PSCI 5807 F
Analysis of International Organizations
Wednesdays, 11:35 a.m. – 02:25 p.m.
Patterson Hall 118 – <u>in-person (not suitable for online-students)</u>
Please re-confirm details on Carleton Central

Instructor:

Dr. Martin Geiger	Associate Professor, Politics of Migration and Mobility, Department of Political Science, Carleton University
Office:	3314 Richcraft Hall (office located in the 'Institute of European, Russian and Eurasian Studies', EURUS)
Office hours:	Mondays, 12:00 p.m. – 2:00 p.m. Office hours will be held in-person or online (Zoom/MS Teams). Email appointments are required.
Email:	MartinGeiger@cunet.carleton.ca All communication via official Carleton e-mail accounts, only.

First class:	September <u>13</u>, 2023
No classes:	October 25, 2023 (reading week)
Last class:	December 6, 2023

I)   Evaluation (at a glance)

IO Profile (in-class presentation)	10%	October 4 *or* 11, 2023
Research Note	15%	October 18, 2023
Case Study (draft version)	20%	December 1, 2023[*]
Case Study (final version)	35%	December 22, 2023
Participation & Attendance	20%	throughout the term

II)   Course description
Rather than examining specific issues and areas of global governance or viewing global politics predominantly through a state-centered lens, this course focuses on international organizations (IOs) – specifically, international governmental/intergovernmental organizations (IGOs). IGOs 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 IGOs, ranging from the United Nations (UN) to the World Health Organization (WHO), the North Atlantic Treaty Organization (NATO), the World Trade Organization (WTO), to the International Centre for Migration Policy (ICMPD). We will scrutinize these organizations 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 structure, their own interests as well as their external relations with states

---

[*] November 24, 2023: Students share their draft version with other members of their research group, facilitate a student-only informal discussion on November 29, 2023. December 1, 2023 is the deadline for the submission of their draft version to the instructor, and for grading. *See course schedule, VIII, for more details.*

and other international, corporate, and collective actors, their role in global politics, and their contribution to global governance.

Our course will focus on globally relevant examples of IGOs, and to a lesser extent on IGOs that have a particular regional focus. Discussions and investigations of the European Union (EU) and other regional IGOs (e.g., African Union) will not be the focus of this course. Their detailed study and discussion will be left to existing and regularly offered courses in the Department of Political Science, as well as other specialized programs offered by, for example, the Institute of European, Russian, and Eurasian Studies (EURUS), the Institute of African Studies (IAS), etc.

How to analyze and "study" international organizations? This course not only provides a refresher on relevant theoretical and policy-related discussions of intergovernmental organizations, but also teaches applicable methodological skills that enable students to conduct their own empirical analysis of a specific case of intergovernmental organizations.
- What is the role and influence of IGOs in global politics?
- How can IGOs help to 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 the students and has the format of a strongly research- and project-oriented course. It is not a lecture-only course, and students are expected to familiarize themselves with relevant theoretical and policy discussions. The main goal of this course is to conduct research - research that is facilitated and guided by the instructor. Students will work alone, as well as in teams, in small research groups, and each student will be required to conduct his or her own advanced and extensive literature and Internet research. Students are responsible for researching a specific IGO that is assigned to them.

III)   Course Format and Sequencing
All class meetings, including small group meetings *(see VIII for a detailed schedule)*, will be implemented as face-to-face/in-person meetings. This course is divided into two main sections. *Section I (Weeks 1-4)* provides a foundation and review of relevant theoretical and policy discussions of IOs and IGOs. Students will also acquire the methodological and research skills that will enable them to conduct their own research. *Section II* comprises the remaining class sessions *(weeks 5-13)*. Under the guidance of the course instructor, students will conduct their own empirical research – both individually and in small teams. Research findings will be discussed on an ongoing basis, and students will relate relevant theoretical and policy discussions to their case study of a particular IGO assigned to them, drawing their own theoretical and practice conclusions at the end of the course.

IV)   Learning Outcomes
By the end of the course, students will be familiar with the basic concepts and theories of IO and IGO studies. They will be able to understand the main debates, issues and challenges related to global governance and the relevance and importance of IGOs. The assignments and discussions in our course will enable students to evaluate the development of specific IGOs, their internal structure, their own interests as well as their external relations with states and other international, corporate and collective actors, their role in world politics and their contribution 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 IGOs, international organizations, 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 international organizations, the contexts and outcomes of international organizations and 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 and comprehensive research skills necessary

to conduct academic research effectively and successfully, including their future master's or doctoral thesis project.

V) Course Readings

All sources used in this course (primarily journal articles, book chapters, and other materials) can be downloaded free of charge through Carleton's library system and 'ARES. Required sources are listed below *(see VIII)*. Students who have not yet taken (specialized) courses on international organizations should consult the readings listed in the course schedule *(see first meeting on September 13)*.

