

PSCI 1200A

Introduction to Political Science: World Politics

This course will consist of

- 1. Pre-recorded lectures** available on Brightspace and
- 2. Live online Workshops** (see below).

Class Schedule – May 5th – June 17th Mondays and Wednesdays **All Online**

1. Monday Schedule – Live Online 7:25pm- 8:55pm EST (dates specified below) - click on our class zoom link to join!

2. Wednesday Schedule – Pre-recorded lectures – watch at your leisure!

Class Schedule Expanded Explanation

Live Online Workshops

1. Mondays Live Online 7:25-8:55 pm EST – For each of the live online sessions we will have one of the following – Class Welcome, Guest Speaker, Class Workshop or a Tutorial. **These are the best times to bring your class assignment questions to be answered in a timely manner.**

Use the Class Workshop Zoom Link on Brightspace for these Dates

- **May 5th – Mandatory Welcome and Class Success Workshop!**
- **May 12th – Mandatory Guest Speaker: Stella Ankrava, Counsellor Embassy of Latvia in Canada**
 - **May 26th – Workshop – Kant's Categorical Imperative**
 - **June 2nd – Workshop –Authoritarianism**
 - **June 9th – Workshop – AI and IR**
 - **June 16th – Workshop – Discussion and Debate**

2. Pre-recorded Lectures – Wednesdays or any day of the week you pick. To ensure that all students have access to course lectures and that potential barriers such as internet connectivity or time zone differences are overcome the lectures for the week will be available on Brightspace the Sunday prior to the topics noted the syllabus and are only posted for 2 weeks. Do not reproduce, record, or distribute the pre-recorded video lectures or any associated course materials. These lectures are carefully crafted to ensure an easy to follow and informative discussion of theories, ideas, and phenomena in the discipline. Live online sessions are only held on Tuesdays scheduled class time. You can choose the time that suits you best to watch associated video lectures.

In other words, as we head into the semester, we can think of course structure and components the following way:

Course Format:

- Live online introduction and workshops– best place to have all your class related questions answered.
- Pre-recorded video lectures

Course Assignments:

- Syllabus scavenger hunt
- Workshop questions
- Academic briefs
- Feedback
- Quizzes

FYI

*Live online sessions will not be recorded. Please do not record them, to ensure the privacy of fellow students.

* Attendance for the sessions marked mandatory on page 1 of the syllabus are mandatory.

Attendance beyond the above mentioned live online sessions are not mandatory however your attendance highly correlates with your success in this course.

* It is important to remember that the views, perspectives, experiences, and statements by guest speakers and those in live sessions are not vetted nor endorsed. Rather, the opportunities presented by live online sessions and guest speakers are to consider, debate and discuss multiple and potentially conflicting perspectives.

Instructor Information:

Name: Dr. Tamara Kotar

Email: tamara.kotar@carleton.ca

Phone Number: Available upon Request

Office Hours: email for link - May 5th, 7th, 12th, 14th, 5:25-7:25pm and 9:45-10:45pm; May 21st, 28th, June 4th & 11th, 9:45-10:15pm *Something I've learned with summer classes is that in this very short semester it is best to solidify understandings at the start this is why my office hours are scheduled this way.

See TA info. below for TA office hours.

Communication Preferences: Email to book an appointment.

Teaching Assistants (TAs)

TA (Office Hours –Wednesdays May 14th- June 11th 6:30-7:00pm– on TA zoom links.

Name	Email	Responsibilities:
Shannon Clark	SHANNONCLARK3@cmail.carleton.ca	*TA and Workshop Group for students with last name A- LAR TA Office Hours – 6:30-7:00pm Wednesdays May 14-June 11th

Olivia Peer	OliviaPeer@cmail.carleton.ca	*TA and Workshop Group for students with last name LEI-Z TA Office Hours – 6:30-7:00pm Wednesdays May 14-June 11th

Before emailing a question, please *fully* read this syllabus, watch the intro. videos, and explore the associated resources. The answers to many questions can be found in this document and students may be referred to the syllabus if the answer is already available. Please allow at least two (2) business days for responses to inquiries before pursuing another route of communication.

Official Course Description

Compares politics in selected states and world regions, including political institutions and cultures, development, public policy making, and gender. Global issues and international relations among states, international organizations, and other actors. Basic research and academic writing skills. Precludes additional credit for PSCI 1000 (no longer offered), PSCI 1002, GPOL 1000 (no longer offered) and GPOL 1500.

Course Learning Outcomes

General Course Learning Outcomes

Students are challenged to consider:

- If there is a trade-off between freedom and security?
- What theories and foundational concepts in international relations are most compelling?
- Extending to ourselves and each other the benefit of the doubt.
- Challenging yourself to consider things in ways you have not before.
- Learning which means re-evaluating and reconsidering and being kind to yourself and others as you do so.

Due Dates

Due Date Matrix			
Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	May 10th	2%	The aim of this assignment is to familiarize students with course expectations. See the detailed list of questions in the assignment descriptions section of this syllabus.
Workshop Questions	May 14 th	3%	Create questions from the required readings for our workshops to make the most of our live online discussions.

