

**PSCI 3801A**  
**Environmental Politics**  
**Tuesdays 11:35pm – 2:25pm**

This course will be held in-person. To confirm location, consult Carleton Central.

## I General information

Instructor: Peter Andrée

In-person Office Hours: Tuesdays, 3:00-4:00pm. Loeb D691, or by appointment

Online Office Hours: Thursdays, 4:00pm to 5:00pm via zoom (sign up via Brightspace)

Email: [Peter.Andree@carleton.ca](mailto:Peter.Andree@carleton.ca) (I will respond within 48 hours)

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## II Course description

***PSCI 3801 deliberately embraces group work and discussion, with much of that happening in the classroom. I will be using little classroom time to lecture. Instead, students are required to listen to one or more podcast episodes from the ecopolitics.ca website, to read from the required text, and to review supplemental resources (readings, videos, etc.) before attending class each week. Classroom time will focus on discussing and clarifying course content, workshopping policy research steps, and preparing as well as delivering group presentations. Attendance in person, prepared, is important to success in this course. This course also uses an alternative grading structure, explained below. Please familiarize yourself with how to succeed in this course before committing to it.***

This course introduces key concepts and debates in the field of environmental politics (aka ecopolitics) for students who already have some background in political science, environmental studies, or policy studies. As John Dryzek and David Schlosberg (2005) write,

environmental politics is about how humanity organizes itself to relate to the nature that sustains it. Thus, it encompasses matters of how people deal with the planet and its life, and how they relate to each other through the medium of the environment. It impinges on other areas of political concern such as those related to poverty, social justice, education, race, the economy, international relations, and human rights in as much as what happens in these areas affects our environment (and vice versa) (p. 4).

Clearly, the field of environmental politics has a wide scope. To narrow this scope into a 12-week course, I focus on three major themes: environmental discourses; the politics of environmental policy making; and ecological democracy. Each of these three themes is woven through course readings, podcasts, class discussions, and assignments.

### 1) Environmental Discourses

This course provides students with the opportunity to become acquainted with, and debate, key ontological and normative issues in environmental politics. These issues range from competing views of the state of the environment and how it came to be this way, to proposals put forward for improving the condition of socio-ecological relations from across the political spectrum. I call this theme

environmental “discourses” because even as we engage in conversations about what “is” or “should” be it is important that students learn to critically reflect on the way their own, and others’, positions are framed, and the assumptions that underpin those framings.

### *2) The Politics of Environmental Policy Making*

While this course does discuss various environmental policy and regulatory strategies, it does not provide a comprehensive introduction to policies and regulations used in environmental and resource management, with a view to systematically examining the pros and cons of each. Rather, my aim is to help students understand the contextual factors that shape how and why particular policies are adopted. In other words, the focus will be on the politics of policy creation and implementation, with an emphasis on the Canadian experience. Why, for example, is the Canadian government slow to act on climate change while leading the international community in discussions on eliminating the use of persistent organic pollutants? We will be looking at these and other policy debates in terms of three inter-related fields of political activity, or what political economists call “relations of force”: ideas, institutions and material capabilities (such as resources and money).

### *3) Ecological Democracy*

Environmental controversies often appear to be about debates about facts: Are pesticides safe? Are these forestry management practices sustainable? Are salmon raised in aquaculture pens damaging to the environment? As a result, governments typically see environmental issues through technocratic lenses, as questions that are best answered by competent scientists and economists. Despite these moves, conflicts over the environment often turn out to be much messier, and harder to manage, than policymakers hope for. This is because a “factual” disagreement is often simply the tip of the iceberg, with interested parties holding widely divergent values and assumptions that inform their framing of the facts. Ecopolitical engagement is often about trying to create the deliberative space for more and better democratic conversations about socio-ecological relations, rather than (or as a way of better informing and contextualizing) technocratic solutions. This democratic impulse in environmental politics raises a wide range of important questions, from whether and how non-human nature can have its diverse voices included in political conversation, to how to establish better international democratic processes for the many issues that are inherently global in scope.

