

## **PSCI 3801A: Environmental Politics**

Tuesday 2:35-5:25  
(Location provided on Brightspace)

Professor: James Meadowcroft  
Office hours by appointment  
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### **Course description: content, objectives and outcomes**

This course provides an introduction to the politics and policy of the environment. It deals with the different ways in which the environment is invoked in contemporary political argument. It explores the constitution of environmental problems and the emergence of environmental movements, and examines the processes and tools of modern environmental policy making. Attention will be paid to the ideas, interests and institutions involved in environmental controversies and governance. The course will focus on Canada and Canadian experience although comparative and international themes will also be introduced.

### **Learning outcomes**

The course aims to provide students with an understanding of environmental politics, particularly in the Canadian context. By the end of the semester students will be able to:

- demonstrate an understanding of environmental politics and policy.
- demonstrate appropriate cognitive, communicative, and transferable skills, including understanding complex concepts and theories, exercising critical judgement, making effective oral and written presentations, utilising specialist primary and secondary sources, and deepening their capacity for independent learning.

### **Organisation**

3-hour classes on Tuesday 2.35-5.25

The course will be taught through a mixture of seminars, exercises, and “mini-lectures”. Each class will include a ‘news round’. Students will take turns introducing the class to a current news

story related to the environment. Group projects on environmental controversies will be presented in the second half of the semester.

### **Assessment**

Assessment is based on the following:

- 30% Environmental politics journal
- 15% Mid term examination
- 30% Environmental politics/policy case study and group presentation
- 25% Final exam

#### Environmental politics journal

Students will keep a journal throughout the semester that records their personal learning experience around environmental politics. The assignment includes 10 journal entries that must be uploaded to Brightspace each week and reflect the themes raised by the course.

Journal entries are a less formal style of writing than an essay or research paper. The challenge is to consider what you learned during the previous week -- from lectures, assigned readings, media, and other experiences -- that relates to the topic of the course. You may note observations, conclusions, questions, and other reflective elements. Each entry may cover one issue or include several topics.

The journal entries should be written in complete sentences (not just phrases or bullet points), but they do not require a fully integrated argument as for an essay. You can refer to books, news reports and current events that you found of interest. The purpose is for you to make a personal statement about your learning around the politics and policy of the environment. Important sources should be cited.

Assessment of these journal contributions will focus on the quality of the reflection evident in the entries as well as the range of material you integrate. Entries should draw on your personal experience with the material. For example, what did you learn that was surprising? How do the course topics relate to your personal experience. What about links with what you are doing in other courses? How does this relate to threads covered in social media? Or things experienced by your family or friends, and so on?

Each of the ten entries should be around 750 words in length (but you can write more if you have something to say). They should be submitted no later than midnight on Friday January 17, 24, 31; February 7, 14, 28; March 7, 14, 28; and April 4.

Since the purpose of this exercise is to allow you to reflect on learnings as the semester progresses, late entries will not be accepted (i.e. the marks will be forfeited) without a valid reason and the express permission of the instructor.

Mid term examination: This will be a one-hour in class examination held on February 25.

Environmental politics/policy case studies and group project. Over the course of the semester students will work in small groups on a case study of a major environmental politics issue. The assignment consists of two parts: (1) a collective presentation to the whole class; and (2) a written report prepared by each individual student that covers a section of the presentation for which they took responsibility. The group presentation is worth half the assignment marks (15% of final grade). The individual report is worth the other half (15% of final grade). The individual written report should delve into the sub-topic in more detail than will be possible in the group presentation. The individual report should be about 1500 words in length and include appropriate references. All material must be submitted on Brightspace. The collective power point is due the day after the presentation is made to class and the individual reports one week after the class presentation is delivered.

Groups will be assigned, and a list of topics presented, in the first week of class. Groups will provide a 5-minute introduction to their case to class on February 11 or February 25. Presentations will run on March 4, 11, 18, 25 and April 1. The schedule for the collective presentations will be agreed at the second class.

The case studies will analyze a specific environmental problem or controversy, examining how the issue emerged on the political agenda, the evolution of the position of various parties to the controversy, and the development of a policy response. Attention should be paid to the accumulation of scientific evidence, power relations, grassroots organizing and political struggles, problem definition and alternative perspectives, potential policy solutions and policy development and implementation.

The collective study should explain why the case evolved in the way it did. It should include an assessment that evaluates how successfully governance mechanisms have coped with the selected problem. Assessment criteria should include environmental effectiveness, social costs, policy stability and equity.

For the individual reports students should provide a deeper dive into some part of the collective effort for which they took responsibility.

Final exam: There will be a two-hour final examination during the scheduled examination period.

## **Reading**

There is no textbook for this course. The readings draw widely from recent academic literature. They also include government reports, think tank briefs and media accounts that relate to environmental politics and policy. The Brightspace site includes links to further material relating to environmental controversies. In preparing the environmental politics/policy case studies you should draw on sources outside those mentioned in this reading list.

## Class program

- Week 1: January 7: Introduction: What is this course about?
- Week 2: January 14: Environmental problems, politics, and policy
- Week 3: January 21: Environmental values; environmental discourse
- Week 4: January 28: Environmental movements
- Week 5: February 4: Environmental governance 1
- Week 6: February 11: Environmental governance 2.  
5-minute introductions to group case studies (groups A, B, C, D, E)
- Week 7: February 18: Fall *Break: no class*
- Week 8: February 25: Global and comparative dimensions  
Midterm examination  
5-minute introduction to group case studies topics (groups F, G, H, I, J)
- Week 9: March 4: Climate change politics and policy 1  
Case study presentations (groups A and B)
- Week 10: March 11: Climate change politics and policy 2  
Case study presentations (groups C and D)
- Week 11: March 18: Environmental justice and just transitions  
Case study presentations (groups E and F)
- Week 12: March 25: Limits, growth, green growth and degrowth  
Case study presentations (groups G and H)
- Week 13: April 1: Conclusion: Whither environmental politics and policy?  
Case study presentations (groups I and J)
- Week 14: April 8: Make up class

## Seminar Sessions

### **Week 1: Introduction: What is this course about?** (January 7)

This session will introduce the basic structure of the course, organise classes and assignments, and initiate preliminary reflection on environmental problems, politics and policy. Question to think about: Why are environmental problems in modern society so intractable?

### **Week 2: Environmental problems, politics and policy** (January 14)

This session will examine the emergence of modern environmental problems, politics and policy. It will review the increasingly serious pressures human development is imposing on the non-human natural world and the evolution of responses to these issues. Questions for reflection: How are environmental problems constituted? How has the perception of these problems changed over time? How have political systems addressed environmental challenges?

## Readings

'Lead in petrol makes the mind give way', Herbert Needleman and David Gee, in *Late lessons from early warnings: science, precaution, innovation*. European Environment Agency. Report 1/2013, pp. 46-75.

J. Meadowcroft, 'The Birth of the Environment and the Evolution of Environmental Governance', in J. Meadowcroft and D. Fiorino (eds.), *Conceptual Innovation in Environmental Policy*, MIT Press, 2017.

Bradshaw CJA, Ehrlich PR, Beattie A, Ceballos G, Crist E, Diamond J, Dirzo R, Ehrlich AH, Harte J, Harte ME, Pyke G, Raven PH, Ripple WJ, Saltr  F, Turnbull C, Wackernagel M and Blumstein DT. 'Underestimating the Challenges of Avoiding a Ghastly Future'. *Frontiers of Conservation Science* 2021, 1:615419. doi: 10.3389/fcosc.2020.615419.

### **Week 3: Environmental values; environmental discourse; (January 21)**

Societal actors have different approaches to environmental protection as well as different understandings of the appropriate relationship between human beings and nature. This class focuses on how different perspectives are articulated in environmental argument. Questions to consider: Why should we value nature? What are the main approaches to human/environment relationships manifest in current political debate? How do these intersect with established left/right political cleavages?

#### Readings

'Environmental Thought: economic and philosophical dimensions', chapter 3 in Robert Garner, *Environmental Politics: Britain, Europe and the Global Environment*, 2<sup>nd</sup> edition, Macmillan/St Martin's Press, 2000.

'Canada's environmental history in waves and eras, Chapter 4, in Andrea Olive, *The Canadian Environment in Historical Context*, University of Toronto Press, 2<sup>nd</sup> edition 2019.

'Environmental Ethics' in *Internet Encyclopaedia of Philosophy*. Available at: <https://iep.utm.edu/envi-eth/>

World Commission on Environment and Development, *Our Common Future* (Oxford University Press, 1987): Chapter 2: Towards sustainable development

### **Week 4: Environmental movements (January 28)**

This class will examine the variety of environmental movements, protest groups, and organizations which have struggled to place environmental issues on the political agenda over

the past 60 years. Questions for consideration: What is distinctive about environmental movements? How has the environmental movement evolved over time? How effective are environmental organizations? To what extent do they drive public attitudes and policy orientations?

### Readings

Environmental movements in advanced industrial democracies: Heterogeneity, Transformation, and Institutionalization, Marco Giugni and Maria T. Grasso, *Annual Review of Environment and Resources* 2015. 40:337–61. Doi: 10.1146/annurev-environ-102014-021327.

‘The comparative study of environmental movements’, Kate O’Neill, Chapter 5, in (eds.) Paul Steinberg and Stacy VanDeVeer, *Comparative Environmental Politics*. MIT Press, 2012 (pp. 115-142).

‘Environmentalism as a social movement’, Judith McKenzie, *Environmental Politics in Canada*, Oxford University Press, 2002, chapter 2, pp 53-104.

‘Environmental conflicts and defenders: A global overview’, Arnim Scheidela , Daniela Del Benea , Juan Liua,b,\* , Grettel Navasa , Sara Mingorriaa , Federico Demariaa , Sofía Avilaa , Brototi Roya , Irmak Ertöra,c , Leah Tempera,d , Joan Martínez-Aliera, *Global Environmental Change* 63 (2020) 102104.

### **Week 5: Environmental governance 1** (February 4)

This week focuses on the ways the environment is governed in modern polities. It will explore the pattern of development of environmental policy since the 1960s, examine Canada’s environmental governance institutions, and consider the importance of science in environmental policy making. Question for reflection: How has environmental governance changed over time? How would you characterize environmental policy making in Canada? What role does science play in environment policy?

### Readings

‘The environment as a policy problem’, Chapter 7 in Neil Carter, *The Politics of the Environment*, Cambridge University Press, Third edition 2018 (pp. 179-210).

‘Primer on environmental governance in Canada’, T. Sweedfager and D, VanNijatten, Chapter 6 in *Canadian Environmental Policy and Politics*, (ed.) Debora VanNijnatten, Oxford University Press, 5<sup>th</sup> edition, 2024. (pp. 92-106).

Winfield, Mark and Douglas Macdonald. 2020. "Federalism and Canadian Climate Change Policy." in (eds.) Herman Bakvis and Grace Skogstad, *Canadian Federalism: Performance, Effectiveness, and Legitimacy*, Fourth Edition. University of Toronto Press.

'Science for precautionary decision making', Philippe Grandjean, Chapter 26 in *Late lessons from early warnings*, EEA, 20i3, pp. 623-642. Available at:  
<https://www.eea.europa.eu/publications/late-lessons-2/late-lessons-chapters/late-lessons-ii-chapter-26/view>

### **Week 6: Environmental governance 2** (February 11)

This class continues the examination of environmental governance, focusing especially on environmental policy instruments, policy implementation, and patterns of policy success and failure. Questions for reflection: What criteria should guide the choice of policy instruments and policy mixes? What are the strengths and weaknesses of contemporary environmental policy?

#### Readings

'Implementing environmental policy in Canada', Mark Winfield, in (ed.) D. VanNijntten, *Canadian Environmental Policy*, 4<sup>th</sup> edition, 2016 (pp. 74-96).

J. Meadowcroft. 'The environmental state and its limits', in J. Sowers, S. VanDeveer and E. Weinthal (eds.). *The Oxford Handbook of Comparative Environmental Politics*. Oxford University Press: Oxford, 2021.

D. Rosenbloom, J. Markard, F. W. Geels, L. Fuenfschilling, Why carbon pricing is not sufficient to mitigate climate change—and how "sustainability transition policy" can help. *Proceedings of the National Academy of Sciences*, 5 (2020).

### **Week 7: Fall Break: no class** (February 18)

### **Week 8: Global and comparative dimensions** (February 25)

This week gives a brief introduction to global environmental politics and policy. It examines the constitution and evolution of international environmental regimes, considers the comparative development of environmental policy, and North/South tensions. Questions for reflection: what factors influence the development of international environmental regimes? To what extent is there convergence or divergence in the evolution of environmental governance around the world?

#### Readings

'The Development of Environmental Regimes: Stratospheric Ozone, Climate Change, Hazardous Waste, Toxic Chemicals, and Mercury', Chapter 3 in Pamela Chasek and David Downie, *Global Environmental Politics*, Routledge, 2020.

'Comparing environmental performance', James Meadowcroft, in (ed.) Andreas Duit, *State and Environment*, MIT Press, 2012.

'Global governance for sustainable capitalism: The political economy of global environmental governance', Matthew Patterson, chapter 5 in Neil Adger and Andrew Jordan, *Governing Sustainability*, Cambridge University Press, 2009.

Lisowska-Mieszkowska, E. (2020). UNECE Convention on Long-range Transboundary Air Pollution – 40 years of action for cleaner air. *Economics and Environment*, 72(1), 12. <https://www.ekonomiaisrodowisko.pl/journal/article/view/52>

### **Week 9: Climate change politics and policy 1 (March 4)**

This is the first of two sessions focusing on the politics and policy of climate change. This class examines the nature of the problem and political/policy responses internationally and in Canada. Questions for consideration: Why is climate change so difficult to address? How much progress has been made to date tackling this problem? What has been the politics of climate change in Canada?

