

## **PSCI 3105 A: IMPERIALISM AND DECOLONIZATION**

**Monday 11:35 a.m.-2:25 p.m.**  
**See location on Carleton Central**

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TA: Victoria Salomon  
Office Hour: Tues. 12-1 p.m.

<https://brightspace.carleton.ca/d2l/home/286219>

### **Objectives**

This course explores encounters between expanding states of Europe, North America and Asia and those subject to imperialism and colonialism from the nineteenth century to the present. How did empires express their power? How did peoples subject to imperialism accommodate and resist colonialism, eventually leading to decolonization? We examine imperial power as a relationship, but an unequal one. Expansion has wrought—and continues to wreak— violence and destruction. But it delivers opportunities to some categories of the subject population even if the “civilizing mission” has proven but a myth. We examine issues of race, gender, the environment and the transformations of imperial power and resistance. We will discuss how imperialism permeates our lives and discourse in the present—in Canada and globally.

### **Learning Outcomes**

By the end of course, students will be able to:

- \*identify important concepts and motives that underpin imperial rule and decolonization
- \*understand the complexity of the colonial relationship
- \*consider the ways colonized peoples resist imperial power, past and present
- \*demonstrate an understanding of how imperialism affects the modern world
- \*participate and communicate effectively in discussion with interventions based on ideas and evidence from class readings
- \*learn and apply critical analysis skills through reading academic and popular literature and through writing posts and papers
- \*expand research and bibliographical skills
- \*design and create an original research project
- \*synthesize important class concepts in an exam setting

### **Readings**

Required readings (below) will be available on Brightspace. Students are not required to purchase textbooks or other learning materials for this course.

## Requirements

*Attendance/ participation (discussion, 3 50–100-word discussion posts):	20%
*Blog reactions (~200 words):	(2x5) 10%
*Critical Analysis Papers (~300-400 words)	(2x7.5%) 15%
*Final Project (outline, bibliography, source analysis, final paper):	25%
*Midterm Quiz (in class, Feb. 10):	10%
*Final exam (in regular exam period):	20%

\*Students will be expected to participate regularly, drawing on material from assigned readings. Participation in discussion (which may include quizzes), a debate/role play, and two informal written impression posts will be 20% of the grade. **Attendance is mandatory:** penalties for not attending (without medical self-declaration forms) are: 1 absence= 15% deduction from participation grade; 2 absences= 30% deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. Students with valid medical or other issues for missing class will be allowed at the instructor's discretion to write short reactions on the readings to make up for missed participation marks.

**Late arrivals** (after 11:40) will result in a penalty of 25% of that day's attendance/ participation grade for every 15 minutes late.

Participation grades are based on: (a) attendance and attention level and (b) active participation that: (i) displays awareness of and interest in the subject (ii) contributes to the flow of conversation (iii) shows knowledge of the readings and (iv) offers critical analysis of the topic.

The **three** informal impressions of the readings (~50-100 words each) that form part of the participation grade will be sent to Brightspace **by 10pm the night before class**. These impressions can be through a reply to another student's post.

The blog reactions and critical analysis papers will be based on the weekly readings. Students will select a theme that crosses over **more than one** (though not necessarily all) readings. Each reaction and critical analysis paper will offer critical, analytical assessments of a theme the student selects. Blog reactions can be structured less formally than papers. Further details will be provided in class and posted on Brightspace. **Critical reaction papers will be due the day of class (Monday) by midnight.**

You may **choose** the weeks to submit your papers/ reactions, **as long as the first is handed in by Jan. 20, the second by Feb. 10, the third by Mar. 3, and the fourth by Mar. 24.**

(Note: the two informal blog entries, blog reactions and critical analysis papers will each be submitted on different weeks)

## Final Project

The final project will be an original piece of research **using at least eight sources**. Topics can be relatively open, so long as they relate to the course material, but **must be approved** by the professor or teaching assistant. We will evaluate stages of the submission based on the response to instructor comments. Final versions of the papers will be graded on effectiveness of writing and research as well as analysis. Other options for the final project include podcasts, museum guides, policy briefs, etc. Further details will be posted on Brightspace.

### *Components*

The project will consist of the following elements:

- \*topic proposal (**Feb. 13**) (100-200 words) 10%
- \*research strategy and bibliography assignment (**Feb 28**) (300-500 words + bibliography): 20%
- \*outline/rough draft (**Mar 19**) (outline of 2/3 of project, draft of 1/3): 30%
- \*final project (**Apr 6**): 40%

Do **NOT** use Chat GPT or other AI sources in any submissions or assignments. Grading will focus on how you engage specific source material; assignments found to be generated using AI will receive a grade of 0. The instructor may request students follow their written work by an in-person conversation. Do **NOT** cite Wikipedia or similar crowd-sourced pages in written work. You may, of course, use non-academic websites, etc. as primary sources as long as you engage them critically.

