

PSCI 3702A  
The Politics of Israel/Palestine  
Mondays 10:05-11:25 am  
check location on Carleton Central

Prof. Mira Sucharov  
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Office Hours (I will send around a sign-up sheet each week; some slots will be in person; others will be by Zoom.)

### Course Description

This course offers a conceptual analysis of the Israeli-Palestinian experience. We will use the tool of collective narratives to examine the role of identity and historical memory in shaping political outcomes. In light of the basic identity and material needs of both sides — coupled with standards of ethics and justice, we will assess the workability of various solutions to the conflict. Keep in mind that we are here to ask scholarly questions and answer them. We will ask both “is” and “ought” questions. “Is” questions are “why” questions, which we will try to answer by drawing on a range of theoretical and conceptual explanations. “Ought” questions are “what should be” questions, which we will try to address by using standards of human rights, ethics and justice. We will also discuss pragmatism, asking whether it should play a role in policy and activism or not.

This course is for those who want to be immersed in the history and politics of Israelis and Palestinians for 12 weeks. It’s not light, but it’s not boring either. Be prepared to devote plenty of time per week to absorbing and analyzing the material.

An important note: Many of us have strong opinions about the situation in Israel-Palestine, and the situation since Oct. 7 and the war in Gaza, including tens of thousands of victims — is particularly horrendous (though it’s also important to note that it didn’t “start” on Oct. 7). While discussion and debate are highly encouraged, I will urge you to keep the conversation centred around the scholarly questions at hand, bringing logic and evidence to bear to make your points. I see my role as a classroom professor as distinct from my role as an op-ed writer, for example. As a professor, my role is to help us identify analytical questions and

help point to the kind of evidence needed to address those questions. You may find that throughout the discussion (even in our remote environment), I might challenge you to see another “angle” of the issue (whatever angle that might be at the time). But keep in mind that my attempt to enable you to consider another angle — whatever angle that might be in the context of the discussion — does not necessarily correspond to my personal opinions of the issue. And it certainly does not reflect any attempt on my part to “defend” or “promote” one side or another. Amidst all these important discussions, however, we will have to keep in mind the issue of power. While the course examines the contemporary relationship between Israel and the Palestinians in light of historical dynamics, we will keep in mind the fact that Israel is currently the occupying power, and, relative to Palestinians, has access to much more power and means of force.

### Learning Outcomes

1. Understand key moments in the history of Israeli-Palestinian relations and their significance for contemporary Israeli-Palestinian politics
2. Identify the types of discourse different advocacy communities use
3. Become comfortable with the scholarly literature on the topic
4. Synthesize feasible solutions based on the identity and material needs of each “side”
5. Gain an understanding of the difference between explanatory, prescriptive, descriptive and predictive questions

### AI Policy

This course is intended to be completed without the use of AI. The in-class tests will be paper-based and thus AI tools will be unavailable. The journal will be hand-written / hand-drawn and also must be completed without AI: this is an opportunity for you to reflect on the course material by yourself.

*If there's a use for AI that you believe can enhance your learning in this course, please discuss it with me.*

### Textbooks

The following books are available for purchase (and can be shipped to you or picked up) from the Carleton bookstore.

Martin Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction* (Oxford University Press, 2013). (\$13.50 )

Mira Sucharov and Aaron Hahn Tapper, *Social Justice and Israel/Palestine: Foundational and Contemporary Debates* (University of Toronto Press, 2019)(\$47.95)

## Supplies

In addition to the textbooks, you will need a blank journal (my personal favourite is dotted Moleskin, but any brand or even a dollar-store type will do), and a pen you enjoy writing with (my personal favourite is Staedtler pigment liner). Extra coloured pens and scrapbooking materials are optional.

You will want to read a variety of news sources relating to Israel/Palestine during the course of the semester. I recommend subscriptions for the duration of the semester to a variety of outlets. My suggested list would be some combination of: The New York Times, The Globe and Mail, Al-Jazeera, Haaretz, The Times of Israel, The Guardian.