#1 Quiz – 1st Half of Course Take-Home Quizzes	Available from May 28th and closes on June 4th Covers course material up to and including material from the start of the course, up to and including materials on the topic of International Relations in Practice –Cold War to the Present.	10%	Multiple choice answers. Students may choose when during the dates provided, they wish to complete the quiz. The quiz is timed. Students have one chance to complete the quiz, there are no-retakes. There is no extension of the quiz date. The material students should be familiar with encompasses the video lectures and readings up to the start date. See detailed instructions in syllabus.
Academic Briefs	Each Academic Brief has three parts; all 3 parts are due for each AB submission date. May 17th – 3 parts are due. June 8 th – 3 parts are due. June 17th – 3 parts are due.	74%	3 assignments worth 37% each. **There are 3 assignments listed. However, your best 2 results will count toward your final mark. Your worst mark will be eliminated. Your worst mark could be an Academic Brief that you choose not to hand in. In other words, you don't have to hand in all 3 you can choose to just hand in 2.** Use the Academic Brief Format section to easily create your Academic Briefs.
Feedback	May 24 th	1%	Answer the feedback questions on Brightspace
#2 Quiz – 2nd Half of Course	Available from June 20th and closes on June 26 th Covers course material from and including the topic of International Relations in Practice –Cold War to the Present. up to and including the last topic of the course.	10%	

All written assignments are due in the appropriate Brightspace drop boxes. Late assignments will be marked 0. Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

Assessment Details

Assignment Evaluation Considerations

Below is a table and list of questions used to evaluate each assignment.

Keep this in mind when writing your assignments.

Unique Thesis, Arguments and Explanation of subject – 70%
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points. It is clear that you crafted your own unique thesis and arguments that reflect your careful and considerate reading of the texts and reflection on issues covered. Do not rely on AI to shape your thinking experiences and voice.
Use of Scholarly Literature - 25%
Scholarly literature is employed to strengthen arguments.
Definitions and terms are used properly.
Jargon kept to a minimum.
Grammar/ Structure of Assignment – 5%
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.

These questions are utilized to assess written assignments.

- Is there a clear idea/thesis apparent in your assignment?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Are arguments strong, focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?
- Is my assignment too descriptive? (avoid this)
- Does my assignment sound like I let AI tell me what to think, do, argue and defend? (avoid this)
- Are ideas being stated as self-evident? (avoid this)

Teaching Methods

Teaching Approach and Course Format

Students should pay special attention to the Assignment Due Date Matrix, which clearly delineates assignment due dates and mark weight. The course is arranged by week on

Brightspace. When you click on a week, you will find the assignments for the week as well as a detailed description of assignment requirements.

Recordings

- To respect the privacy of all participants online live sessions will not be recorded. I ask that students do the same and refrain from recording the class.
- Please do not copy, record or distribute online lecture Video Series and Episodes. They are only intended for use in this course and are not for redistribution.

Intellectual Property Protection and Online Security:

All information and materials in this course are intended for use by course students only. We emphasize that the protection of intellectual property, the confidentiality of information, the privacy of each individual and the security of the virtual classroom are essential to the smooth running of the course. Therefore, out of respect for intellectual property, course sessions should not be recorded without the explicit consent of the professor. Also, out of respect for intellectual property, privacy and safety of others in the course, please do not distribute links to the course, do not record all or parts of the course sessions, and do not distribute or post course materials via the Internet. The consequences of distributing this information outside the course could be very serious. It should be noted that those whose participation in the course would be disclosed to repressive governments could be exposed to danger. If you have any concerns about the course, we invite you to communicate them directly to the instructor.

Brightspace for our course has:

1. Zoom link for live sessions
2. Video lectures – episodes released weekly
3. Dropboxes for all your written assignments

*To respect the privacy of all participants, classes will not be recorded on Zoom. I ask that students do the same and refrain from recording the class. Please do not record or distribute any course materials.

Important Note on Course Materials

The course materials, readings, videos and what is discussed are meant to introduce students to different viewpoints and concepts. Inclusion in this course is not an endorsement of any one viewpoint. Rather the goal is to introduce different viewpoints from a diversity of thinkers, lived experiences and mediums that students and the professor may agree or disagree with. This is all done with the intention of sparking discussion and critical thinking.

Students will not be marked based on their political stance or viewpoint. An education in political science is not one rooted in hyper-partisanship or mutual recriminations, but rather in thoughtful, reflective discussion on how to live together better.

Marking in this course is based on demonstration of critical thinking skills, consideration of various contributions to scholarship, ability to engage in scholarly research and demonstration of scholarly writing and communications skills. As outlined in the assignment considerations

section of this syllabus, special focus is on practicing and crafting a strong thesis as a way for students to realize their contribution to the study and practice of political science.

Our classroom provides a space for collegial and critical exchange of ideas. Some readings, course materials or topics raised by the instructor, teaching assistants, students or guest speakers may present different and contrary viewpoints to your own. Some may be triggering, traumatizing or offensive, especially when dealing with examples of war and atrocities. It's important we discuss these topics and ideas and learn in a respectful and open environment. We must also be aware and sensitive to the impact this material could have. Please know that I focus on providing a safe, encouraging and understanding learning environment. I ask you to reach out if you have any concerns or require any accommodations related to these types of materials, ideas, and topics.

Student Success and Course Format

You will make the class a success! It is your responsibility to learn core concepts by doing the readings, taking notes, and taking time to consider and apply what you have learned.

4 Easy Steps for Success:

1. Read required readings – Make Notes
2. Attend and participate in live sessions and watch video lectures – Make Notes
3. Review your notes.
4. Do your assignments

To really comprehend the complex issues to be discussed it takes your full attention and investigation. To excel in this class be sure to review lectures, attend discussion sessions, read the readings, and review your notes, you will excel in this class if you do.

Electronics Policy

Students should refrain from using cell phones, streaming, surfing the web, using social media, or using other applications when the class meets online.

Why?

1. Challenging Course Materials. We examine very complex phenomena in the class, particularly the challenges everyday people have faced in difficult circumstances. It is disrespectful to ignore their suffering, especially when we instead direct our attention to comparatively trivial matters.

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2. Studies on multitasking, all resoundingly demonstrate that you learn far less when distracted by your devices.

3. You are here for a short time, make the best use of your time to really engage with these ideas and with your colleagues.

