

Carleton University
Department of Political Science
<http://carleton.ca/polisci/>

FALL 2021

PSCI 4206-A/5100F
Indigenous Politics of North America
Time: 8:35 am – 11:25 am Tuesdays
Place: Rm SA 624

I General Information

Instructor: Dr. K.C. Fitzpatrick

On-line Office Hours, Big Blue Button: Tuesdays 3:00 – 5:00 pm

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All email communication is to be via official Carleton University e-mail accounts and/or Brightspace, not personal emails.

II Course Description

- **Content:** The main theme of this course is a comparative analysis of settler/indigenous relations on turtle island and will be inclusive of a variety of nation to nation relationships, both historical and contemporary. Being located on unceded Anishnaabe Algonquin territory, it is my intent to ground

the course in local and Canadian theory and practice while also including peoples and voices from across Turtle Island. As a social science course at the 4th year and master's level, students will be expected to engage in critical analysis of the inter-section(s) of race, gender and class dynamics in North American/Indigenous relations and identities. As the course is situated in the discipline of political science, an emphasis will be placed upon political theory, politics, governance and public policy choices and responsibilities.

- **Aims** - This course is intended as an in-depth and holistic sharing/learning opportunity for students and participating community members and guest speakers. Students will learn to critically interrogate our shared experience of colonialism and gain the intellectual skills and emotional integrity necessary to confront, understand and transform past and present unjust relations of domination and inequality. The purpose of education is emancipation and wisdom is knowledge put into action. Students will learn about the lived reality of North American /Indigenous relations with an aim towards renewing the treaty relationship and restoring just relationships of mutual respect, self-determination and political accommodation.
- **Objectives** - Students will be encouraged to follow their own interests and develop their own voice through class assignments and discussions including: participation in class seminars, preparation of critical reflection papers on the required readings, the production of independent research papers as outlined in the course outline. The class is intended to be student centric and student driven with the Professor acting mainly as guide, mentor, and facilitator of peer to peer learning through sharing of knowledge and lived experience. Students will learn what it means to move in the world with a good heart and a good mind, cultivating the skills, empathy and resiliency required of all those who study and work in this field.

III **Course Format**

This course will be delivered in a Seminar style in-class teaching format. Students will be expected to attend and participate in class discussions and presentations on a weekly basis. Grades will be available through Brightspace as will class communication.

IV **Learning Outcomes and Ongoing Goals**

- Building and developing critical and analytical thinking and communication skills both orally and in written form.
- Building and strengthening critical reflection skills both in dialogue with others and in written work.

- Supporting and encouraging independent thought and original voice as well as developing academic research skills and methodologies
- Developing empathy for and understanding of each other and our mutual responsibilities as students learning about historical and contemporary colonialism
- Decolonizing our minds, bodies and spirits with the purpose and intent of renewing our relations with Indigenous peoples and nations.

V Texts

Course Texts: There are no required texts for this class.

Required Readings available on Reserve through ARES and/or through the MacOdrum Library Digital Catalogue directly.

VI Evaluation at a Glance

- **30% Group Presentation**
- **15% 1st Set of Reading Reflections due on Tues. Nov. 2, 2021**
- **15% 2nd Set of Reading Reflections due Friday Dec. 7, 2021**
- **20% Independent Research Paper due Friday Nov. 30, 2021**
- **20% Class Participation**

VII Evaluation in detail

Component #1: 30% Group Presentation

A 4th year/grad seminar class is not a small lecture. The class is designed as a student lead seminar with each presentation team, in collaboration with the professor, taking leadership responsibility for the class and co-creating content and materials to be shared with the rest of the class. Central to the ethics and praxis of the class will be the building of solidarity and community through shared activities and leaning styles. Group Presentations are very important and will require conflict resolution and co-operation skills as the grade will be a group (not an individual mark) and students are expected to divide up the work agreeably and equitably among themselves. A self-assessment will also be part of the total grade and all team members must contribute to and sign off on this important component of the presentation exercise. **Failure to resolve conflicts resulting in the mediation and/or intervention of the Professor will affect the overall assessment and participation grades of the presenters, both individually and collectively.**

