

PSCI 4504A/ EURR 4209A
Politics of the Caucasus and Caspian Basin

Thurs. 11:35-2:25

Please Check Location on Carleton Central

Professor Jeff Sahadeo

Office: 3312 Richcraft Hall

email: jeff.sahadeo@carleton.ca

Course Format: In person

Office Hours: Mon. 3:30-5:30 and by app't (online/in-person)

Content

The Caucasus—Azerbaijan, Georgia, and Armenia, as well as Russian-controlled regions to the north, including Chechnya—holds immense geostrategic importance but remains one of least stable, and least understood, regions of Eurasia. This course will analyze these states and societies from the time of tsarist control to the present. Russia's invasion of Ukraine—as well as increased attention from Turkey, and now Trump—has scrambled domestic and international politics alike, with manifold consequences that have reset these states' futures. Authoritarian politics dominate. We will investigate colonial legacies and the complicated inheritance of the Soviet Union. From Azerbaijan, blessed (or cursed?) with oil and gas, to isolated North Caucasus mountain villages, the region struggles with poverty, corruption and inequality. Ethnicity and religion play key roles in informing identities and conflicts. Other issues we will discuss include the region's role on the international stage, gender issues and, not least, daily life.

Skills and Learning Outcomes

This course will develop skills to assist students in further academic pursuits or at the early stages of their careers. Included among these are critical thinking; public speaking (class participation and oral presentations); research skills (bibliographical assignment and source analysis); and writing and presentation skills for various audiences (quick takes and term assignment). We will also do small group work (project management). We will discuss, including with guest speakers, how to leverage classroom skills on the job/ academic markets.

Required Texts:

Readings will be made available free of charge through Brightspace.

Grading Components:

Attendance and Participation	25%
Quick Takes	20%
Oral Presentation (or extra quick takes)	10%
Simulation	10%
Major Term Project (components listed below)	35%

Attendance and Participation

Students will be graded on in-class participation and written assignments. Consistent class participation is VITAL to succeeding in this class. **Attendance is mandatory:** penalties for not attending (without medical attestation) are: 1 absence= 10% deduction of entire participation grade; 2 absences= 30%

deduction; 3 absences= 50% deduction; 4 absences= 100% deduction. **Late arrivals** will cost 25% of that day's attendance/ participation grade for every 15 minutes late.

Students are strongly encouraged to not use electronics in the classroom. Laptop/ tablet/ phone use must be strictly limited to consultations necessary for the class and will not be allowed for certain class activities (e.g. oral presentations, guest speakers and small group sessions). Penalties for using devices for other uses will be assessed on the same scale as absences.

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

Quick Takes

***Oral:** Students will give **four** 90 second briefings to the class of an important theme that connects the class readings, a “why/so what” designed to stimulate discussion. See guidelines on brightspace.

***Written:** Students will do **four** in-class writing assignments (15 minutes) of 150-200 words to address one of three themes given by the instructor. The writing period will be 11:35-11:50 with the full class beginning at 11:50, except when we have guest speakers, events or more than 2 presentations. (There can be 2 overlaps between oral/written quick takes (so they will be done over 6-8 weeks).

Oral Presentation

Each student who chooses will give one **SHORT** (5 minutes, 8 minutes maximum) oral presentation. Students will choose a topic based on their own interest, with the goal of stimulating discussion and adding an element that goes beyond the week's readings. Presentation dates will be assigned in week 1. Total presentation time (with Q and A) will be 20 minutes. Students can **opt out** of the oral presentation by doing two extra written quick takes (which will account for the 10% grade)

Simulation

Students will participate as regional and international actors in a simulation in March on South Caucasus geopolitics and economics. Grades will be based on a briefing note (~300 words) and participation.

Major Project- Variant 1: Policy Brief/Memo

In this format, students will focus on a major theme on the region that has current or future policy implications. They will produce one policy brief (900-1000 words) over the semester, designed to inform decision-makers/analysts at government/NGO levels, in addition to the interim assignments.