Finally, a note on my use of mindfulness meditation in my classes. Over the years, I’ve noticed a growing level of anxiety among students and practitioners of environmental politics. This comes as no surprise, as the state of the natural environment is in decline. There is much to be concerned about, and much loss to grieve. I have been learning to teach mindfulness meditation to help myself and my students stay grounded and begin to metabolize the difficult material that we deal with in courses like this. Most class sessions will begin with a short, guided meditation, and we’ll have discussions on the role of embodied mind/body practices in responding compassionately and with courage to the complex ecological challenges of our time. In week 4, we’ll actively debate the place of mindfulness practices in ecopolitical engagement, with accompanying readings and podcasts.

Reference cited:

- Dryzek, John, and David Scholsberg. 2005. *Debating the Earth: The Environmental Politics Reader* (Second Edition). Oxford University Press: Oxford.

## **III Course Format**

This course will be held in person. It will not be recorded.

### **Typical structure for weekly classes:**

Group presentations/debates (or preparation for future presentations): 45-60 minutes

Lecture/guidance: 30-45 minutes

Break: 10 minutes

Discussion based on readings: 45-60 minutes

#### IV Learning Outcomes

This course is designed to develop skills relevant to future careers in environmental politics, research and policy analysis. These skills are buildable, transferable and worth investing your time and attention in. This course prioritizes skill development over grades and is designed to allow you to learn by trial and error. The grade structure allows you to achieve your course credit through a variety of pathways, each associated with a different grade.

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

- Characterize the field of environmental politics, including major themes, fields of research, and issues of contention.
- Critically analyze – verbally and in writing – a variety of environmental political positions.
- Assess and present environmental politics research data from a variety of sources.
- Plan and execute a theoretically informed research project on an ecopolitical issue.
- Learn to collaborate constructively in a group.
- Envision and develop two group presentations informed by the principles of ecological democracy
- Identify and address personal strengths and areas for improvement.

#### V Texts

There is a required text for this course: Canadian Ecopolitics. 2025. Warner, Greaves and Stoett.

<https://utppublishing.com/doi/book/10.3138/9781487525705> It is available at the Carleton bookstore as a softcover or e-book, or through your favourite bookstores online. Its cost is about \$60.

#### VI Evaluation at a glance

While each student is expected to achieve all the above learning objectives, each student will also set their own learning goals based on their capacity and future career goals. There are 5 'Paths' for achieving the course credit, each with different expectations (and a different final letter grade). **To achieve a certain Path, you must meet a minimum level of achievement on each listed assessment.** The Path for which you meet all requirements will determine the final letter grade submitted to the university at the end of the semester.

Some assessments have a single threshold for success (marked as "Success"). Others have different thresholds based on your level of mastery of the required skills ("Beginning", "Developing", "Accomplished", and "Exceptional"). These are shown in the **Grade Grid** below and are detailed in the assessment descriptions and rubrics for each assessment.

Assessment	Path 1 (C)	Path 2 (B)	Path 3 (B+)	Path 4 (A-)	Path 5 (A or A+)
Podcast/Reading Responses submitted	6 Success	7 Success	8 Success	9 Success	10 Success
Revised Responses submitted for evaluation	2 Developing or Accomplished	3 Developing or Accomplished	4 Developing or Accomplished	4 Accomplished	4 Accomplished
Ecopolitics Research Skills Assignments	2 Developing or Accomplished	3 Developing or Accomplished	4 Developing or Accomplished	4 Accomplished	4 Accomplished and Research

				Essay Accomplished
Group Presentation #1	Success for group presentation and Developing or Accomplished for individual contribution		Success for group and Accomplished for individual contribution	
Group Presentation #2	_____	Success for group presentation and Developing or Accomplished for individual contribution		

- **NOTES:**

- Path 1 represents the minimum requirement to earn credit for this course.
- **If a group presentation does not meet the criteria defined for ‘success’, it can be repeated during the Professor’s office hours (or at a time suitable to all participants) to reach this goal. This is also possible for individual presentation components that do not ‘succeed’ when presented in class.**
- Occasionally, student work will go above and beyond expectations for a third-year course, earning an assessment of ‘Exceptional’. To earn an A+ in this course, students must achieve all the expectations of Path 5 AND earn ‘Exceptional’ on at least four assessed assignments. These four must include the final essay.