Required Materials

1. Mingst, Karen A., Elko McKibben and Arreguin-Toft, Essentials of International Relations (IR), **9th Edition**, (Toronto: W.W. Norton, 2018).

*9th Edition Available <https://digital.wwnorton.com/essir9>

*Only use the edition of the book noted in the syllabus.

2. All the remaining required articles and book chapters for the course (aside from the textbook noted above) can be found 3 ways, you can use the way that works best for you:

- A. Library Ares platform (linked on our class Brightspace page).
- B. Links provided in the syllabus.
- C. Library Omni Search engine.

Library Omni Search – A key academic skill

As you progress in your studies one of the tools that you will come to rely on and hopefully enjoy is the library omni search. It is a quick, easy and very effective way to find your class readings and search for scholarly information. Below are some links to help guide you in what will become a valuable tool.

- Library Omni Search tips - <https://library.carleton.ca/guides/help/omni-search-tips>

Remember you can always ask for a demonstration on this or further guidance on any procedural matters during your tutorials.

Optional Materials

- Political studies research and writing tips:
<https://subjectguides.uwaterloo.ca/c.php?g=695411&p=4931263>
- Good databases for scholarly articles include JSTOR & Project MUSE which are both accessible through the library.

Optional materials are included under each topic in the course outline under the heading “Sources to Consider – Not Required.”

Assessment Policies and Expectations

Take the assignment instructions in the syllabus, and in the intro. videos, as they are, there is no subterfuge, there are no hidden requirements or agendas, we are not judging your political viewpoints, it is about communicating your ideas well, crafting a good thesis and supporting your arguments.

Syllabus Scavenger Hunt Assignment

1. Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
2. What are the 3 parts of the Academic Brief assignment and what kind of knowledge does this assignment try to combine?
3. Do I have to submit all 3 parts for each academic brief, for example for Academic Brief 1 do I just submit part I or do I submit all 3 parts for each Academic Brief?
4. How many Academic Brief assignments are there? Can my worst Academic Brief be dropped, even if it is one that I don't submit?
5. Under what subheading do I find the reading materials for each week?

6. How long is Quiz #1 available and how long is Quiz #2 available? Can a quiz be re-taken or stopped once it has started?
7. What do I have to read for the Workshop Question Assignment? How many questions do I have to create for each reading? Should I be prepared to ask questions during the corresponding session, for example workshop questions during the workshop for the week that that reading corresponds to?

Workshop Question Assignment

Read and make notes on the following required readings for the course. While you will be reading ahead for this assignment, it is so that you are prepared to get the most out of upcoming workshops. **All of the questions are due on the same date in the same document** so that there is no confusion as to multiple due dates, adjust your reading schedule accordingly.

It may be easiest for you to copy and paste the assignment format below into a word document and then include your questions. Be sure to **hand in the whole assignment in one document on Brightspace.**

Workshop Questions Format

Workshop Questions Instructions

1. **Create 1 question for each of the required readings below for the May 26th workshop:**
 - Mingst et. al. – Essentials of International Relations – Textbook, Chapter 3: Contending Perspectives: How to Think about International Relations
 - Kant, from Perpetual Peace, pp. 106-117- available
<http://www.gutenberg.org/files/50922/50922-h/50922-h.htm>
 - Scruton, Roger. *Kant : A Very Short Introduction*. Rev. ed. Oxford ; Oxford University Press, 2001, only read pp. 73-96. Also available:
https://ia601209.us.archive.org/0/items/roger-scruton-kant-a-very-short-introduction/Roger%20Scruton%20-%20Kant%20A%20Very%20Short%20Introduction_text.pdf
2. **Create 1 question for each of the required readings below for the June 2nd workshop**
 - Stoner, Kathryn. “The Putin Myth.” *Journal of Democracy* 34, no. 2 (2023): 5–18.
 - Beckley, Michael, and Hal Brands. “China’s Threat to Global Democracy.” *Journal of Democracy* 34, no. 1 (2023): 65–79.
 - Matovski, Aleksandar. *Popular Dictatorships : Crises, Mass Opinion, and the Rise of Electoral Authoritarianism*. Cambridge: Cambridge University Press, 2021. Chapter 1 “A Perfect Dictatorship?” pp. 1-32 and Chapter 7 “Conclusions and Implications” pp.

241-266. <https://books-scholarsportal-info.proxy.bib.uottawa.ca/uri/ebooks/ebooks7/cambridgeonline7/2022-02-01/1/9781009047500>

3. **Create 1 question for each of the required readings below for the June 9th workshop**

- Suleyman, Mustafa and Ian Bremmer. "The AI Power Paradox: Can States Learn to Govern Artificial Intelligence-before it's Too Late?" *Foreign Affairs*, Sep, 2023, 26-30,32-36,38-43.
- Sabhanaz Rashid Diya. "How Authoritarian Value Systems Undermine Global AI Governance." *Policy File*. Centre for International Governance Innovation, 2024.

Be sure to **craft your own unique questions that reflect your careful and considerate reading of the texts**. Create questions that could elicit a thoughtful response.

No need to include any response to these questions in the assignment. Rather, the focus is on creating questions that could contribute to scholarly discussions. Be prepared to discuss your questions during live sessions.

*This assignment, including all questions, are due on the due date indicated in the Due Date Table.

Academic Briefs

Why This Assignment?

- This brief is "a short and concise written statement." The academic part of the brief means that there is a clear thesis statement and scholarly work that supports that statement.
- Academic Briefs will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures, and discussions.
- These assignments help students focus on how to write a succinct thesis; a key skill required for future success.
- More questions = more learning. Thoughtful and reflective questions about what we discuss and what we read is a goal of this course.
- The briefs combine our exploration of theoretical phenomena and ideas from scholarly works, in-class discussion/activities, and current events.
- Students have concise and condensed notes on the readings and discussions that provides them with excellent study materials for assignments and quizzes.