Major Project- Variant 2: Public Writing

In this format, students will focus on a major theme on the region and distill academic research and writing to a popular audience. This can be done in the following formats (or other ones, in consultation with the instructor): a popular history website; an instagram page/social media posts; a museum guide (a guided tour or a catalog); creative writing (fiction, “memoir,” etc.); personal history; podcast/documentary. The term project will be approximately 900-1000 words (or equivalent) in addition to the interim projects.

Components and Percentages for Major Project (40% of total grade)

The project will consist of the following elements- **guides/details will be posted on brightspace**

Jan 26

*Choice of variant and proposed theme (and format if variant 2) (~200 words): 10%

Week of Jan 26

*Small group meetings with instructor to discuss topic: 5%

February 13

*Bibliographical Analysis (5 sources, annotated based on expected use in project(~500 words total): 15%

March 2

*Source Analysis (discussion of 2 primary sources based on expected use in project) (~500 words): 20%

March 16

*Outline/rough draft for term assignment (~500 words): 15%

Week of March 16

*Individual meeting with instructor to review/discuss project: 10%

March 30

*Final version: 25%

AI USE- Minimal Use – Basic Assistance Only

Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor).

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your instructor.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

Limitations: Students may not use AI for the following tasks:

- Creating outlines (e.g., using AI to structure an essay or presentation flow, using Microsoft Word's Outline View with AI suggestions).
- Generating creative content
- Summarizing large volumes of text (e.g., using AI to condense research articles; using Word's Smart Lookup and Researcher to condense research articles).

***ASSIGNMENTS FOUND TO USE AI FOR THESE PURPOSES WILL RECEIVE A GRADE OF ZERO**

The instructor may request students follow their written work by an in-person conversation.

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.

All work must be submitted through the brightspace portal.

Diversity

This class aims to foster diversity in identity, profession and outlook. Please contact the professor if you wish to be referred to by different pronouns than in Carleton Central. Contact the professor directly with any questions/concerns on this (or any other) issue—we will discuss in class in the first weeks

Late papers will be penalized **two percentage points per day late**.

It is not acceptable to submit the same assignment for two or more courses. To obtain credit in a course, students must meet ALL the course requirements for attendance, term work, and examinations.

Class Schedule

(I reserve the right to make minor changes to the schedule/ readings over the course of the semester.)

Jan 8: Introduction: Course/Course Outline Overview and Major Regional Issues in 2026

Charles King, *The Ghost of Freedom: A History of the Caucasus* (2010), 3-19

Jan 15: Genocide and Soviet Deportation/Migration

Genocide

Donald Bloxham, "Internal Colonisation, Inter-Imperial Conflict and the Armenian Genocide" in *Empire, Colony, Genocide: Conquest, Occupation and Subaltern Resistance in World History* ed. A. Dirk Moses (2008): 325-42

Jennifer M. Dixon, "Norms, Narratives and Scholarship on the Armenian Genocide" *International Journal of Middle East Studies* 47 (2015): 796-800

"110th Anniversary of the Armenian Genocide: 'International Recognition is not among the Government's Priorities'"

<https://jam-news.net/110th-anniversary-of-the-armenian-genocide-international-recognition-is-not-among-governments-priorities/>

Soviet Armenia

Jo Laycock, "Belongings: People and Possessions in the Armenian Repatriations, 1945-49" *Kritika* 18, no. 3 (2017): 511-37

Maike Lehmann, "Apricot Socialism: The National Past, the Soviet Project, and the Imagining of Community in Late Soviet Armenia" *Slavic Review* 74, no. 1 (2015): 9-31

Jan 22: Ambassador Andrew Turner and Imperial/Soviet History

Guest Speaker: Andrew Turner, Canada's Ambassador to Armenia

Background on Canada/Armenia

"Armenian official visits Canada to boost economic ties" <https://armenpress.am/en/article/1233781>

Thomas de Waal, "Armenia's Election is a Foreign Affair" Carnegie Endowment, Nov. 13, 2025

<https://carnegieendowment.org/europe/strategic-europe/2025/11/armenias-election-is-a-foreign-affair?lang=en>

Cities and Stereotypes

Jeff Sahadeo and Paul Gosselin, "The Mtkvari River's Many Faces: Symbolism, Space and Agency in Late Imperial Tiflis" *Canadian Journal of European and Russian Studies*, 17, no. 1 (2024): 49-79.