## Evaluation at a Glance

Hand-Written Journal Log (all semester): 20%

In-Class Participation: 20%

Quiz One 15% (class 3; Jan. 19): covering material from classes 1-3, inclusive

Quiz Two 15% (class 6; Feb. 9): covering material from classes 4-6, inclusive

Quiz Three: 15% (class 9; March 9): covering material from classes 7-9, inclusive

Quiz Four: 15% (class 12; March 30): covering material from classes 10-12, inclusive

*The photographs plus self-assessment sheet of the “Hand-Written Journal” should be submitted through Brightspace.*

## VII    Evaluation in detail

**In-Class Participation:** This will come in two parts. The first component is what I call “front row.” Each of you must choose one class session in which to sit in the proverbial front row. During this session, you will participate more actively than usual; be prepared for me to pose questions to you directly, “Socratic-Method” style. I will hand out a sign-up sheet online at the beginning of term. I will grade this component as complete/incomplete. The second component is self-graded. Towards the end of every class session, I’ll hand out an index card where you’ll record your engagement before

handing it back to me: give yourself a 1 for active oral participation; a 0.5 for half-baked participation, and a 0 if you're totally checked out. (For the self-graded component, if you're away, I'll mark a 0; if you need health, family-emergency or religious accommodations let me know and I'll arrange an alternative).

**In-class quizzes:** There will be four in-class quizzes.

**Hand-Written Journal Log:** *All semester*, you will keep a hand-written journal detailing your reflections on the material covered in the course: both the in-class discussion and the readings/films. You can write in paragraphs or point form or diagrams. You can use black and white, or colours, shapes, doodles; scrapbook cut-outs; glitter; moshi tape; whatever helps you convey to yourself (and to me) that you've engaged actively with the course material throughout the semester. The final page must be a self-assessment page, whereby you provide yourself with 1 point for every entry that was well done (reflecting excellent engagement with the material), 0.5 points for entry that is mediocre, and 0 points for no entry. Add it up, divide by 11 (Week One's material will be covered in class), and indicate the mark.

*To submit:* take a photo of each page of your journal, plus your self-assessment page, paste it all into a single Word document, and upload that to Brightspace.

*Note:* If you don't have your journal with you on a given day, use any piece of paper and simply tape, staple or paste it in to your journal when you get home. *Lost journals won't be accepted as an excuse. You should take a photo of each page as you go, so as to ensure a backup.*

**Due:** (Do it all semester, and submit it on April 1)

### Course schedule & readings/films:

*A Note About the Bunton textbook:* There are six short chapters in the book, and I have assigned one chapter per week (from Class 2 through Class 7). This means that the chapter doesn't always correlate to the theme (nor to the rest of the readings for that week). It was the simplest way for me to make sure that by the mid-point of the semester you have the basic historical knowledge necessary to make sense of more contemporary events.

*A Note about the volume of material:* There's a lot of material here for you to cover, including readings and films. The tradeoff is that our in-class time is half of what it would normally be (1.5 hours/week rather than 3). This is a format I have been using through an arrangement with the dean's office whereby class scheduling was allowed to be more flexible depending on course format. So make

sure to allot sufficient time to cover the material at home. I have selected the readings and films to be engaging and informative.

### **Class 1 (Jan. 5): Intro**

*All the material for Class 1 will be covered in class; you don't need to journal it. Tonight, start journaling the material for Class 2.*

**Op-Ed:** Bret Stephens, “At 75, Israel Has Plenty to Celebrate,” *The New York Times* (16 May 2023) <https://www.nytimes.com/2023/05/16/opinion/israel-75th-anniversary.html>

**Op-Ed:** Rashid Khalidi, “Israel Is Throwing a 75th Birthday Party. Palestinians Have Little to Celebrate,” *The Nation* (26 April 2023) <https://www.thenation.com/article/world/palestine-israel-nakba-anniversary/>

**Web Explainer:** Linah Alsaafin, “What’s the Israel-Palestine conflict about? A simple guide,” *al Jazeera* (9 October 2023) <https://www.aljazeera.com/news/2023/10/9/whats-the-israel-palestine-conflict-about-a-simple-guide>