How to do this Assignment?

1. Use the Academic Brief Format provided below and the Assignment Evaluation Considerations in this syllabus to ensure the quality of the brief. Academic Briefs **require clear thesis statements and scholarly support for thesis statements.**
2. **To organize your Academic Brief** cut and paste the **Academic Brief Format** provided below into your own word document and fill in the material required.
3. Intro Videos 3-5 provide further detailed descriptions of the expectations and parameters for each part of the assignment. For example, Intro. Video 3 discusses Part 1 of the Academic Brief, Intro. Video 4 discusses Part 2 of the Academic Brief and Intro. Video 5 discusses in-depth Part 3 of the Academic Brief.
4. The assignments are due via Brightspace at **11:55pm on the due date**. The submission spaces will be entitled #1 Academic Brief, #2 Academic Brief.
5. **Your worst mark of the 3 Academic Briefs will be eliminated.** This is an opportunity to get your best work recognized.
6. Use any style of citation that you are comfortable with and ensure that it is consistent (For example, APA, MLA, or Chicago Style). Include footnotes or endnotes and or bibliography whatever the citation style requires.
7. Part I and Part II of the Academic Brief will each have their own separate unique thesis, therefore they do not need to link to each other.

Academic Brief Format

Copy and paste, follow the instructions and fill it in the format below with your written work. **Each Academic Brief assignment requires that all the 3 parts described below be submitted in one file on Brightspace.** In other words, Part I, II and III of the assignment are all due at the same time in the same file with all the requirements listed in the format included below.

Part I- Discuss Insights from Lecture, Video Lecture or Discussion Session

You will write this as a mini essay, keep the following instructions in mind when writing:

1. For this component, identify and discuss an issue discussed in lectures or discussion sessions that you have access to or have heard prior to the due date. For this section you can use any lecture or discussion session that you have access to or have heard prior to the due date.
2. Once you have decided what lecture or discussion session you are going to use, identify and critically engage with one idea/concept/issue noted in that lecture or discussion session that attracted interest. In a scholarly manner explain why it is important. Anything we discuss that piques your interest can be used for this part of the assignment it all depends on the topics we discuss.

3. **Ensure you have a clear thesis and supporting arguments.** Refer to the Assignment Evaluation Considerations section of this syllabus. It is important to critically engage with the ideas in a scholarly manner. You should have a thesis, prove your thesis, and include reference to one or two other scholarly works.

400 words for Part I

Part II Discuss Readings

You will write this as a mini essay, keep the following instructions in mind when writing:

1. For the discuss the readings component of the Academic Brief write about an issue that you found interesting in the readings that precede the assignment due date or on the same week of the assignment due date. For example, if the due date is on the 5th week of the class you can use material from the 5th, 4th, 3rd, 2nd, or 1st week of the class.
2. Choose one of the readings, required or recommended. Using your own words, and in a critical and scholarly manner, identify and critically engage with one idea/concept/issue you found of interest in the reading.
3. **Ensure you have a clear thesis and supporting arguments.** Refer to the Assignment Evaluations section of this syllabus. It is important to critically engage with the ideas in a scholarly manner. You should have a thesis, prove your thesis, and include reference to one or two other scholarly works.
4. **Create 2 questions** that relate to the article and larger issues discussed in the class. These questions may be used for in-class discussion and debate. Do not answer the question, rather craft a compelling question that can be further discussed in class.

400 Words for Part II

Part III Connect Analysis of Current Events

Students will include all the part III requirements in their single Brightspace submission for the academic brief. **Part I, II and III of the assignment are all due at the same time in the same file with all the requirements listed in the assignment.**

Students need only copy and paste urls for the discussion board component.

1. Cite the url and title of one media item (article, podcast, or video clip) that relates to issues discussed during this class or in the readings. Only post the url on the Brightspace Discussion Board, do not post any commentary.
2. Cite the url and title of a media item (article, podcast, or video clip) that you found interesting, posted by anyone else (from any class or even the prof.) on the class Discussion Board. Do not post any commentary on the class Discussion Board.

3. In the Brightspace Academic Brief submission only, for this part of the academic brief students will write:

- a. A 200-word commentary on the url/ media item you posted.
- b. A 200-word commentary on a the url/ media item a classmate posted.

400 Words in Total for Part III

Feedback

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about.

Answer the following questions with 1-3 sentences for each question:

1. What is the most significant thing you learned in the most recent video lectures or workshops?
2. What question is at the top of your mind at the end the most recent video lectures or workshops?
3. What have you enjoyed learning about most in the class (including the readings or video lectures) so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What aspects of the syllabus, assignments or assignment structure work well for you and what would you recommend changing?

Multiple Choice Take-Home Quizzes, Instructions for Quiz 1 and Quiz 2

There are two multiple choice quizzes this semester (see due date matrix). Both quizzes contain 20 multiple choice questions. Students will pick the answer that best matches the question being asked, based on course lectures and readings. The quizzes are automatically marked, and the student will receive their mark upon completion.

Both quizzes can be taken by students anytime that suits them best, within the date range that the Quizzes are scheduled for as noted in the Evaluation at a Glance section of the syllabus.

Each quiz will be worth 10% of your final mark, will consist of **20 questions with a time limit of 20 minutes**.

Quiz 1 – 1st Half of Course

For Quiz 1 the material students should be familiar with encompasses the video lectures and readings up to and including the day the quiz is open.

Quiz 2 – 2nd Half of Course

For Quiz 2 the material students should be familiar with encompasses the video lectures and readings that quiz 1 did not cover (see due date matrix for exact dates).

