

**PSCI 5807 F**  
**Analysis of International Organizations**  
Research-intensive online course with synchronous class meetings  
Tuesdays, 6 p.m. – 9 p.m. EST, Zoom® class link

Instructor: Dr. Martin Geiger, Associate Professor, PSCI and EURUS  
Office Hours: Tuesdays, 4 p.m. – 6 p.m. EST, or alternative day/time (please get in touch with me by email to receive a personal Zoom® invitation)  
Email: [martin.geiger@carleton.ca](mailto:martin.geiger@carleton.ca)

First class: January 6  
No classes: January 13, February 17, April 7 (see course schedule for details)  
Last class: March 31, 2026

### **1) Course Description**

Rather than examining specific issues of global governance or viewing global politics predominantly through a state-centred lens, this course focuses on international organizations (IOs) – specifically, international governmental/intergovernmental organizations (IGOs). IOs are often criticized, but they serve important functions in international relations (IR), world politics, and global governance.

In this course, we will focus on a wide range of IOs, including the United Nations (UN), the World Health Organization (WHO), the North Atlantic Treaty Organization (NATO), the World Trade Organization (WTO), and the International Organization for Migration (IOM). We will scrutinize these IOs in terms of their relative independence, autonomy, and political weight, understanding them as self-interested and increasingly powerful actors on the global stage and in specific areas such as collective security, development, trade, and humanitarian assistance. We will analyze and discuss the evolution of these organizations, their internal structures, their interests, their external relations with states and other international, corporate, and collective actors, their roles in global politics, and their contributions to global governance. Our course will focus on a selection of globally relevant IOs and, to a lesser extent, on IOs with a particular or predominantly regional focus. Discussions of the European Union (EU) and other regional IOs (e.g., African Union) are covered by other courses in the Department of Political Science and other specialized programs (e.g., offered by the Institute of European, Russian, and Eurasian Studies, the Norman Paterson School of International Studies, the Institute of African Studies).

How to analyze and "study" international organizations? This course not only provides a refresher on relevant theoretical and policy discussions of IOs but also teaches applicable methodological skills that enable students to conduct their own empirical analysis of a specific international organization.

- *What is the role and influence of IOs in global politics?*
- *How can IOs effectively address specific challenges, such as climate change?*
- *What reforms are needed to increase their effectiveness, impact, and relevance?*

This course depends on the continuous, active participation and engagement of all students; it follows a strongly research- and project-oriented format. This course is not a lecture-only course; students are expected to familiarize themselves with relevant theoretical and policy discussions and to dive deep into existing knowledge and information. The main goal of this course is to promote independent student research, guided and facilitated by the instructor. Students will work alone and in teams, and each student will be required to conduct their own comprehensive, thorough literature research and internet-based research. Students are responsible for researching a specific IO that is assigned to them at the beginning of the term.

## **2) Course Format**

Course format: research-intensive online class; synchronous, weekly class meetings using Zoom®. This course focuses on classroom teaching, promotes learning in the virtual classroom, and aims to facilitate original and independent student research. It is not an e-module-based online course; Brightspace® is not used, except for distributing reading materials and other logistical purposes. The use of artificial intelligence (AI) and applications like ChatGPT is prohibited.

## **3) Learning Outcomes**

By the end of the course, students will be familiar with basic concepts and theories in international organization (IO) studies. They will be able to understand the primary debates, issues, and challenges related to global governance, as well as the relevance and importance of IOs. The assignments and discussions in our course will enable students to evaluate the development of specific IOs, their internal structures, their own interests, their external relations with states and other international, corporate, and collective actors, their roles in world politics, and their contributions to global governance. Students will be able to justify their own position with respect to global governance and particular challenges in world politics; the relationship between IOs and state sovereignty; specific policy areas (including collective security, trade, development, climate change, human rights, and humanitarian assistance); and evolving and possible future governance structures beyond the state. This course will enable students to participate in academic and policy-oriented debates about IOs, the contexts and outcomes of their activities, and the current state and possible future of global governance. In addition, by the end of this course, students will have acquired advanced, comprehensive research skills necessary to conduct academic research effectively and successfully, including for their future master's or doctoral thesis project.