Bruce Grant, "Cosmopolitan Baku" *Ethnos* 75, no. 2 (2010): 123-147

Emil A. Draitser, *Taking Penguins to the Movies: Ethnic Humor in Russia* (1998), 35-55

(Warning: Soviet Ethnic Humor can be Quite Politically Incorrect!)

Jan 29: Georgia: From Democracy to Authoritarianism

Guest Speaker: Tamar Qeburia (post-doctoral researcher, U. Regensburg and Georgian activist)

John DiPirro and Laura Lindeman, "The West's Inflection Point in the Caucasus: Untying the Georgian Knot" Central Asia-Caucasus Institute (2025)

Giorgi Meladze and Nadia Assad, "Why Georgia's Democracy is Collapsing" *Journal of Democracy*

<https://www.journalofdemocracy.org/online-exclusive/why-georgias-democracy-is-collapsing/>

“Did Georgian police use a chemical weapon against protesters?” BBC World Service Docs (Dec. 2025)
<https://www.youtube.com/watch?v=z4-koO916Gk>

Additional Readings TBA

Feb 5: Armenia, Azerbaijan and TRIPP

Guest Speaker: Jean-Francois Ratelle (University of Ottawa)

Laurence Broers and Ceyhun Mahmudlu, “Civic Dominion: Nation-Building in Post-Soviet Azerbaijan over 25 Years of Independence” *Nationalities Papers* 51, no. 1 (2023): 47-63

Tigran Grigoryan, “2025: A Year of Democratic Backsliding in Armenia”

<https://www.civilnet.am/en/news/994719/2025-a-year-of-democratic-backsliding-in-armenia/>

Eric Davtyan, Lessons that Lead to War: Foreign Policy Learning and Military Escalation in the Nagorno-Karabakh Conflict. *Problems of Post-Communism*, 71, no. 1 (2023): 26–36.

Alexander Latsabidze, “The Armenian-Azerbaijan Conflict: Geopolitical Significance of the Washington Peace Declaration for the South Caucasus” (Dec. 2025)

<https://carleton.ca/eetn/2025/the-armenia-azerbaijan-conflict-geopolitical-significance-of-the-washington-peace-declaration-for-the-south-caucasus/>

Luke Coffey, “Next Steps for Armenia-Azerbaijan Peace”, Hudson Institute (Oct 7, 2025)

<https://www.hudson.org/foreign-policy/next-steps-armenia-azerbaijan-peace-luke-coffey>

Jean-Francois Ratelle, “An Overview of the Washington Agreement for Armenia-Azerbaijan Conflict Resolution” (Aug. 14, 2025)

<https://carleton.ca/eetn/wp-content/uploads/sites/44/2025/08/An-Overview-of-the-Washington-Agreement-for-Armenia-Azerbaijan-Conflict-Resolution.pdf>

Feb 12: China and External Actors in the South Caucasus (small group session 1)

A.J. Nathan and B. Zhang, “‘A Shared Future for Mankind’: Rhetoric and Reality in Chinese Foreign Policy under Xi Jinping,” *Journal of Contemporary China*, 31 (2022): 57-71

Owen Au, “China’s Growing Interest in the Middle Corridor Presents a Dilemma for Europe” (Dec. 10, 2025) <https://chinaobservers.eu/chinas-growing-interest-in-the-middle-corridor-presents-a-dilemma-for-europe/>