VI) Detailed Explanation: Assignments and their Evaluation

Standing in a course is determined by the course instructor 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: IO Profile (10%)

At the beginning of the semester, i.e., during the first class (September 13), students are assigned the case of a particular IGO (e.g., WHO), on which they are then asked to conduct initial research. On October 4 or 11, 2023, students will be asked to briefly present their IGO – in initial, first strokes, and based on a rubric provided at the beginning of the course – to classmates and the instructor (short, oral presentation to the class, e.g., using PowerPoint or Prezi, 5-7 minutes maximum). This is not a group task, and students are asked to prepare individually and independently. They will receive feedback and their first grade five business days after their in-class presentation.

Assignment 2: Research Note (15%)

Preparing their oral presentation in class (October 4 or 11, 2023), students will be asked to also prepare a research report. A template for this will be provided to students at the beginning of the course. The written paper (2-4 pages max.) will include preliminary research findings and an annotated bibliography of sources (academic articles and other material, e.g., internet sources) that the student intends to use for his/her case study. All research notes must be received by the course instructor no later than October 18 (11:59 p.m. EST). The paper must be submitted as a PDF file and emailed to the course instructor. Students are not allowed to work in groups on this assignment. Students will receive their feedback and grade for this assignment five business days after submitting the written assignment.

Assignment 3: Case Study (draft version) (20%)

On December 1 (due no later than 11:59 p.m. EST), students will submit a draft of their research paper ("case study"). Instructions for preparing this assignment will be provided at the beginning of the semester. The case study requires advanced, extensive research, including independent research in academic sources and other relevant material. Students will be asked to share their drafts with the other members of their research group as early as November 24 (no later than 11:59 p.m. EST) *(see VIII)*. This will allow all members of the group to informally discuss (without instructor involvement) their research progress and receive student-to-student feedback a few days before submitting their case study (in preliminary, draft version) to the instructor (group meeting on November 29).

      Each participant's draft/preliminary version of the case study must be saved in PDF format and submitted via email. The draft version of the case study should be 3,000-5,000 words (including footnotes/endnotes, references, etc.). While students are encouraged to share and discuss their drafts and interim findings, the 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 working days of submission of the draft case study (December 1), students will receive feedback and a grade from the instructor.

      The draft/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 a minimum of 15 sources? Does the paper include proper footnotes/endnotes and bibliographic citations?); 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 (IGO) assigned to the student at the beginning of the semester will receive a "fail" grade. The case study must be based on the student's own intellectual work.

Assignment 4: Case Study (final version) (35%)
On December 22, 2023, no later than 11:59pm EST, students must submit the final, revised version of their case study to the instructor. 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 fellow students (small research groups) after the submission of the preliminary version (December 1, see above) when finalizing their case study. The final version of the case study should be 3,000-5,000 words (including footnotes/endnotes, references, etc.). While students are encouraged to share and discuss their drafts and preliminary research findings, the final version of their case study 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 a minimum of 15 sources? Does the paper include proper footnotes/endnotes and bibliographic citations?); 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 (IGO) assigned to the student at the beginning of the semester will receive a "fail" grade. The case study must be based on the student's own intellectual work.

Participation and Attendance (20%)
Students will be evaluated on the basis of their regular attendance and active, consistent, informed, and thoughtful participation in class, including small group sessions. Students are expected to read all of the readings, show up to each session prepared, and complete their assigned research. Failure to actively contribute to class and the research group to which they are assigned, arriving late, or leaving early will result in a failing grade or a failing grade for the course. Students who are unable to attend one or more class or group meetings for valid reasons (e.g., health reasons) must provide the instructor with valid documentation justifying their absence (e.g., a doctor's note).

VII)   General Policies
1. The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. It is also not acceptable to submit the same assignment in two or more different courses. All assignments in this class are individual assignments.
2. Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also 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 own 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).
3. Late submissions will be subject to a penalty of 3% of the assignment grade per 24 hours (not including weekends). Assignments will not be accepted later than 7 business days after the due date. Exceptions

to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate any problems, please approach the instructor as soon as you can and well in advance of the respective assignment.

VIII) Course Schedule (incl. Mandatory Readings and Assignments)

- Section I: Theoretical and Methodological Foundations -
(Weeks 1-4)

September 6: No class meeting (to accommodate for students' extensive research task in this class)

September 13, 2023:
First Class: Course Overview and Start on Research Tasks
- Course structure, learning outcomes, assignments
- Assignment of Case Study (first partial assignment due on October 4)
- Required advanced and extensive literature and internet research
- Instructions for class assignments

Class Discussion: Taking Stock of Existing Knowledge
Prior to the first session, students are asked to prepare for this course. Please review readings and notes from other courses you have taken, such as undergraduate courses in international relations (IR), EU 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.
- *What are international organizations, what are intergovernmental organizations?*
- *A brief history of international organizations*
- *Why do we need international organizations? Why should we study them?*

Recommended reading (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. 2nd 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. 6th 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.*

September 20, 2023
International Organizations as 'World Organizations' (Theory Workshop)
with Guest Lecturer Dr. Martin Koch, Institute for World Society Studies, Bielefeld/Germany

Mandatory 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.*
Additional 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. 6th edition. Routledge, chapters 3 and 4.*

September 27, 2023
Workshop: Enhancing Research Skills – Analysis of International Organizations
Today, students will receive training on advanced, extensive literature research. The training offered by the instructor and some of his colleagues will focus on how to conduct a comprehensive and "deep" literature search and how students should prepare assignments central to this course.