## VII Assignments

### ***Podcast and Reading Responses: “Save the last word for me”***

At least five times over the course of the term, each student is expected to arrive in class prepared to discuss a significant quote from that week’s required podcasts, reading or videos. Quotes can be up to 40 words, but most will be shorter. Bring the quote to class on your laptop, phone or printed.

Students should also prepare 150-300 words, in advance, critically engaging with the quote. These responses should contextualize the quote (in no more than two or three sentences) and then give the students’ own critical response to it, drawing on the week’s podcast(s), readings, and/or external sources, as appropriate. To achieve success, submit your quote and prepared comments to the appropriate assignment box on Brightspace BEFORE class begins (11:35 am). Please note that you will not get feedback on these submissions.

Each week, during class discussions in small groups, students will first share the quote with their colleagues and get their perspectives on it before sharing and discussing their own thoughts on the quote. (Take notes during these discussions to inform revised responses submitted for evaluation)

### ***Revised Podcast/Reading Responses submitted for evaluation***

At two points during the term (**Feb 22 and April 1**), students may submit what they deem to be their ‘best’ quotes and critical analysis to the relevant assignment drop box in Brightspace for assessment. Each individual response should be revised from what the student originally submitted on the day of the class. Each should directly refer to the podcast, reading or video from which the quote was taken. Each should also reference at least two additional course resources (either other podcast episodes *not “required” in this syllabus*, course readings (either “required” or “additional” readings, or the supplemental resources associated with the podcast series found online). Each response should also actively engage with a different point of view raised in the group or class discussions on the podcast, detailing what was said, by whom, and then responding to that point through the response’s argument. These revised responses should be 400-500 words in length.

The grading rubric for assessments of podcast and reading responses will be available in Brightspace.

### ***Ecopolitics Research Skills Assignments.***

Early in the course, students should select a specific environmental policy issue (at the municipal, provincial, Indigenous government, national, or international level) that you will deal with in all your research assignments (and which is different from the topic of your group presentation).

The goal of these assignments is to practice research skills as students gather and analyze material to help answer some variant of the question: What are the factors that shaped the adoption of this policy or decision? These assignments are to bring to the surface, through research, some of the key economic, institutional, ideational and/or other factors that shaped the policy or decision, drawing on a variety of primary and secondary sources. The objectives of each of the research skills assignments are as follows:

Assignment	Due date	Detailed expectations
1) Introduction to research topic, chronology, role of state institutions.  The 'state' includes governments at multiple levels of governance, including Indigenous governments, quasi-governmental organizations (if relevant) and inter-governmental organizations.	Jan 29, 11pm	What happened? Why is this policy or decision controversial? What are the key events that led up to this outcome? What are the roles of key government institutions on this issue?  e.g. Which government departments regulate in this area?; Where are the key divisions of responsibility?; How do these institutions regulate or govern?; How are relevant issues framed by key state actors?; What impact does this have? (sources: primary and secondary; Max 1500 words)
2) Industry/Private Sector Engagement:	Feb 12, 11pm	Remind us what happened and why it is important. Then: What are the roles and perspectives of private sector actors on this specific controversy? How are these actors engaged? How do they try to influence government or other actors? How are relevant issues framed by private sector actors? What impact do they have? (sources: secondary and primary; Max 1500 words)

3) Civil Society Engagement:	Feb 26, 11pm	Remind us what happened and why it is important. Then: What are the roles and perspectives of civil society actors on this specific controversy? How are these actors engaged? How do they try to influence government or other actors? How are relevant issues framed by civil society actors? What impact do they have? (sources: secondary and primary; Max 1500 words)
4) Theoretical approach and a theoretically informed research direction.	March 12, 11pm	What theoretical approach and/or specific concepts can assist in the analysis of this case? How have others employed these concepts in similar studies, and with what results? What Research Question can your work help you answer? What would your thesis statement/core argument be?
5) Supplemental assignment (for those in Path 5)	April 8, 11pm	Write the essay that responds to your research question, considering feedback and guidance from the professor or TA from your earlier assignments. Students choosing to submit this assignment must be prepared to have an oral interview about the essay they submit. This essay should make substantial reference to material presented in assignments 1-4. It may only be submitted once (no resubmissions).