Syed Fazl-e-Haider, “China’s Road to Europe Passes through Azerbaijan” *Central Asia-Caucasus Analyst* Sep. 24, 2025

<https://cacianalyst.org/publications/analytical-articles/item/13891-chinas-road-to-europe-passes-through-azerbaijan.html>

“Armenia and China Sign Strategic Partnership Agreement” *OC Media* Sep. 1, 2025

<https://oc-media.org/armenia-and-china-sign-strategic-partnership-agreement/>

Beka Chedia, “Georgian Dream and the People’s Republic of China Pursue Strategic Relationship” *Jamestown* March 31, 2025

<https://jamestown.org/georgian-dream-and-the-peoples-republic-of-china-pursue-strategic-relationship/>

Revaz Topuria, “What has China Gained from Its Strategic Partnership with Georgia?” *The Diplomat* June 20, 2025

<https://thediplomat.com/2025/06/what-has-georgia-gained-from-its-strategic-partnership-with-china/>

FEB 19: WINTER READING WEEK

Feb 26: North Caucasus: Politics and Leadership

Jean-Francois Ratelle and Emil Souleimanov, “A Perfect Counterinsurgency? Making Sense of Moscow’s Policy of Chechenisation” *Europe-Asia Studies* 68, no. 8 (2016): 1287-1314

Emil Soulemanov, "Making Jihad or Making Money? Understanding the Transformation of Dagestan's *Jamaats* into Organized Crime Groups" *Journal of Strategic Studies* 41, no. 4 (2018): 604-628

Jean-Francois Ratelle, "Ramzan Kadyrov's Gamble in Ukraine: Keeping Chechnya under Control while Competing for Federal Power" Ponars Eurasia Policy Memo 835 (2023)
<https://www.ponarseurasia.org/ramzan-kadyrovs-gamble-in-ukraine-keeping-chechnya-under-control-while-competing-for-federal-power/>

Paul Goble, "North Caucasus Descending Further into Violence, Further Eroding Putin's Image as a Strongman" (2023)
<https://jamestown.org/north-caucasus-descending-into-violence-further-eroding-putins-image-as-strongman/>

Maria Omelicheva, "Colonial Redux: Explaining the Dominance of Russo-Centric Narratives about the North Caucasus" *Problems of Post-Communism* (27 March 2025)
 DOI: 10.1080/10758216.2025.24774

Mar 5: Armenia-Azerbaijan: Social Issues

Tamar Shirinian, "The Nation-Family: Intimate Encounters and Genealogical Perversion in Armenia" *American Ethnologist* 45, no. 1 (2018): 45-59

Diana Ter-Ghazaryan, "'Civilizing the City Center': Symbolic Spaces and Narratives of the Nation in Yerevan's Post-Soviet Landscape" *Nationalities Papers* 41, no. 4 (2013): 570-589

Khayyan Namazov, "LGBTQ+ Activism in Azerbaijan: Shifting Queer (In)Visibiity Regime through Power-Knowledge Technologies" *Central Asian Survey* 43, no. 1 (2024): 65-82

Uri Rosenburg, "Was Prehistoric Man an Azerbaijani Nationalist? Mobilized Pre-History and Nation-Building in Azerbaijan" *Central Asian Survey* 43, no. 2 (2024): 196-214

Nona Shahnazarian and Ulrike Zeimer, "Women Confronting Death: War Widows' Experiences in the South Caucasus" *Journal of International Women's Studies* 19, no. 2 (2018): 29-43

Mar 12: Georgia: Social Issues

Guest Speaker: David Sichinava (Adjunct Research Professor, Carleton University)

Ketevan Gurchiani, "Rivers between Nature, Infrastructure and Religion" *Central Asian Survey* 42, no. 1 (2023): 21-40

Boris Komakhidze, "The Emotional Sight of Neoliberalized Port Infrastructure in Poti, Georgia" *Central Asian Survey* 43, no. 4 (2024): 468-86

