

**PSCI 3309A/ PHIL 3340A
MODERN IDEOLOGIES**

Wednesdays 11:35 am – 2:25 pm

Please check location on Carleton Central

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Course Description

Political ideologies are lenses through which we interpret the world. They enable us to emphasize and highlight certain aspects of our political experience while obscuring others. As we will see throughout the term, ideologies can be remarkably powerful: they offer holistic narratives about how the world works and provide frameworks for understanding thoughts, actions, and events. As systems of thought—or worldviews of varying coherence—ideologies are mobilized in all sorts of political and social debates.

In this course, our task is to examine and assess a wide range of modern political ideologies, from classical conservatism and liberalism to contemporary environmentalism, fascism and populism. What are ideologies, and how do they operate in everyday life? Is “ideology” necessarily a pejorative term? How to make sense of the coexistence of various – and often opposed – ideological worldviews?

This course offers a substantive overview of major ideological currents in Western political thought from the nineteenth century to the present, with the aim of evaluating the role and importance of ideologies in contemporary political life and to gain a critical awareness of our own ideological commitments.

Learning Objectives:

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

- Provide an elaborate account of the historical emergence and evolution of the main modern ideological currents (liberalism, conservatism, socialism, anarchism, environmentalism, populism, etc.);
- Analyze the mobilization of these concepts and ideologies in political, cultural and social discourse;
- Contribute to clarify the practices, institutions, norms and values that different ideologies promote;
- Develop the capacity for critical thinking about one's own ideological commitments and to understand what motivates adherence to ideological worldviews;
- Mobilize various theoretical tools in the study of ideology and present coherent, well-supported arguments, both in oral and written form.

Contact Policy:

The best way to contact me outside of scheduled office hours is via email. You can expect a reply within 48 hours (weekends excluded). If your question cannot be answered by a short email, please drop by during office hours or talk to me before or after class.

When emailing:

- Include the course code in the subject line of the email
- Use your Carleton email account
- Sign off with your first and last name

Course Format

The structure of the course will be as follows:

- 1) Welcome and updates about the course (5 minutes)
- 2) Instructor's presentation of the weekly topic (45-50 minutes)
- 3) Class discussion/activities in relation to the topic/readings
- 4) 15-minute break
- 5) Class discussion/activities in relation with the topic/readings

Use of Brightspace: Course announcements, deadline reminders and course materials will be posted on the course page. Please ensure that you have access to the course on Brightspace and consult it regularly.

Required Texts

- All readings will be available directly on Brightspace at no cost to you.

Course Assignments

Assignment	Due Date	Percentage of Final Grade
Course Engagement	Marked weekly	20%
AI and Ideology	January 26 th	15%
Midterm Exam	February 11 th	25%
Final Exam	Exam Period - TBD	40%

Course Assignments Overview

1. Course Engagement (20%) – Marked weekly

Attendance and participation in the weekly discussions are **essential components** of this course. Participation in class will **be evaluated according to the following criteria**: preparation ahead of the class; quality of interventions; ability to engage critically with the readings and to make connections with other concepts/ideas covered in the course. To earn the full points, you are required to attend class on a regular basis, demonstrate that you have read the texts in advance and contribute actively, positively and respectfully to the discussion.

Note about attendance: Excused absences include medical reasons, family emergencies and observance of religious holiday. Please make sure to notify me in advance and if necessary, to provide documentation. Three ~~or more~~ unexcused absences will result in a change of one third of a letter grade (e.g. from B+ to B). Four or more unexcused absence will result in losing one full letter grade (from B to C).

2. AI and Ideology (15%) – January 26th

Given the ubiquitous presence of AI (and more specifically of generative AI) in our lives, it is essential to reflect critically on its role, mechanisms, limitations and blind spots. Students will be asked to write a short paper (1000-1500 words) in which they examine the following question: Is AI ideological? The reflection paper should include at least three sources, one of which should be peer-reviewed. Further instructions will be posted on Brightspace and explanations will be given during the first week of class.

