanges about political science concepts, ideas, and empirical findings;

5. Design and execute an independent piece of scholarly research;
6. Practice strategies for transparently and ethically documenting one's thinking and analysis; and
7. Develop and strengthen professional skills, including those related to project planning and design, feedback literacy, oral and written communication, self-sufficiency, resilience, and community-building.

VI Evaluation

Component	Due Date	Weight
Seminar Engagement	Weekly	20%
Reading Notes	Four in total, including: - two in weeks 2, 4, 5 & 6 - two in weeks 8, 10, 11 & 12 <i>By 9 a.m. the day of class</i>	12%
Major Research Project		
• Research Proposal	October 7 @ 11:59 p.m.	15%
• Early Draft	November 2 @ 11:59 p.m. + <i>Paper copy in class</i> November 3	3%
• Peer Review	November 10 @ 11:59 p.m.	5%
• Research Paper	December 1 @ 11:59 p.m.	30%
• Research Dossier and Reflection	December 8 @ 11:59 p.m.	15%

Each of the evaluation components in this course are described *briefly* below. Assignments will be assessed based on the descriptions, rubrics, and guidance provided in the detailed instructions on Brightspace; these will be discussed in class.

(1) Seminar Engagement (i.e., Class Attendance and Participation)

Rationale. This course is a discussion-based seminar. Your presence directly impacts the learning experience of your peers. For the seminar to succeed, every member must be punctual, present, prepared, and ready to contribute. This expectation is also consistent with the demands of most professional workplaces, where regular attendance and engagement is typically a part of the job description. Attendance will be taken each week.

Attendance

Absence Allowance: Because life happens, you are permitted **two absences** during the semester. These are intended for short-term illness, work obligations, or personal emergencies. Please do not contact the instructor or provide documentation for these two days; they are “no questions asked” absences. After these absences have been used, students will incur a grade deduction for any additional absences, irrespective of reason, except in cases where long-term accommodation has been granted.

Penalties for Additional Absences: After you have used up your two permitted absences, additional absences will incur a penalty. Specifically, students who miss class up to two additional times (e.g., a third or fourth absence) will have their final course grade reduced by *one full letter grade for each*

of these *additional absences* (e.g., if you have three absences, your final course grade of A will be reduced to a B; if you have four absences, your final course grade of B- will be reduced to a D-)

Automatic Failure: Missing five or more classes demonstrates a lack of engagement with the seminar format and a failure to meet the expectations of the course. Unless long-term accommodation has been sought and granted because of extenuating circumstances, students who miss five or more classes will receive a *failing grade* in the course.

Participation

Definition of Participation: Engagement means more than just a body in a seat. In addition to recording attendance, students will be evaluated based on their meaningful contribution to discussions and class activities, active listening, attentiveness, and respect for the instructor and classmates. Students are encouraged to arrive on time, remove digital distractions (e.g., using phones, completing other assignments during class), and minimize disruptions (e.g., whispering to other students, walking in and out of class while others are talking). Note that when calculating your overall engagement grade, your participation will comprise roughly two-thirds of the mark.

Requests for Long-term Accommodation: If you experience extenuating circumstances beyond your control (e.g., medical issues, family emergency) that prevent you from regularly attending or participating in class, please reach out to the course instructor and complete the [Long Term Academic Consideration Form](#) as soon as possible (normally within 24 hours of the onset of the extenuating circumstances, and ideally before the third absence from class).

(2) Reading Notes

Rationale. The goal of a seminar is to engage in a collaborative conversation. We achieve this goal when each of us enters the room ready to participate. This assignment gives you a template for engaging with weekly readings and a physical script of contributions you can make to the discussion. You will use the 3-2-1 format to complete your Reading Notes, which must include:

- **3 Key Takeaways:** Identify three important points, arguments, or ideas from *across* the week's assigned readings (i.e., not simply focused on one). To encourage deeper thinking, these takeaways must be written in your own words and without the use of any AI tool. Why? Because digesting the material and writing in your own words improves your understanding of the reading and strengthens your ability to apply this learning in class and to your Major Research Project. Each takeaway should be approximately 150 words long.
- **2 Striking Passages:** Copy two specific quotes or sentences that surprised, confused, or challenged you from any of the assigned readings. Include the page numbers, and a short reflection on *why* you have selected these passages.
- **1 Question and 1 Key Concept:** Write one open-ended question that you have about the readings (avoid "yes/no" or factual questions) and then one key concept that you think is important to our understanding of the topic. Be prepared to speak to these in class.

