

PSCI 4808A
Global Environmental Politics

Mondays and Wednesdays, 11:35-2:25

This course will be held in-person. To confirm location, consult Carleton Central.

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In-person office hours: Mondays and Wednesdays, 2:30 pm to 3 pm
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Calendar Description: Global politics of transboundary environmental issues such as biodiversity protection, climate change and desertification. The perspectives, actors, institutions and economic relationships affecting international policy responses to these issues.

Purpose and Objectives:

PSCI 4808 deliberately embraces group work and discussion. I use little classroom time to lecture. Instead, students are required to listen to one or more podcast episodes from the ecopolitics.ca website and to review some supplemental resources (readings, videos, etc.) before attending class each week. Classroom time will focus on discussing and clarifying podcast content, preparing for and delivering presentations, as well as undertaking mock UN negotiations. This course also uses an alternative grading structure, explained below. Please familiarize yourself with how to succeed in this course before committing to it.

The course aims to provide students with a solid understanding of the linkages between the global political system, the global economy, and the world's natural environment. It involves an in-depth exploration of the history, perspectives, actors, institutions, and economic relationships as they relate to the environment in international relations. In particular, the course addresses the following: conceptions of environmental politics in the fields of international relations and international political economy; environmental and political implications of the relationships between states, international institutions, and the global political economy; actors in global environmental politics; the role of the environmental sciences; and the relationships between trade and environmental agreements. Throughout the course, students will be introduced to case studies of a variety of international environmental policy issues.

Assignments are designed to build public policy research, critical analysis, and verbal and written communication skills. They include a simulated UN negotiations session on a global plastics treaty. This course is designed as a fourth-year seminar in political science. Students are expected to be prepared to discuss assigned readings and listen to one or two podcasts in advance of each class. Students are expected to provide insights into the readings and podcasts based on their own areas of study and concentration.

Finally, a note on my use of mindfulness meditation in my classes. Over the years, I've noticed a growing level of anxiety among students and practitioners of environmental politics. This comes as no surprise, as the state of the natural environment is in decline. There is much to be concerned about, and losses to grieve. I have been learning to teach mindfulness meditation to help myself and my students stay grounded and to metabolize the difficult material that we deal with in courses like this. Most class sessions will include a short, guided meditation, and we'll have discussions on the role of embodied mind/body practices in responding compassionately and with courage to the complex ecological challenges of our time.

Texts

There is one required text for this course:

Stevenson, Hayley. 2025. *Global Environmental Politics: Problems, Policy and Practice* (2nd edition). Cambridge University Press. (New, this book costs about \$70 in kindle or paperback versions. Secondhand copies of the first edition are also widely available, less expensive, and will suffice for this course).

Course Format

This course will be held in person. Sessions will not be recorded.

Learning Outcomes

This course is designed to develop skills relevant to future careers in environmental politics, research and policy analysis. These skills are buildable, transferable and worth investing your time and attention in. This course prioritizes skill development over grades and is designed to allow you to learn by trial and error. The grade structure allows you to achieve your course credit through a variety of pathways, each associated with a different grade.

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

- o Characterize the field of global environmental politics, including major themes, fields of research, and issues of contention.
- o Critically analyze – verbally and in writing – a variety of environmental political positions.
- o Plan and execute a compact presentation on a global ecopolitical issue or case study.
- o Develop a stakeholder position and then constructively negotiate a shared treaty text.

Evaluation at a glance

While each student is expected to achieve all the above learning objectives, each student should set their own learning goals based on their capacity and future career goals. There are 5 '*Paths*' for achieving the course credit, each with different expectations (and a different final letter grade). **To achieve a certain *Path*, you must meet a *minimum* level of achievement on each listed assessment, with all assessments completed to meet the desired grade.** The *Path* for which you meet all requirements will determine the final letter grade submitted to the university at the end of the semester.

Some assessments have a single threshold for success (marked as "Success"). Others have different thresholds based on your level of mastery of the required skills ("Beginning", "Developing", "Accomplished", and "Exceptional"). These are shown in the **Grade Grid** below and are detailed in the assessment descriptions and rubrics for each assessment.