Late papers will be penalized three percentage points per day late. No work will be accepted after the end of classes.

Assignments sent by email will **not be accepted without the instructor's prior consent**. It is not acceptable to hand in the same assignment for two or more courses. To obtain credit in a course, students must meet ALL course requirements for attendance, term work, and examinations.

**Note: Laptops/electronics are to be used ONLY for class activity. Using devices for non-class material will result in a 25% deduction from the participation grade for each instance.**

### Diversity

- \*This class aims to foster diversity in identity, profession and outlook. We can debate and disagree but must do so respectfully.
- \*Please contact the professor or teaching assistant if you wish to be referred by different pronouns than in Carleton Central.
- \*Contact the professor or teaching assistant directly with any questions/concerns on this (or any other) issue.

## **Schedule (note- readings subject to change)**

### **Jan 6: Introduction**

1. Opening Discussion: What is Imperialism?
2. Introductory Lecture: Empire, Imperialism, and Colonialism, Past and Present

### Background/ Discussion Readings

Ania Loomba, *Colonialism/ Postcolonialism*, 1-12

Benjamin Young, "Russia is Riding an Anti-Colonial Wave across Africa" (Sep. 16, 2024)

<https://www.rand.org/pubs/commentary/2024/09/russia-is-riding-an-anti-colonial-wave-across-africa.html>

## Jan 13: From the Foundations of Modern Imperialism to Decolonization

1. Capitalism and Racism
2. The British Raj and India
- 3: Decolonization Today

### Background Readings

Timothy H. Parsons, *The British Imperial Century, 1815-1914*, 9-51

Julian Go, *Patterns of Empire: The British and American Empires, 1688 to the Present* (2011), 108-117, 128-131

### Discussion Readings

Stephen Howe, *Empire: A Very Short Introduction*, 1-19

Edward Said, *Orientalism* (1978), 1-9

Bernard Cohn, "Cloth, Clothes, and Colonialism: India in the Nineteenth Century" *Imperialism and Its Forms of Knowledge: The British in India* (1996), 106-7, 121-9

Tina Curriel-Allen, "What Decolonization is, and What it Means to Me"

<https://www.teenvogue.com/story/what-decolonization-is-and-what-it-means-to-me>

Ibtisam Ahmed, "The British Empire's Homophobic Legacy"

<https://theconversation.com/the-british-empires-homophobic-legacy-could-finally-be-overturned-in-india-81284>

## Jan 20: Empire, Difference, and "Civilization"

1. Science and Technology
2. Civilizing Mission/ White Man's Burden/ Racism
3. Methods of Rule
4. Memories of Empire/ Imperial Nostalgia

### Background Readings

Daniel R. Headrick, *Power over Peoples: Technology, the Environment and Western Imperialism, 1400 to the Present* (2010), 226-34, 212-17, 257-75

Adam Hochschild, *King Leopold's Ghost*, 6-18

### Discussion Readings

Rudyard Kipling, "The White Man's Burden" Alice Conklin and Ian Christopher Fletcher, *European Imperialism, 1830- 1930*, 58-59

Adrian Hastings, "Christianity, Civilization and Commerce" *European Imperialism...*74-81

Ania Loomba, *Colonialism/ Postcolonialism*, 104-123

Empire and Memory in Great Britain and Its Colonies:

<https://www.theguardian.com/world/2020/mar/11/uk-more-nostalgic-for-empire-than-other-ex-colonial-powers>

Jamaicans Call for Reparations as British Royal Couple Arrives"

<https://www.aljazeera.com/news/2022/3/22/british-royal-couple-visiting-jamaica-amid-calls-for-reparations>

Laura Clancy, "Five Ways the Monarchy has Benefited from Colonialism and Slavery"

<https://theconversation.com/five-ways-the-monarchy-has-benefited-from-colonialism-and-slavery-179911>

## Jan 27: “High Imperialism” and Memories/Legacies of Conquest

1. Causes
2. Winners and Losers
3. Variations of Imperial Rule

### Background Readings

M.E. Chamberlain, *The Scramble for Africa*, 15-27, 46-55

Adam Hochschild, *King Leopold’s Ghost*, 115-77

### Discussion Readings

Bianca Naude. “COVID 19 Travel Bans and the Reactivation of Colonial Trauma in Africa”