Your submissions must be received on Brightspace by 9:00 a.m. the day of class. See above for details on the weeks in which Reading Notes can be submitted, as well as the required number. Your four best submissions will be counted toward your grade. **You are encouraged to bring a copy of your Reading Notes to class.**

Assessment

Score	Description	Explanation
3 points	Outstanding	All components (3 takeaways, 2 passages with page numbers and rationale, 1 question + 1 concept) are present. Content is exceptional and shows deep reading, engagement across multiple readings, and critical thought
2.5 points	Very good	All components are present, and while the content is very good, it is not exemplary and/or does not demonstrate engagement across multiple readings
2 points	Proficient	All components are present, but the entries are superficial (e.g., surface-level engagement, the question does not encourage substantive engagement) or entry is missing minor elements (e.g., page numbers)
1 point	Below expectations	The submission is missing key elements, shows a lack of reading or engagement, or is very unclear
0 points	Incomplete	Not submitted or submitted after the deadline

(3) Major Research Project

The major research project in this course requires students to attend a meeting of an approved decision-making body (e.g., House of Commons debates, parliamentary committee, City of Ottawa council / committee meeting) and analyze the proceedings using a gendered and/or intersectional framework. You must attend the meeting outside of class time, and you are expected to do so in-person unless an accommodation has been granted.

Rationale. This is an applied, experiential learning activity aimed at developing the skills applicable in both academic and professional contexts, including:

- Research skills (e.g., through participant observation and primary and secondary research)
- Writing skills (e.g., through research proposal, paper)
- Feedback literacy (e.g., through peer review, multiple opportunities to take in and apply feedback)
- Critical thinking and analysis (e.g., by connecting original research to existing literature, conducting gendered and intersectional analysis, generating rationale for research proposal, reflecting on lessons learned)
- Project management (e.g., planning of research, achievement of key milestones, documentation)

To allow students multiple opportunities to demonstrate their skills, acquire feedback, and apply their learning, the Major Research Project has five ***inter-related and scaffolded parts*** that build on each other in sequence. Each component is described in detail on Brightspace; briefly the requirements are:

(a) Research Proposal. Good research requires planning and early feedback. To facilitate these aims, you will draft an 800-word research proposal and analysis plan, which will guide your Major Research Project. No references to scholarly literature are required.

(b) Early Draft. To encourage early progress on the research paper, you will submit an Early Draft of your work on your Research Paper. It will include:

- an overview of the topic
- a description of the meeting that you have attended or plan to attend
- preliminary background research, including copies of the news articles you have gathered
- a provisional thesis statement
- a description of your literature search strategy, a list of sources you have gathered so far and an explanation of their relevance to the analysis
- a short outline of the work that is needed to successfully complete the Research Paper

To encourage you to begin the research and thinking process in a low-risk space, the Early Draft will be graded as complete / incomplete; if you make a good effort, you will receive full marks. The Early Draft is also the basis for the Peer Review assignment. For this reason, only students who submit an Early Draft will be permitted to participate in the Peer Review exercise.

(c) Peer Review. Peer review is the foundation of academic life. To develop this skill, students will read and provide constructive feedback on the Early Draft submitted by at least one of their peers using the template provided. This exercise will provide you with useful feedback on your own work in progress, as well as provide insights on the many ways that peers are approaching this work. Students' grade for this assignment will be based on the quality, clarity, completeness, and collegiality of their peer reviews.