Assessment	Path 1 (C)	Path 2 (B)	Path 3 (B+)	Path 4 (A-)	Path 5 (A or A+)
Attendance	8 Success	8 Success	9 Success	9 Success	10 Success
Submitted Podcast/Reading Responses	5 Success	6 Success	6 Success	7 Success	7 Success
Finalized Responses for Evaluation	4 Developing or Accomplished	2 Developing and 2 Accomplished	1 Developing and 3 Accomplished	4 Accomplished or Exceptional	2 Accomplished and 2 Exceptional
Pecha Kucha Presentation	4 Developing or Accomplished	2 Developing and 2 Accomplished	1 Developing and 3 Accomplished	4 Accomplished or Exceptional	2 Accomplished and 2 Exceptional
UN Negotiating Policy Statement					
UN Negotiations Participation					
UN Negotiations Reflections					

NOTES:

- Path 1 represents the minimum requirement to earn credit for this course.
- To earn an A+ in this course, students must complete all the requirements of Path 5 and earn ‘exceptional’ on at least 6 evaluated assignments.

Attendance: Attendance is important for success in this course. Students are expected to be present for the full three hours.

Podcast and Reading Responses: “Save the last word for me”

At least five times over the course of the term (depending on the learning Path chosen), each student is expected to arrive in class prepared to discuss a significant quote from that class’s required podcasts, readings or videos. Quotes can be up to 40 words, but most will be shorter. Bring the quote to class on your laptop, phone or printed. Students should also prepare 150-300 words, in advance, critically engaging with the quote. These responses should contextualize the quote (in no more than two or three sentences) and then give the students’ own critical response to it, drawing on the week’s podcast(s), readings, and/or external sources, as appropriate. To achieve success, submit your quote and prepared comments to the appropriate assignment box on Brightspace BEFORE class begins (11:35 am). Please note that you will not get feedback on these submissions.

Each class, during discussions in small groups, students will first share the quote with their colleagues and get their perspectives on it before sharing and discussing their own thoughts on the quote. (Take notes during these discussions to inform revised responses submitted for evaluation)

Revised Podcast/Reading Responses submitted for evaluation

At two points in the term (May 20 and June 17), students should submit up to four of what they deem to be their ‘best’ quotes and critical analyses to the relevant assignment drop boxes in Brightspace for assessment. Each individual response should be revised from what the student originally submitted on the day of the class. Each should directly refer to the podcast, reading or video from which the quote was taken (citing it, and clearly stating who said or wrote the words). Each should also reference at least two additional course resources (either other podcast episodes *not “required” in this*

syllabus, course readings (either “required” or “additional” readings, or the supplemental resources associated with the podcast series found online). Each response should also actively engage with a different point of view raised in the group or class discussions on the podcast, detailing what was said, by whom (learn your colleagues’ names, and take notes of what they say), and then responding to that point through your argument. These revised responses should be 400-500 words in length.

The grading rubric for assessments of podcast and reading responses will be available in Brightspace.

Presentations:

Each student will give one presentation in the course. Each topic will have two types of presentations associated with it, with the students working on related topics (in each week) expected to collaborate beforehand to avoid overlaps and maximize synergies.

- A) Thematic presentation: These presentations will introduce a major theme of global environmental politics, drawing primarily on a chapter from the text plus one additional academic source chosen by the student and at least one ecopolitics podcast. The presentation should also point to additional online resources (videos, treaty texts, or otherwise) that can help us learn about the chosen topic and its contemporary relevance. Thematic presentations will essentially teach the class about the chosen environmental politics topic, summarizing the text chapter while delivering a distinct argument on the material developed by the student, in response to the key points made in the chapter (What is your response to Stevenson’s ‘key points’? On what basis do you make your claims? What questions are you left with?). The presentation should touch on the major challenges in this field of environmental politics, and state, non-state, and multilateral efforts to address these challenges.

