

**PSCI 5602 W**  
**Ethics and International Relations**  
**Mondays 11:35am-2:25pm**  
**(Online on Zoom)**

**Professor:** Fiona Robinson (she/her)

**E-mail:** [Fiona.Robinson@carleton.ca](mailto:Fiona.Robinson@carleton.ca)

**Office hours:** On Zoom, by appointment

<https://carletonca.zoom.us/j/91234567890?pwd=U0lSZnNVMUJ3ZkllM3cxNEVXTWNkZz09>

**COURSE DESCRIPTION AND OBJECTIVES:**

How should we think about moral problems in global politics? What do we mean by ‘ethics’ and ‘morality’? What role does ethics play in the study of international relations? What is the relationship between ethics, power and politics – particularly global politics? The aim of this course is to provide students with the necessary tools to think critically about theories and issues related to ethics in contexts related to IR and global politics. Global ethics and normative international theory are a rapidly expanding field within the discipline of International Relations; this growth has been driven partly by developments in related fields of moral and political philosophy, as well as by the evident moral urgency of many contemporary global problems and issues. We will study traditional approaches to ethics that see it as a higher realm of universal principles that serve to mitigate or ‘check’ the worst excesses of power politics, as well as more critical approaches that see ethics as embedded in all aspects of socio-political life. We will also consider how ethics may be used by the powerful to justify particular political decisions or courses of action. Concepts and issues studied in the course include human rights, recognition, political violence, war and peace, poverty and global justice, migration and environment.

**LEARNING OUTCOMES:**

Upon completion of this course, you should:

- Have a strong grasp of dominant and critical theoretical approaches to international ethics
- Be able to use these approaches to consider and evaluate ethical problems and issues in global and international politics.
- Have developed skills in research, close reading, critical analysis and oral and written communication.

**ASSESSMENT AT A GLANCE**

<u>Assignment</u>	<u>Percentage</u>
Attendance and Participation	25%
Response Papers (Feb. 14 & Mar. 14)	2 x 20% = 40%
Summative Assignment (April 7)	30%
Presentation (March 31st)	5%

## ASSESSMENT IN DETAIL

**Attendance and Participation:** Attendance at weekly seminars is required. Your participation grade will be based on your attendance at these meetings throughout the term, as well as the quality and quantity of your participation in discussions. Students are expected to have completed the required reading before the seminar and to arrive prepared to discuss that week's material. If you have to miss a seminar for a legitimate reason, please inform me as soon as possible (preferably before the seminar). All students are required to show basic courtesy and respect for the instructor and the other students by listening attentively during the seminar.

The seminar will be structured around QUOTES and QUESTIONS. Each week, students will choose a meaningful quotation (at least two sentences but no more than a single paragraph) from one of the readings (assigned in advance by the instructor) that addresses a key idea, and which they find interesting, thought-provoking or which they feel is contentious or problematic. They should also prepare a discussion question related to the question which addresses a key theme or problem. **The aim is to choose quotes and questions that will generate meaningful class discussion. Quotes and questions should be posted on the class Google Doc (on Brightspace) no later than 9am on the day of class.** Students will 'present' their quotes and questions during the first part of the seminar, and these will then be the focus of breakout group and full class discussion. Students should be prepared not simply to read their quote and question, but to share their thoughts on it and explain why they are significant or important. Performance on weekly quotes and questions will form an important part of your participation grade.

**Response Papers (due February 14<sup>th</sup> and March 14<sup>th</sup>):** Students must submit to Brightspace two response papers (1500-2000 words), each of which will make up 25% of the final course grade. These papers must react to readings from two distinct weeks in the course (at least two readings from each week must be cited) between weeks 2-11. Students choose the two weeks that they wish to combine, but the two papers cannot cover the same weeks (i.e. four distinct weeks of readings must be covered by the two papers together). Papers should NOT provide a detailed summary of the contents of the readings. Instead, they should develop a central thesis that relates to the student's reactions to the readings. The paper is not a research paper - there is no need to consult any sources beyond the assigned readings. However, it should be written in a traditional essay format with appropriate acknowledgement of sources (proper footnotes, bibliography etc.).