(d) Research Paper. Students will submit a research paper that documents the proceedings of a decision-making body using a gendered and/or intersectional analysis. The research paper will include a review of relevant literature with appropriate references to course concepts, background research on the media, and original analysis grounded in the scholarly literature. It will describe, in detail, the meeting or event they attended, outline how the research was conducted, summarize key findings and observations, connect these to course concepts and existing literature, and discuss the implications of their findings for women's participation and representation in politics. Briefly, the paper must meet the following requirements:

- approximately 3,000 words long *not including the bibliography*
- based on original analysis of an approved political meeting
- grounded in the literature and secondary research, including:
 - references to at least 7 scholarly sources (i.e., peer-reviewed book, chapters, or journal articles) *not assigned in this course*
 - references to at least 4 sources assigned in this course
 - references to at least 2 newspaper articles that provide background information on the meeting you chose and/or the issues being discussed

(e) Research Dossier and Reflection. In an era of misinformation and disinformation, transparently documenting the validity and rigor of our research and analysis is becoming increasingly critical. The final step of this assignment is an opportunity to develop and strengthen this skill. It has two parts.

First, students will prepare a dossier of the notes, readings, brainstorm, working drafts, failed analysis, "artifacts," and other materials (essentially all of the "mess") they have gathered while completing this assignment. The dossier can take many different forms (e.g. a Google drive with

folders; a tabbed and annotated PDF; scans or paper copies of hand-written notes and marked up readings). You may choose the format that you think best communicates *how* you conducted your research. You are strongly encouraged to begin organizing this material at the beginning of the assignment and to understand the *documentation* of the research process as part of the process itself. The goal is to make evident the material, thinking, and process that underpins your final paper. The assessment of the dossier will be based on its organization, clarity, transparency, and completeness.

Second, you will prepare a short text (roughly 500 words) describing and evaluating your research process and then reflecting on lessons you learned. The text will be evaluated based on the depth and quality of its insights, critical thinking, clarity, and organization.

VII Texts

You are not required to purchase any texts for this course. All required readings and materials are available *free of charge* through ARES, the MacOdrum Library course reserves. You will find a link on the course Brightspace page. If you have accessibility concerns related to the assigned audio-visual materials (e.g., you require a transcript), please notify me as early as possible in the semester so that I can arrange this.

VIII Brief Course Schedule

Week	Date	Topic	Deadlines
1	September 15	Introduction	
2	September 22	How Does Political Science Understand Gender?	
3	September 29	Laying the Groundwork for Success	
4	October 6	Should Women Be Represented?	<i>Research Topic Proposal</i>
5	October 13	Where Are the Women?	
6	October 20	Why Aren't There More Women in Politics?	
7	October 27	Fall Break / No Class	
8	November 3	How Do Ideas About Gender Shape Vote Choice?	<i>Early Draft</i>
9	November 10	Peer Review and Reflection Week	<i>Peer Review</i>
10	November 17	How are Women in Politics Treated?	
11	November 24	How Do We Get More Women in Politics?	
12	December 1	What's It Really Like to be a Woman in Politics?	<i>Research Paper</i>
13	December 8	Wrap-Up and Final Thoughts	<i>Research Dossier & Reflection</i>

Note: Reading Notes are due at 9 a.m. the day of class

Late penalties, accommodations, and grading policies: see section X (Course Policies)

Changes to the syllabus: This syllabus is subject to change. Any amendments will be posted on Brightspace and announced in class.

IX Detailed Course Schedule

1. Introduction

The first class sets the stage for all the weeks that follow. In this class, I will introduce some of the main points we will cover, provide important information about the structure of the seminar, expectations, and tips on how to succeed. ***Before this class, please read the syllabus and familiarize yourself with the course Brightspace page.***

2. How Does Political Science Understand Gender?

How has political science studied women and gender? What are the theoretical, empirical, and practical implications of gendered, racialized and colonial assumptions that underpin politics and its study, and how do these influence what we know about women in politics?