## **4) Required Literature**

All sources used in this course (primarily journal articles, book chapters, and other materials) can be accessed through Carleton's library system and the 'ARES' system, free of charge. All required and supplementary sources are listed below (see course schedule). In this course, students conduct independent literature research and are required to find relevant literature and information for their case study using, e.g., Carleton's library system.

## **5) Evaluation at a Glance**

Standing in a course is determined by the course instructor and subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. **No grades are final until they have been approved by the Dean.**

Assignment #1	Handout (supplementing presentation) January 23/January 30/February 6/February 13	10%
Assignment #2	Presentation, organizational profile January 27/February 3/February 10/February 24	25%
Assignment #3	Preliminary version of case study, due March 20	15%
Assignment #4	Final version of the case study, due April 23	30%
Class participation	Consistent, informed and relevant contributions throughout the term	20%

## **6) Class Assignments**

At the beginning of the term, each student will be assigned the case of a specific international organization (e.g., WHO, NATO, or ILO) and asked to research this organization and complete four course assignments.

### **Assignment #1, Handout (supplementing presentation), 10%**

As a written supplement to their oral class presentation (assignment #2), each student will submit a handout summarizing key aspects of their presentation. The submission of this written assignment is required for a passing grade. The instructor will provide a template for the handout. All handouts must be sent to the instructor no later than January 23/January 30/February 6/February 13 (11:59 p.m. EST) by students providing their presentations on January 27/February 3/February 10/February 24. Late submissions will not be accepted, except for valid reasons (e.g., medical circumstances) reported to the course instructor before or immediately after the submission deadline. Students are asked to submit their handouts as PDFs and email them to the course instructor. Students will receive feedback and a grade for this assignment within 5 to 7 business days after submitting it. The use of artificial intelligence (AI) and applications like ChatGPT is prohibited in this assignment. Students are not allowed to submit any assignment previously submitted in another course.

### **Assignment #2, Presentation, organizational profile, 25%**

On January 27/February 3/February 10/February 24, students will deliver Zoom® presentations summarizing their initial research findings and presenting preliminary profiles of the IO cases assigned to them. These presentations must be accompanied by a handout (assignment #1), which the instructor will share with the class. The instructor will provide a template for the class presentation. The completion of a class presentation is required for a passing grade in this course. Exceptions may apply, e.g., in cases of specific medical circumstances. Students are expected to present on the day assigned to them. Any contravention, including health-related circumstances, that hinders the student from presenting on the assigned date must be reported to the course

instructor before or immediately after the class presentation. Students will receive feedback and a grade within 5 to 7 business days after their presentation. The use of artificial intelligence (AI) and applications like ChatGPT is prohibited in this assignment.

#### **Assignment #3, Preliminary version of case study, 15%**

On March 20 (due no later than 11:59 p.m. EST), students will submit a preliminary version of their final research paper ("case study"). The instructor will provide guidance in preparing this assignment. The case study requires extensive, advanced literature research (including academic sources and other relevant material). The instructor will share the preliminary research papers with other students, who will be asked to discuss and comment on them (class meeting on March 31).

Each preliminary version of the case study must be saved as a PDF and submitted via email to the instructor. The preliminary paper should be around 3,000 words in length (excluding bibliography). Both the initial and the final case study must be researched and written by the student (and not by other students) as an individual, completely independent piece of work. Within five to ten business days of submission, students will receive feedback and a grade from the instructor.