### **Summative Assignment (due April 7<sup>th</sup>):**

For their final assignment, students may choose to do either a) an extended book review or b) a research essay.

**Option 1: Extended Book Review:** Students who choose this option will write an extended book review (4000-4500 words) on one of the books listed below. Reviews should include a short summary of the main argument and key points of the book; the remainder of the review should be devoted to analysis and critical assessment and a discussion of the importance of this book for our understanding of the role and nature of ethics and morality in International Relations (IR) and global politics. The review must have a central argument and must be clearly structured. You are required to use other scholarly sources (at least five in addition to the book itself, two of which must be course readings). You may also cite published reviews of the book. Electronic versions of all three books listed below are available through ARES (links on Brightspace). I am open to considering other single-authored monographs on a topic related to ethics and IR. **If you wish to review a book not on the list, it must be approved by the instructor no later than March 3<sup>rd</sup> (and ideally earlier).**

**Books for review (e-books on ARES; links on Brightspace):**

Ackerly, B. A. (2008). *Universal human rights in a world of difference*. Cambridge University Press.

Zehfuss, M. (2018). *War and the Politics of Ethics*. Oxford University Press.

Lu, C. (2017). *Justice and reconciliation in world politics*. Cambridge University Press.

**Option 2: Research Essay:** Students who choose this option will write a research essay (4000-4500 words) on a topic of the student's choice related to the area of ethics and international relations. The essay should engage with course readings that are relevant to the topic (at least three) but must also draw on a number of sources (at least four) beyond the course readings. Essay topics may be purely theoretical; however, in most cases, students will choose to address an empirical issue or problem in IR from an ethical perspective. However, all essays must have a clear theoretical framework or approach that makes clear the role and nature of ethics in their analysis. Students choosing this option must submit a brief essay proposal (one page) which sets out the following:

1. Problem guiding the inquiry (including context)
2. Research question
3. Brief statement of the (working) central argument or thesis
4. Theoretical/analytical framework or conceptual approach
5. Reference to one or two key authors or scholarly articles/books that will inform your analysis.
6. Reference List

Please use APA author-date referencing for both types of assignment.

**Research Presentations:** All students will present their book review/research essay during the final class of term. Presentations should be 8-10 minutes in length and be accompanied by 3-4 slides. Presentations should be carefully prepared, well-organized and clearly communicated. Students should be prepared to answer questions on their research following their presentations.

**Readings:** All readings are on reserve and are available through the library's ARES reserve system. There are no costs for books or supplies for this course.

**Submission of Written Assignments:** Please submit all written assignments electronically via Brightspace. Please submit only **Word documents (no PDFs please)**. All assignments are due at 11:59pm on the due date. Late assignments should also be submitted via Brightspace.

**Use of generative AI:** Students are prohibited from using any generative AI tools to produce assessed content in this course. The use of AI will be considered an offence of academic integrity and measures will be taken when AI use is detected. While it might seem to be an easy solution, I urge you to consider whether ChatGPT and other AI tools will really benefit you (and 'us') in the long run. As this is a course on ethics in the world, you may wish to consider the environmental impact of AI, as well as its predicted effect on human autonomy, agency and capabilities. <https://www.pewresearch.org/internet/2018/12/10/artificial-intelligence-and-the-future-of-humans/>  
<https://www.unep.org/news-and-stories/story/ai-has-environmental-problem-heres-what-world-can-do-about>

**Requests for academic consideration:** This course follows Carleton University's [Academic Consideration Policy](#) which outlines the extenuating circumstances in which extensions or alternate academic arrangements

may be granted. The policy defines extenuating circumstances as circumstances that: are beyond a student's control; have a significant impact on the student's capacity to meet their academic obligations; and could not have been reasonably prevented. According to the policy, "Extenuating circumstances may include sudden illness or incapacitation, including mental health and compassionate circumstances. Experiencing diverse challenges and stressors is considered typical within the university experience and are not considered extenuating circumstances; for example, managing workload, competing deadlines, inclement weather, amongst others." If you are facing extenuating circumstances that fall within the policy, please contact me as soon as possible and normally no later than 24 hours after the submission deadline. Please note that requests for academic consideration are not automatically approved.