Students can submit their paper in Word or PDF format.

3. Midterm Exam (25%) - (February 11th)

Students will write an in-class examination that will cover the first five weeks of class materials and readings. The exam will consist of a set of short answer questions and one long essay question.

4. Final Exam (40%)

Students will write an in-class examination at the end of the term. The examination office will set the time and date for the exam. The exam will be cumulative and will consist of a set of short answer questions and long essay questions based on the material and readings covered in class. More information, including the date and other instructions, will be posted on Brightspace later in the term.

Summary

Students are required to:

- 1) Complete the readings before class each week;
- 2) Attend class regularly;
- 3) Participate in class discussions and activities (total of 20%);
- 4) Submit one paper on AI and ideology (15%);
- 5) Write one midterm exam (25%);
- 6) Write a final exam (40%)

Course Schedule and Required Readings

Week 1: Introduction: Words in “-ism”. What is an Ideology? (Jan 7)

Readings:

- ◆ Michael Freeden, *Ideologies and Political Theory* (excerpts)
- ◆ Ben Yagoda, “Your Lying Mind: The Cognitive Biases Tricking your Brain” (The Atlantic, 2018)

Week 2: Liberalism(s) (I): Classical Liberalism/Welfare State Liberalism (Jan 14)

Readings:

- ◆ James Madison, Alexander Hamilton, and John Jay, *The Federalist Papers*, No. 10 (1787) and 51 (1788)
- ◆ John Stuart Mill, *On Liberty* (excerpts)
- ◆ Isaiah Berlin, “Two Concepts of Liberty” (excerpts)

Optional:

- ◆ John Locke, *Two Treatises of Government*

- ◆ Adam Smith, *The Wealth of Nations*, Book IV, Chap. 2
- ◆ John Dewey, "Liberty and Social Control" (excerpts)
- ◆ Franklin D. Roosevelt, "The Continuing Struggle for Liberalism"
- ◆ John Maynard Keynes, "The End of Laissez-Faire"

Week 3: Liberalism(s) (II): Free Market Liberalism/Neoliberalism
(Jan 21)

Readings:

- ◆ Ludwig von Mises, *Liberalism: In the Classical Tradition*, Introduction (p. 1-17)
- ◆ Friedrich Hayek, *The Road to Serfdom*, Chap. 1 (p. 17-23)
- ◆ Milton Friedman, "Capitalism and Freedom", Introduction (p. 1-6)
- ◆ Stephen Metcalf, "Neoliberalism: The Idea that Swallowed the World," *The Guardian*, August 18, 2017
(<https://www.theguardian.com/news/2017/aug/18/neoliberalism-the-idea-that-changed-the-world>)

Week 4: Conservatism(s) (I): Classical Conservatism/Social Conservatism
(Jan 28)

Readings:

- ◆ Edmund Burke, *Reflections on the Revolution in France* (excerpts)
- ◆ Michael Oakeshott, "On Being Conservative", *Rationalism in Politics and Other Essays* (p. 407-437)
- ◆ William Graham Sumner, *Folkways: A Study of the Sociological Importance of Usages, Manners, Customs, Mores and Morals* (excerpts)
- ◆ Phyllis Schlafly, *The Power of the Positive Woman* (in *Dogmas and Dreams*, p. 165-178)

Week 5: Conservatism(s) (II): Neoconservatism
(Feb 4)

Readings:

- ◆ Russel Kirk, "Ten Conservative Principles"
(<https://kirkcenter.org/conservatism/ten-conservative-principles/>)
- ◆ Roger Scruton, *The Meaning of Conservatism* (excerpts)
- ◆ Irving Kristol, "The Neoconservative Persuasion: What it was, and what it is" (*Weekly Standard*, 2003)
- ◆ Allan Bloom, "The Democratization of the University" (in *Dogmas and Dreams*, p. 179-200)