Once a student opens the quiz the timer will begin, the timer cannot be paused. Do not click onto the quiz before you plan on taking it, if you click on the quiz and it starts then you must complete the quiz, there is no re-do.

Each quiz must be completed in a single session, within the time limit. Quizzes submitted after the time limit will be given an automatic mark of 0%.

Each quiz is multiple-choice, for each question a number of possible answers will appear, you choose only one answer, the answer that is the most correct. Each question will be awarded one mark for each most correct answer you choose, and zero marks for all other possibilities.

Be sure to follow all instructions carefully as you go through the quiz.

Prior to taking the quiz be sure that you have completed watching all of the Video Series and Episodes and all of the readings that the quiz covers (as noted in the Evaluation at a Glance section). Be sure to have made notes, and study those notes for all of the video and written materials so that you are prepared for the quiz. If there is something you do not understand fully, be sure to re-watch the lectures, re-read readings and ask questions in discussion sessions. The quizzes are timed, once the time limit has been reached the system will automatically submit whatever answers you have provided. Once you open the quiz the timer will begin, and it will not pause if you close the window. Each quiz must be completed in a single session, within the time limit. Quizzes submitted after the time limit will be given an automatic mark of 0%. Each quiz has randomized questions, so that students will receive different questions of equal difficulty.

If you are registered with the Paul Menton Centre for accommodations, the Paul Menton Centre will send the prof. your exact accommodations and they will be entered into the system so that students have the extra time required on this quiz. Ensure you contact the Paul Menton Centre before the quiz opens so that your accommodation can be entered into the system before the quiz opens for you.

If you have any questions, or experience any technical difficulties, contact the ITS Service Desk

- The ITS Service Desk is your point of contact for all IT issues, requests and inquiries. See a full list of services provided by the ITS Service Desk. Email: its.service.desk@carleton.ca (Monitored: Monday to Friday 8:30 am – 7:30 pm) Phone: 613-520-3700 Chat: carleton.ca/its/chat Hours: Monday to Friday: 8:30 am – 10:30 pm Saturday – Sunday: 12:00 pm – 8:00 pm

If this technical difficulty negatively impacted your quiz writing ability, please include the correspondence with Brightspace support in a message to both your TA and Prof. This will then be evaluated to find the most appropriate means to address it. Remember, Brightspace, the prof. and TAs will be able to see your quiz progression, if the quiz did crash, if there were technical difficulties where and when the difficulties happened.

Attendance

Attendance for the sessions marked mandatory on page 1 of the syllabus is mandatory. Attendance beyond the above mentioned live online sessions is not mandatory; however your attendance highly correlates with your success in this course.

Video Lectures and Time Commitments

It is mandatory to watch and make notes on the video lectures. To succeed in a 3-credit course, alongside the video lectures, students should expect to spend a minimum of 6 hours per week outside of the classroom engaged in activities related to the course, e.g. homework, reading, studying, etc., and should expect a minimum time commitment of 9 hours per week per course (on average).

Course Calendar and Bibliography

Welcome to the Class!

May 5th Mandatory Live Online Welcome/Class Success Workshop!

***Use the zoom link for the Class Workshop Series**

Course structure, assignments, and expectations.

Required

- **Watch all the Intro. Videos on our course Brightspace page.**
- **Read the syllabus and become familiar with assignments and expectations.**
- **Re-Read the Syllabus and re-watch the intro. videos.**

Journals to consider– not required reading – these are extra resources for students:

International Affairs

International Relations

International Studies Review

Foreign Affairs

World Politics

International Studies Quarterly

Politics and Society

International Security

Political Psychology

International Relations Theory and Practice - Considerations

May 7th

Required Readings

- Appiah, Kwame Anthony. "Chapter 6: Education for Global Citizenship." The Yearbook of the National Society for the Study of Education 107, no. 1 (2008): 83–99.
- Crawford, Kate. Atlas of AI : Power, Politics, and the Planetary Costs of Artificial Intelligence. New Haven: Yale University Press, 2021. Conclusion Power
- Snyder, Timothy, Why the World Needs Ukrainian Victory: 15 Reasons. Timothy Snyder Substack, January 23rd, 2023. <https://snyder.substack.com/p/why-the-world-needs-ukrainian-victory>
- Snyder, Jack. "One World, Rival Theories." Foreign Policy 145, no. 145 (2004): 53–62.

Sources to consider – not required – these are extra resources for students:

- AI Now, <https://ainowinstitute.org/>

- Ada Lovelace Institute, <https://www.adalovelaceinstitute.org/>
- Said Aly, Abdel Monem, Shai Feldman, and Khalīl Shiqāqī. Arabs and Israelis : Conflict and Peacemaking in the Middle East. Second edition. London ; Bloomsbury Academic, 2022.
- Plokhy, Serhii. The Gates of Europe: A History of Ukraine. Revised edition. New York, NY: Basic Books, 2021. Chapters 21, 22 and 23.
- Pomerantsev, Peter, Ukraine is our Past and our Future. Time Magazine, April 6 2022. <https://time.com/6164810/ukraine-is-our-past-and-our-future/>
- Kassymbekova, Botakoz, How Western scholars overlooked Russian imperialism. Al Jazeera January 24th, 2023. <https://www.aljazeera.com/opinions/2023/1/24/how-western-scholars-overlooked-russian-imperialism>
- Atlas of Impunity <https://www.eurasiagroup.net/live-post/atlas-of-impunity-2023>

International Relations Theory – Contending Perspectives – Realism

May 12th – Mandatory Live Online Session – Guest Speaker TBA

Required Readings

- Mingst et. al. – Essentials of International Relations – Textbook, Chapter 1 – Approaches to International Relations
- Thucydides, Melian Dialogue, from Peloponnesian War (Book 5, chapter 17), also available: <http://academics.wellesley.edu/ClassicalStudies/CLCV102/Thucydides--MelianDialogue.html>
- Seo, Jungmin, and Young Chul Cho. “The Emergence and Evolution of International Relations Studies in Postcolonial South Korea.” Review of International Studies 47, no. 5 (2021): 619–36. <https://doi.org/10.1017/S0260210521000504>.

