

**PSCI 1200A**  
**Politics in the World**  
Mondays, 11:35pm – 1:25pm  
Location: Confirm Location on Carleton Central

General Information.....	Page 1
Course Assignments List.....	Page 3
Summary of Key Dates.....	Page 3
Reading List.....	Page 7
Policies and Accommodations.....	Page 12

**I General information**

**Instructor:** Dr. Aaron Ettinger

**Office:** Loeb B649

**Office Hours:** Mondays 9:00am–11am and 2pm–4pm, or by appointment via Zoom, almost anytime

**Email:** [aaron.ettinger@carleton.ca](mailto:aaron.ettinger@carleton.ca)

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

Email is the best way to get in touch with the professor or TA outside of usually scheduled office hours. Students should remember the following things when emailing:

**ALWAYS** use your Carleton email account! Non-Carleton messages don't always get through

**INCLUDE** the subject line "PSCI 1200A"

**ADDRESS** emails to the professor or TA (i.e. Dear Dr. Ettinger).

**SIGN OFF** with your first and last name and student number.

Email should be used for brief questions that can be answered quickly. If students want to discuss course material, assignments, or another matter in greater detail, they should see the professor during office hours or make an appointment.

**II Course description**

This class examines world order in an age of crisis. In the 2020s, the world is experiencing multiple and overlapping crises that are challenging the foundations of political and economic order. The American-led system of global order that has prevailed since the end of World War II seems to be coming undone. Cracks in the US-led global order are growing wider as the world faces unprecedented and simultaneous crises: climate change, economic collapse, the return of

war in Europe, disillusionment, a breakdown in civic trust, and the perfect storm that is/was the COVID-19 pandemic. It appears as if world politics is in the brink of a transition from a US-led system of world politics to something different. PSCI 1200A aims to make sense of our present moment through the analysis of historical and contemporary trends. It introduces students to the study of global politics and is a starting point for further study of World Politics and International Political Economy.

### **III Course Format**

This course will be held in-person and will feature lectures and roundtable discussions.

### **IV Learning outcomes**

By the end of this course, students should be able to:

1. Understand key concepts, actors, institutions, and processes that shape world politics
2. Identify and understand the evolution of contemporary world politics
3. Develop academic reading skills, including the ability to summarize complex texts
4. Write and research effectively about specific topics in world politics

### **V Texts**

There is no textbook for this course. All course readings are available online via the library search engine or Brightspace.

### **VI Evaluation at a glance**

<b>Assignment</b>	<b>Due Date</b>	<b>% of Final Grade</b>
Precis	September 27	10%
Op-Ed	October 18	15%
Research Essay	November 15	35%
Final Exam	December 9-21	30%
Participation	Ongoing	10%
		<b>Total = 100%</b>

### **The Course at a Glance**

September 9	Introduction & Power in Global Politics
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September 16	The Rise of the US-Led Liberal International Order 1945-2001	Tutorials
September 23	Forever Wars & Economic Crisis 2001-2008	Tutorial
<b>September 27</b>		<b>Precis Due</b>
September 30	Economic Inequality & the Pandemic 2008-2022	Tutorial
October 7	Ukraine, Gaza, and World Order	Tutorial
October 14	Thanksgiving – No Class	
<b>October 18</b>		<b>Op-Ed Due</b>
<b>October 21-25</b>		<b>Reading Week – No Class</b>
October 28	Climate Change	Tutorial
November 4	Democratic Backsliding	Lecture Held Online / In-Person Tutorials
November 11	Non-Western Conceptions of Order	Tutorial
<b>November 15</b>		<b>Research Essay Due</b>
November 18	The Rise of China	Tutorial
November 25	Regionalism	Tutorial
December 2	Global Social Movements	Tutorial
December 6	Technology & World Order	No Tutorial
<b>December 9-21</b>		<b>Final Exam</b>

### *Citations and Bibliography*

All written assignments must provide a full list of sources used and avoid plagiarism or other violations of academic integrity. There are many different ways of citing your work. While I have no style preference, the MacOdrum Library website has a useful how-to guide. <https://library.carleton.ca/help/citing-your-sources>. Throughout the term, you will be coached on proper citation practices. It takes practice and with time, you will develop these skills.