Suzanne Harris-Brandts and David Sichinava, "Architecture and Friendship among Nations: The Shifting Politics of Cultural Diplomacy in Tbilisi, Georgia" *International Journal of Heritage Studies* 27, no. 12 (2021): 1213-29

Katrine Gotfredsen, "'We are Like Human Shields': Dilemmas of Mobility, Kinship and Place in Georgian Borderland Villages" *Caucasus Survey* (2025): 140-62

Mar 19 Simulation—The Caucasus between China, Russia, the EU and the US

Details TBA

Mar 26: North Caucasus: Social Issues/ War in Ukraine

Alice Szczepanikova, "Chechen Women in War and Exile: Changing Gender Roles in the Context of Violence" *Nationalities Papers* 43, no. 5 (2015): 753-770

Elizaveta Chukharova, "'They Want to Believe Their Sons are Heroes: The North Caucasus in the Shadow of the Russia-Ukraine War" OC Media, Aug. 15, 2025
<https://oc-media.org/they-want-to-believe-their-sons-are-heroes-the-north-caucasus-in-the-shadow-of-the-ukraine-war/>

Wilson Center, "The North Caucasus and Russia's Invasion of Ukraine" Jan. 28, 2025 (event)
<https://www.wilsoncenter.org/event/north-caucasus-and-russias-invasion-ukraine>

Apr 2: Borders, Security and Wine

Guest Speaker: Rikki Brown (PhD Candidate, University of California, Santa Cruz)

<https://sras.org/sras-in-conversation-with-rikki-brown-wine-life-and-learning-abroad/>

Readings TBA

Websites to Consult

News and Analysis:

Eurasianet:

Sponsored by the Open Society Institute, Eurasianet publishes a broad range of news from the entire former Soviet Union, has special reporting and ongoing research projects on Central Asia, and covers some more unusual topics such as arts and culture in some depth.

Radio Free Europe/ Radio Liberty

Excellent reporting and in-depth coverage of Caucasus. US-funded organization uses local stringers in reporting.

Caucasian Knot

English version of Russian website with news from around the North Caucasus: treat with caution!

Research and Analysis

Ponars Eurasia: New Approaches to Research and Security in Eurasia

Commentary and Policy Notes

Caucasus Research Resource Centers

Analysis and numerous databases on the region

Central Asia Caucasus Analyst

Analytical reporting on Central Asia and the Caucasus, mostly from a security perspective.

Human Rights Watch - Europe and Central Asia

International Crisis Group: North Caucasus

In-depth journalistic reporting on key regional issues, aimed at policy makers and the broader public

International Crisis Group: South Caucasus

International Organization for Migration: South Caucasus

Economist Intelligence Unit (use through Carleton library) See Individual Country Reports

Caucasian Review of International Affairs

United Nations Development Program - Eurasia

Silk Road Studies Program: Central Asia-Caucasus Institute

Incomplete List of Journals

Caucasian Review for International Affairs (online only)

Caucasus Survey

Central Asian Survey

Central Asia-Caucasus Analyst (online only)

Communist and Post-Communist Studies

Eurasian Geography and Economics

Europe-Asia Studies

Nationalities Papers

Article Databases

Scopus

Historical Abstracts

J-Stor

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

Mental Health and Wellbeing:

<https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC):

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS):

<https://carleton.ca/csas/>

Equity & Inclusivity Communities:

<https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389,

<https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic:

<https://walkincounselling.com>

Academic consideration for medical or other

extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the

academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity Advisor.

Religious obligation: Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with

Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests

made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

INTELLECTUAL PROPERTY

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

OFFICIAL FINAL EXAMINATION PERIOD

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

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

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#). Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

PLAGIARISM

The University Senate defines plagiarism as "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when 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 th floor
Library	
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501
Nideyinàn	
Career Services (6611)	401 Tory