The preliminary case study will be graded on the following criteria: Argumentation, Organization, and Logic (Is the paper and case presented logically and convincingly?); Research and Use of Evidence (Is the case study based on a comprehensive literature review and does it make effective use of available research sources? Does the paper draw on class discussions and at least some of the major readings in the class? Does the paper include at least 10 sources? Does the paper include proper footnotes/endnotes/in-text citations, and a bibliography?); Communication (Is the case study structured and written as clearly and concisely as possible?). The paper should also be free of spelling and grammatical errors. Case studies that do not address the case (IO) assigned to the student at the beginning of the semester will receive a "fail" grade.

Late submissions will incur a 5% penalty per 24 hours (excluding weekends), unless valid reasons apply, such as health-related reasons. Submissions received after March 27 (11:59 p.m. EST) will no longer be accepted and will receive a failing grade, except for valid reasons, such as health-related issues. Contravening circumstances, including health-related reasons, must be reported to the course instructor before or immediately following the submission deadline. The use of artificial intelligence (AI) and applications like ChatGPT is prohibited in this assignment. Students are not allowed to submit any assignment previously submitted in another course.

#### **Assignment #4, Final version of the case study, 30%**

On April 23 (due no later than 11:59 p.m. EST), students must submit the final version of their case study. This final take-home assignment must be saved as a PDF file and emailed to the instructor. Students are expected to consider feedback from the instructor and other students (March 31 class meeting) when finalizing their case study. The final paper should be approximately 5,000 words (excluding the bibliography). While students are encouraged to share and discuss their preliminary papers with other students, the final paper must be researched and written by themselves (and not by other students) as an individual, completely independent assignment.

The final version of the case study will be evaluated according to the following criteria: Argumentation, Organization, and Logic (Are the paper and case presented logically and convincingly?); Research and Use of Evidence (Is the case study based on a comprehensive literature review and does it make effective use of available research sources? Does the paper draw on class discussions and at least some of the major readings in the class? Does the paper include at

least 15 sources? Does the paper include proper footnotes/endnotes/in-text citations and a bibliography?); Communication (Is the case study structured and written as clearly and concisely as possible?). The paper should also be free of spelling and grammatical errors. Case studies that do not address the case (IO) assigned to the student at the beginning of the semester will receive a "fail" grade.

Late submissions will be subject to a 5% penalty per 24 hours (excluding weekends), unless for valid reasons, including health-related reasons. Submissions received after May 1 (11:59 p.m. EST) will no longer be accepted and will receive a failing grade, except for valid reasons, such as health-related reasons. Contravening circumstances, including health-related reasons, must be reported to the course instructor before or immediately following the submission deadline. The use of artificial intelligence (AI) and applications like ChatGPT is prohibited in this assignment. Students are not allowed to submit any assignment previously submitted in another course.

### **Class participation, 20%**

Students will be evaluated based on their regular attendance and on consistent, informed, and thoughtful/relevant oral contributions to class discussions, including during small-group meetings. Students are expected to read all class readings and other assigned material (including student handouts and other students' preliminary research papers) and to attend each class meeting well prepared. Students are asked to keep their cameras on during class meetings, but may be exempt from this expectation for health-related or other reasons.

## **7) General Policies**

- The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences.
- The use of artificial intelligence (AI) and applications like ChatGPT is prohibited in this assignment. Students are not allowed to submit any assignment previously submitted in another course.
- All course materials, including PowerPoint presentations, outlines, and other materials, are protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).
- To promote an inclusive and respectful class atmosphere and effective class discussions, students attending and participating in this class will need stable internet access. They are asked to keep their cameras switched on during class meetings, except when they are prevented from doing so due to, e.g., health-related, technical, or other reasons; they may communicate this to the course instructor.

## **8) Course Schedule**

### **JANUARY 6**

#### **Course overview and start on research tasks**

- Assignment of an individual case study
- Instructions for class assignments (including required advanced and extensive literature and internet research)
- Preparation of assignments #1 and #2

### **JANUARY 13**

#### **No class meeting**

#### **Students are asked to prepare themselves for the next class meeting (January 20)**

Please review readings and notes from other courses you have taken, such as undergraduate courses in international relations (IR), European integration, international economics, or other areas. Also consider what you have heard in the media and public discourse about international organizations; you may even have had work experience with international organizations:

- (1) What are international organizations? What are intergovernmental organizations?
- (2) Why do we need international organizations?
- (3) Why should we study them?
- (4) How to study international organizations?