- **The Group Presentation itself will consist of four parts:**
- **Part 1: (10%) a critical analysis of the assigned reading material;** Each team will be required to write a **brief (1 – 2) page Presentation Summary** composed from each of the **required** reading for the relevant class. Hard copies of the reading analysis will be distributed in class to fellow students on the day of the presentation. The team is responsible for composing two (2) discussion questions and leading a Q & A session with the class.
- **Part 2: (10%) Independent Class Contribution** will comprise at least **five (5) additional sources** on the class topic. Team members are expected to conduct independent research and select book chapters, journal articles, web-sites, traditional and social media sources, images, video and audio-visual samples, pod-casts, You-tube selections and any other materials of relevance to share with the class. Power Point and/or Presi style presentation are recommended. **The team will provide the class with a presentation bibliography consisting of a brief statement out-lining each source referenced and a brief explanation of why it was chosen for the class.**
- **Part 3: Experiential Exercise (5%)** will comprise a class participation activity designed to involve students in a hands-on learning experiences appropriate to the class topic. The idea is to add a component to the class that is innovative and creative that engages fellow students in a non-text based learning experience. Examples could include, debates, visual and/or multi-media arts and analysis, story-telling exercises, poetry, slam poetry, songs and musical presentations, theatre and dramatic arts, role-playing games etc. The experiential exercise will take place in the second half of the 3hr class and is designed to help students learn and understand class topics in a holistic, reflective and integrative way. Presenters will be responsible for time-management and ensuring that the experiential exercise concludes in time for a round of peer-reviewed reflection/assessment of how well the experiential exercise was executed as well as useful/beneficial in overall understanding of the presentation material.
- **Part 4: Self-Assessment Exercise (5%)** For this assignment the team will be required to submit a separate sheet with the following components (i) the grade you believe you deserve for the totality of the presentation out of (100%) (ii) 2 – 3 paragraphs explaining why the team deserves this grade including a) amount of work/prep time of both group and individual efforts, b) a description of co-operation and conflict/conflict resolution between team members and how effectively the team worked together c) what the team learned from the collaborative/co-creative process with team-mates and Prof and d) a reflection on how well the presentation was received by

the class; levels of student engagement, critical discussion and depth of learning, etc, and e) overall impression and recommendations for improvements.

Course Component #2: 5% Each Reading Reflection Papers

1st Set of (3) Three Papers (Total 15%)

Students are required to select 3 Topics from Class #1 – 6 on the Course Outline and Write a Reflection Paper on that Topic

Required length of each Reading Reflection Paper:

PSCI 4206: 2 – 3 pages each double spaced (total 6 – 9 pages) of your choice of 2 out of 3 required readings per topic

PSCI 5100F: 3 - 4 pages each double spaced (total of 9 – 12 pages) of your choice of 2 out of 3 required readings per topic

- The Reflection papers will require the student to write a reading response addressing the main themes and ideas of each selected reading from a class topic of choice. The readings for the first set of reflection papers must be chosen from the first 6 weeks of class topics.
- Students will be expected to clearly articulate their own ideas and positions on the topic and relate it back to the reading in a critical and comprehensive manner. Students will be expected to use critical and analytical skills to identify and critique the main arguments of each reading selection and develop their own thesis with supporting arguments on the topic under discussion.
- The reflection papers are not meant to be simple summaries of the material, but must demonstrate a clear understanding and critique of the respective positions/perspectives of the different authors and how these ideas influenced and informed their own conclusions regarding the issues under discussion.

The first set of Reading Reflections is due on Tues. Nov. 2, 2021

Course Component #3 – 5% Each Reading Reflection Papers

2nd Set of (3) Three Papers (Total 15%)

Same as above: Readings chosen from class topics weeks 7 – 12.

The 2nd set of Reading Reflections is due on Tues. Dec. 7, 2021

Course Component #4: 20% Independent Research Paper

Required length of the Independent Research papers is:

PSCI 4206: 12 – 15 pages double spaced

PSCI 5100F: 15 – 18 pages double spaced

The Research Paper is intended to develop independent research and writing skills to a university standard. Research topics will be fairly open, but must be broadly chosen from the themes and subjects identified in the list of weekly class topics. **Students are strongly advised to submit their research topics along with an outline and bibliography by the end of October.** The structure and scope of the paper remain the responsibility of the student, but must include an identifiable thesis statement, clearly defined terms and concepts, at least 3 distinct supporting arguments, a counter-argument and a conclusion.

The general rubric that will be used to evaluate the research papers is as follows:

- 1) Thesis clarity and originality (5%)
- 2) Structure and Organization (5%)
- 3) Critical and analytical thought + use of academic concepts (5%)
- 4) Quality and Quantity of Research + use of evidence and citations (5%)
- 5) Writing quality and competence, including sentence structure, grammar, spelling and proper/consistent citation style. (5%)

The Independent Research Paper is due on Tues. Nov., 30, 2021

Course Component #5: (20%) Participation

Students will be expected to complete all required reading and to be familiar with group presentation materials as introduced to the class by the Professor and fellow class-mates and to actively participate in class discussions. Attendance will be taken at each seminar, but the **participation grade is not assigned by attendance alone** and is meant to reflect the critical contributions of the student to the overall success of the class and **will be assessed at the discretion of the Professor.** Students will be expected to attend all classes and engage in structured activities such as experiential exercises, group work and class debates and use this material/experiences in their oral/written contributions to the class as a whole. **Class Participation grades will be awarded at the end of the Term.**

***** Undergrad students are required to read any 2 of the 3 Required Readings listed for each Seminar Topic, Grad students all three articles and be prepared to participate in class activities each week, *as this will greatly inform individual participation grades.* *****

Class Participation grades will be awarded at the end of the Term.

Submission of Assignments and Late Penalties

***All Assignments must be submitted through the Brightspace System as scheduled in the course outline. Email submission is not permitted.**

Late Submission of Work:

There will be a mandatory late penalty for any papers/assignments of a **one-third letter grade per day late**, i.e. a paper grade A is downgraded to A- the first late day, followed by B+ the next etc., and assignments more than 1 week late will not be accepted. Valid medical documentation and prior approval by the Professor are required for any term work extensions.

VII Class Schedule and Required Readings

Class #1: Sept. 14, Opening: Course Overview/Admin and Sharing Circle

No Readings

Class #2: Sept. 21, Locating Ourselves on Anishnaabe- Aki Course:

Required Readings:

Lynn Gehl (2014), "*Learning about the Algonquin Land Claims Through My Debwewin Journey*" chap. 1 in Lynn Gehl, The Truth that Wampum Tells: My Debwewin on the Algonquin Land Claims Process, (Fernwood Publishing: Halifax and Winnipeg) pp. 3

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Jamie Tomiak (2016) "*Unsettling Ottawa: Settler Colonialism, Indigenous Resistance and the Politics of Space*" Canadian Journal of Urban Research, vol. 25, No. 1

Thomas King, (2012) Chap. 1 "*Forget Columbus*" in The Inconvenient Indian: A curious account of Native People in North America (Double Day Canada)

Class # 3: Sept. 28, Positionality: Settler Colonialism on Turtle Island

Required Readings:

Roxanne Dunbar, (2014) "*The Culture of Conquest*" in An Indigenous Peoples History of the US chap. 2 (Boston: Beacon Press Books) pp. 32 – 44

Paulette Regan, (2010), "*An Unsettling Pedagogy of History and Hope*" in Paulette Regan, Unsettling the Settler Within: Indian Residential Schools, Truth Telling and Reconciliation in Canada (Vancouver: UBC Press) Chap. 1 pp. 19 - 53

Eva Mackey, (2016) "*Introduction: Settler Colonialism and Contested Homelands*" pp. 2 – 26, in Unsettled Expectations: Uncertainty, Land and Settler Decolonization, (Fernwood Publishing: Halifax and Winnipeg)

Class #4: Oct 5, Indigenous Resistance and Resurgence:

Required Reading:

Leanne Betasamosake Simpson, (2011) "Theorizing Resurgence From Within Nishnaabeg Thought" Chap. 2, in *Dancing on Our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence and a New Emergence*, Leanne Betasamosake Simpson (ARP Books, Winnipeg) pp. 31 - 47

Karyn Reollett, (2015) "*Glyphing decolonial love through urban flash mobbing and walking with our Sisters*" Curriculum Inquiry 45 (1) pg. 129 - 145

Glen Coulthard (2014) "*For the Land: The Dene Struggle for Self-Determination*" in Glen Coulthard, Red Skin White Masks: Rejecting the Colonial Politics of Recognition, (Minnneapolis: University of Minnesota Press) Chap. 2, pp. 51 – 78

Class #5: Oct. 12, Indigenous Ways of Knowing and Being

Required Readings:

Leroy Little Bear, (2000) "*Jagged World-Views Colliding*", in (ed.) Marie Battiste, Reclaiming Indigenous Voice and Vision, (Vancouver: UBC Press) pp. 77-85,

Jackie Price, (2008) "Living Inuit Governance in Nunavut" in *Lighting the 8th Fire: The Liberation, Resurgence and Protection of Indigenous Nations*, (ed. Leanne Simpson) (Arbeiter Ring Publishing: Winnipeg) Chap. 7, pp. 127 – 138)

Margaret Kovach, (2005) "*Emerging from the Margins: Indigenous Methodologies*" in Research as Resistance and Critical Indigenous and Anti-Oppressive Approaches, Leslie Brown and Susan Strega eds. (Toronto: Canadian Scholars Press/Women's Press) pp. 19 - 36

Class # 6: Oct. 19, Nation to Nation: Treaty Relations

Required Readings:

Leroy Little Bear (2004) "*Aboriginal Paradigms, Implications for Relationships to Land and Treaty-Making*" in Kerry Wilkins (ed.) Advancing Aboriginal Claims: Visions/Strategies/Directions, (Saskatoon, SK: Purich)

John Burrows, (2002) *Wampum at Niagara: The Royal Proclamation, Canadian Legal History and Self-Government*" in Michael Ash (ed.) Aboriginal Treaty Rights in Canada (Vancouver: UBC Press) pp. 155 - 72

Sharron Venne, (2007) Chap. 1 "*Treaties made in Good Faith*", in Natives and Settlers Now and Then: Historical Issues Current Perspectives on Treaties and Land Claims in Canada (ed., Paul. W. Depasquale) pp. 1 - 7

October 25 – October 29: Fall Break – No Readings

Class #7: Nov 2, "Indian Affairs" Comparative Colonialism in NA

Required Readings:

John L. Tobias, (1991) "*Protection, Civilization and Assimilation: An Outline History of Canada's Indian Policy*", in J.R. Miller, ed. Sweet Promises: A Reader on Indian White Relations in Canada (University of Toronto Press,

Lawrence Hauptman, (1992) "*Congress, Plenary Power, and the American Indian 1870 – 1992*" in Oren Lyons et. Al, eds. Exiled in the Land of the Free: Democracy, Indian Nations and the U.S. Constitution (Sante Fe: Clear Lights Publishers

Janice Cavell (2021) "Consolidation and Control of All Eskimo Income: The Motive for the 1953 High Arctic Relocation" *Journal of Canadian Studies*, vol. 55 (1) Winter 2021, pp. 118 - 151

Class 8: Nov. 9, UNDRIP and Indigenous Self Determination

Required Readings:

