

GINS 4090A Global Fascism Winter 2025

Carleton University, Global and International Studies, Arthur Kroeger College of Public Affairs

Class meetings: Fridays 11:35-2:25 pm
Location: Please check location on Carleton Central

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Office hours: Tuesdays, 2:30 pm-3:30 pm or by appointment.

Course Description

What is fascism? How did it become a global political movement? What legacy does fascism have for our world today? This course will explore these and other questions through an examination of the history of the fascism and its legacies from a global perspective. Emerging after World War I, fascism was one of the three competing modern political ideologies (communism and liberal democracy being the other two) that vied for global influence in the twentieth century. Yet, because fascist regimes articulated extreme forms of nationalism, fascism is often analyzed through national lenses that obscure the transnational connections among fascist movements and regimes.

After a brief discussion of definitions of fascism and of the reasons for considering fascism through a global lens, we will explore the emergence of fascist parties and regimes globally in the interwar years with a particular focus on the Axis Powers of Fascist Italy, Nazi Germany, and Imperial Japan. We will consider how fascists ruled in practice, the leadership cult, the role of nationalism and dynamics of inclusion and exclusion in fascist efforts to remake the body politic (gender, sexuality, race, class), fascist empire building, the centrality of violence to fascist rule, and resistance. We will pay particular attention to the transnational and global dimensions of fascist regimes including transnational networks among fascists and their admirers, fascist empire-building as a global challenge to the existing international order, as well as the experience of refugees and exiles from fascism. We will also examine post-fascist societies, processes of remembering (and forgetting) fascism, and the usefulness of fascism as a concept for understanding the rise and spread of authoritarian and illiberal regimes in the twenty-first century.

Learning Outcomes

This course provides advanced-level exploration of the history and contemporary afterlives of fascism and its influence on other authoritarian and populist movements. You will become familiar with current debates and empirical research in the field as well as the value of employing a global and transnational lens to understand fascism and its legacies today. In both your class discussions and written work, you will gain practice in participating in a scholarly community including debating and engaging with scholarly arguments in the literature and learning to support your arguments with evidence. You will also develop your historical research and critical thinking skills through your written papers and oral presentations. You will

gain experience engaging in your own independent research for your final paper, as well as in drafting, presenting a work in progress, and revising draft material from that paper. The mini-conference will also provide you with an experiential learning opportunity to present your research findings, answer questions, and practice responding to constructive, critical feedback on your research and writing, important skills in academic inquiry as well as in a number of knowledge-based career paths.

Texts & Course Materials

All required course materials (see details under course calendar) will be made available via the Ares Library Reserves system. Links to Ares will be provided on the course's Brightspace page. If you find that a required reading is not available for a given week, please notify the instructor immediately. Students are expected to come to class having prepared all of the required readings for a particular week.

Cost of Education Materials

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

Course Requirements and Grading Scheme:

Assignment	Percentage	Due Date
Attendance and Participation	20%	weekly
2 x Reading Analysis Paper (3-4 pages, 750-1000 words)	25% (12.5% each)	Thursday at 5:00 pm before class meeting of chosen week's readings -First Paper due on or before Wed., February 5 at 5:00 pm (during Week 5) -Second Paper due on or before Wed., March 12 (during Week 9)
Proposal and Bibliography for Major Written Assignment (1-2 pages, 250-500 words, plus bibliography)	complete/incomplete incomplete = 10 point deduction to the mark for Major Written Assignment (100 pt scale).	Wednesday, February 12 at 5:00 pm (Week 6).
Mini Conference Presentation and Paper (Paper: 3-4 pages, 750-1000 words; Presentation: 8 minutes)	20%	-Paper due: - Wednesday March 19 (Week 10 Presenters); - Wednesday March 26 (Week 11 Presenters)
Major Written Assignment (10 Pages, 2500 words)	35%	Tuesday, April 8, 2025, 5:00 pm.

Assignments:

Attendance and Participation:

This course is a reading intensive course (approximately 100-120 pages per week) held in seminar format. Attendance is mandatory, and active participation in classroom discussions is vital to students' success in the course. Our aim is to create a constructive and inclusive learning community in which you can openly exchange ideas with your peers, even if at times some of the issues discussed might be difficult or controversial. It is okay to disagree on issues or interpretations, as your peers may have different perspectives.