- Hawkesworth, Mary. 2016. *Embodied Power: Demystifying Disembodied Politics*. London: Routledge. Ch. 2, “Conceptual Practices of Power.”
- Tungohan, Ethel. 2024. “Diversity Is Important, but Only When It Is the ‘Right’ Type of Diversity.” In *Feministing in Political Science*, eds. Alana Cattapan, Ethel Tungohan, Nisha Nath, Fiona MacDonald and Stephanie Paterson, 1-20. Edmonton: University of Alberta Press.
- Coburn, Elaine, Rita Kaur Dhamoon, Joyce Green, Genevieve Fuji Johnson, Heidi Kiiwetinepinesiik Stark, and Gina Starblanket. 2024. “Anti-Racist and Indigenous Feminism and the Generative Power of Disruption.” In *Feministing in Political Science*, eds. Alana Cattapan, Ethel Tungohan, Nisha Nath, Fiona MacDonald and Stephanie Paterson, 49-68. Edmonton: University of Alberta Press.
- Kammerer, Edward F., Melissa R. Michelson, and Brian F. Harrison. 2025. “Politics Should Be a Drag: Why Political Science Needs to Take Drag Seriously.” *PS: Political Science & Politics* 58(3): 490–95.

3. Laying the Groundwork for Success

This class offers an opportunity to consider the processes you will use to complete your Major Research Project and to set in place routines and strategies to help you succeed. Instead of attending class as usual, you will independently reflect on knowledge, resources, systems, and strategies you need to have in place to achieve success in this class. A set of resources will be circulated on Brightspace prior to this week to help identify some of the issues you may wish to consider.

In lieu of physical class attendance and participation, your engagement grade for this week will be based on your submission of a learning summary that describes:

- **Overall Process:** In a bulleted list, briefly outline the research and thinking you did and/or the resources you consulted as part of this activity. Then, identify:
- **3 Key Takeaways:** What are three things you learned or took away from this exercise?
- **2 Strategies / Systems:** What are two strategies or systems you have identified in this activity that you plan to employ to help you successfully complete the Major Research Project?
- **1 Question or Concern:** What is one question or concern you have about the Major Research Project that you would like to discuss or receive more information on?

This learning summary must be submitted by 5:30 p.m. the day of class. I want to emphasize that although we will not meet as a regular class this week, this should not be thought of as a “free week.” Rather, this activity *replaces* the time you would normally spend preparing for and participating in class, so it is expected that you will spend at least 4 hours researching sources, considering systems, and putting a plan in place for achieving success on your Major Research Project. It is rare to be given class time to think through and plan your assignments: please do not squander the opportunity.

4. Should Women Be Represented?

What is meant when we refer to “women’s representation”? Should women as a group be represented? Which women? And how have concepts like gender and intersectionality disrupted understandings of women’s representation?

- Dittmar, Kelly. 2021. “Making the Case for Women’s Representation.” In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 135-142. Toronto: University of Toronto Press.
- Och, Malliga. 2021. “Women in Parliament: From Presence to Impact.” In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 143-148. Toronto: University of Toronto Press.
- Sapiro, Virginia. 1981. “When are interests interesting? The problem of political representation of women.” *American Political Science Review* 75(3): 701-716.
- Reingold, Beth, Kerry L. Haynie, and Kirsten Widner. 2020. *Race, Gender and Political Representation: Toward a More Intersectional Approach*. Oxford University Press. Ch. 1, “Introduction.”
- Starblanket, Gina. 2020. “Transforming the Gender Divide? Deconstructing Femininity and Masculinity in Indigenous Politics.” In *Turbulent Times: Gender and Politics Today and Tomorrow*, eds. Fiona MacDonald and Alexandra Dobrowolsky, 121-140. Toronto: University of Toronto Press.

Skills discussion: Writing the Research Topic Proposal

5. Where Are the Women in Politics?

What patterns characterize the electoral presence of women? In what contexts have women achieved the most (and least) political success? Do these patterns vary across countries? What new patterns emerge when we look intersectionally?