Sources to consider – not required – these are extra resources for students:

- Ganguly, Sumit, and Frank O'Donnell. Routledge Handbook of the International Relations of South Asia. Edited by Sumit Ganguly and Frank O'Donnell. Abingdon, Oxon ; Routledge, 2022. <https://doi.org/10.4324/9781003246626>.
- Yong-Soo, Eun. “Global IR through Dialogue.” Pacific Review 32, no. 2 (2019): 131–49. <https://doi.org/10.1080/09512748.2018.1461680>.
- Kauṭilya, and Patrick Olivelle. *King, Governance, and Law in Ancient India : Kauṭilya's Arthaśāstra*. New York: Oxford University Press, 2013.
- Morgenthau, H., Thompson, K., & Clinton, W. (2006). Politics among nations: the struggle for power and peace (7th ed. / revised by Kenneth W. Thompson and W. David Clinton.). Boston: McGraw-Hill Higher Education.
- Machiavelli, Niccolo, (2014). The Prince (Toronto: Penguin).
- Waltz, K. (2008). Realism and international politics. New York: Routledge.
- Wendt, A. (2015). Quantum Mind and Social Science: Unifying Physical and Social Ontology. Cambridge: Cambridge University Press.
- Thomas Hobbes, & Marshall Missner. (2016). Thomas Hobbes: Leviathan (Longman Library of Primary Sources in Philosophy).

International Relations Theory – Contending Perspectives

Liberalism, Conflict Theories and Constructivism

May 14th

Required Readings

- Mingst et. al. – Essentials of International Relations – Textbook, Chapter 3: Contending Perspectives: How to Think about International Relations
- Kant, from Perpetual Peace, pp. 106-117- available
<http://www.gutenberg.org/files/50922/50922-h/50922-h.htm>
- Tang, Shiping. “The Security Dilemma: A Conceptual Analysis.” *Security Studies* 18, no. 3 (2009): 587–623. <https://doi.org/10.1080/09636410903133050>.
- Scruton, Roger. *Kant : A Very Short Introduction*. Rev. ed. Oxford ; Oxford University Press, 2001, only read pp. 73-96. Also available:
https://ia601209.us.archive.org/0/items/roger-scruton-kant-a-very-short-introduction/Roger%20Scruton%20-%20Kant%20A%20Very%20Short%20Introduction_text.pdf

Sources to consider – not required – these are extra resources for students:

- Parashar, Swati, Tickner, J., & Jacqui True. (2018). Revisiting gendered states: feminist imaginings of the state in international relations. Oxford University Press. Available electronically through the Library portal
- Cho, Young Chul. “State Identity Formation in Constructivist Security Studies: A Suggestive Essay.” *Japanese Journal of Political Science* 13, no. 3 (2012): 299–316. <https://doi.org/10.1017/S1468109912000114>.
- Niang, Amy, *The Postcolonial African State in Transition: Stateness and Modes of Sovereignty*, 2018, Rowman Littlefield.
- Jervis, R. (1976). *Perception and misperception in international politics*. Princeton, N.J: Princeton University Press.
- Hopf, Ted. “The Promise of Constructivism in International Relations Theory.” *International Security* 23, no. 1 (1998): 171–200. <https://doi.org/10.1162/isec.23.1.171>.

International Relations in Practice – Ancient to Medieval

May 21st

Required Readings

- Mingst et. al. – Essentials of International Relations – Textbook Chapter 2: The Historical Context of Contemporary International Relations
- Hopf, Ted. “The Promise of Constructivism in International Relations Theory.” *International Security* 23, no. 1 (1998): 171–200. <https://doi.org/10.1162/isec.23.1.171>.
- Gomez, Michael A. *African Dominion : a New History of Empire in Early and Medieval West Africa*. Princeton: Princeton University Press, 2018, read Prologue, pp. 1-8, Chapter 1, pp. 11-18 and Epilogue p. 369-372.

Sources to consider – not required – these are extra resources for students:

- Martin, Guy. *African Political Thought*. New York: Palgrave Macmillan US, 2012. <https://doi.org/10.1057/9781137062055>. Steiner, B. (2018). *Diplomatic theory a focused comparison approach*.
- Krasner, S. (2009). *Power, the state, and sovereignty: essays on international relations*. London: Routledge.
- Scott, James, *Against the Grain* (2017). *A Deep History of the Earliest States*, Yale University Press.

International Relations in Practice – Monarchies to the Cold War

May 26th Live online Workshop Kant's Categorical Imperative

May 28th

Required Reading

- Woodrow Wilson, "Fourteen Points," January 8, 1918 <https://www.archives.gov/milestone-documents/president-woodrow-wilsons-14-points>
- George F Kennan "The Sources of Soviet Conduct" July 1947 <http://slantchev.ucsd.edu/courses/pdf/Kennan%20-%20The%20Sources%20of%20Soviet%20Conduct.pdf>
- Baral, J.K., and Sujata Mohanty. "The Growth Pattern of NAM." *India Quarterly* 47, no. 3 (1991): 21–38.

Sources to consider – not required – these are extra resources for students

- Jawaharlal Nehru, "Speech to Bandung Conference Political Committee, 1955
- Vietnamese Declaration of Independence
- The Battle of Algiers (1966, dir. Gillo Pontecorvo) (trigger warning, there is challenging content)

International Relations in Practice – Cold War to Present

June 2nd – Workshop – Authoritarianism

Required Reading

- Ikenberry, G. John. "The End of Liberal International Order?" *International Affairs* (London) 94, no. 1 (2018): 7–23. <https://doi.org/10.1093/ia/iix241>.
- Huntington, Samuel P. "The Clash of Civilizations?" *Foreign Affairs* 72, no. 3 (1993): 22–49. <https://doi.org/10.2307/20045621>.
- Lightfoot, Sheryl. "Indigenous Politics as Global Change." In *Global Indigenous Politics*, 1st ed., Chapter 1, pp. 1–30. Routledge, 2016. <https://doi.org/10.4324/9781315670669>
- Smith, Julia, Nathan Sears, Ben Taylor, and Madeline Johnson. "Serious Games for Serious Crises: Reflections from an Infectious Disease Outbreak Matrix Game." *Globalization and Health* 16, no. 1 (2020): 18–18. <https://doi.org/10.1186/s12992-020-00547-6>.
- Klein, Naomi. *This Changes Everything: Capitalism Vs. the Climate*. Vintage Canadian edition. Toronto: Vintage Canada, 2015. Chapter 12 and Conclusion

Sources to consider – not required – these are extra resources for students.

- Latest Freedom House, *Freedom in the World Report* - <https://freedomhouse.org/report/freedom-world>
- Opalo, Ken Ochieng'. *Legislative Development in Africa: Politics and Postcolonial Legacies*. Cambridge: Cambridge University Press, 2019.

- Wang Jisi. “China’s Search for a Grand Strategy: A Rising Great Power Finds its Way.” *Foreign Affairs*, March/April 2011. pp1-12
- Feng, Huiyun, Kai He, and Xiaojun Li. *How China Sees the World : Insights from China’s International Relations Scholars*. Singapore: Palgrave Macmillan, 2019. <https://doi.org/10.1007/978-981-15-0482-2>.
- Carson, A. (2018). *Secret wars, covert conflict in international politics*. Princeton: Princeton University Press.
- Kalyvas, S. (2006). *The logic of violence in civil war*. Cambridge: Cambridge University Press.
- Greskovits, B. *The Hollowing and Backsliding of Democracy in East Central Europe*” *Global Policy* Volume 6., 2015.
- Said, Edward, *The Myth of the Clash of Civilizations*, lecture at Columbia University, 1998.

The State & International Relations

June 4th

Required Readings

- Mingst et. al. – *Essentials of International Relations – Textbook*, Chapter 5: The State and the Tools of Statecraft
- Stoner, Kathryn. “The Putin Myth.” *Journal of Democracy* 34, no. 2 (2023): 5–18.
- Beckley, Michael, and Hal Brands. “China’s Threat to Global Democracy.” *Journal of Democracy* 34, no. 1 (2023): 65–79.
- Matovski, Aleksandar. *Popular Dictatorships : Crises, Mass Opinion, and the Rise of Electoral Authoritarianism*. Cambridge: Cambridge University Press, 2021. Chapter 1 “A Perfect Dictatorship?” pp. 1-32 and Chapter 7 “Conclusions and Implications” pp. 241-266. <https://books-scholarsportal-info.proxy.bib.uottawa.ca/uri/ebooks/ebooks7/cambridgeonline7/2022-02-01/1/9781009047500>
- Roberts, Tony, and Marjoke Oosterom. “Digital Authoritarianism: A Systematic Literature Review.” *Information Technology for Development*, 2024, 1–25. <https://doi.org/10.1080/02681102.2024.2425352>.

Sources to consider – not required – these are extra resources for students:

- Ekiert, Grzegorz, and Noah Dasanaik. "The Return of Dictatorship." *Journal of Democracy* 35, no. 4 (2024): 177-191.
- Instead of a journal article or book chapter take 35 minutes to browse this website - Mila–Quebec Artificial Intelligence Institute, <https://mila.quebec/en>

- Lin, Shiqi. "Psychopolitics: Theorization against Crisis." *Symploke (Bloomington, Ind.)* 28, no. 1–2 (2020): 517–22. <https://doi.org/10.5250/symploke.28.1-2.0517>.
- Szpak, Agnieszka, Robert Gawłowski, Joanna Modrzyńska, Paweł Modrzyński, and Michał Dahl. *The Role of Cities in International Relations: the Third-Generation of Multi-Level Governance?* Northampton: Edward Elgar Publishing, 2022.
- Putnam, R., & Putnam, R. (2010). *Diplomacy and domestic politics: the logic of the two-level games*. *Revista de Sociologia e Política*, 18(36), 147–174.
- Nussbaum, M. (2013). *Political emotions: why love matters for justice*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press.
- Open Government Partnership, <https://www.opengovpartnership.org/>
- Center for AI Safety, "AI Extinction Statement Press Release," 30 May 2023, www.safe.ai/press-release.
- Université de Montréal, "Déclaration de Montréal IA Responsable," 2023, www.montrealdeclaration-responsibleai.com

International Relations, International Organizations and Law

June 9th – Workshop – Artificial Intelligence (AI) and International Relations (IR)

Required Readings

- Mingst et. al. – *Essentials of International Relations – Textbook*, Chapter 7: International Cooperation and International Law
- Mingst et. al. – *Essentials of International Relations – Textbook*, Chapter 9 Intergovernmental Organizations and Nongovernmental Organizations
- Sempertegui, Andrea. "Indigenous Women's Activism, Ecofeminism, and Extractivism: Partial Connections in the Ecuadorian Amazon." *Politics & Gender* 17, no. 1 (2021): 197–224.
- Suleyman, Mustafa and Ian Bremmer. "The AI Power Paradox: Can States Learn to Govern Artificial Intelligence-before it's Too Late?" *Foreign Affairs*, Sept, 2023, 26-30,32-36,38-43.
- Sabhanaz Rashid Diya. "How Authoritarian Value Systems Undermine Global AI Governance." *Policy File*. Centre for International Governance Innovation, 2024.