Research Workshop: Advanced and Extensive Literature and Internet Research
- Extensive, "deep" literature and internet research
- Preparing research note, profile of case studies, draft and final case study

- Section II: Empirical Research, Discussions and Theoretical Conclusions -
(Weeks 5-13)

October 4, 2023
Profile of Case Studies (IO profiles) I
Discussion of IO profiles: Collective Security, Peacekeeping, Trade and Environment
Today, the first group of students will present their first assignment in class - their IO profile *(see VI for more details)*. The IOs presented today include IOs relevant to the following areas of global governance: collective security, peacekeeping, trade, and climate change/environmental protection.

Mandatory Readings:
- *Karns, M. P. et al (eds.) (2015), International Organizations. The Politics and Processes of Global Governance. 3rd edition. Lynne Rienner Publishers, chapters 7, 8 and 11.*

October 11, 2023:
Profile of Case Studies (IO profiles) II
Discussion of IO profiles: Human Rights Protection, Humanitarian Assistance/Protection, Development, Health, Specific Populations
Today, the first group of students will present their first assignment in class - their IO profile *(see VI for more details)*. The IOs presented today include IOs relevant to the following areas of global governance: human rights protection, humanitarian protection/assistance, development, health, specific populations (e.g., children, women, minorities).

Mandatory Readings:
- *Karns, M. P. et al (eds.) (2015), International Organizations. The Politics and Processes of Global Governance. 3rd edition. Lynne Rienner Publishers, chapters 6, 9 and 10*

October 18, 2023: Student research groups, meeting #1 (small classrooms, tba/tbc)
At the beginning of the semester, small student research groups (max. 3-5 students) are formed. Today, the groups will meet for the first time (in a smaller classroom) on campus/in person and begin their research based on instructions provided by the instructor. Students with case studies in similar policy areas will be grouped together, and each group will be given specific research assignments for this meeting. One of the assignments will be to research relevant literature, and each student group will be required to identify a key reading that will be assigned as required/mandatory reading for the November 1 class meeting.

October 18: Due today (11:59 p.m. EST): Research Note

October 25: No class meeting (reading week)

November 1, 2023: Roundtable discussion #1, interim research findings (Patterson Hall 118)
We will follow up on the small group research conducted on October 18, 2023 and the progress made by each student and discuss interim research findings.

Mandatory to Prepare:
- *Each student group and each student prepared to speak about the progress of their research*

Mandatory Readings:
- *Selected academic texts or other material, provided by student research groups*

November 8, 2023: Guest Panel (or November 15)
Today we will hear from other experts who will share their personal views on the relevance of specific international organizations and existing research gaps.

Mandatory Readings:
Readings provided by panelists

November 15, 2023: Student research groups, meeting #2 (small classrooms, tba/tbc) (or Nov 8)
Today, assigned student groups will meet for the second time (in a smaller classroom) on campus/in person and discuss and continue their research based on instructions provided by the instructor. Each group will be given specific research assignments for this meeting. Each student group will be required to identify a key reading that will be assigned as required/mandatory reading for the November 22 class meeting.

Mandatory to Prepare:
- *Each student group and each student prepared to speak about the progress of their research*

November 22, 2023: Roundtable discussion #2, interim research findings (Patterson Hall 133)
We will follow up on last week's small group research, and the progress made by each student and discuss interim research findings.

Mandatory to Prepare:
- *Each student group and each student prepared to speak about the progress of their research*

Mandatory Readings:
- *Selected academic texts or other material, provided by student research groups*

November 24, 2023: Students share draft version of their Case Study *within* their research group

November 29, 2023: Student research groups, meeting #3 (small classrooms, tba/tbc)
Today, students will meet for their final research group meeting. Prior to the meeting, they will receive instructions on how to complete their research. Today's meetings will take place without the instructor. In each group, students have shared a draft of their case study (deadline was November 24). Today, they will provide each other with informal feedback that can be used to finalize the case studies.
Mandatory Readings:
- *Read the draft versions of case studies of other group members and prepare helpful advice/comments*

December 1: Due today (11:59 p.m. EST): Case Study (draft version)

December 6, 2023: Roundtable discussion, final research findings (Patterson Hall 118)
Today is our final class meeting. We will discuss the main research findings of all research groups, and their individual student members. Our class will also derive general conclusions, drawn from student research projects, and provide final guidance on how to complete case studies (submission December 22).

Mandatory to Prepare:
- *Each student group and each student prepared to speak about final research findings*

December 22: Due today (11:59 p.m. EST): Case Study (final take-home assignment)

Appendix

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

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:

Pregnancy accommodation: Please 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, you must complete the Pregnancy Accommodation Form (click here).

Religious accommodation: Please 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.

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, click here.

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please 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 information, please click here.

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline.

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. 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: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's Academic Integrity Policy addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as "presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: https://carleton.ca/registrar/academic-integrity/.

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).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor 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.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

Carleton Political Science Society

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook https://www.facebook.com/CarletonPoliticalScienceSociety/.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.