#### **Recommended readings (in case you have not yet taken courses on international organizations):**

- Abbott, K. & Snidal, D. (1998), "Why States Act Through Formal International Organizations", *Journal of Conflict Resolution* 42(1): 3-32.
- Barnett, M. N. & Finnemore, M. (1999), "The Politics, Power, and Pathologies of International Organizations", *International Organization* 53(4), pp. 699-732.
- Finnemore, M. (1993), "International Organizations as Teachers of Norms", *International Organization* 47(4): 565-597.
- Hawkins, D.G. et al. (2006), "Delegation Under Anarchy: States, International Organizations, and Principal-Agent Theory", in: Hawkins et al. (eds.) *Delegation and Agency in International Organizations*. Cambridge University Press, pp. 3-38.
- Karns, M. P. et al (eds.) (2015), *International Organizations. The Politics and Processes of Global Governance*. 3rd edition. Lynne Rienner Publishers, chapters 1, 2, 3, 4, 5, 6, and 12.
- Keck, M. E. & Sikkink, K. (1999), "Transnational Advocacy Networks in International and Regional Politics", *International Social Science Journal* 51 (159): 89-101.
- Lipson, C. (1991), "Why are Some International Agreements Informal?", *International Organization* 45(4): 495-538.
- Martin, L. & Simmons, B. (2012), "International Organizations and Institutions", in: Carlsnaes, W. et al. (eds.), *Handbook of International Relations*. 2<sup>nd</sup> edition. Sage, pp. 326-351.
- Mearsheimer, J. (1994), "The False Promise of International Institutions", *International Security* 19(3): 5-49.
- Ness, G. D. & Brechin, S. R. (1988), "Bridging the gap: International organizations as organizations". *International Organization* 42(2): 246-273.
- Pease, K.-K. S. (2019), *International Organizations. Perspectives on Global Governance*. 6<sup>th</sup> edition. Routledge, chapters 1 and 2.

- Tallberg, J. & Jönsson, C. (2010), “Transnational Actor Participation in International Institutions”, in: Jönsson, C. & Tallberg, J. (eds.) *Transnational Actors in Global Governance: Patterns, Explanations, and Implications*. Palgrave Macmillan, pp. 1–21.

## JANUARY 20

### **Class Discussion: Taking Stock of Existing Knowledge**

- What are international organizations? What are intergovernmental organizations?
- A brief history of international organizations
- Why do we need international organizations?
- Why should we study international organizations? How to study them?

### **Enhancing Research Skills – Analysis of International Organizations (skills workshop I)**

Students will receive training on advanced, extensive literature research: How to conduct a comprehensive and “deep” literature search? How to prepare class assignments? Preparation of assignments #1, #2, #3 and #4.

January 23 (11:59 p.m. EST; e-mail submission)

Students in group 1 (presenters on January 27) are to submit their handouts (assignment #1)

## JANUARY 27

### **Student presentations, organizational profiles (I), class assignment #2**

- Organizations in the field of security, finance and trade, environment (tbc)

#### Required readings:

- Student handouts, supplementing the presentation, first group
- Karns, M. P. et al (eds.) (2024), *International Organizations. The Politics and Processes of Global Governance*. 4th edition. Lynne Rienner Publishers, chapters 7, 8 and 11.

January 30 (11:59 p.m. EST; e-mail submission)

Students in group 2 (presenters on February 3) are to submit their handouts (assignment #1)

## FEBRUARY 3

### **Student presentations, organizational profiles (II), class assignment #2**

- Orgs. in the fields of security, finance and trade, environment (tbc) (*cont'd*)

#### Required readings:

- Student handouts, supplementing the presentation, second group
- Karns, M. P. et al (eds.) (2024), *International Organizations. The Politics and Processes of Global Governance*. 4th edition. Lynne Rienner Publishers, chapters 7, 8 and 11.