**Poem:** Nathan Alterman, “The Silver Platter” (poem): <http://www.phy6.org/outreach/poems/alterman.htm>

**Poem:** Mahmoud Darwish, “Identity Card” (poem): <https://electronicintifada.net/content/remembering-mahmoud-darwish/7663>

### **Class 2 (Jan. 12): Settler Colonialism & Competing Nationalisms & Narratives**

**Textbook:** Bunton, Chapter 1

**Textbook:** Hahn Tapper & Sucharov, Chapter 3 (“Settler Colonialism”)

**Op-Ed:** Omar Dajani and Mira Sucharov, “From Yad Vashem to Yasser Arafat’s Office: A Palestinian and a Jew Tour Israeli and Palestinian Museums Together,” *Haaretz* (24 April 2023) <https://www.haaretz.com/opinion/2023-04-24/ty-article-opinion/.highlight/from-yad-vashem-to-yasser-arafats-office-a-palestinian-and-a-jew-tour-museums/00000187-b2de-d803-ad8f-fedfa9180000>

**Short Document:** The Balfour Declaration

<https://www.britannica.com/event/Balfour-Declaration>

**Short Film:**

[https://mediaspace.carleton.ca/media/Mirror%20Image./1\\_chbwhg06](https://mediaspace.carleton.ca/media/Mirror%20Image./1_chbwhg06)

**Documentary Film:** *The Law in These Parts*

**Class 3 (Jan. 19): The Nakba / Israel's Independence / The 1948 Arab-Israeli War**

**Textbook:** Bunton, Chapter 2

**Textbook:** Hahn Tapper & Sucharov, Chapter 2 (“Self-Determination”)

**Short Essay:** Hussein Ibish, “A 'Catastrophe' That Defines Palestinian Identity,” *The Atlantic* (14 May 2018)

<https://www.theatlantic.com/international/archive/2018/05/the-meaning-of-nakba-israel-palestine-1948-gaza/560294/>

**Short Document:** “The Declaration of the Establishment of the State of Israel (1948)”: <https://www.myjewishlearning.com/article/the-declaration-of-the-establishment-of-the-state-of-israel/>

**Short-Medium Essay:** Ari Shavit, “Lydda, 1948,” *The New Yorker* (21 October 2013). <http://www.newyorker.com/magazine/2013/10/21/lydda-1948>

**Op-Ed:** Mira Sucharov, “Do American Jews Really Know what ‘Zionism’ Means?” *Haaretz* (26 October 2022) <https://www.haaretz.com/us-news/2022-10-26/ty-article-opinion/.highlight/do-american-jews-really-know-what-zionist-means/00000184-of30-d1ao-a1ee-cf7eo120000>

**Class 4 (Jan. 26): The Wars of 1967, 1973, 1982 & The Formation of the PLO**

**Textbook:** Bunton, Chapter 3

**Book Chapter:** Mira Sucharov, *The International Self*, Chapter 5 (“Israel and the Lebanon War”)

**Journal Article:** Popp, Roland, “Stumbling Decidedly into the Six-Day War,” *The Middle East Journal* 60, 2 (2006): p.281-309

**Short Document:** UN Resolution 242 (Nov. 22, 1967)

<https://unispal.un.org/unispal.nsf/0/7D35E1F729DF491C85256EE700686136>

**Short Document:** UN Resolution 338 (October 22, 1973)  
<http://unscr.com/en/resolutions/338>

**Short Document:** The PLO charter (1968):  
[http://avalon.law.yale.edu/20th\\_century/plocov.asp](http://avalon.law.yale.edu/20th_century/plocov.asp)

**Op-Ed:** Mira Sucharov, “One Palestinian, one Jew, and two very different impressions of ‘Golda’,” *JTA* (31 August 2023)  
<https://www.jta.org/2023/08/31/ideas/one-palestinian-one-jew-and-two-very-different-impressions-of-golda>