- B) Case study presentation: These presentations will introduce a case study of a multilateral environmental policy regime. The goal of your presentation will be to analyze how a specific multilateral policy controversy is playing out (or has been resolved, if studying a historical controversy) in the context of the regime, paying attention to the key actors involved (both state and non-state actors), the strategies they employ to influence others, and how ideas, economic interests, and institutions shape ecopolitical outcomes within the regime and beyond. Presentations should take the form of an argument, and include (though not necessarily in this order): 1) A brief description of the environmental issue(s) at stake; 2) a statement of the ‘puzzle’ or research question that fuels this analysis, and the argument you are making in response; 3) an introduction to the international environmental policy regime of interest, including any specific policies (or parts of policies) or decisions important for the analysis; 4) an introduction to key state and non-state actors involved in addressing this issue at the international level, and how they’ve sought to shape outcomes on your chosen controversy; 5) a conclusion that sums up the argument made, evidence provided; and 6) a generalizable question (about multilateral environmental policymaking) that comes from your work for class discussion. Case study presentations must cite at least six sources, including two or more academic journal articles or books on the regime (with the Stevenson text potentially counting as one), an international policy text, and two or more primary sources that help us understand the positions of key state and non-state actors on the topic.

All presentations (both thematic and case studies) will be in a *pecha kucha* format (20 slides, 20 seconds each, for a total presentation time of 6 min and 40 seconds (<https://en.wikipedia.org/wiki/PechaKucha>). Rehearse well especially if this is your first time presenting using this format! There are lots of tips available online (e.g. <https://www.youtube.com/watch?v=vIDV0gCbeXA>) Presenters should use slides (e.g. PowerPoint or Prezi) and post them to Brightspace. Evaluation will be based on both content and style. Citations can be included on a final slide (slide 21)

UN Negotiation Policy Statement

Each student in the course will represent a country or other key stakeholder in a mock UN negotiation on the problem of plastic pollution. You can sign up for a particular actor via Brightspace. Prior to the simulation, you must research the issue of plastics pollution, relevant policy options, and determine your chosen country's national interest regarding these options. Before the beginning of class on the first day of negotiations, you must submit a negotiating strategy providing a rationale for initial and fallback positions. You must also submit an original opening statement outlining your preferred outcomes for the meeting (the opening statement must be able to be read within two minutes). The total submission should be under 1000 words, excluding references. The simulation will follow a simplified version of UN diplomatic protocol. After opening statements are presented on the first day, negotiations will take place during that class and three subsequent sessions. To achieve the objective of establishing a new plastics convention, you will need to argue skillfully, listen carefully, offer incentives (or threats), create alliances, and make compromises that you believe will be acceptable to the actor you represent. Further instructions on the negotiations will be posted to Brightspace. There is also a reading posted on Brightspace on multiple-party negotiations which you should read before the first session. Prior to the class on June 10, you should draft a short (up to 500 words) post-mortem on the experience, detailing your efforts, their effects, and what you learned from the process. Please take into consideration that this assignment is as important to your classmates as it is to you. Respect the rights of others to participate, and do not deprive them of their share of the total time available.

UN Negotiations Participation: Your participation grade will be based on your attendance, the quality of your contributions to discussions, and your ability to interact with your fellow classmates in a respectful manner.

A note about assessment deadlines:

All deadlines are found in this syllabus, so please note them in your own calendars and planners. It is your responsibility to ensure you adhere to these deadlines. Unlike graded courses, I will not deduct marks for late submissions. However, there are consequences to late submissions. In this course, there are two types of deadlines:

- **Flexible deadlines** (due date, with 48h automatic extension):
 - o Finalized Responses for Evaluation
 - o UN Negotiations Reflections

NOTE: Beyond 48h, the above assignments may still be submitted up to one week after the due date. However, those will not be eligible for resubmission (see below).

- **Fixed deadlines** (dates are non-negotiable):

- Podcast/Reading Responses submitted
- UN Negotiating Statements
- UN Negotiations Participation
- Pecha Kucha presentations

Policy on resubmissions

After being graded, assignments can be resubmitted up to one week from the date they are assessed. This includes pecha kucha presentations, which may involve sending a recorded resubmission to the professor to assess.

Course Policy on Generative AI

Generative Artificial Intelligence tools (such as ChatGPT, Jasper, GPT, Google's Bard, Bing AI, etc.) are powerful new tools that can be helpful to social science researchers. However, the quality and validity of outputs from these tools varies considerably. Further, students in this course are being trained, in part, to think critically, and to strengthen their own writing and presentation skills.