February 6 (11:59 p.m. EST; e-mail submission)

Students in group 3 (presenters on February 10) are to submit their handouts (assignment #1)

## FEBRUARY 10

### Student presentations, organizational profiles (III), class assignment #2

- Orgs. in the fields of human rights, development, humanitarian assistance, health (tbc)

#### Required readings:

- Student handouts, supplementing the presentation, third group
- Karns, M. P. et al (eds.) (2024), International Organizations. The Politics and Processes of Global Governance. 4th edition. Lynne Rienner Publishers, chapters 6, 9 and 10.

February 13 (11:59 p.m. EST; e-mail submission)

Students in group 4 (presenters on February 24) are to submit their handouts (assignment #1)

## FEBRUARY 17

No class meeting (reading week)

## FEBRUARY 24

### Student presentations, organizational profiles (IV), class assignment #2

- Orgs. in the fields of human rights, development, humanitarian assistance, health (*cont'd*)

#### Required readings:

- Student handouts, supplementing the presentation, fourth group
- Karns, M. P. et al (eds.) (2024), International Organizations. The Politics and Processes of Global Governance. 4th edition. Lynne Rienner Publishers, chapters 6, 9 and 10.

## MARCH 3

### Reconceptualizing "international organizations as 'world organizations' (theory workshop)

#### Required readings:

- Koch, M. (2015), "World Organizations. (Re-)Conceptualizing International Organizations", *World Political Science* 11(1): 97-131.
- Geiger M & Koch M (2018), "World Organizations in Migration Politics: The International Organization for Migration", *Journal of International Organizations Studies* 9(1): 23-42.

#### Supplementary readings:

- Barnett, M. N. & Finnemore, M. (2004), "International Organization as Bureaucracies", in: Barnett, M. N. & Finnemore, M., *Rules for the World. International Organizations in Global Politics*. Cornell University Press, pp. 16-45.
- Ellis, D.C. (2010), "The Organizational Turn in International Organization Theory", *Journal of International Organizations Studies* 1(1): 11-28.
- Hurd, I. (2011), "Choices and Methods in the Study of International Organizations", *Journal of International Organizations Studies* 2: 7-22.
- Pease, K.-K. S. (2019), *International Organizations. Perspectives on Global Governance*. 6<sup>th</sup> edition. Routledge, chapters 3 and 4.

## MARCH 10

### Analysis of international organizations

- Training and hands-on research
- Preparation of assignments #3 and #4 (*cont'd*)

## **MARCH 17**

### **Small group meetings #1**

- Guidance and discussion of research
- Preparation of assignments #3 and #4 (cont'd)

March 20 (11:59 p.m. EST; e-mail submission)

Students submit the preliminary version of their case study (assignment #3) for feedback

## **MARCH 24**

### **Small group meetings #2 (tbc)**

- Guidance and discussion of research
- Preparation of assignments #4 (cont'd)

## **MARCH 31**

### **Final class meeting**

- Roundtable discussion. We will follow up on the small group meetings, the progress achieved by each student, and share and discuss the students' research findings
- Preparation of assignment #4 (cont'd)

### Mandatory to Prepare:

- Each student is prepared to speak about the progress of their research
- Each student has read the preliminary case studies of three/four/five (tbc, depending on final class size) class colleagues and can contribute to the discussion

## **APRIL 7**

**No class meeting** (to accommodate extensive student research required in this course)

## **APRIL 23**

### **Take-home paper**

- Final version of the case study (assignment #4) is due, e-mail submission by 11:59 p.m. EST

## **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/>

Good2Talk: 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 Nideyinàñ
Career Services (6611)	401 Tory