Students are expected to attend class on a regular basis and to come to class prepared to discuss the assigned readings. Participation grades will be determined based on: (a) attendance and attention level and (b) active participation that (i) displays knowledge of the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and concepts in the readings (iv) offers critical analysis of the readings and subject. Questions or comments that display a thoughtful knowledge and analysis of the class readings receive the highest participation marks.

Students who have legitimate health or similar reasons to miss a class should contact the professor ideally on or before the day of the class meeting but no more than 3 days after the class meeting to request that the absence be marked excused. Students whose absence is excused may elect to make up participation marks for the session they missed by writing a 1 page (250 words) response paper based on the week's readings. This option is not available for unexcused absences.

Students with health, medical, or equivalent situations that require them to miss class, oral presentations, or delay the submission of term work, should let the instructor know as soon as possible after they become aware of the situation. Students in such situations may be asked to submit the forms for short term or long term academic consideration to the registrar's office (see links to **Academic Accommodations** below).

Students who miss a scheduled oral presentation due to an excused absence should communicate with the instructor to find an alternate date for the make-up presentation. Students who miss a scheduled oral presentation for an unexcused absence will not be able to make up the presentation, and will receive a zero for the presentation component of the assignment (see assignment rubric on Brightspace).

Reading Analysis Paper(s):

Students will write two reading analysis papers over the course of the term, due dates listed above. The paper should be 750-1000 words, 3-4 pages. Each paper should analyze the assigned readings for a particular week. You should critically engage with arguments in the literature and should develop an overall theme and thesis argument for your paper. You do not need to necessarily cover all the readings, but you should cover more than one. Papers should not be merely descriptive but analytical.

The weekly readings will include both secondary sources (scholarly interpretations and analysis of issues or events based on the analysis of primary sources) and primary sources (i.e. documents, diaries, memoirs, and other sources from eyewitnesses or participants in the events described). These different types of texts require different reading skills.

In analyzing the secondary sources in your readings, you may wish to think about some of the following questions — what is the conceptual approach an author uses? How does the disciplinary background inform the approach and questions posted? What methodology does the author use? What are the strengths and limitations of a particular approach to a topic? Where do authors agree and disagree, and why? Your essay should draw connections between different readings and compare or contrast the approaches.

In analyzing the primary sources, you may ask different questions: Who created it and for what reason or aim? What does the source tell us about the specifics of the time, place, and social context in which the creator of the source lived? What is the source's broader significance for understanding global fascism? You may also use evidence from the source to confirm, complement or challenge some of the interpretations that you find in the secondary source readings for the week.

Papers should be submitted before 5:00 pm on the Thursday before the class session in which the assigned readings are discussed, as these are meant to allow you to analyze the readings *before our discussion*. You may write your paper on any week's readings (excluding weeks 1, 9, 10, and 11, of course, since no readings are assigned those weeks!). You cannot write on a week that has already passed, but you may write on a later week and submit it in advance (so for example, you could submit a paper on Week 12's readings in Week 5, but not vice versa).

Mini Conference Paper and Presentation:

All students will participate in a mini-conference during Week 10 and Week 11 that provides an opportunity to present your project for your Major Written Paper and get feedback on your ideas from your peers as well as your prof. You should submit a 3-4 page (750-1000 word) paper outlining your topic, the main thesis argument that you are making, and some of your key preliminary findings and their broader significance on the Wednesday in the week you present (see due dates above). Students doing a traditional research paper may wish to focus on interpreting a source or a particular body of sources while those doing a literature review paper might focus more on some of the different positions or debates around the topic they are discussing, and engage with a selection of that material in more depth. The paper gives you an opportunity to present draft material and get feedback on your arguments and findings that you can then incorporate into the writing of your final paper (both from your peers and from your prof).

You will then present your conference paper in class either Week 10 or Week 11 (schedule to be coordinated in advance). I will organize a program for the conference placing students in panels. Each panel will present their papers and then there will be time allotted for Q&A from the audience for each panel. Please note that as you only have 8 minutes to speak, so you will not be able to read the written paper, but will need to present the key points. You are encouraged to practice your oral presentation to ensure that you stick to time. The Panel chair will monitor time, given a 1 minute warning, and ask you to stop if your time is used up (also standard practice at a conference). Participation marks for that week will be based on questions posed in the Q&A.

During Week 9, there will be no assigned readings and in order to allow for time to work on your conference paper. I will be holding regular office hours on Tuesday and will be available to answer questions.

Major Written Assignment:

The major written assignment may take two forms: 1) Students may write a "traditional" research paper. This can be a paper that focuses in depth on an issue employing close analysis of primary sources and engaging with the secondary literature on the topic. 2) A

second variant is to write a critical literature review paper (what historians call a historiographic paper) based on secondary sources that engages in a critical discussion of the current scholarship on a particular issues. Further details on the major written assignments will be discussed in class.

Papers will be evaluated according to the following criteria: evidence of engagement with the literature in the field, quality and thoroughness of research, soundness of thesis, use of evidence to support thesis, coherence of argument, logical structure, writing style, grammar and spelling. See also the grace period section below.

My preferred citation format is Turabian/Chicago Manual of Style. Please use footnotes or endnotes rather than parenthetical citation.

Students MAY NOT hand in the same assignment (OR PARTS OF THE SAME ASSIGNMENT) for two or more courses.

Other Course Policies:

Assignment Submission and Feedback/Evaluation

Assignments should be submitted online on Brightspace. Please do not email assignments, unless you are having an issue with the Brightspace submission system. Once the issue is sorted out, you will still be required to submit via the Brightspace portal.

The instructor generally aims to provide feedback on assignments within two weeks of the original assignment due date (students who submit after the due date, can expect to receive feedback later). If it has been two weeks since you submitted and you have not received feedback on an assignment, please feel free to ask the professor for an update. There may be situations where it takes the instructor longer to provide feedback, but he will usually let you know if that is the case.

Most assignments will be marked using rubrics that are available for each assignment on Brightspace.

7 Day Grace Period for Written Assignments:

You are strongly encouraged to plan ahead, manage your time, and submit your work by due dates indicated in the course outline.

That being said, your professor recognizes that students often are juggling many family, school, work, extracurricular, volunteer, and other obligations that can create different demands on your time. To allow for such situations, I have instituted a seven-day grace period for late assignments. If an assignment is submitted within the seven-day grace period, no late penalties will be applied.

This means that if you are submitting within the seven-day grace period, there is no need to write to your professor with an excuse, explanation, extension request, self-declaration form, etc. If it is within seven days, just submit the assignment, and it will be accepted and marked. Please note that assignments that are submitted by the original deadline will be prioritized when marking. Students who submit the assignment late should expect to receive feedback and evaluation later than students who submitted by the original deadline.

****Unless the student has contacted the professor and had a request for an extension or other accommodation approved, assignments submitted more than seven days late will not be accepted and a mark of zero will be entered.****

If you have serious medical, mental health, bereavement, child or elder care, or other equivalent circumstance that prevents your submission of the assignment on time or within the grace period, please contact the Professor as soon as possible and ideally no more than 3 days after the original deadline to request an extension. Teaching assistants, if the course has them, may not grant extensions. Such requests are only granted by the professor.

Please also consult the university policy on academic consideration for medical or other extenuating circumstances under the academic accommodation link below. The professor may ask students to submit the relevant short term or long term requests for academic consideration forms to the registrar's office.

***** If for any reason you are not sure about whether your particular circumstances will be considered grounds for an extension, please don't hesitate to email your professor and ask! *****

POLICY ON USE OF Artificial Intelligence Tools in Written Assignments:

- Students are prohibited from using generative artificial intelligence tools (such as ChatGPT) to compose any of their written assignments for this course (including drafts and the final version). By submitting written work in this course, you are agreeing that you are the author, not any third party (including AI).
- Submitting AI generated papers is a violation of the university's academic integrity policy and will be referred to the appropriate dean for investigation and potential penalties (see academic integrity policy above).
- Please note, as AI is increasingly integrated into many word processors and programs for spell-check, grammar correction, or translations (google translate, Deep L), use of these resources is permitted as aids in writing assignments. What is **NOT** permitted is asking a generative AI to write a part or your whole paper for you.
- An AI generated paper is highly unlikely to meet the learning outcomes for a particular assignment (which require your own reading, thought, critique, research and analysis). If you submit an AI-generated paper, you can expect to receive a lower mark than if you submit a paper that you actually write yourself.

Why the Prohibition?

- Generative AI is a tool, and it can be a useful tool in some situations, and you will likely have opportunities in life where you may need to use it. However, a key aim of this course is for you to develop your critical thinking, interpretative, and writing skills. You can only develop those skills if you do your own critical thinking, interpretation, and writing.
- Generative AI is **NOT A RELIABLE SOURCE** of information. Most generative AIs are trained based on internet data that is often inaccurate and unreliable and often contains implicit biases. In many cases when AI does not 'know' the answer, it will make up information that is just plain wrong. This makes it a highly unreliable source for the writing of academic essays. In evaluating your essays, the quality and appropriateness of your source material will be assessed.
- Students suspected of using AI in their work in a manner that violates this policy may be asked to provide the instructor with their research notes and drafts of their essay. They may also be asked to meet with the instructor to discuss the assignment and the research materials consulted.

Technology in the Classroom

Laptops, tablets, and phones may only be used for taking or consulting notes, viewing course readings or for oral presentations. Other uses such as texting, emailing, chatting, social media,

streaming, video games, etc. are distracting both to you and to everyone around you, and are not allowed. Students who are engaging in activity that is distracting, disrespectful, or disturbing other students, may be asked to put their devices away or, if the disturbances persist, to leave the classroom.

Email Communication

Following university policy, the instructors will communicate by e-mail with students using their Carleton University e-mail addresses (or via Brightspace). If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructor expects to reply to e-mail or voicemail queries within 2 days during the working week. If you do not receive a reply within that timeframe, it is okay to send me a reminder email. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to communicate with the instructor are encouraged to meet personally during office hours, at another convenient time by appointment, or, for small matters, at the end of class.

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).

Students also may not engage in audio/visual recording in the classroom without the permission of the instructor (i.e. for a PMC accommodation). The dissemination of any such recordings (whether the recording was permitted or not) is also strictly prohibited.

Approval of final grades:

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Calendar

Please note that the instructor may make changes to the readings on the syllabus over the course of the semester.

Difficult Subject Matter

Given the subject matter of this course, some of our readings and other course materials may address difficult and/or disturbing topics and ideas that can elicit strong emotions (racism, violence, war, occupation, colonialism, imperialism, and genocide, among others). If you have any questions or concerns about course materials, please speak to the professor.

Week 1 (Jan 10), Introduction: What is fascism? What makes it global?

Week 2 (Jan 17) Fascism and Fascist Movements

Albanese, Giulia. "The Fascist Model Abroad, Not Just Propaganda (1922–1935)." In *Rethinking the History of Italian Fascism*, by Giulia Albanese, 294–316. London: Routledge, 2022.

Peter Fritzsche, "The NSDAP 1919-1934: From Fringe Politics to the Seizure of Power," in *Nazi Germany*, edited by Jane Caplan, 48-72. Short Oxford History of Nazi Germany. Oxford: Oxford UP, 2008.

Yoshimi, Yoshiaki, "From Democracy to Fascism" in *Grassroots Fascism: The War Experience of the Japanese People*, translated by Ethan Mark, 41-87. New York: Columbia University Press, 2015.

Primary Sources (TBA, see Brightspace)

Week 3 (Jan 24) Racializing Societies / Guest Talk by Dr. Jane Freeland, Queen Mary University, London

Wiesen, S Jonathan. "American Lynching in the Nazi Imagination: Race and Extra-Legal Violence in 1930s Germany*." *German History* 36, no. 1 (2018): 38–59. <https://doi.org/10.1093/gerhis/ghx122>.

Panzer, Sarah. "Honorary Aryans? Japanese German Mischlinge and the Negotiation of Identity in Nazi Germany." *Contemporary European History*, (first view) July 10, 2023, 1–15. <https://doi.org/10.1017/S0960777323000334>.