- Thomas, Melanee and Lisa Young. 2014. "Women (Not) in Politics: Women's Electoral Participation." In *Canadian Politics*, 6th ed. James Bickerton and Alain-G. Gagnon, eds. 373-393. Toronto: University of Toronto Press.
- Reingold, Beth, Kerry L. Haynie, and Kirsten Widner. 2020. *Race, Gender and Political Representation: Toward a More Intersectional Approach*. Oxford University Press. Ch. 2, "The Political Geography of Descriptive Representation" and Ch. 3, "Conceptions of Group Interests and the Links between Descriptive and Substantive Representation."
- Barnes, Tiffany B., Victoria D. Beall, and Mirya R. Holman. 2021. "Pink Collar Representation and Budgetary Outcomes in U.S. States." *Legislative Studies Quarterly* 46(1): 119-154.
- Adese, Jennifer. 2021. "Restoring the Balance: Métis Women and Contemporary Nationalist Political Organizing." In *A People and a Nation: New Directions in Contemporary Métis Studies*, Jennifer Adese and Chris Andersen, eds. 115-145. Vancouver: UBC Press.
- Schotel, Anne Louise, and Liza Mügge. 2024. "Politics without Presence? The Symbolic Representation of Trans People in Germany and the Netherlands." *Politics & Gender* 20(4): 788-813.

Analyze:

- Interparliamentary Union. 2026. "[Women in Politics: 2026](#)."
 - ⇒ **Enlarge the map to explore patterns in women's representation; note the patterns that you see**
 - ⇒ *Note:* This resource is not eligible for your Reading Notes assignment

6. Why Aren't There More Women in Politics?

How do formal and informal rules and norms contribute to women's under-representation in politics? When have women ascended to positions of political leadership, and under what conditions does this tend to happen?

- Josefina Erikson and Cecilia Josefsson. 2022. "The Parliament as a Gendered Workplace: How to Research Legislators' (UN)Equal Opportunities to Represent." *Parliamentary Affairs* 75(1): 20-38.
- Bourgeois, Robyn. 2021. "Adversarial Politics: Understanding the Colonial Context of Indigenous Women's Political Participation in Canada." In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley,

Elizabeth Goodyear-Grant and Peter John Loewen, eds., 41-49. Toronto: University of Toronto Press.

- O'Neill, Brenda, Scott Pruysers, and David K. Stewart. 2019. "Glass Cliffs or Partisan Pressure? Examining Gender and Party Leader Tenures and Exits." *Political Studies*, 69(2): 257-277.
- Hicks, Heather. 2022. "Intersectional Stereotyping in Media Coverage." *Journal of Women, Politics & Policy* 43 (1): 95-106.

Listen:

- Busted podcast. 2024. "[Myth: Women don't make good political leaders.](#)" Episode 15.
⇒ *Note:* This resource is not eligible for your Reading Notes assignment

Skills discussion: Writing effective thesis statements

7. Fall Break

There are no classes this week. During break weeks, I recommend the thirds formula: one part work (maybe your Early Draft?), one part rest, one part fun.

8. How Do Ideas About Gender Shape Vote Choice?

Ultimately, final decisions about the composition of elected institutions are made by voters. How do voters' attitudes and perceptions of women and gender shape their political decision-making, and what are the consequences for electoral representation?

- Chen, Philip, Thomas, Melanee, Harell, Allison, and Gosselin, Tania. 2023. "Explicit Gender Stereotyping in Canadian Politics." *Canadian Journal of Political Science* 56(1): 209-221.
- Harell, Alison and Dimitrios Panagos. 2013. "Locating the Aboriginal Gender Gap: The Political Attitudes and Participation of Aboriginal Women in Canada." *Politics & Gender* 9(4): 414-438.
- Baisley, Elizabeth and Quinn M. Albaugh. 2025. "Gender Cues, Attributions and Stereotyping of Transgender and Nonbinary Politicians." FirstView at *Perspectives on Politics*. <https://doi.org/10.1086/736358>
- Sweet-Cushman, Jennie, and Nichole M. Bauer. 2024. "Intersectional Motherhood and Candidate Evaluations in the United States." *Politics & Gender* 20(3): 598-619.

IMPORTANT: Bring your Early Draft to class for circulation.

Skills discussion: Writing peer reviews

9. Peer Review and Reflection Week

No readings are required for this class. Take this time to complete your Peer Reviews and prepare a plan for completing the remainder of your Major Research Project.