Optional:

- ◆ William Kristol, "The Politics of Liberty, the Sociology of Virtue" (textbook, p. 172-174)
- ◆ Allan Bloom, *The Closing of the American Mind* (excerpts)

Week 6: Midterm Exam
(Feb 11)

Week 7 - Winter Break (Feb. 16 - 20)

Week 8: Socialism(s)
(Feb 25)

Readings:

- ◆ Charles Fourier, "Utopian Socialism" (in *Dogmas and Dreams*, p. 207-228)
- ◆ Robert Owen, "Observations on the Effects of the Manufacturing System" (excerpts)
- ◆ Karl Marx, "Estranged Labor" (excerpts)
- ◆ Thomas Piketty, *Capital and Ideology*, Introduction (p. 1-12).

Optional:

- ◆ Pierre-Joseph Proudhon, *What is Property*
- ◆ V.I. Lenin, *What is to be Done?*
- ◆ Karl Marx and Friedrich Engels, *The Communist Manifesto*
- ◆ Heidi Hartman, "The Unhappy Marriage of Marxism and Feminism: Toward a More Progressive Union," (in Sargent (ed.), *Women and Revolution*)
- ◆ Students for a Democratic Society, "The Port Huron Statement"
- ◆ Norberto Bobbio, "Democracy as It Relates to Socialism"

Week 9: Feminism(s): Liberal, Radical, Socialist, Anti-Racist Feminisms
(March 4)

Readings:

- ◆ Mary Wollstonecraft, "Vindication of the Rights of Woman," (excerpts)
- ◆ Betty Friedan, "Our Revolution is Unique" (in *Dogmas and Dreams*, p. 495-502)
- ◆ bell hooks, *Feminism is for Everybody* (excerpts)
- ◆ Audre Lorde, "Age, Raced, Class, and Sex: Women Redefining Difference" (in *Dogmas and Dreams*, p. 532-539)
- ◆ Kimberly Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color,"

Optional:

- ◆ Jane Addams, "Why Women Should Have the Vote"
- ◆ Elizabeth Diggs, "What is the Women's Movement?"
- ◆ Shulamith Firestone, *The Dialectic of Sex*
- ◆ Chandra Talpade Mohanty, "Under Western Eyes Revisited: Feminist Solidarity through Anticapitalist Struggles"
- ◆ Nancy Hartsock, "The Feminist Standpoint: Toward a Specifically Feminist Historical Materialism"

- ♦ Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*, Introduction & Chapter 6, 7

Week 10: Anarchism(s)

(March 11)

Readings:

- ♦ Henry David Thoreau, "Essay on Civil Disobedience"
- ♦ Michael Bakunin, *Statism and Anarchy* (excerpts)
- ♦ Friedrich Engels, "On Authority" (excerpts)
- ♦ Emma Goldman, "Anarchism: What It Really Stands For" (excerpts)

Week 11: Fascism(s)

(March 18)

Readings:

- ♦ Benito Mussolini, "Fascism: Doctrine and Institutions" (in *Dogmas and Dreams*, p. 434-443)
- ♦ The National Socialist Party, "The Twenty-Five Points"
- ♦ Umberto Eco, "Ur-Fascism" (excerpts)
- ♦ Alberto Toscano, *Late Fascism*, Preface and Chap. 1.

Optional:

- ♦ Dallas Jokić, "Césaire and Fanon on Fascism: The 'Boomerang Effect' Beyond the Metropole," *Constellations* (2025)
- ♦ Daniel Steinmetz-Jenkins (ed.), *Did It Happen Here? Perspectives on Fascism and America* (WW Norton, 2024).
- ♦ Mark Bray, *Antifa: The Anti-fascist Handbook*, Introduction (p. xi-xxiv)
- ♦ Southern Poverty Law Center, websites on Alt-Right (<https://www.splcenter.org/fighting-hate/extremist-files/ideology/alt-right>)
- ♦ Jason Stanley, *How Fascism Works. The Politics of Us and Them*
- ♦ Helen Zia, "Women in Hate Groups: Who Are They? Why Are They There?"
- ♦ Richard Spencer, "Interview with Europe Maxima" (<https://radixjournal.com/2017/02/2017-2-15-richard-spencers-interview-with-europe-maxima/>)

Week 12: Populism(s)

(March 25)

Readings:

- ♦ ~~Jian~~-Werner-Müller, *What is Populism?*, Chapter 1
- ♦ Chantal Mouffe, *For a Left Populism*, Chapter 1
- ♦ Peter C. Baker, "'We the people': the battle to define populism" (*The Guardian*, 2019): <https://www.theguardian.com/news/2019/jan/10/we-the-people-the-battle-to-define-populism>

Optional:

- ◆ The Guardian, “How Populist Are You?”
(<https://www.theguardian.com/world/ng-interactive/2018/nov/21/how-populist-are-you-quiz>)
- ◆ Yascha Mounk, “What Bolsonaro’s Loss Reveals About the Limits of Populism” (*The Atlantic*, 2022) <https://www.theatlantic.com/ideas/archive/2022/11/brazil-election-results-lula-wins-bolsonaro-democracy/671989/>
- ◆ Samuel P. Huntington, *The Clash of Civilizations*
- ◆ Yascha Mounk, *Democracy v. The People*

Week 13: Environmentalism(s)

(April 1st)

Readings:

- ◆ Arne Naess, *Ecology, Community and Lifestyle* (excerpts)
- ◆ Rachel Carson, *Silent Spring* (excerpts)
- ◆ Bruno Latour, *Facing Gaia*, Lecture 1: “On the instability of (the notion) of nature”

Optional:

- ◆ Dipesh Chakrabarty, *The Climate of History in a Planetary Age*
- ◆ Vandana Shiva, *Staying Alive: Women Ecology and Development*
- ◆ Program of the Green Party of the Federal Republic of Germany (in *Dogmas and Dreams*, p. 598-605)
- ◆ Carolyn Merchant, *Radical Ecology: The Search for a Livable World* (in *Dogmas and Dreams* p. 606-615)
- ◆ Ernst Schumacher, *Small is Beautiful*
- ◆ Murray Bookchin, *Post-Scarcity Anarchism*
- ◆ Interview with Adrienne Buller on *The Value of the Whale* (a critique of green capitalism: <https://www.theguardian.com/environment/2022/nov/24/how-whales-can-help-dispel-the-myth-of-green-capitalism-adrienne-buller>)
- ◆ Aldo Leopold, *Land Ethic*
- ◆ Ralph Waldo Emerson, “Nature”
- ◆ David Attenborough, *A Life on our Planet* (documentary)

Key Dates: Summary

Date	Topic	Assignment
Wednesday, January 7	Introduction	Attendance/Participation marked weekly
Wednesday, January 14	Liberalism I	
Wednesday, January 21	Liberalism II	
Monday, January 26		Paper Due (15%)
Wednesday, January 28	Conservatism I	
Wednesday, February 4	Conservatism II	
Wednesday, February 11	Midterm	Exam (20%)
Wednesday, February 18	Winter Break	
Wednesday, February 25	Socialism	
Wednesday, March 4	Feminism	
Wednesday, March 11	Anarchism	
Wednesday, March 18	Fascism	
Wednesday, March 25	Populism	
Wednesday, April 1	Environmentalism	

Policy on the use of AI

The broad term of “AI” encompasses a great variety of technologies, tools and systems. This policy refers more specifically to the use of generative AI in research and writing. Large language models (LLMs) — such as ChatGPT, Claude, Llama, DeepSeek, Gemini, and so on — have become more accessible in recent years. Universities are still grappling with the wide-ranging effects of their omnipresence and various uses in higher education.