Jaehwan Hyun, "Race and Ethnicity" in *The Interwar World*, edited by Andrew Denning and Heidi J. S. Tworek, 263-278. New York: Routledge, 2024.

Primary Sources (TBA, see Brightspace)

NOTE: At 1:00 pm, Class will attend a guest lecture by Dr. Jane Freeland, Lecturer, Queen Mary University, London on her book *Feminist Transformations and Domestic Violence in Divided Berlin, 1968-2002*. Dr. Freeland completed her PhD in History at Carleton as well as her MA in European, Russian, and Eurasian Studies. History Lounge, Fourth Floor, Paterson Hall.

Week 4 (Jan 31): Fascist Empires

Hedinger, Daniel. "The Imperial Nexus: The Second World War and the Axis in Global Perspective." *Journal of Global History* 12, no. 2 (2017): 184–205. <https://doi.org/10.1017/S1740022817000043>.

Hammond, Kelly A. "Managing Muslims: Imperial Japan, Islamic Policy, and Axis Connections during the Second World War." *Journal of Global History* 12, no. 2 (2017): 251–73. <https://doi.org/10.1017/S1740022817000079>.

Isabel Heinemann, "Defining '(Un)Wanted Population Addition: Anthropology, Racist Ideology, and Mass Murder in the Occupied East" In *Racial Science in Hitler's New Europe, 1938-1945*, edited by Anton Weiss-Wendt and Rory Yeomans, 35-59. Lincoln: University of Nebraska, 2013.

Primary Sources (TBA, see Brightspace)

Week 5 (Feb 7): Transnational Fascism and Anti-Fascism

Motadel, David. "The Global Authoritarian Moment and the Revolt against Empire." *The American Historical Review* 124, no. 3 (June 1, 2019): 843–77. <https://doi.org/10.1093/ahr/rhy571>.

Duensing, Anna F. "'A Heritage of Fascists without Labels': Black Antifascism and the Productive Politics of Analogy." In *Fascism in America*, edited by Gavriel D. Rosenfeld and Janet Ward, 1st ed., 247–77. Cambridge University Press, 2023. <https://doi.org/10.1017/9781009337427.012>.

James, Leslie. "Blood Brothers: Colonialism and Fascism as Relations in the Interwar Caribbean and West Africa." *The American Historical Review* 127, no. 2 (June 1, 2022): 634–63. <https://doi.org/10.1093/ahr/rhac155>.

Primary Sources (TBA, see Brightspace)

—> **ASSIGNMENT DUE**

***** First Reading Analysis Paper Due by 5:00 pm Wednesday, February 5 *****

Week 6 (Feb 14) War Crimes and Genocides

Pergher, Roberta. "Killing Fields: Environment, Agency, and the Fascist Conquest of Colonial Libya." *Perspectivas - Journal of Political Science* 25 (December 17, 2021): 71–87. <https://doi.org/10.21814/perspectivas.3210>.

Bartov, Omer. "The Holocaust." Accessed November 30, 2024. <https://academic-oup-com.proxy.library.carleton.ca/book/45416/chapter/389400472>.

Tanaka, Yuki. "The Nanjing Massacre." In *The Cambridge World History of Genocide*, edited by Ben Kiernan, Wendy Lower, Norman Naimark, and Scott Straus, 1st ed., 379–400. Cambridge University Press, 2023. <https://doi.org/10.1017/9781108767118.017>.

Primary Sources (TBA, see Brightspace)

***** February 17-21 = Reading Week = Happy Reading! *****

Week 7 (Feb 28) Refugees and Global Transit

Atina Grossmann, "Jewish Refugees in Soviet Central Asia, Iran, and India: Lost Memories of Displacement, Trauma, and Rescue," in Edele, Mark, Sheila Fitzpatrick, and Atina Grossmann, eds. *Shelter from the Holocaust: Rethinking Jewish Survival in the Soviet Union*, 185–218. Detroit: Wayne State University Press, 2017.