*International Affairs* 99, no. 3 (2023): 1109-26

Empire and Memory in Britain and Africa: “Why is Cecil Rhodes such a Controversial Figure”

<http://www.bbc.com/news/magazine-32131829>

Zethu Matebeni, “#Rhodes Must Fall: It Was Never Just about the Statue”

<https://za.boell.org/en/2018/02/19/rhodesmustfall-it-was-never-just-about-statue>

## Feb 3: Critics, War and Italian Imperialism

1. Hobson, Lenin, and the early critics of Imperialism
2. World War I, the Postwar Settlements and Japanese Imperialism
3. Italian Imperialism (Victoria)
4. The Colonial Encounter and the Growth of Resistance

### Background Readings

P.J. Cain and A.G. Hopkins, “Playing the Game in Tropical Africa” *British Imperialism: Crisis and Deconstruction, 1914-1990*, 201-34

J. Schencking, “The Imperial Japanese Navy and the Constructed Consciousness of a South Sea Destiny” *Modern Asian Studies* 33, no. 4 (1999): 769-96

### Discussion Readings (2 of 3 clusters)

#### a) Economic Understandings of Imperialism

J.A. Hobson, W.E.B Dubois, Rosa Luxembourg, V.I. Lenin, (**READ 2 of 4**) *European Imperialism*

Nana Osei-Opare, “Ghana and Nkrumah Revisited: Lenin, State Capitalism and Black Marxist Orbits” *Comparative Studies in Society and History* 65, no. 2 (2023): 399-421 **READ pp. 399-400, 407-411, bottom 415-420.**

#### b) Italian Colonialism

Ruth Ben-Ghiat, *Italian Colonialism* (2005), 1-5

Nicholas Doumanis, “Italians as ‘Good’ Colonizers: Speaking Subalterns and the Politics of Memory in the Dodecanese”

#### c) Imperialism, “Collaboration” and Resistance

Ronald Robinson, “Non-European Foundations of European Imperialism: Sketch for a Theory of Collaboration” *Imperialism* ed. Wm. Roger Louis (1976), 117-140 **READ pp. 120-6**

M.K. Gandhi, “Disease of Civilization”

[https://www.mkgandhi.org/hindswaraj/chap06\\_civilization.htm](https://www.mkgandhi.org/hindswaraj/chap06_civilization.htm)

Nanjala Nyabola, "Why, as an African, I Took a Rhodes Scholarship"

<https://www.theguardian.com/commentisfree/2010/may/05/rhodes-scholarships-african-perspective>

Apurba Chatterjee, "Gender, Power, and Agency: Re-evaluating the British Imperial Experience"

<https://blogs.reading.ac.uk/gender-history-cluster/2022/03/17/gender-power-and-agency/>

## **Feb 10: Postcolonialism/ Decolonization (and midterm quiz)**

1. The Colonial Encounter
2. Israel/ Palestine
3. The Road to Decolonization

### Background Readings

Raymond Betts, *Decolonization*, 37-45, 61-70

### Discussion Readings

The Palestine Mandate (League of Nations, 1922)

[https://avalon.law.yale.edu/20th\\_century/palmanda.asp](https://avalon.law.yale.edu/20th_century/palmanda.asp)

"The British Mandate and Palestine"

<https://www.nytimes.com/interactive/2024/02/01/magazine/israel-founding-palestinian-conflict.html>

Nigel Gibson, "Quotes from Franz Fanon's *The Wretched of the Earth* that Resonate 60 Years Later." <https://theconversation.com/quotes-from-frantz-fanons-wretched-of-the-earth-that-resonate-60-years-later-173108>

## **Feb 17: No Class: Reading Week**

## **Feb 24: Imperial Russia and The Soviet Union**

1. The Tsarist Empire and Asian Expansion
2. The Soviet Union: an Empire?
3. Gender and the Veil

### Discussion Readings

Thomas M. Barrett, "The Remaking of the Lion of Dagestan: Shamil in Captivity" *Russian Review* (July 1994) 352-66

Kate Brown, "Gridded Lives: Why Kazakhstan and Montana Are Nearly the Same Place" *American Historical Review* 106 no. 1 (2001): 17-48 (**READ 17-22, 30-37**)

Douglas Northrop, "The Limits of Liberation: Gender, Revolution, and the Veil in Soviet Uzbekistan" *Everyday Life in Central Asia* ed. Sahadeo and Zanca (2007), 89-102

(readings on the meanings of the veil in modern Europe, TBA)

Serhy Yekelchuk, "Sorry, Mr. Putin: Ukraine and Russia are Not the Same Country" (2022)

<https://www.politico.com/news/magazine/2022/02/06/ukraine-russia-not-same-country-putin-ussr-00005461>

## **March 3: The United States and Empire**

1. Origins of the American Empire
2. The Cold War

### 3. The “Global Policeman”

#### Background Readings

Victor Bulmer-Thomas, *Empire in Retreat: The Past, Present and Future of the United States*, chs. 7 and 12.