**Late penalties:** Unless a request for academic consideration has been approved, assignments submitted after the deadline will be assessed with a deduction of 3% per day or part thereof, including weekends. Late assignments submitted more than 7 calendar days after the due date will receive a grade of zero.

## Weekly Topics and Readings

### **Week 1      Introduction to the Course** **January 6**

**Seminar themes:** What do we mean when we talk about 'ethics' and 'morality' in International Relations? (we will also cover Introductions, Discussion of Course Content, and Assigning Presentations).

- Walt, Stephen (2024). Morality is the Enemy of Peace. *Foreign Policy*, June 13.
- Uehling, Greta (2022) Ukraine's war has shattered some friendships and family ties – but 'care ethics' have strengthened other relationships. *The Conversation*. August 22.

### **Week 2      Ethics in International Relations I: mainstream approaches** **January 13**

**Seminar themes:** 'ethics' versus 'norms' and their significance for IR; ethics and realism; moral values and foreign policy.

- Hurrell, A., & Macdonald, T. (2013). Ethics and norms in international relations. Carlsnaes, W. Risse, T. & Simmons, B.(ds.), *Handbook of International Relations*, 57-85.
- Bell, D. (2010). Political realism and the limits of ethics in Duncan Bell, ed., *Ethics and world politics*, Cambridge: Cambridge University Press, 93-110.
- Kertzer, J. D., Powers, K. E., Rathbun, B. C., & Iyer, R. (2014). Moral support: How moral values shape foreign policy attitudes. *The Journal of Politics*, 76(3), 825-840.

### **Week 3      Ethics in International Relations II: beyond realism and rationalism** **January 20**

**Seminar themes:** the limits of rationalist moral theory for IR; race, colonialism and ethics in IR; care and feminist ethics in IR.

- Lynch, C. (2019). The moral aporia of race in international relations. *International Relations*, 33(2), 267-285.
- Dunford, R. (2017). Toward a decolonial global ethics. *Journal of Global Ethics*, 13(3), 380-397.

- Robinson, F. (2018). Care ethics and international relations: Challenging rationalism in global ethics. *International Journal of Care and Caring*, 2(3), 319-332.
- Hutchings, K. (2013). A place of greater safety? Securing judgement in international ethics. In *The vulnerable subject: Beyond rationalism in international relations* (pp. 25-42). London: Palgrave Macmillan UK.

#### **Week 4 Recognition (and Misrecognition) in Global Politics**

**January 27**

**Seminar Themes:** the moral, racial and colonial logics of sovereignty; the ethics of (mis)recognition in international relations; epistemic injustice; ‘good’ states, status seeking and moral authority

- Wohlforth, W. C., De Carvalho, B., Leira, H., & Neumann, I. B. (2018). Moral authority and status in International Relations: Good states and the social dimension of status seeking. *Review of International Studies*, 44(3), 526-546.
- Dubgen, Franziska (2012) ‘Africa Humiliated? Misrecognition in Development Aid’, *Res Publica*, 18:65-77.
- Lightfoot, S. R. (2021). Decolonizing self-determination: Haudenosaunee passports and negotiated sovereignty. *European Journal of International Relations*, 27(4), 971-994.
- Wolf, R. (2011). Respect and disrespect in international politics: the significance of status recognition. *International Theory*, 3(1), 105-142.