All papers submitted should be formatted with the 12-point font and page numbers.

### *Policy on the use of Artificial Intelligence*

The official policy of Carleton University is that using AI-generated text as a substitute for your own work is plagiarism. The ethical principle from previous generations still stands: representing work that you did not produce as your own is cheating, and will be treated accordingly. *While some classes may permit limited AI use, in PSCI 1200, the use of generative AI to produce text that will be submitted for grading is strictly prohibited.* Moreover, it is counterproductive to your

own learning in this class. Violations will be handled according to the policies outlined in the Appendix below.

## VII Evaluation in detail

### **1. *Precis assignment* (due Friday, September 27 at 11:59pm, worth 10%)**

The first assignment is a *précis of our first course reading*. You will write a *précis* of the following chapter:

Nye, Joseph. 2011. *The Future of Power*. New York: PublicAffairs. Ch. 1. “What is Power in Global Affairs?” Pp. 3-24.

Why? It is the toughest reading of the term and the best opportunity to learn how to read academic articles.

A *précis* is a concise reconstruction of the main argument, essential points, and conclusions of a given text. Essentially, it is an accurate restatement of the author’s work in very short form. Though it does not involve much writing on your part, composing a good *précis is surprisingly difficult*. The challenge is understanding what the author is trying to say and then restating it faithfully, without missing major points, and without adding your own spin. Doing a good job *requires a precise understanding of the text and careful wording of the summary*. You will be graded on the precision and comprehensiveness of your reconstruction, and the clarity of your writing. *The précis must be between 250 and 300 words long*.

The purpose of this assignment is to train students in reading academic literature. As you will discover, academic literature is not like other kinds of writing. It can be long, detailed, dense, sometimes boring, and usually needs to be read a few times to understand fully. Your ability to read and comprehend academic writing is a big determinant of success in the social sciences. A grading rubric is available on Brightspace.

### **2. *Op-Ed assignment* (due Friday, October 18 at 11:59pm, worth 15% of the final)**

In Week 2, you read an article by John Ikenberry called “Why American Power Endures.” He concludes with the bold statement that “Other powers may be rising, but the world cannot afford the end of the American era.” What do you think? Write an essay that answers the following question: *is the world better off or worse off when the United States plays an active role in world politics?*

Your paper must be between 500-600 words in length.

Papers that are longer or shorter than the required length will be bounced back and will only be accepted again within the word limits.

Grades will be awarded based on a combination of analytical substance and writing style.

An excellent response:

- 1) Makes a clear and insightful argument that directly answers the question
- 2) Develops the ideas in a purposeful manner
- 3) Uses supporting evidence and explains all logical connections
- 4) Makes no errors in grammar, diction or sentence structure

### 3. *Research Paper* (due Friday, November 15 at 11:59pm, worth 35%)

Research and write a paper between 1200-1500 words that addresses the following question:

What is the most important issue in world politics today? You must explain your answer with reference to its implications for world order as we have discussed in this course. Your answer must refer to course readings and to your own research.

For this assignment you may address any issue in world politics that you think is important. To make a convincing case, you must (a) describe the issue, (b) explain its implications for world order – the “so what?” question; (c) support your claims with evidence and logic. The word count does not include a title page and bibliography (longer or shorter papers will not be accepted).

**Your research paper must refer to at least five additional academic sources.** An academic source is a book, or portion of a book written by a professor, a journal article in a peer reviewed journal, or a respected policy journal. In general, academic sources are held to a higher editorial standard of evidence and logic. Non-academic sources are acceptable and include newspapers, magazines, blogs, and other random stuff you find online. Non-academic sources can be reliable, especially traditional media sources, but generally have lower editorial standards. This syllabus contains worthwhile academic sources but you are welcome to go beyond what is listed here.