10. How Are Women in Politics Treated?

When women get into politics, how are they treated? What is gendered political violence and how do we explain it? Are political institutions gendered or gender-neutral? What are the consequences of these patterns, and what can be done about them?

- Krook, Mona Lena. 2017. "Violence Against Women in Politics." *Journal of Democracy* 28(1): 74-88.
- Raney, Tracey and Cheryl Collier, eds. 2024. *Gender-Based Violence in Canadian Politics in the #MeToo Era*, eds.
 - First, read the *Introduction* (p. 3-21). Then, select *one additional chapter*, come to class prepared to discuss the main points with classmates who read different chapters
- Brown, Nadia E. 2021. "Black Women's Hair Matters: The Uneasy Marriage of Electoral Politics and (Dis)Respectability Politics." In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 62-70. Toronto: University of Toronto Press.
- Katz, Lindsay, Inessa De Angelis and Rohan Alexander. 2026. "Do women politicians face more interruptions? An analysis of interjections in the Australian parliamentary debates (1998-2025)." *Australian Journal of Political Science*, 1-27. [OnlineFirst](#).

Skills discussion: What's the point of a paragraph?

11. How Do We Get More Women in Politics?

What could be done to increase the number of women in elected office? Which policy measures have been effective? Why or why not? What more needs to be done?

- Sanbonmatsu Kira. 2006. "Do Parties Know That 'Women Win'? Party Leader Beliefs about Women's Electoral Chances." *Politics & Gender* 2(4):431-450.
- Hinojosa, Magda, Miki Caul Kittilson, and Alexandra M. Williams. 2021. "Gender Quotas and Beyond: Policy Solutions to Women's Representation in Politics." In *Women, Power, and Political Representation: Canadian and Comparative Perspectives*, Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant and Peter John Loewen, eds., 101-107. Toronto: University of Toronto Press.

- Thomsen Danielle M. and Aaron S. King. 2020. "Women's Representation and the Gendered Pipeline to Power." *American Political Science Review* 114(4): 989-1000.
- Currie-Wood, Rob and Scott Pruysers. 2023. "Putting their money where their mouth is: The gendered dynamics of central party financial transfers to local election candidates." *Party Politics* 31(1): 176-186.
- Piscopo, Jennifer M. 2018. "The limits of leaning in: ambition, recruitment, and candidate training in comparative perspective." *Politics, Groups, and Identities* 7(4): 817-828.

Skills discussion: What gets an A? Presenting research findings persuasively

12. What's It Really Like to be a Woman in Politics?

We've read the theory, and we've looked at the data. Now, let's hear directly from women politicians. How do they describe their experiences running for and serving in office? What were the highs and the lows? And what advice do they have for others considering political careers?

- No Second Chances podcast. 2019. "[Things Fall Apart](#)." Season 1, Episode 8.
- Black on the Ballot podcast. 2025. "[From the Community and For the Community](#)." Episode 3.
- Uncommons podcast. 2025. "[Grand bargains and running like a girl with Catherine McKenna](#)." October 7. [Listen to 39:42]
- Qaqqaq, Mumilaaq. 2021. "[People like me don't belong here](#)." Farewell speech published by Canadian Press on YouTube.

⇒ *Note:* This resource is not eligible for your Reading Notes assignment

Skills discussion: Finishing the Research Paper and putting together the Research Dossier

13. Wrap up and Reflections

No preparation is required for this class. Further details will be provided.

X Pathfinding and Course Policies

How To Get Course Information

Course outline / Brightspace materials (e.g., assignment descriptions)	In-class (ask questions!)	From other students (make a friend!)	Professor's Office Hours	Sending an Email ... <i>but only after</i> <i>reading Email</i> <i>Policy below</i>
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Questions about course requirements and deadlines?

- Review the course outline
- Ask a question in class

Need help with an assignment?

- Review the assignment description on Brightspace
- Attend class and ask a question or visit the professor in office hours
- Visit the [Centre for Student Academic Support](#)

Missed a class?

- Consult the Attendance Policy in section X(c) of the course outline
- Do the readings, and ask a classmate if you can borrow their notes
- Visit the professor in their office hours and ask questions

Wish to request academic consideration or an assignment extension?

- Consult the section on Academic Consideration in section X(a) of the course outline and follow the procedure detailed there

Want to appeal a grade?

- Consult the section on Grading Policies in section X(e) of the course outline and follow the procedure detailed there

Problems with Brightspace?

- Visit [ITS Service Desk](#) on the 4th Floor of MacOdrum Library

Struggling academically?

- Carleton [Academic Advising Centre](#) (AAC)

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

- [Paul Menton Centre for Students with Disabilities](#)

Facing personal challenges? Please talk to someone!

- If you are in immediate crisis, please call 9-1-1
- [Carleton Health and Counselling Services](#) (613-520-6674)
- Good2Talk Postsecondary Student Helpline (1-866-925-5454)
- [Sexual Violence Prevention & Support Services](#)

Experiencing food insecurity?

- [CUSA Unified Support Centre Food Centre](#)

(a) Requests for Academic Consideration

This course follows Carleton University's [Academic Consideration Policy](#) which outlines the extenuating circumstances in which extensions or alternate academic arrangements may be granted. The policy defines extenuating circumstances as circumstances that are *beyond a student's control; have a significant impact on the student's capacity to meet their academic obligations; and could not have been reasonably prevented.*

According to the policy, "Extenuating circumstances may include sudden illness or incapacitation, including mental health and compassionate circumstances. Experiencing diverse challenges and stressors is considered typical within the university experience and are not considered extenuating circumstances; for example, managing workload, competing deadlines, inclement weather, amongst

others.” If you are facing extenuating circumstances that fall within the policy, please contact the **course instructor** as soon as possible and normally no later than 24 hours after the submission deadline or date of the test. You will be advised of next steps. ***Please note that requests for academic consideration are not automatically approved and are at the discretion of the course instructor.*** Requests for deferred final examinations are administered by the Registrar’s Office.

(b) “Grace Policy” and Submission of Late Work

Deadlines are a feature of the real world. We are expected to pay our rent by the first of the month, show up for work on time, and not leave our parents waiting when we agree to meet them for dinner. At the same time, life does happen, and sometimes there is room for some grace. In this class, there are two types of assignments: those with fixed, unmovable deadlines (i.e., where late submission is not possible) and those with some flexibility built into them.

The assignments with **fixed deadlines** and for which late submission is not permitted are: (a) Reading Notes and (b) the Early Draft. Given the nature and intent of these assignments (e.g., to prepare you for class; to circulate for peer review), late submission largely defeats the purpose. You must therefore plan ahead to submit these assignments on time. Please note these are generally low-stakes assignments (e.g., the Early Draft is evaluated as complete / incomplete) or ones with some choice built in (e.g., you choose the weeks in which you will submit the Reading Notes).

The assignments where there is **some flexibility** in the deadline are: (a) Research Topic Proposal (b) Peer Review (c) Research Paper and (d) Research Dossier. For these, I offer a grace period of 24 hours from the final deadline and consider this a “no questions asked” extension. You need not contact me about it, nor submit documentation (in fact, please don’t!) After that, students must submit a request for academic consideration (see section X(a) above). If the grace period has passed, and academic consideration is not granted, a late penalty will be assessed as a deduction of 5% per day, including weekends and beginning from the due date outlined in Section VI. Unless arrangements have been made with the instructor in advance, late assignments will not be accepted more than 7 calendar days after the due date and will receive a grade of zero.

(c) Class Attendance Policy

Please see section VI for a full description of grading for class attendance and participation, including the auto-fail policy. If you face extenuating circumstances that will result in multiple absences and require long-term accommodation (e.g., prolonged illness), please complete the [Long Term Academic Consideration Form](#) as soon as possible, normally within 24 hours of the onset of the extenuating circumstances, and ideally before the third absence from class.