#### **Week 5 Human Rights and the struggle over Universals**

**February 3**

**Seminar Themes:** human rights and difference; universality and cultural relativism; cosmopolitanism; R2P and ‘struggles over universals’

- Reus-Smit, C. (2001). Human rights and the social construction of sovereignty. *Review of International Studies*, 27(4), 519-538.
- Zhang, Y., & Buzan, B. (2020). China and the global reach of human rights. *The China Quarterly*, 241, 169-190.
- Pison Hindawi, C. (2021). Decolonizing the Responsibility to Protect: On pervasive Eurocentrism, Southern agency and struggles over universals. *Security Dialogue*, 53(1): 38-56.
- Jaggard, A. M. (2005). “Saving Amina”: Global justice for women and intercultural dialogue. *Ethics & International Affairs*, 19(3), 55-75.

#### **Week 6 Political Violence and War**

**February 10**

**Seminar Themes:** possibility of ‘ethical’ war; just war theory as ‘justification’ for war; pacifism; ‘body counts’ and harm in war; terrorism and asymmetric warfare.

- Zehfuss, M. (2011). Targeting: Precision and the production of ethics. *European Journal of International Relations*, 17(3), 543-566.
- O’Driscoll, C. (2019). How I learned to start worrying and love the just war tradition. *Critical Studies on Security*, 7(3), 182-190
- Hutchings, K. (2019). From just war theory to ethico-political pacifism. *Critical Studies on Security*, 7(3), 191–198.

- Rodin, D. (2020). The ethics of asymmetric war. In *The Ethics of War* (pp. 153-168). Routledge.
- Rodehau-Noack, J. (2023). Counting bodies, preventing war: Future conflict and the ethics of fatality numbers. *The British Journal of Politics and International Relations*, 26(3): 622-642.

**\*\* No class February 17; Reading Week.**

**Week 7 Moral discourse on war and (feminist) peace**

**February 24**

**Seminar Themes:** moral language and peace; ethical knowledge production, feminist approaches to violence and peacebuilding.

- Post, A. S. (2023). Words Matter: The Effect of Moral Language on International Bargaining. *International Security*, 48(1), 125-165.
- Howlett, M., & Lazarenko, V. (2023). How and when should we (not) speak?: Ethical knowledge production about the Russia–Ukraine war. *Journal of International Relations and Development*, 26(4), 722-732.
- True, J. (2020). Continuums of violence and peace: A feminist perspective. *Ethics & International Affairs*, 34(1), 85-95.
- Krystalli, R., & Schulz, P. (2022). Taking love and care seriously: an emergent research agenda for remaking worlds in the wake of violence. *International Studies Review*, 24(1).

**Week 8 Poverty and Development**

**March 3 (essay proposals and book choice due today)**

**Seminar Themes:** the ethics of measuring and representing global poverty; questions of responsibility and agency related to poverty and global justice; representing poverty; global gender justice.

- Eskelinen, T. (2018). After the Millennium Development Goals. Remarks on the ethical assessment of global poverty reduction success. *Etikk I Praksis-Nordic Journal of Applied Ethics*, (1), 61-75.
- Jordaan, E. (2010). Questioning Thomas Pogge's proposals to eradicate global poverty. *Global Society*, 24(2), 231-253.
- Khader, S. J. (2019). Global Gender Justice and the Feminization of Responsibility. *Feminist Philosophy Quarterly*, 5(2).
- Hayden, P. (2007). Superfluous humanity: An Arendtian perspective on the political evil of global poverty. *Millennium*, 35(2), 279-300.

**Week 9 Ethics of Migration and Refugees**

**March 10**

**Seminar Themes:** ethical approaches to political questions related to refugees; biopolitics and migrant policies; affect and the ethics of the encounter with refugees; ethics and paternalism.

- Gibney, M. J. (2018). 'The ethics of refugees' *Philosophy Compass*, 13(10).
- Doty, R. L. (2011). Bare life: Border-crossing deaths and spaces of moral alibi. *Environment and Planning D: Society and Space*, 29(4), 599-612.
- Gökarıksel, B., & Secor, A. J. (2020). Affective geopolitics: Anxiety, pain, and ethics in the encounter with Syrian refugees in Turkey. *Environment and Planning C: Politics and Space*, 38(7-8), 1237-1255.