The grading rubric will be posted on Brightspace in advance of the assignment deadline. Papers must be submitted electronically to the course Brightspace website by **Friday, November 15 at 11:59pm.**

### 4. **Final Examination (December exam period, 30% of the final grade):**

A final exam will take place during the scheduled university examination period in December. This year, the final exam will be written in-person. The time and date for the exam will be set by the examination office. You will have 3 hours to write the exam. The exam will be cumulative and consist of two essay questions and multiple-choice questions drawn from material covered in the entire course. **Student travel is not an acceptable reason for granting an alternative examination time.**

### 5. **Tutorial Participation (10% of the final grade):**

Participation will be assessed in two ways:

1. Weekly required tutorials: You will meet with your teaching assistant once per week to discuss course material. These meetings will be held in-person. The discussions will be led by the TA but the sessions work best when students participate. So dive in!

2. Correspondence with the Professor and TAs: Participation grades may also be earned through contact with Prof. Ettinger and teaching assistants on substantive matters related to the course. This can include contact via email, during office hours, or other scheduled meetings.

### **Late Policy:**

Where late assignments are accepted, they will be *penalized at the rate of 5% of the value of the assignment per day*. An assignment is considered one day late if it is submitted to Brightspace any time up to 23:59 hours after the deadline. If it is submitted between 23:59 and 47:59 hours after the deadline, it is considered two days late, etc. Brightspace keeps track of late submissions and you will be able to see it time-stamped in red letters. A waiver of lateness penalties will only be considered in the event of an officially documented extenuating circumstance. See “Accommodations & Extension Policy for Assignments” below.

### **Grade Appeals:**

Any errors of addition should be raised immediately with the professor. Asking for an explanation of your grade is perfectly fine. Asking for a re-grade requires greater effort on the part of the student. If a student is concerned that an assignment was not graded appropriately, the student should first meet with the TA who marked the work. To request a review of an assignment, the student must provide a 1-page explanation of why the assignment was improperly graded (i.e. what do you think you did that should have been given more weight?). The explanation, the original assignment, and a clean copy of the assignment should be submitted to the student’s tutorial leader no later than **2 weeks** after the assignment was made available for return. If the student is unsatisfied after consulting and discussing the matter with the TA, the assignment will be passed on to the professor for final grading.

NOTE: Students must take responsibility for picking up their marked work in a timely manner. No appeals will be considered that have been initiated more than 2 weeks after the assignment/exam was returned. **Grades may be either raised, stay the same, or lowered on appeal.**

## **VIII Course schedule**

### **Part I: The Rise and Decline of American World Order**

#### **Week 1: Power in Global Politics (21 pages)**

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This week is about big concepts that help us make sense of global politics: power, order, and levels of analysis.

*Reading tip:* this week features the hardest reading you will encounter all term. Try to understand the general argument. In the Joseph Nye piece, pay special attention to the three types of power – “three faces of power.” In the Andrew Hurrell piece, try to understand the different conceptions of order.

Nye, Joseph. 2011. *The Future of Power*. New York: PublicAffairs. Ch. 1. “What is Power in Global Affairs?” Pp. 3-24.

Hurrell, Andrew. 2007. *On Global Order: Power, Values, and the Constitution of International Society*. Oxford: Oxford University Press. pp. 1-6.

## **Week 2: The Rise of the Liberal International Order (27 pages)**

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This week is about the rise of the US to global leadership, from 1945 to the present.

*Reading tip:* These articles are more historical in their content. Pay attention to the broad historical sweep of US foreign policy. Get a sense of the major time periods in modern US foreign policy history.

Rose, Gideon. 2019. “The Fourth Founding: The United States and the Liberal Order.” *Foreign Affairs* 98 (1): 11-21.

Ikenberry, G. John. 2022. “Why American Power Endures.” *Foreign Affairs* 101 (6): 56-73.

## **Part II: Two-and-a-Half Decades from Hell, 2001-2020s**

### **Week 3: Forever Wars & Economic Crisis 2001-2008 (24 pages)**

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This week is about the US-led, post-September 11 wars in Iraq and Afghanistan, which overlapped with the 2008 Global Financial Crisis.

*Reading tip:* these articles cover a wide range of issues. As you read, keep in mind the effects these events had on the US’s ability to lead the liberal international order.

Malkasian, Carter. 2020. “How the Good War Went Bad: America’s Slow Motion Failure in Afghanistan.” *Foreign Affairs* 99 (2): 77-91.

Leffler, Melvyn P. 2023. “Bush, 9/11, and the Roots of the Iraq War.” *Foreign Affairs*, March 23. Pp. 1-7.

Economist. 2013. “Crash Course: The Origins of the Financial Crisis.” *The Economist*, (3 pages)

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**Week 4: Economic Inequality & The Covid-19 Pandemic 2008-2022 (40 pages)**

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Out of the 2008 Global Financial Crisis emerged a new concern about economic inequality. When the pandemic arrived, economic inequality was a major determinant of individual and group vulnerability. This week, we discuss how the two phenomena operated in tandem and their implications for global order.

*Reading tip:* Think about what the Covid-19 pandemic changed in world politics and what remained the same.

de Zwart, Pim. 2019. "The Global History of Inequality." *International Review of Social History* 64 (2): 309-323.

Garrett, Laurie. 2017. "The Crime of Gender Inequality in Global Health." *Foreign Policy*, December 26. Pp. 1-7.

Brown, Stephen, and Morgane Rosier. 2023. "COVID-19 Vaccine Apartheid and the Failure of Global Cooperation." *The British Journal of Politics and International Relations* 25 (3): 535-554.

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**Week 5: Ukraine, Gaza & Global Order (32 pages)**

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This week we will address the wars in Ukraine and Gaza and observe how these otherwise local conflicts have affected the stability of the liberal world order.

Flockhart, Trine, and Elena A. Korosteleva. 2022. "War in Ukraine: Putin and the Multi-Order World." *Contemporary Security Policy* 43 (3):466-481.

Hathaway, Oona A. 2024. "War Unbound: Gaza, Ukraine, and the Breakdown of International Law." *Foreign Affairs* 103 (3):84-96.

Stent, Angela. 2022. "The West vs. the Rest." *Foreign Policy*, May 2. Pp.1-5.

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**Week 6: Thanksgiving**

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Classes on Thanksgiving Monday are off. A make-up class will be held on Friday, December 6.

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**Reading Week: October 21-25**

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There are no classes this week. By quirk of the calendar, our class will not meet for two consecutive Mondays. Use this time to catch up or get a head start on your Op-Ed.

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## **Week 7: Climate Change (29 pages)**

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This week is about the geopolitical implications of climate change and how responsibility is distributed in the global order.

*Reading tip:* Think about the political implications of climate change. Werrell and Femia 2016 have a great summary of how climate change influences world politics. Adow 2020 makes a powerful moral argument.

Werrell, Caitlin E., and Francesco Femia. 2016. "Climate Change, the Erosion of State Sovereignty, and World Order." *Brown Journal of World Affairs* 23 (2): 221-235.

Adow, Mohamed. 2020. "The Climate Debt: What the West Owes the Rest." *Foreign Affairs* 99 (3): 60-68.

Keohane, Robert O. 2015. "The Global Politics of Climate Change: Challenge for Political Science." *PS: Political Science & Politics* 48 (1):19-26.

## **Week 8: Democratic Backsliding (27 pages) – Live session will be held via Zoom**

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This week is about the backsliding of democracy around the world and its implications for global politics. It will also be held on the day before the US Presidential election which will likely be a major test of America's democratic health.

*Reading tip:* think about what democracy is in the first place. Pay special attention to the big concepts used in Bermeo's article and Norris's lecture.

Bermeo, Nancy. 2016. "On Democratic Backsliding." *Journal of Democracy* 27 (1): 5-19.

Chenoweth, Erica, and Zoe Marks. 2022. "Revenge of the Patriarchs: Why Autocrats Fear Women." *Foreign Affairs* 101 (2):103-116.

The Sunday Magazine with Piya Chattopadhyay. 2023. "Maria Ressa on Facing Down Dictators, Disinformation and Standing Up for Democracy." *CBC Radio*. December 3. [Here](#)

## **Part III: A More Crowded World**

### **Week 9: Non-Western Conceptions of Order (33 pages)**

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This week we begin the second part of the course about a more crowded world. We begin by discussing conceptions of global order that are not defined by the West. This is important because of the increasing importance of major non-Western countries like India and China.

*Reading tip:* compare the ideas and interests emerging from the non-Western world to those that are part of the liberal international order.

Kendall-Taylor, Andrea, and Richard Fontaine. 2024. "The Axis of Upheaval: How America's Adversaries are Uniting to Overturn the Global Order." *Foreign Affairs* 103 (3):50-63.

Mohan, C. Raja. 2023. "Is There Such Thing as a Global South?" *Foreign Policy*, December 9. Pp. 1-5.

Bajpai, Kanti, and Evan A. Laksmana. 2023. "Asian Conceptions of International Order: What Asia Wants." *International Affairs* 99 (4): 1371-1381.

Murithi, Tim. 2023. "Order of Oppression: Africa's Quest for a New International System." *Foreign Affairs* 102 (3): 24-29.

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### **Week 10: The Rise of China (45 pages)**

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This week continues the theme of non-Western conceptions of order. Will focus on the next big geopolitical confrontation in world politics – the US versus China.

*Reading tip:* We all know that China is a major force in world politics. How we should think about it is another story. Pay attention to the different metaphors used to characterize US-China relations.

Allison, Graham. 2015. "The Thucydides Trap: Are the US and China Headed for War?" *Atlantic*, September 24. Pp. 1-11

Weiss, Jessica Chen. 2022. "The China Trap." *Foreign Affairs* 101 (5):40-58.

Economy, Elizabeth. 2024. "China's Alternative Order: And What America Should Learn From It." *Foreign Affairs* 103 (3):8-24.

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### **Week 11: Regionalism Around the World (28 pages)**

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This week is about groupings of countries as platforms for political interaction in world politics. We focus on the African Union and the European Union.

*Reading tip:* Think about the long historical backstories of large regional organizations and how they fit into global politics.

Aniche, Ernest Tooche. 2020. "From Pan-Africanism to African Regionalism: A Chronicle." *African Studies* 79 (1): 70-87.

O’Neil, Shannon K. 2022. “The Myth of the Global: Why Regional Ties Win the Day.” *Foreign Affairs* 101 (4):158-169.

### **Week 12a: Global Social Movements (32 pages)**

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This week is about non-state actors, especially influential activist movements on the world stage.

Reading tip: Keck and Sikkink 1999 is a little dated and a bit dry. Stick with it – the actors and trends they identified back then remain important today. Blain 2020 and Abrahamsen et al. 2024 are good case studies and more up-to-date.

Keck, Margaret E., and Kathryn Sikkink. 1999. “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal* 51 (159):89-101.

Blain, Keisha N. 2020. “Civil Rights International: The Fight Against Racism Has Always Been International.” *Foreign Affairs* 99 (5): 176-181.

Bob, Clifford. 2012. *The Global Right Wing and the Clash of World Politics*. Cambridge: Cambridge University Press. pp. 1-15.

### **Week 12b: Technology & World Order (27 pages)**

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In our final week, we discuss the role that technology plays in world politics. Of course, technology has always been a factor in the nature of political order but in the twenty-first century, the speed with which technology influences politics is extraordinary.

*Reading tip:* think about technology in its historical context. Ask yourself, what is different and what is the same compared to the past?

Drezner, Daniel W. 2019. “Technological Change and International Relations.” *International Relations* 33 (2): 286-303.

Iyengar, Rishi. 2024. “What AI Will Do to Elections.” *Foreign Policy*, January 3. Pp. 1-10.

## Appendix

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### **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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**Academic consideration for medical or other extenuating circumstances:** Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For

considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***Pregnancy accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

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](http://students.carleton.ca/course-outline)).

### **Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence

Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support).

## **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

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.

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

## **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

## **Carleton Political Science Society**

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

## **Official Course Outline**

The course outline posted to the Political Science website is the official course outline.