If you submit an essay, it should include, in narrative form (and not necessarily in this order): 1) a description of a policy or decision (i.e., a regulation, piece of legislation, policy decision, court decision, etc.) that is the focus of your analysis; 2) a description of the ecopolitical issue at stake (why is this debate or decision important? What are the outcomes – real or potential – impacted by this decision?); 3) a brief introduction to theoretical concepts that can help us make sense of the decision; 4) a concise research question (that you answer in this paper) and a thesis statement; 5) an introduction to key state and non-state actors involved in the issue (discussing how they frame the issue and how they sought to influence the decision, either inside and outside of formal political processes – or both); 6) a discussion of how the decision was affected by actor positions and activities, institutional structures, scientific and economic factors, etc. Typically, parts 5 and 6 represent at least half of the essay's length. This essay should cite at least two academic journal articles or books. It should also cite relevant government documents, NGO material (website or otherwise), and material (website or otherwise) on at least one other central actor (e.g. private sector actors, etc.) Citations should follow APA style. The essay should be 3000-3500 words in length, with the word-count noted on the first page.

### **Group Presentation and Report**

Through Brightspace, students must sign up for presentations beginning in week 3. There will be up to six students in each group. These presentations are an experiment in deliberative democracy in two parts. The class presentation should take the form of a discussion or debate. Your goal is to present a variety of contrasting positions on the topic of the week, rooted in the perspectives of stakeholders in the real-world conflicts over these issues (and carefully avoiding plagiarism by

explaining how your positions were developed drawing on these real-world actor's positions). Stakeholders are defined as all who have a role in existing decision-making processes, or who have a stake in its outcome. As a group, you can decide which stakeholders should be represented. One group member may take the role of a neutral 'moderator', though this is not necessary.

You are encouraged to be creative in how you present the debate. Environmental politics is often 'performative' (meant here as dramatic, not necessarily insincere). Consider the actions of Greenpeace or Extinction Rebellion, for example. Role playing is encouraged, as is the presentation of unusual perspectives among stakeholders. Presentations will normally take place during the first hour of class. Each group should ensure that they remain within their allotted total of 30 minutes. The group should decide how to divide up the available time among participants and rehearse in advance. In the presentation, the group should identify key sources for positions taken (e.g. by stating these sources or listing them on slides) and submit a summary of positions (including all references and any parts of the presentation that are read aloud) to the instructor via Brightspace. (See below Policy on Generative AI as well).

In your group's brief written report due on the date of your second presentation (**March 31 for groups 1-5, and April 7 for groups 6-11**), the presentation group is expected to propose a collective 'solution', or at least a way for moving forward on the issue, that you think could be accepted by all affected parties. This report should include up to two pages on the proposed solution, plus about one page from each group member explaining why your stakeholder can accept the proposed 'solution'. It should be fully referenced. Be sure to come to the class when your report is tabled for discussion and to answer questions about the proposed solution from your classmates and professor.

The rubric for evaluating the presentations and final report will be discussed and decided during the first two weeks of class. Criteria typically focus on both substance and style. Assessment is given for the whole group and for individual contributions. Presentations normally take place early in the class each week (starting in week 3). Out of respect for your classmates, do arrive on time. As class time will be devoted to group work throughout the term, regular class attendance to discuss and prepare your group presentations is essential.

#### **A note about assessment deadlines:**

All deadlines are found in this syllabus, so please note them in your own calendars and planners. It is your responsibility to ensure you adhere to these deadlines. Unlike graded courses, I will not deduct marks for late submissions. However, there are consequences to late submissions. In this course, there are two types of deadlines:

- **Flexible deadlines** (due date, with 48h automatic extension):
  - o Revised Responses for Evaluation
  - o Ecopolitics Policy Research Skills Assignments

NOTE: Beyond 48h, the above assignments may still be submitted up to one week after the due date. However, those will not be eligible for resubmission (see below).

- **Fixed deadlines** (dates are non-negotiable):
  - o Podcast/Reading Responses submitted
  - o Group Presentations (dates set depending on which group you select to join)

#### **Policy on resubmissions**

After being graded, assignments can be resubmitted up to one week from the date they are assessed. This includes individual contributions to the group presentations (which, if resubmitted, must include a recorded zoom presentation of that individual's material as well as revised written material). The sole exception to this policy is the research essay which, if you choose to submit it (Path 5), may only be submitted once.

### **Course Policy on Generative AI**

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics and bodies of literature. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about. This use can include brainstorming ideas for research topics; creating outlines (e.g., using AI to suggest structures for an essay's flow); providing working definitions or explanations of complex concepts (until the student finds primary sources to draw upon in assignments); and creating a study/work schedule.

If you choose to work with generative AI, remain cognizant of the risk of being biased by AI in how you interpret material. Always ensure that you are the "human in the loop", sorting through what these tools offer, actively looking for alternative arguments or perspectives, and developing your own analysis and conclusions. Further, text written by Generative AI tools should never be copied directly into your assignment. Instead, students should find and work from original primary or secondary sources, as appropriate, to inform their papers, and then cite those sources in their list of references cited. It remains your responsibility to maintain academic integrity in your course work.

You are expected to document your use of AI in this course. You must submit an AI use statement with every assignment submitted for assessment. The AI use statements will:

- Outline any specific content/ideas that were co-created with AI
- Explain how the use of AI aligned with the AI policy of our course
- Explain how you acted as the "human in the loop"

I reserve the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

Why have I adopted this policy? This policy supports the use of AI as a supplementary tool, helping you develop ideas and structure your work while emphasizing the importance of transparency and personal skill development. AI literacy will be an employable skill for your future job, so learn to use it responsibly, ethically, and wisely, without short-circuiting your skill development (which will always be in high demand). If you are interested in taking your skills one step further, you may consider taking the FUSION AI Literacy module, one of several skill development modules available to Carleton students for free. Completion of the module counts towards your Co-Curricular Record and can be listed on your resumé. To access the module, and other FUSION modules, visit [the FUSION website](#). This policy, along with this course's alternative grading structure, was developed with the support of Dr. Georgina Lau of Teaching and Learning Services, Carleton University.

## VIII Course Schedule

### Week 1 (Jan 6)

**Topic:** Course overview; icebreakers; meet your presentation groups; introduction to ecological democracy; discussion of presentation grading criteria

**Required listening:** Ecopolitics Podcast season 1, episode 1 (Introduction) and episode 2 (James Meadowcroft)

### Week 2 (Jan 13)

**Topic:** Canadian Ecopolitics

**Required listening:** Ecopolitics Podcast season 1, episode 11 (Laurie Adkin) and Season 4, episode 11 (Canadian Ecopolitics in the Anthropocene)

**Required Reading:**

- The Canadian Ecopolitical Landscape and Ecopolitical Worldviews (Chapters 1 and 2 in Canadian Ecopolitics)

### Week 3 (Jan 20)

**Topic:** Researching the role of the state.

**Presentation 1:** What policy changes are needed to protect Migrant Workers in Ontario's agricultural sector?

**Required listening:** Ecopolitics podcast season 1, episode 4 (Environmental Racism and Justice in Canada) and season 1, episode 6 (Environmental Law)

**Required Reading:**

- Canadian Ecopolitical History (Chapter 4 in Canadian Ecopolitics)

**Supplemental Reading:**

- Andrée, Peter. 2011. 'Civil society and the politics of GMO failures in Canada: A Neo-Gramscian analysis.' *Environmental Politics* 20(2): 173-191

### Week 4 (Jan 27)

**Topic:** Mindful Approaches to Ecopolitics

**Presentation 2:** Is the 'mindfulness revolution' a neoliberal distraction from the challenging work of achieving a sustainability transition?