For this course, students are expected to do their own research and write the entirety of their own assignments. Generative AI can be used as a guide to new topics and bodies of literature. Students may use Generative AI tools to better understand topics at a general level, and to help them identify sources they may not have known about. This use can include brainstorming ideas for research topics; creating outlines (e.g., using AI to suggest structures for an essay's flow); providing working definitions or explanations of complex concepts (until the student finds primary sources to draw upon in assignments); and creating a study/work schedule.

If you choose to work with generative AI, remain cognizant of the risk of being biased by AI in how you interpret material. Always ensure that you are the "human in the loop", sorting through what these tools offer, actively looking for alternative arguments or perspectives, and developing your own analysis and conclusions. Further, text written by Generative AI tools should never be copied directly into your assignment. Instead, students should find and work from original primary or secondary sources, as appropriate, to inform their papers, and then cite those sources in their list of references cited. It remains your responsibility to maintain academic integrity in your course work.

You are expected to document your use of AI in this course. You must submit an AI use statement with every assignment submitted for assessment, including the podcast submissions. The AI use statements will:

- Name any specific content/ideas that were co-created with AI
- Explain how the use of AI aligned with the AI policy of our course
- Explain how you acted as the "human in the loop"

I reserve the right to ask students to submit evidence of their own research (e.g. rough notes, screenshots of reference sources, etc.) and to participate in an oral defense of any submitted assignment.

Why have I adopted this policy? This policy supports the use of AI as a supplementary tool, helping you develop ideas and structure your work while emphasizing the importance of transparency and personal skill development. AI literacy will be an employable skill for your future job, so learn to use it responsibly, ethically, and wisely, without short-circuiting your skill development (which will always be

in high demand). If you are interested in taking your skills one step further, you may consider taking the FUSION AI Literacy module, one of several skill development modules available to Carleton students for free. Completion of the module counts towards your Co-Curricular Record and can be listed on your resumé. To access the module, and other FUSION modules, visit [the FUSION website](#). This policy, along with this course's alternative grading structure, was developed with the support of Dr. Georgina Lau of Teaching and Learning Services, Carleton University.

Schedule of topics and readings:

Class 1: May 6 Introduction to Global Environmental Politics

Video and discussion: The UN Conference on the Human Environment 1972

(<https://www.youtube.com/watch?v=jKaYPk5YnsU>)

Podcasts: *Season 2, Episodes 1 and 2: Introduction to Global Ecopolitics 1 and 2*

Readings: Global Politics and the Environment (Stevenson, chapter 1)

Supplemental Reading: Rowe, J. K. (2016). Micropolitics and Collective Liberation: Mind/Body Practice and Left Social Movements. *New Political Science*, 38(2), 206–225. (available on course website)

Class 2: May 11 Key concepts in GEP and Introduction to Pecha Kucha presentations

Podcasts: *Ecopolitics podcast, Season 1, episodes 2 (intro to global ecopolitics, Part 2) and 6 (Great power politics)*

Readings: Stevenson Chapter 2

Supplemental Reading:

- Ostrom, E., J. Burger, and Christopher B. Field. 1999. 'Revisiting the Commons: Local Lessons, Global Challenges'. *Science*. 284(5412):278-282

<http://science.sciencemag.org/content/284/5412/278>

Presentation topics:

2.1) Tragedy of the Commons (Type A, Stevenson Chapter 2)

2.2) the Convention on Biological Diversity (Type B)

Class 3: May 13 The politics of plastic

Guest speaker: Mary Gramiak, Senior Advisor to Canada's Chief Climate Negotiator/DG Multilateral Affairs, ECCC

Podcasts: *ecopolitics podcast, Season 1, episode 3 (Plastics)*

Readings:

- Dauvergne, Peter. 2018. Why is the global governance of plastic failing the oceans? *Global Environmental Change* 51: 22-31

- Summary of the Resumed Fifth Session of the Intergovernmental Negotiating Committee to Develop an International Legally Binding Instrument on Plastic Pollution, including in the Marine Environment: 5-15 August 2025. [Earth Negotiations Bulletin 36\(43\)](#).

- [Chairs revised text proposal](#) (15 August, 2025)

- [Third letter from the Chair of the INC on Plastic Pollution](#). 16 April 2026

Presentation topics:

3.1) Capitalism and Growth (Type A, