

PSCI 5310W
History of Political Thought
Mondays, 11:35 am – 2:25 pm
Please check location on Carleton Central

Instructor: Sophie Marcotte Chénard

Office: Loeb D690

Office Hours: Mondays 10-11am (in person) and Tuesdays 10:00-11:00am (online)

Email: sophie.marcottechenard@carleton.ca

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Course Description

The course rests on the premise that revisiting, re-reading, and reinterpreting the works of past political thinkers is not an antiquarian exercise, but one that meaningfully contributes to our collective and self-understanding. This term, we will approach the history of modern political thought not as a fixed body of doctrines, but as a dynamic field of competing perspectives, debates, and unresolved tensions. Who counts as a “canonical” thinker, and on what grounds? By what criteria do we include or exclude authors from the curriculum? This course invites students to reflect on how the canon of “great works” has been constituted and what assumptions underlie its boundaries.

To that end, the course combines: 1) A study of emblematic figures in Western political thought (such as Machiavelli, Hobbes, and Mill), paired with critical contemporary interpretations; 2) and an examination of lesser-known or neglected thinkers who deserve greater attention for both historical and philosophical reasons. Through this dual inquiry, we will examine central questions in political theory: What grounds political legitimacy? What constitutes political oppression? How do morality and politics intersect? What is the relationship between the individual and society? What does liberty mean, and what social and political forms might it take?

The course offers a selective overview of key themes in Western political thought, introducing students to major medieval, early modern, and modern thinkers, including Christine de Pizan, François Poullain de la Barre, Niccolò Machiavelli, Étienne de La Boétie, Thomas Hobbes, Mary Wollstonecraft, J.S. Mill, W.E.B. Du Bois, and Emma Goldman.

Learning Objectives:

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

- Assess the validity of the arguments put forward by the thinkers studied in the course;
- Draw parallels with our present-day use of the concepts discussed in class (servitude, tyranny, liberty, power, legitimacy, obedience, consent, rights);
- Develop reading and writing skills and master interpretive tools in approaching past texts;
- Formulate a clear and rigorous interpretation of the texts studied in the course, to be assessed through assignments and in-class discussions.

Contact Policy:

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

Course Format

The structure of the course will be as follows:

- 1) Welcome and updates about the course (5 minutes)
- 2) Instructor's presentation of the weekly topic and readings (25-30 minutes)
- 3) Class discussion on the first text or excerpt
- 4) 15-minute break
- 5) Class discussion on the remaining texts or excerpts

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

Required Texts

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

Course Assignments

Assignment	Due Date	Percentage of Final Grade
Course Engagement	Marked weekly	25%
Perusall Annotations	Marked weekly	30%
After-Class Reflection Papers	Three times/term	45%

Course Assignments Overview

1) Engagement (25%) — Marked weekly

Course engagement is based on two essential components: **attendance and participation** in the weekly discussions. Participation in class will **be evaluated according to the following criteria**: preparation ahead of the seminar; quality of interventions; ability to engage critically with the text and to make connections with other concepts/ideas covered in the course. To earn the full points, you are required to attend the seminar on a regular basis, demonstrate that you have read the texts in advance and contribute meaningfully and respectfully to the discussion. This is a seminar, not a lecture course: it is based on your own contributions. In short, this course is what you make of it as active learners.

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

2) Annotations of Texts (Perusall) (30%) — Marked weekly

A percentage of your grade goes to your weekly contribution to a collaborative annotation of the readings. To earn the full points, you are required to **comment on a selection of readings on Perusall**, to be completed before midnight the day before class. You should contribute each week a minimum of **two comments** (which can also take the form of questions about specific sentences, passages or sections of the text) and **one response to another student's comment** (which can take the form of an agreement, disagreement, expanding on a point, asking a question, and so on). There is no maximum, but it is preferable to avoid going on an endless rant at every page of the text. Further explanations and examples will be given during the first week of class.

3) After-Class Reflection Paper (45%) — Three times/term

Students will be asked to write and submit an after-class reflection paper **three times** during the term. The reflection paper (2000-3000 words) allows students to critically analyze their learning experience and to connect specific concepts discussed in class to the weekly readings and the broader themes of the course. The reflection paper should include a brief summary of the materials covered during class, focusing on the main concepts discussed. It should also include a critical analysis of divergent perspectives brought up by students (questions that were asked, problems that were tackled, conclusions that were reached, etc.). The reflection paper should end with a discussion of challenges encountered in examining and understanding the authors and concepts discussed in class, and a reflection on the insights gained during the seminar (if any). You are free to choose which weeks you decide to reflect on. Your assignments must be submitted during the following week (before the next class). You can submit your reflection papers in Word or PDF format.

Summary

Students are required to:

- 1) Complete the readings before class;
- 2) Attend the seminars regularly and participate in class discussions (25%);
- 3) Participate in annotations on Perusall (30%);
- 4) Write and submit three reflection papers during the term (45%).

Course Schedule and Required Readings

Week 1: Introduction: How to Study the History of Political Thought (Jan 5)

Readings:

- ◆ Syllabus
- ◆ Penny Weiss, "The Politics of the Canon: Gatekeepers and Gate-Crashers," in *Canon Fodder. Historical Women Political Thinkers*, Pennsylvania State University Press, 2009.
- ◆ Adrian Blau, "How (not to) Use the History of Political Thought for Contemporary Purposes," *American Journal of Political Science*, Vol. 65, No. 2 (2021), p. 359–372.

Optional:

- ◆ Adrian Blau, "History of Political Thought as Detective Work", *History of European Ideas*, Vol. 41, No. 8 (2015), p. 1178-1194.
- ◆ James Faar, "The History of Political Thought as a Disciplinary Genre", *The Oxford Handbook of Political Theory*, pp. 225-242.
- ◆ Wendy Brown, "At the Edge," *Political Theory*, Vol. 30, no. 4 (2002), p. 556-576.
- ◆ Linda Zerilli, "Feminist Theory and the Canon of Political Thought", *The Oxford Handbook of Political Theory*, p. 106-124.

Week 2: Christine de Pizan and the Politics of Knowledge (Jan 12)

Readings:

- ◆ De Pizan, *The Book of the City of Ladies* (1405) (Selections)

Week 3: Niccolo Machiavelli (I): Primary Sources (Jan 19)

Readings:

- ◆ Machiavelli, *The Prince* (1531), Dedicatory Letter, Chap. 1-2, 7-9, 14-19, 21, 24-26.

Week 4: Niccolo Machiavelli (II): Interpretations and Debates (Jan 26)

Readings:

- ◆ Leo Strauss, "Introduction", *Thoughts on Machiavelli* (Free Press, 1958), p. 9-14.
- ◆ Claude Lefort, "The Concept of Machiavellianism", in *Machiavelli in the Making*, (Northern University Press, 2012), p. 61-77.
- ◆ Hannah Fenichel Pitkin, *Fortune is a Woman: Gender and Politics in the Thought of Niccolo Machiavelli*, Berkeley, University of California Press, 1984, p. 138-160.

Optional:

- ◆ Quentin Skinner, *The Foundations of Modern Political Thought*, pp. 118-138.
- ◆ Erica Benner, "Introduction", *Machiavelli's Prince: A New Reading* (Oxford University Press, 2013), p.ix-li.
- ◆ Mary Dietz, "Trapping The Prince: Machiavelli and the Politics of Deception"
- ◆ Wendy Brown, "Machiavelli: From Man to Manhood", in *Manhood and Politics*, pp. 71-123

- ◆ Leo Strauss, "Machiavelli's Intention: The Prince", *The American Political Science Review* 51, 1 (1957), 13-40
- ◆ Maurizio Viroli, *From Politics to Reason of State: The Acquisition and Transformation of the Language of Politics 1250-1600*, Cambridge University Press, 1992 (Selections), p. 244-254 (Norton critical edition)
- ◆ Isaiah Berlin, "The Question of Machiavelli", *The New York Review of Books*, 1971.
- ◆ Isaiah Berlin, "The Originality of Machiavelli", *Against the Current: Essays in the History of Ideas* (Princeton University Press, 2013), p. 33-100.
- ◆ J.G. A Pocock, *The Machiavellian Moment*, p. 156-182.
- ◆ Skinner, *Machiavelli. A Very Short Introduction*, Oxford University Press, 2001.
- ◆ Mary O'Brien, "The Root of the Mandrake. Machiavelli and Manliness", in Maria J. Falco (ed.), *Feminist Interpretations of Machiavelli*, (University Park, Pennsylvania: Pennsylvania University State Press, 2004), p. 173-195.
- ◆ Catherine H. Zuckert, "Fortune Is a Woman— But So Is Prudence. Machiavelli's Clizia", in *Feminist Interpretations of Machiavelli*, (University Park, Pennsylvania: Pennsylvania University State Press, 2004), p. 197-211.
- ◆ Sheldon Wolin, *Politics and Vision*, pp. 175-213
- ◆ Arlene Saxonhouse, "Niccolò Machiavelli: Women as Men, Men as Women, and the Ambiguity of Sex"

Week 5: Étienne de la Boétie and the Politics of Obedience
(Feb 2)

Readings:

- ◆ La Boétie, *The Discourse of Voluntary Servitude* (~1546) (entire book)

Week 6: Thomas Hobbes (I): Primary Sources
(Feb 9)

Readings:

- ◆ Hobbes, *Leviathan* (1651), Part I, Introduction and Chap: 6, 13-16, Part II, Chap: 17-22, 26, 29-30

Week 7 - Fall Break

Week 8: Thomas Hobbes (II): Interpretations and Debates
(Feb 23)

Readings:

- ◆ Charles W. Mills, *The Racial Contract*, p. 62-80.
- ◆ Joanne H. Wright, "Choice Talk, Breast Implants and Feminist Consent Theory. Hobbes' Legacy in Choice Feminism", in *Feminist Interpretations of Thomas Hobbes*, (University Park, Pennsylvania: Pennsylvania State University Press, 2012),
- ◆ "Hobbes, History, Politics and Gender: A Conversation with Carole Pateman and Quentin Skinner", in *Feminist Interpretations of Thomas Hobbes*.

Optional:

- ◆ Adrian Blau, "Methodologies of Interpreting Hobbes: Historical and Philosophical", in Loyd, *Interpreting Hobbes' Political Philosophy*, Cambridge University Press, 2019.
- ◆ Quentin Skinner, "The Context of Hobbes' Theory of Political Obligation", *Visions of Politics. Volume III. Hobbes and Civil Science*, p. 264-286.
- ◆ David Armitage, "Hobbes and the foundations of modern international thought", in *Rethinking the Foundations of Modern Political Thought*, Cambridge University Press, 2006.
- ◆ Leo Strauss, *The Political Philosophy of Hobbes*
- ◆ Michael Oakeshott, *Hobbes on Civil Association*
- ◆ Charles W. Mills, "The Racial Contract as Methodology, Not Hypothesis", *Philosophia Africana*, Vol. 5, No. 2 (2002).
- ◆ S.A. Loyd, "Power and Sexual Subordination in Hobbes' Political Theory", *Feminist Interpretations of Thomas Hobbes*
- ◆ Marc Trachtenberg, "The Question of Realism: A Historian's View," *Security Studies* (2003)
- ◆ Johann Sommerville, "Absolutism and Royalism", in the *Cambridge History of Political Thought*, 1990.
- ◆ Quentin Skinner, "Hobbes on Persons, Authors, and Representatives," In *The Cambridge Companion to Hobbes's Leviathan* (Cambridge University Press, 2007).
- ◆ G.A.J Rogers, "Hobbes and His Contemporaries" in *The Cambridge Companion to Hobbes's Leviathan* (Cambridge University Press, 2007).
- ◆ Kinch Hoekstra, "A lion in the house: Hobbes and democracy", *Rethinking the Foundations of Modern Political Thought*, Cambridge University Press, 2006, p. 191-218.

Week 9: Early-Modern and Modern Critiques of Gender Inequality
(March 2)

Readings:

- ◆ François Poullain de la Barre, *On The Equality of the Two Sexes* (1673), Preface and Part I.
- ◆ Marie-Olympe de Gouges, *The Rights of Woman* (1791)

Week 10 : Mary Wollstonecraft and Enlightenment Thought
(March 9)

Readings:

- ◆ Immanuel Kant, "An Answer to the Question: What is Enlightenment?" (1784)
- ◆ *Wollstonecraft, *The Vindication of the Rights of Women* (1792), Dedication, Introduction, Chap. 1-2.

Week 11: J.S. Mill (I): Primary Sources
(March 16)

Required Readings:

- ◆ Mill, *On Liberty* (1859), Chap. 1, 2.
- ◆ Mill, *On the Subjection of Women* (1869), Chap. 1, 3.

Week 12: J.S. Mill (II): Interpretations and Debates
(March 23)

Readings:

- ◆ Melina Constantine Bell, “John Stuart Mill’s Harm Principle and Free Speech: Expanding the Notion of Harm,” *Utilitas* (2021), 33, p. 162–179.
- ◆ Clare McGlynn and Ian Ward, “Would John Stuart Mill Have Regulated Pornography?”, *Journal of Law and Society*, Vol. 41, No. 4 (2014), p. 500-522.
- ◆ Julia Annas, “Mill and the Subjection of Women,” in Morales (ed.), *Mill’s On the Subjection of Women. Critical Essays* (Rowan & Littlefield, 2005), p. 52-70.

Optional:

- ◆ Harriet Taylor, “The Enfranchisement of Women” (1852)
- ◆ Jonathan Riley, “Racism, Blasphemy, and Free Speech”, in C.L. Ten (ed.) *Mill’s On Liberty: A Critical Guide*, Cambridge, Cambridge University Press, 2008, p. 62-82.
- ◆ Isaiah Berlin, “John Stuart Mill and the Ends of Life” (1959) (Norton Critical Edition, p. 253-279).
- ◆ Sumner, L. W., “Chap. 2: Mill’s Framework” in *The hateful and the obscene: studies in the limits of free expression*, University of Toronto Press, 2004.
- ◆ Maria Morales, “Rational Freedom in John Stuart Mill’s Feminism”, in *J.S. Mill’s Political Thought: A Bicentennial Reassessment*, edited by Nadia Urbinati, and Alex Zakaras, Cambridge University Press, 2007.

Week 13: W.E.B. Du Bois: Race, Injustice and Critique
(March 30)

Readings:

- ◆ “Of Our Spiritual Strivings” and “Of the Meaning of Progress” in *The Soul of Black Folks*
- ◆ “The Conservation of Races” (1897)

Week 14: Emma Goldman and Anarchist Political Philosophy
(April 6)

Readings:

- ◆ Goldman, *Anarchism and Other Essays*, Chap. 1-2.

Policy on the use of AI

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

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

One of the aims of this course is to foster critical thinking. LLMs are known for their occasional “hallucinations,” which can include factually incorrect statements, nonsensical responses and fabricated sources among other things. They can also introduce biases they replicate from the data sets on which they have been trained. Because of this lack of reliability, predictability and accuracy, their use must therefore require a great deal of caution.

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

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

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

Course Policies

Citations and Bibliography

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

You must indicate all references to the texts in footnotes or with in-text references. You are free to choose the style of citation with which you are most comfortable, as long as it is consistent

throughout your assignment. For more details on how to cite properly, please consult the MacOdrum Library website: <https://library.carleton.ca/help/citing-your-sources>.

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

Copyright

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

Late Essays & Extensions

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

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

Late assignments will be penalized at the **rate of 4% of the student's assignment grade** per day. An assignment is considered one day late if it is submitted to Brightspace any time up to 23:59 hours after the deadline. Assignments that have **not been submitted seven (7) days** after the deadline will not be accepted.

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

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