**Required listening:** Season 4 episode 8 (Mindful Approaches to Ecopolitics)

**Required reading:**

- Rowe, J. K. (2016). Micropolitics and Collective Liberation: Mind/Body Practice and Left Social Movements. *New Political Science*, 38(2), 206–225. (available on course website)
- [McMindfulness: how capitalism hijacked the Buddhist teaching of mindfulness](#). (Mary Hynes interviews Ronald Purser). 2019. CBC Radio (also available in audio from CBC's Tapestry)

### Week 5 (Feb 3)

**Topic:** Researching the private sector and civil society

**Presentation 3:** Should Canadian governments cooperate with the private sector to develop a new pipeline to the Northwestern BC Coast for oil sand bitumen?

**Required Listening:**

- Ecopolitics Podcast season 1, episode 7 (Federalism) and Ecopolitics Podcast season 1, episode 15 (Climate action in Canada: ENGO voices)

**Required reading:**

- Energy (Chapter 6 of Canadian Ecopolitics)

## **Week 6 (Feb 10)**

### **Topic: The Growth/Environment debate**

**Presentation 4:** How should the Canadian government regulate Canadian mining companies operating outside of Canada?

**Presentation 5:** Is economic growth compatible with environmental sustainability?

### **Required Listening:**

- Ecopolitics Podcast season 3, episode 3 (Confronting capitalism's excesses: Between revolution and reform) and episode 5 (Canadian mining companies overseas)

## **Feb 17: Reading Week**

## **Week 7 (Feb 24)**

### **Topic: Indigenous environmental politics and treaty relations**

**Presentation 6:** Does Ontario and Canadian government action to fast-track development in Ontario's 'Ring of Fire' region adequately respect treaty rights and environmental protections?

**Presentation 7:** Should the Canadian government determine fishing quotas for Mi'kmaw communities in Nova Scotia to ensure conservation goals are met?

### **Required Listening:**

- Ecopolitics Podcast season 1, episodes 8 (Indigenous environmental knowledge) and 10 (treaty relations)

### **Required Viewing:**

- Stiegman, Martha. In Defense of our Treaties. National Film Board (<https://www.youtube.com/watch?v=AeIOZMtcolo>)

## **Week 8 (March 3)**

### **Topic: Developing a theoretically informed research question**

**Presentation 8:** To what extent can the concept of "legal personhood" for natural entities, as developed in Aotearoa New Zealand, contribute to biodiversity protection in Canada?

### **Required Listening:**

- Ecopolitics Podcast season 1, episode 9 (ecofeminism/queer ecology)

### **Required Reading:**

- Freshwater and Canadian Ecopolitics (Chapter 7 of Canadian Ecopolitics)

## **Week 9 (March 10)**

### **Topic: Corporate Social Responsibility**

**Presentation 9:** Can voluntary approaches to eco-labelling address an unsustainable "fast fashion" industry?

### **Required Listening:**

- Ecopolitics Podcast season 1, episodes 13 (Maple Leaf Foods) and 14 (Corporate Social Responsibility)

### **Required Reading:**

- People, Products and Planning (Chapter 5 in Canadian Ecopolitics)

## **Week 10 (March 17)**

### **Topic: Sustainable Food Systems**

**Presentation 10:** Should Canada adopt a strategy for strengthening local food distribution and organic farming to achieve more sustainable food system outcomes?

### **Required listening:**

- Ecopolitics Podcast season 1, episode 16 (Pathways to sustainable food systems) and Season 3, episode 6 (Is the local a romantic eco-myth?)

### **Week 11 (March 24):**

**Topic: Ecological Democracy and Ecological Citizenship**

**Presentation 11:** Does a Carleton education adequately teach ecological citizenship?

**Required listening:**

- Ecopolitics Podcast Season 4, episode 6 (Becoming an ecopolitical researcher) and season 4, episode 4 (Geoengineering)

### **Week 12 (March 31)**

**Group reports due for presentations 1-5**

**Required Listening:**

- Ecopolitics Podcast Season 4, episodes 9 and 10 (Living Relations Parts 1 and 2)

**Required Reading:**

- Biosecurity and Health (Chapter 10 in Canadian Ecopolitics)

### **Week 13 (April 7)**

**Group reports due for presentations 6-11**

## 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/>

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

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