- Zapata-Barrero, R., & Gabrielli, L. (2017). Ethics and the securitization of migration: Reversing the current policy framework. In *Handbook on Migration and Security* (pp. 125-143). Edward Elgar Publishing.

**Week 10      Global Ethics Beyond the Human**  
**March 17**

**Seminar themes:** Environmental knowledge and ethics; epistemic (in)justice; ‘energy justice’ and the transition from fossil fuels; ethics of care and more-than-human cosmopolitanism.

- Burke, A., Fishel, S., Mitchell, A., Dalby, S., & Levine, D. J. (2016). Planet politics: A manifesto from the end of IR. *Millennium*, 44(3), 499-523.
- Whyte, K. P., & Cuomo, C. (2016) ‘Ethics of caring in environmental ethics: Indigenous and feminist philosophies’. In S. M. Gardiner & A. Thompson (Eds.), *The Oxford Handbook of environmental ethics* (pp. 234–248). Oxford University Press.
- Latulippe, N., & Klenk, N. (2020). Making room and moving over: knowledge co-production, Indigenous knowledge sovereignty and the politics of global environmental change decision-making. *Current Opinion in Environmental Sustainability*, 42, 7-14.
- Guerra, J. B. S. O. A., Hoffmann, M., Bianchet, R. T., Medeiros, P., Provin, A. P., & Iunskovski, R. (2021). Sustainable development goals and ethics: building “the future we want”. *Environment, Development and Sustainability*, 1-22.

**Week 11      The Ethics of doing IR Research**  
**March 24**

**Seminar Themes:** Reflexivity and positionality; relations between researchers and research subjects and objects; the ethics of ‘unlearning’; feminist research ethics;

- Dauphinee, E. (2010). The ethics of autoethnography. *Review of International Studies*, 36(3), 799-818.
- Smith, H. A. (2017). Unlearning: A messy and complex journey with Canadian Foreign Policy. *International Journal*, 72(2), 203-216.
- Ackerly, B., & True, J. (2008). Reflexivity in practice: Power and ethics in feminist research on international relations. *International Studies Review*, 10(4), 693-707.
- Mackenzie, C., McDowell, C., & Pittaway, E. (2007). Beyond ‘do no harm’: The challenge of constructing ethical relationships in refugee research. *Journal of Refugee Studies*, 20(2), 299-319.
- Van Milders, L., & Toros, H. (2020). Violent international relations. *European Journal of International Relations*, 26(1\_suppl), 116-139.

**Week 12      Final Presentations**  
**March 31**

- In the final meeting, students will present and discuss their research essays/extended book reviews.

**Week 13      No meeting; students complete summative assignments**  
**April 7**  
**(Summative Assignments due today).**

## **Political Science Course Outline Appendix**

### **REQUESTS FOR ACADEMIC ACCOMMODATION**

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

#### **Student Mental Health**

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

#### **Emergency Resources (on and off campus):**

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

#### **Carleton Resources:**

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

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

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

Academic Advising Centre (AAC):

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

Centre for Student Academic Support (CSAS):

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

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources:**

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

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

Empower Me: 1-844-741-6389,

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

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

The Walk-In Counselling Clinic: <https://walkincounselling.com>

#### **Academic consideration for medical or other extenuating circumstances:**

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

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

**Pregnancy:** Contact your Instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC)

at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

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

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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

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

#### **PETITIONS TO DEFER**

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

#### **INTELLECTUAL PROPERTY**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and



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

#### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is September 30<sup>th</sup>, 2024. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is January 31, 2025. The last day for academic withdrawal from full fall and late fall courses is November 15, 2024. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is March 15, 2025.

**WDN:** For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

#### OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: December 9-21, 2024. Winter and Fall/Winter courses: April 11-26, 2025 (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).

### GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

### ACADEMIC INTEGRITY

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

---

### 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 Nideyìnàn
Career Services (6611)	401 Tor