## **Class 5 (Feb. 2): The First Intifada**

**Textbook:** Bunton, Chapter 4

**Op-Ed:** Book Chapter: Sucharov, *The International Self* (chapter 6: “Israel and the Intifada”)

**Short Essay:** Mohamed ElBardicy, Majd Al-Waheidi and Michel Martin, "Why Watermelons are a Symbol of Palestinian Solidarity," *NPR* (8 January 2024)  
<https://www.npr.org/2024/01/08/1222718339/why-watermelons-are-symbol-of-palestinian-solidarity>

**Document:** Arafat’s speech to the UN in Geneva (1988):  
<http://mondediplo.com/focus/mideast/arafat88-en>

**Documentary Film:** *Naila and the Uprising*

## **Class 6 (Feb. 9): Madrid, Oslo, Camp David II, Taba, and the Second Intifada**

**Textbook:** Bunton, Chapter 5

**Two Short Documents:** Letters of Mutual Recognition between Yasser Arafat and Yitzhak Rabin (1993)  
[https://ecf.org.il/media\\_items/300](https://ecf.org.il/media_items/300)

**Academic Article:** Jeremy Pressman, "Visions in Collision: What Happened at Camp David and Taba?" *International Security* 28, 2 (Fall 2003). (Go to [library.carleton.ca](http://library.carleton.ca) and search for the article.)

**Medium-Length Essay:** Hussein Agha & Rob Malley, Camp David: The Tragedy of Errors, *New York Review of Books* (Aug. 9, 2001).

**Op-Ed:** Ehud Barak, "Israel Needs a True Partner for Peace," *New York Times*, July 30, 2001. <http://tinyurl.com/67599n>

**Op-Ed:** Marwan Barghouti, "Want Security? End the Occupation," *Washington Post*, January 16, 2002. <http://electronicintifada.net/v2/article1986.shtml>

**Medium-Length Op-Ed Style Piece:** Emily Bazelon, "Was Peace Ever Possible? A Discussion Moderated by Emily Bazelon," *The New York Times Magazine* (20 November 2023)

<https://www.nytimes.com/interactive/2023/11/20/magazine/israel-gaza-oslo-accords.html>

**Documentary Film:** *Arna's Children*

\*\*\***No Class Feb. 16 for Reading Week\*\*\***

### **Class 7 (Feb. 23): Refugees & Return**

**Textbook:** Hahn Tapper & Sucharov, Chapter 5 ("Refugees and Displacement")

**Short Document:** "UN General Assembly Resolution 194" (Dec. 11, 1948)

[https://en.wikipedia.org/wiki/United\\_Nations\\_General\\_Assembly\\_Resolution\\_194#Content](https://en.wikipedia.org/wiki/United_Nations_General_Assembly_Resolution_194#Content)

(scroll to "Full Text" to read the text of the resolution. The key article of the resolution for our purposes is **article 11.**)

**Short Legal Essay:** International Humanitarian Law databases, Rule 132: Return of Displaced Persons

<https://ihl-databases.icrc.org/en/customary-ihl/v1/rule132#:~:text=return>

**Op-Ed:** Sari Bashi, "What We Talk About When We Talk About the Right of Return," *The New York Times* (28 July 2025)

<https://www.nytimes.com/2025/07/28/opinion/palestinians-right-of-return.html>

**Policy-Style Essay:** Dahlia Scheindlin, Neither Intractable Nor Unique: A Practical Solution for Palestinian Right of Return,” *Century International* (28 April 2020) <https://tcf.org/content/report/neither-intractable-unique-practical-solution-palestinian-right-return/>

**Film:** *Salt of this Sea*

### **Class 8 (March 2): Jerusalem, Settlements, Occupation**

**Textbook:** Bunton, Chapter 6

**Textbook:** Hahn Tapper & Sucharov, Chapter 4 (“International Law”)

**Short Website Entry:** B’Tselem, What is Area C?

[http://www.btselem.org/area\\_c/what\\_is\\_area\\_c](http://www.btselem.org/area_c/what_is_area_c)

**Short Website Entry:** B’Tselem, Separation Barrier,

[http://www.btselem.org/topic/separation\\_barrier](http://www.btselem.org/topic/separation_barrier)