LLMs are not going away anytime soon. We cannot just stick our heads in the sand and pretend they do not exist. However, this does not mean that we should adopt them and integrate them into our daily tasks without a critical examination of their limitations and risks. Beyond the environmental cost of generative AI and the ethical issues their use raises (such as copyright infringements, data exploitation, ghost labour), we also have to assess whether they are beneficial as tools, and if so, to what extent.

One of the aims of this course is to foster critical thinking. LLMs are known for their occasional “hallucinations,” which can include factually incorrect statements,

nonsensical responses and fabricated sources among other things. They can also introduce biases they replicate from the data sets on which they have been trained. Because of this lack of reliability, predictability and accuracy, their use must therefore require a great deal of caution.

My policy in this course is one of transparency. While I do not encourage the use of generative AI, I do not strictly prohibit it in my course. I require all students who decide to employ it as a tool to disclose the degree to which they have relied on it (in percentage), the way it has been used (for brainstorming, books and articles summaries, writing, editing, etc.) and to indicate with footnotes any section, paragraph or sentence that has been produced with the support of an AI tool (the footnote should include the prompt used). In a separate appendix, I require screenshots of all AI prompts used in the process, as well as a detailed written justification as to how AI was used in the assignment. Assignments will be evaluated in light of those disclosed elements.

Ultimately, I am interested in reading what you have to say about the topic you decide to work on. If I want to know the answers ChatGPT or Claude can generate based on a prompt, I'll ask those large language models directly. I do not believe it is my role to train you on how to use those LLMs, and I have little interest in becoming the "AI police" who scrutinizes assignments to detect potential violations to Carleton's academic integrity policy.

Assignments in this class do not necessarily lend themselves well to the integration of generative AI. The course is based on in-class discussions, original reflections on seminar discussions and in-class evaluations.

Course Policies

Citations and Bibliography

All written assignments should include a full list of sources used and avoid plagiarism or other violations of academic integrity. For examples of what constitutes plagiarism and what could be the possible sanctions, consult this page on academic integrity:

<https://carleton.ca/registrar/academic-integrity/>

You must indicate all references to the texts in footnotes or with in-text references. You are free to choose the style of citation with which you are most comfortable, as long as it is consistent throughout your assignment. For more details on how to cite properly, please consult the MacOdrum Library website: <https://library.carleton.ca/help/citing-your-sources>. If in doubt, don't hesitate to reach out to me.

All assignments submitted should be **double-spaced**, formatted in **12-point font** and should include **page numbers**.

Copyright

Lectures and course materials (including all PowerPoint presentations, handouts, videos, and similar materials) are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent.

Late Essays & Extensions

If you are ill or have any other legitimate reason for not being able to complete coursework or submit your assignments on time, **please advise me as soon as possible (preferably before the deadline)**. If an extenuating circumstance prevents a student from submitting an assignment on time, they should be prepared to provide proper documentation concerning the situation. Accommodations can be discussed on a case-by-case basis.

Please note that assignments in other courses **are not sufficient grounds** for an extension. As you dispose of several weeks to complete the assignments, it is your responsibility to start early in the term.

Late assignments will be penalized at the **rate of 4% of the student's assignment grade** 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. Assignments that have **not been submitted seven (7) days** after the deadline will not be accepted.

There is an increased risk of depression and anxiety among students ~~during the pandemic~~, so please make sure to seek help if you are experiencing mental health-related problems. Carleton offers a broad range of resources:
<https://carleton.ca/wellness/>

Grade Appeal

Any suspicion of error on the part of the instructor should be brought up immediately to be corrected. You are more than welcome to drop by during online office hours to discuss your assignment. If you are concerned that your assignment was not assessed fairly, you can request a review by submitting a **one-page justification** explaining the reasons why the assignment should be reviewed. You should send the justification along with the original essay by email **no later than one (1) week** after receiving your grade. A request for review can involve the raising or lowering of a grade upon further examination.

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

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

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

GRADING SYSTEM

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

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.

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