(d) Policy on Artificial Intelligence

At Carleton University, policies about the use of AI tools vary by course. Students are responsible for reviewing and following the AI policy in this course, which is posted, in full, on the course Brightspace page. Students should also consult the specific requirements for each assignment. As our understanding

of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course. Failure to adhere to the spirit or requirements of the AI policy for this course will be considered a violation of the university's academic integrity policy. For more information, see Carleton's policy on [academic integrity](#).

(e) Submission of Work and Grading Policies

Submission of work: Assignments are generally submitted on Brightspace. Students are responsible for checking to ensure they have uploaded the correct assignment file to Brightspace. Missing or incorrect files can be adjusted up to the assignment deadline, which includes the automatic "grace" period for deadlines. After this time, the assignment will be graded without whatever file is (or is not) included in the submission; files cannot be added, corrected, replaced, or otherwise changed.

Grade appeals: I know grades are important, and you want to understand why you received the grade you did. If you have questions about your grade, please wait 48 hours before emailing me about it. This helps everyone approach the conversation with calm and clarity. After this cooling off period, if you feel that the criteria for assessment have not been properly applied, please follow the [informal appeal process](#), which requires you to submit a *written half-page explanation outlining the basis of the appeal to Professor Tolley*. Students wishing to appeal their grades must do so within 14 working days of the day on which the official grade in question was made available. After this, appeals will not be considered. As a result of the appeal, the original grade may be raised, lowered, or left unchanged.

Re-use of work previously submitted for credit in another course: Students are expected to produce original work in this class both to demonstrate their mastery of the course topic and to connect their work to course materials. In general, students may not re-use work, whether in whole or in part, that they have previously submitted for credit in another course. In exceptional circumstances, students may request permission to adapt or revise work they have previously submitted in another course. This request must be made by email, at least 4 weeks prior to the deadline of the assignment in question and include a copy of the original work. If you have any doubts, please contact the instructor to discuss.

Extra credit: Individual requests for extra credit will not be considered.

(f) Recording Policy

To create a space where all learners feel free to participate and share ideas, class discussions will not be recorded by the instructor and, **under no circumstances should students record, take photographs / screenshots, or otherwise digitally capture any part of our class sessions, including lectures, discussions, and advising sessions.** Unauthorized recording is unethical and may also be a violation of University policy. The restriction on recording prohibits the use of digital notetaking assistants with a recording function unless permitted through an academic accommodation. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#).

(g) Email Policy

When to Send an Email to the Course Instructor. Email is a useful medium, but it is sometimes *over-used*. Answering students' many emails can become unsustainable, and students often must wait to get a response. I want you to have the information you need to succeed in this course, so I make a particular effort to ensure details about course content, policies, and assignments are readily available. I also am happy to answer questions in class. This approach is consistent with notions of fairness because it ensures all students have access to the same information, in the same way. For this reason, I consider email a *last resort* for answering course-specific questions (e.g., "When is X due?" "I couldn't come to class, what did I miss?" "When are your office hours?"). For guidance on answering these questions, please see the section on Pathfinding above.

For other types of questions, such as requests for extensions or inquiries of a personal nature, email is an appropriate medium. Emails are answered during my working hours (weekdays from 9 a.m. to 5 p.m.), and normally within 48 hours during this period. Because our brains and bodies need a break from work, I do not check email in the evenings or on weekends, and I encourage you to give yourself a break from email too.

How to Email Your Instructor. When emailing, I encourage you to practice professional email etiquette, which includes:

- writing from your Carleton email address (a university requirement)
- ensuring the subject line of your email includes (a) the course code (i.e., PSCI 4506) and (b) a brief statement of the content of the message (e.g., Request for Academic Consideration)
- beginning the email with an appropriate salutation (e.g., Dear Professor Tolley)
- writing in full sentences, being clear and concise, and phrasing the query as a polite request
- adding your name at the end

(h) Use of Names

I will address you by your preferred name and by your pronouns. I ask you to address me by my preferred name – Professor Tolley or Dr. Tolley. I use she/her 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) Intellectual property

Under the University's [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as the syllabus, lectures slides, lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials or otherwise circulate these materials without the instructor's written permission. Students who engage in unauthorized recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

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