**Short Website Entry:** Ir Amim, “Jerusalem as a Political Issue,”

<http://www.ir-amim.org.il/en/issue/jerusalempolitical-issue>

**Policy Document:** Human Rights Watch Report — “A Threshold Crossed,” — **read the summary** (April 27, 2021)

<https://www.hrw.org/report/2021/04/27/threshold-crossed/israeli-authorities-and-crimes-apartheid-and-persecution>

**Essay:** Nathan Thrall, “A Day in the Life of Abed Salama,” *The New York Review* (19 March 2021) <https://www.nybooks.com/online/2021/03/19/a-day-in-the-life-of-abed-salama/>

**Op-Ed:** Dani Dayan, “Israel’s Settlers are here to stay,” *New York Times* (25 July 2012), <http://www.nytimes.com/2012/07/26/opinion/israels-settlers-are-here-to-stay.html>

**Documentary Film:** *The Gatekeepers*

### **Class 9 (March 9): Palestinian Citizens of Israel & The Question of Apartheid**

**Textbook:** Hahn Tapper & Sucharov, Chapter 6 (“Apartheid”)

**Essay:** Noura Erakat and John Reynolds, “Understanding Apartheid,” *Jewish Currents* (Summer 2022) <https://jewishcurrents.org/understanding-apartheid>

*NOTE:* there are two op-eds here by the same writer (Benjamin Pogrund), to show how one sometimes changes their position over time:

**Op-Ed:** Benjamin Pogrund, “Why Israel is Nothing Like Apartheid South Africa,”

*The New York Times* (31 March 2017)

<https://www.nytimes.com/2017/03/31/opinion/why-israel-is-nothing-like-apartheid-south-africa.html>

**Op-Ed:** Benjamin Pogrund, “I have long rejected claims that Israel is an apartheid state. Now I believe that is where it is heading,” *The Guardian* (19 August 2023)

<https://www.theguardian.com/commentisfree/2023/aug/19/israel-apartheid-state-south-africa-netanyahu>

**Op-Ed:** Sayed Kashua, “My Palestinian Diaspora,” *The New York Review* (7 August 2021) <https://www.nybooks.com/online/2021/08/07/my-palestinian-diaspora/>

**Short Video:** (in-class) Eretz Nehederet — Israeli parody of “demographic balance” clip — <https://vimeo.com/223715289>

**Short Music Video:** “Mama, I Fell in Love with a Jew” (DAM)  
[https://youtu.be/7zxX\\_yWM2us?si=LozbOFkyK7OTvNqW](https://youtu.be/7zxX_yWM2us?si=LozbOFkyK7OTvNqW)

**Film:** *Divine Intervention*

## **Class 10 (March 16): BDS (Boycott, Divestment & Sanctions against Israel) and Campus Activism**

**Textbook:** Hahn Tapper & Sucharov, Chapter 7 (“Intersectional Alliances”)

**Textbook:** Hahn Tapper & Sucharov, Chapter 8 (“BDS”)

**Short News-Style Essay:** David M. Halbfinger, Michael Wines and Steven Erlanger, “Is B.D.S. Antisemitic? A Closer Look at the Boycott Israel Campaign,” *The New York Times* (27 July 2019)

<https://www.nytimes.com/2019/07/27/world/middleeast/bds-israel-boycott-antisemitic.html>

**Op-Ed:** Omar H. Rahman, “Co-existence vs. Co-resistance: A case against normalization,” *+972 Magazine* (3 January 2012) <https://972mag.com/co-existence-vs-co-resistance-a-caseagainst-normalization/32076/>

**Op-Ed:** Bennett Cohen and Jerry Greenfield, “We’re Ben and Jerry. Men of Ice Cream, Men of Principles.” *The New York Times* (28 July 2021)  
<https://www.nytimes.com/2021/07/28/opinion/ben-and-jerry-israel.html>

**Op-Ed:** Sarah Schulman, “Israel and ‘Pinkwashing,’” *The New York Times* (22 November 2011)  
<https://www.nytimes.com/2011/11/23/opinion/pinkwashing-and-israels-use-of-gays-as-a-messaging-tool.html>

**Op-Ed:** Mira Sucharov, “What students protesting Israel’s Gaza siege want — and how their demands on divestment fit into the BDS movement,” *The Conversation* (2 May 2024)  
<https://theconversation.com/what-students-protesting-israels-gaza-siege-want-and-how-their-demands-on-divestment-fit-into-the-bds-movement-228772>

### **Class 11 (March 23): Oct. 7 & the Israel-Hamas War; Canadian and U.S. Foreign Policy**

**Short Website Entry:** Global Affairs Canada — Canadian Policy on Key Issues in the Israeli-Palestinian Conflict [http://www.international.gc.ca/name-anmo/peace\\_process-processus\\_paix/canadian\\_policy-politique\\_canadienne.aspx?lang=eng](http://www.international.gc.ca/name-anmo/peace_process-processus_paix/canadian_policy-politique_canadienne.aspx?lang=eng)

**Short Web Explainer:** Alexia Underwood, “The Controversial U.S. Jerusalem embassy opening, explained,” *Vox*  
<https://www.vox.com/2018/5/14/17340798/jerusalem-embassy-israel-palestinians-us-trump>

**Medium-Length Policy Essay:** Daniel C. Kurtzer and Aaron David Miller, “U.S.-Israeli Relations Are Undergoing a Profound Shift,” *Carnegie Endowment for International Peace* (13 November 2025)  
<https://carnegieendowment.org/emissary/2025/11/us-israel-relations-trump-netanyahu-gaza-ceasefire-shift?lang=en>

**Op-Ed:** Raz Segal, “Why International Court of Justice Ruling Against Israel’s War in Gaza is a Game-Changer,” *Los Angeles Times* (27 January 2024)

**Short Magazine Essay:** Mira Sucharov, “Israel-Palestine: Canada Must Lead Where it Can,” *The Walrus* (23 November 2023) <https://thewalrus.ca/israel-palestine-canada-must-lead-where-it-can/>

**Short Document:** Hamas Charter (2017, revised version):  
<https://www.middleeasteye.net/news/hamas-2017-document-full>

**Medium-Length Policy Essay:** Tareq Baconi, “What Was Hamas Thinking?” *Foreign Policy* (22 November 2023)  
<https://foreignpolicy.com/2023/11/22/hamas-gaza-israel-netanyahu-palestine-apartheid-containment-resistance/>

**Short News Piece:** Mahmoud Mushtaha, “We’ve lost everything, for what?: Gazan anger at Hamas grows as war drags on,” *+972 Magazine* (6 August 2024)  
<https://www.972mag.com/gazans-criticize-hamas-war-october-7/>

**Documentary Film:** *October 8*

## Class 12 (March 30): The Future

**Short News Piece / Explainer:** Judy Maltz, “Two States, One and Other Solutions to the Israeli-Palestinian Conflict,” *Haaretz* (10 June 2019)  
<https://www.haaretz.com/israel-news/israeli-palestinian-conflict-solutions/2019-06-10/ty-article/.premium/explained-two-states-one-and-other-solutions-to-the-israeli-palestinian-conflict/0000017f-e965-dea7-adff-f9ff2ee20000>

**Op-Ed:** Tareq Baconi, “The Two-State Solution is an Unjust, Impossible Fantasy,” *The New York Times* (21 April 2024)  
<https://www.nytimes.com/2024/04/01/opinion/two-state-solution-israel-palestine.html>

**Short Policy Essay:** Samer Elchahabi, “Shifting the Paradigm: The One-State Solution as a Path to Peace,” *Arab Center Washington DC* (14 December 2023)  
<https://arabcenterdc.org/resource/shifting-the-paradigm-the-one-state-solution-as-a-path-to-peace/>

**Short Policy Essay:** Omar M. Dajani and Limor Yehuda, “A Two-State Solution that Can Work,” *Foreign Affairs* (forthcoming 2024).

**Short Policy Essay:** Ian S. Lustick, “The Question of Israel’s Right to Exist Is a Red Herring,” *Foreign Policy* (1 September 2025).

**Documentary Film:** *Disturbing the Peace*

## **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.dccottawa.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>

### **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**

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 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