Jeff Corntassel, (2008) "*Towards Sustainable Self-Determination: Rethinking the Contemporary Indigenous Rights Discourse*" *Alternatives: Global, Local, Political*, Vol. 33, Issue #1 pp. 105 - 132

Paul Havemann, (2016), "*Indigenous Peoples and Rights*", in Michael Goodhart, (ed.) Human Rights Politics and Practice, 3rd Edition. (Oxford, Oxford University Press) pp. 334 - 351

Joyce Green, (2014) "*From Colonialism to Reconciliation Through Indigenous Human Rights*" in (ed. Joyce Green) Indivisible: Indigenous Human Rights (Fernwood Publishing: Halifax and Winnipeg) pp. 18 - 34

Class 9: Nov. 16, (Home)Economics & Ecology: Locality and Sustainability

Required Reading:

Laura Hall (2008) "*The Environment of Indigenous Economies: Honouring the Three Sisters and Recentring Haudenosaunee Ways of Life*", in Leanne Simpson (ed.) Lighting the Eighth Fire: The Liberation, Resurgence and Protection of Indigenous Nations, (Winnipeg: Arbeiter Ring Publishing) pp. 149 - 160

Deborah McGregor (2016), "*All My Relations*" in Visions of the Heart: Issues Involving Aboriginal Peoples in Canada 4th Edition, David Long and Olive Patricia Dickason (ed.,) pp. 21 - 50

Kathy L. Hodgson-Smith and Nathalie Kermaal, (2016) "*Community-Based Research and Metis Women's Knowledge in Northwestern Saskatchewan*" in Living on the Land, Indigenous Women's Understanding of Place (eds.) Nathalie Kermaal & Isabel Altamirano-Jimenez), Chap.6, pp. 139 - 168

Class #10: Nov. 23, Indigenous Women and Gender Diversity

Required Reading:

Cora J. Voyageur (2016) "*First Nations Women in Canada: in Visions of the Heart, Issues Involving Aboriginal Peoples in Canada, 4th edition* (ed. David Long and Olive Patricia Dickason, (Oxford: Oxford University Press) pp. 127 - 151

R.Kuokkann (2008) "Globalization as Racialized, Sexualized Violence: The Case of Indigenous Women" International Feminist Journal of Politics" vol. 10, pp. 216 - 23

Cameron Greensmith, Sulaimon Giwa and Patrick Wolfe (2013) "Challenging Settler Colonialism in Contemporary Queer Politics", American Indian Culture and Research Journal, Vol. 37 (2), pp. 129 - 148

Class # 11: Nov. 30: Storying Reconciliation: Possibilities and Limits

Required Readings:

Jeff Corntassal, (2009) *Indigenous Story-Telling and Community Approaches to Reconciliation*", English Studies in Canada, vol. 35, issue #1

Kiera L. Ladner (2009) "Take 35: Reconciling Constitutional Orders" Chap. 11, in (ed.) Annis Mary Timpson, First Nations, First Thoughts: The Impact of Indigenous Thought in Canada, (Vancouver: UBC Press) pp. 279 – 300

Sonja John, (2015) *Idle no More – Indigenous Activism and Feminism*, Theory and Action, vol. 8, issue 4

Class #12 : Dec. 7, Closing: Conclusions and the Path Forward

List of Potential Experiential Learning Opportunities in the Community:

1. Kairos Blanket Exercise and Facilitator Training
2. Carleton Library Research Tools and Methods
3. Culture Nights at Wabano and/or Odawa
4. Kitigan Zibi Cultural Centre
5. Pikwaknagan Sports and Culture Programs
6. Tee Pee Teachings (Carleton University and University of Ottawa)
7. INAC Library and Archives Guided Tour

8. Isketow and Kumik Lodges with Traditional Teaching
9. Canoe Teachings (Carleton University and Ottawa University)
10. Museum of History First Peoples' Hall Guided Tour
11. National Library and Archives Research Guided Tour

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) and [mandatory self-screening](#) prior to coming to campus daily.

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.