Pegelow Kaplan, Thomas. "Global Transit, Imperial Performativity, and Survival: European Jewish Refugees in the Philippines Under US Tutelage and Japanese Occupation, 1937–1946." *The Leo Baeck Institute Year Book*, July 23, 2024, ybae009. <https://doi.org/10.1093/leobaeck/ybae009>.

Shirli Gilbert, "Beyond Politics? German Jewish Refugees and Racism in South Africa." *Patterns of Prejudice* 57, no. 4–5 (2023): 231–47. <https://doi.org/10.1080/0031322X.2023.2304513>.

Primary Sources (TBA, see Brightspace)

Week 8 (Mar 7) Post-Fascists Transitions

Stone, Dan. "Europe's Missing Children." In *Fate Unknown*, by Dan Stone, 351–90. Oxford University Press, 2023. <https://doi.org/10.1093/oso/9780198846598.003.0009>.

Jeremy Varon, "'Surviving Survival': Living with the Holocaust and among the Germans." in *The New Life: Jewish Students of Postwar Germany* (Wayne State University Press, 2014), 181–222

Choi, Deokhyo. "The Empire Strikes Back from Within: Colonial Liberation and the Korean Minority Question at the Birth of Postwar Japan, 1945–47." *The American Historical Review* 126, no. 2 (September 6, 2021): 555–84. <https://doi.org/10.1093/ahr/rhab199>.

Primary Sources (TBA, see Brightspace)

Week 9 (Mar 14) Work Independently on Conference Presentations and Final Papers

No class meeting and no readings for this week (Conference Travel). I will be available for my regular office hours on Tuesday.

Students should use the extra time this week to work on their final papers and to prepare papers for their mini-conference presentations.

—> **ASSIGNMENT DUE**

***** Second Reading Analysis Paper Due By 5:00 pm Wednesday, March 12 *****

Week 10 (Mar 21) Mini-Conference Day 1

The conference program will be posted on Brightspace.

—> **ASSIGNMENT DUE (if presenting this week)**

***** Presenters scheduled for Mini-Conference Day 1 should submit their written conference papers by Wednesday, March 19, at 5:00 pm. *****

Please come prepared to pose questions for your peers. If scheduled to present, don't forget to practice your oral presentation ahead of time to ensure that you can keep to the allotted tie.

Week 11 (Mar 28) Mini-Conference Day 2

The conference program will be posted on Brightspace.

—> **ASSIGNMENT DUE (if presenting this week)**

***** Presenters scheduled for Mini-Conference Day 2 should submit their written conference papers by Wednesday, March 26, at 5:00 pm. *****

Please come prepared to pose questions for your peers. If scheduled to present, don't forget to practice your oral presentation ahead of time to ensure that you can keep to the allotted tie.

Week 12 (Apr 4) But, is it Fascist? Populisms and Authoritarianisms in the Present

Finchelstein, Federico. "Populism without Borders. Notes on a Global History." *Constellations* 26, no. 3 (September 2019): 418–29. <https://doi.org/10.1111/1467-8675.12431>.

Specter, Matthew, and Varsha Venkatasubramanian. "'America First': Nationalism, Nativism, and the Fascism Question, 1880–2020." In *Fascism in America: Past and Present*, edited by Gavriel D. Rosenfeld and Janet Ward, 107–38. Cambridge: Cambridge University Press, 2023. <https://doi.org/10.1017/9781009337427.005>.

Marlene Laurelle "So, Is Russia Fascist Now?: Labels and Policy Implications" in *Did It Happen Here? Perspectives on Fascism and America*, edited by Daniel Steinmetz-Jenkins. 237-245. New York: W. W. Norton, 2024.

Evans, Jennifer V., Swen Steinberg, David Yuzva Clement, and Danielle Carron. "Settler Colonialism, Illiberal Memory, and German-Canadian Hate Networks in the Twentieth and Twenty-First Centuries." *Central European History*, July 19, 2023, 1–22. <https://doi.org/10.1017/S0008938923000432>.

—> **ASSIGNMENT DUE**

***** Final Paper Due Tuesday, April 8 *****

University Policies

Statement on 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. For more information, please see: <https://carleton.ca/wellness/>

Academic Accommodations

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).

Plagiarism and Academic Integrity

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally 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, artworks, 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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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 that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.