#### Readings

'A truly complex and diabolical policy problem', Will Steffen, Chapter 2 in (eds.) John Dryzek, Richard Norgaard, and Davsd Schlosberg, the *Oxford Handbook of Climate Change and Society*, Oxford University Press, 2011.

'A short history of the successes and failures of the international climate change Negotiations'. Maslin M, Lang J, Harvey F. *UCL Open: Environment*. 2023;(5):08. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10354701/pdf/ucloe-05-059.pdf>

'Climate governance and federalism in Canada', Kathryn Harrison, chapter 4 in *Climate governance and Federalism*, (eds.) Alan Fenna, Sebastien Jodoin and Joana Setzer, Cambridge University Press, 2023.

Greenwashing, net-zero, and the oil sands in Canada: The case of Pathways Alliance', Melissa Aronczyk. Patrick McCurdy, Chris Russill, *Energy Research & Social Science*, Volume 112, June 2024, 103502.



## **Week 10: Climate change politics and policy 2 (March 11)**

This class focuses on policies to address climate change, especially in the Canadian context. We will look at various framings of the climate challenge, including transition approaches.

Questions for discussion: what are sectoral and regional decarbonization pathways? What are the strategic priorities for action in the Canadian context?

### Readings

J. Meadowcroft and D. Rosenbloom, 'Accelerating the Low-carbon Energy Transition' in M. Winfield, S. Hill and J. Gaede (eds), *Sustainable energy transitions in Canada: Opportunities and challenges*. University of British Columbia Press, 2023.

'Natural Climate solutions for Canada', Ronnie Drever et al, *Science Advances*, Volume 7, Issue 23 Jun 2021.

'Evaluating the comprehensiveness of municipal climate change adaptation plans in Ontario, Canada', Sophie Donoghue and Ryan Katz-Rosene, *Regional Environmental Change*, 2023, Volume 23.

## **Week 11: Environmental justice and just transitions (March 18)**

This week examines the complex issues of environmental justice and just transition, exploring the different ways they have been construed. Questions to consider: Why does environmental justice matter? Who pays the cost of environmental damage and environmental regulation? What constitutes a just transition?

### Readings

'What is "Just Transition"', T. Krawchenko, et al, in *Canadian Environmental Policy and Politics*, (ed.) Debora VanNijnatten, Oxford University Press, 5<sup>th</sup> edition, 2024. (pp2-22).

P. Newell, D. Mulvaney, The political economy of the 'just transition': The political economy of the 'just transition.' *The Geographical Journal* **179**, 132–140 (2013).

'Environmental justice in the global south', Usha Natarajan in (eds.) Sumudu Atapattu, Carmen Gonzalez and Sara L. Seck, *The Cambridge Handbook of Environmental Justice and Sustainable Development*, Cambridge University Press, 2021, pp.39-57.

'Reconciliation through renewable energy? A survey of Indigenous communities, involvement, and peoples in Canada', Christina Hoicka, Katarina Savic, and Alicia Campney, *Energy Research and Social Science*, Volume 74, April 2021, 101897.

### **Week 12: Limits, growth, green growth and degrowth (March 25)**

The class focuses on the debates over economic growth and their linkages to environmental problems. It considers the original 'Limits to growth' thesis and ongoing discussion of environmental limits, growth, green growth and degrowth. Questions to consider. Do we need economic growth? How convincing are 'without growth' and 'degrowth' claims?

#### Readings

P. Victor, *Managing Without Growth* (Edward Elgar, 2008), Chapter 1, 'The idea of economic growth'; Chapter 2, 'Why manage without growth'; Chapter 9, 'The disappointments of growth'; Chapter 11, 'Policies for managing without growth'.

J. Meadowcroft, 'Sustainable development, limits and growth: reflections on the conundrum', in P. Victor and B. Dolter, *Handbook on Growth and Sustainability*, Edward Elgar, 2017.

Planetary boundaries: Guiding human development on a changing planet. Will Steffan et al. *Science* 347, 1259855 (2015). DOI: 10.1126/science.1259855.

Kongshøj, K. Social policy in a future of degrowth? Challenges for decommmodification, commoning and public support. *Humanit Soc Sci Commun* 10, 850 (2023). <https://doi.org/10.1057/s41599-023-02255-z>

### **Week 13: Conclusion: Whither environmental politics and policy? (April 1)**

This class allows reflection on the future of environmental politics and policy.

### **Week 14: Make up class (April 8)**

This class is held in reserve in case we are forced to miss a session or fall behind with the presentations or other material.

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## **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