#### Discussion Readings:

Robert Kagan, “The Benevolent Empire” *Foreign Policy* 1998, no. 111: 24-35

Makdisi Ussama, “Anti-Americanism in the Arab World: An Interpretation of a Brief History”  
*Journal of American History* 2002 89(2): 538-557

Daniel Immerwahr, “How the US Has Hidden Its Empire”

<https://www.theguardian.com/news/2019/feb/15/the-us-hidden-empire-overseas-territories-united-states-guam-puerto-rico-american-samoa>

Tom Stevenson, "America's Undying Empire: Why the Decline of US Power Has Been Greatly Exaggerated" <https://www.theguardian.com/us-news/2023/nov/30/americas-undying-empire-why-the-decline-of-us-power-has-been-greatly-exaggerated>

### **March 10: Imperialism and Canada**

\*student-led small group class (optional readings will be provided)

### **March 17: 9/11, Oil and the Middle East**

1. The Road to 9/11
2. Iraq and the Islamic State
3. Imperialism, Postcolonialism and anti-imperialism in 2023

#### Discussion Readings

##### a. A Clash of Civilizations?

Samuel P. Huntington, “The Clash of Civilizations?” *Foreign Affairs*, 72 (Summer 1993), 22-39

Edward W. Said, “The Clash of Ignorance” *The Nation*, 22 October 2001

Michael H. Hunt “In the Wake of September 11, the Clash of What?” *Journal of American History* 2002 89(2): 417-25

##### b. After 9/11

Miubarak Altwajji, “Neo-Orientalism and the Neo-Imperialism Thesis: Post 9/11 US and Arab World Relationship” *Arab Studies Quarterly* 36, no. 4 (2014): 313-23

Current media articles TBA

### **March 24: Imperialism, Racism and Migration**

1. Keeping Europe (and North America) White
2. The European Right, Racism and Refugees
3. Russia and its “Blacks”
4. The Far Right and anti-Islamism

#### Background Readings

Lucy Mayblin and Joe Turner, “‘Race’ and Racism in International Migration” and “Gender, Sexuality, Colonialism and Migration in *Migration Studies and Colonialism* (2021), 49-77, 173-94

### Discussion Readings

Li Zhou, "Resurgence of Germany's Far Right, Explained"

<https://www.vox.com/world-politics/2024/3/12/24080074/germany-afd-far-right>

Jennifer Ma, "Racialization, Colonialism and Imperialism: A Critical Autoethnography on the Intersection of Forced Displacement and Race in a Settler Colonial Context"

*Frontiers in Sociology*, 2023.

Asif Mohiuddin "Islamophobia and Religious Imagination in Europe" *Journal of Muslim Minority Affairs*, 39, no. 2 (2019): 135–156

Nicole Dungca and Claire Healy, "Revealing the Smithsonian's 'Racial Brain Collection'"

*Washington Post*, Aug. 14, 2023 and Zachary Small "Facing Scrutiny, a Museum that Holds 12, 000 Human Remains Changes Course" *New York Times*, Oct. 18, 2023

## **March 31: Global Imperialism Today**

\*student-led small group class

## **April 7: Imperialism and the Environment**

1. Natural resource extraction
2. Climate change

### Discussion Readings

Jayati Ghosh, Shouvik Chakraborty and Debamanyu Das, "Climate Imperialism in the Twenty-First Century" *Monthly Review* 74, no. 3 (2022): 70-85

Leon Sealey-Huggins, "'1.5C to Stay Alive;' Climate Change, Imperialism and Justice for the Caribbean" *Third World Quarterly* 38, no. 11: 2444-2463

Herriott Mercer, "Colonialism: Why Leading Scientists Have Finally Acknowledged Its Link to Climate Change" <https://theconversation.com/colonialism-why-leading-climate-scientists-have-finally-acknowledged-its-link-with-climate-change-181642>

Dorothy Guerrero, "Colonialism, Climate Change and Climate Reparations"

<https://www.globaljustice.org.uk/blog/2023/08/colonialism-climate-change-and-climate-reparations/>



## 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](mailto: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](mailto: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 30<sup>th</sup>, 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](#).

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#### 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 <sup>th</sup>
floor Library	
Academic Advising Centre (7850)	302
Tory	
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401
Tory	