Sources to consider – not required – these are extra resources for students:

- Tokdemir Efe and Seden Akcinaroglu, Chapter 9, State and non-state actors in world politics in *Handbook of Research Methods in International Relations* Edited by Huddleston, R. J., Tom Jamieson, and Patrick James. Northampton: Edward Elgar Publishing, 2022.
- Sen, A. (1992). *Inequality reexamined*. New York: Russell Sage Foundation.

- Hardy, H., Harris, I., & Berlin, I. (2002). *Liberty: incorporating four essays on liberty / Isaiah Berlin, edited by Henry Hardy, with an essay on Berlin and his critics by Ian Harris* (pp. xxxiv, 382). Oxford: Oxford University Press.

International Relations, Psychology, and the State

June 11th

Required Readings

- Moghaddam, Fathali M. *The Psychology of Dictatorship*. Washington, District of Columbia: American Psychological Association, 2013, Introduction pp. 3-10, Chapter 3 pp. 53-85, and Chapter 10 pp. 197-217.
- Axelrod, Robert, and Robert O. Keohane. "Achieving Cooperation Under Anarchy: Strategies and Institutions." *World Politics* 38, no. 1 (1985): 226–54.

Sources to consider – not required – these are extra resources for students:

- Keren Yarhi-Milo, "In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries." *International Security* 38, no. 1 (2013): 7–51.
- Yarhi-Milo, Keren. *Who Fights for Reputation: The Psychology of Leaders in International Conflict*. Princeton, NJ: Princeton University Press, 2018.
- Price, Richard, and Kathryn Sikkink. *International Norms, Moral Psychology, and Neuroscience*. Cambridge: Cambridge University Press, 2021.

International Relations – War

June 16th – Workshop – Discussion and Debate

Required Readings

- Mingst et. al. – *Essentials of International Relations – Textbook*, Chapter 6: War & Security
- Clausewitz, War as an Instrument of Policy, from *On War*, also available, *Chapter VI, B. War as an Instrument of Policy*, <https://www.gutenberg.org/files/1946/1946-h/1946-h.htm>
- Snyder, Timothy. *Bloodlands : Europe Between Hitler and Stalin*. New York: Basic Books, 2010, Preface.
- Snyder, Timothy. *Ukraine Holds the Future: The War between Democracy and Nihilism. Foreign Affairs* (New York, N.Y.). Vol. 101. NEW YORK: Council Foreign Relations Inc, 2022.
- Kalyvas, Stathis N. *The Logic of Violence in Civil War*. Cambridge: Cambridge University Press, 2006, Introduction, and Chapter 1 pp. 1-31.
<https://ebookcentral.proquest.com/lib/ottawa/detail.action?docID=4949635>.

Sources to consider – not required – these are extra resources for students

- Uppsala Conflict Data Program, <https://ucdp.uu.se/>

- Schelling, Thomas C, and Anne-Marie Slaughter. “The Diplomacy of Violence.” In *Arms and Influence*, 1-. United States: Yale University Press, 2020.
<https://doi.org/10.2307/j.ctvxkn7f8.6>.
- Yang, Jisheng, Edward Friedman, Jian Guo, and Stacy. Mosher. *Tombstone : the Great Chinese Famine, 1958-1962*. 1st American pbk. ed. New York: Farrar, Straus and Giroux, 2013,
- Yang, Jisheng, Jisheng Yang, Stacy Mosher, and Jian Guo. *The World Turned Upside down : a History of the Chinese Cultural Revolution*. First paperback edition. New York: Picador, 2022.
- Bolkovac, Kathryn., and Cari. Lynn. *The Whistleblower: Sex Trafficking, Military Contractors, and One Woman’s Fight for Justice*. 1st ed. New York: Palgrave Macmillan, 2011, Prologue and Chapters 1, 19, 20 and 21. (trigger warning, there is challenging content)
- Kondracki, Larysa, (Director) *The Whistleblower*, the Movie, 2010. (trigger warning, there is challenging content)
- The Institute for Economics and Peace: <https://www.economicsandpeace.org/>

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Artificial Intelligence (AI) Class Policy

- **The written work students hand in must be their own work, with their own unique insights.** The use of artificial intelligence (AI) to produce writing for this course is allowed **only for background purposes** and only if you cite your use of it.
- **Students must cite all work that is not theirs, including AI generated content.**
- The Chicago Manual of Style has some tips on how to cite your use of AI:
If you need a more formal citation—for example, for a student paper or for a research article—a numbered footnote or endnote might look like this:
 1. Text generated by ChatGPT, OpenAI, March 7, 2023,
<https://chat.openai.com/chat>.

If the prompt hasn’t been included in the text, it can be included in the note:

1. ChatGPT, response to “Explain how to make pizza dough from common householdingredients,” OpenAI, March 7, 2023.
- For More information on how to cite your use of AI for assignments in this class see:
Chicago Manual of Style Online – 17th Edition:
<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>
Camosun College Description of AI Citation Chicago Manual of Style Online – 17th Edition
<https://camosun.libguides.com/Chicago-17thEd/ai>

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/health/emergencies-and-crisis/emergency-numbers/>

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/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 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

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is **September 30th, 2024**. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is **January 31, 2025**. The last day for academic withdrawal from full fall and late fall courses is **November 15, 2024**. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is **March 15, 2025**.

WDN: For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: **December 9-21, 2024**. Winter and Fall/Winter courses: **April 11-26, 2025** (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

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

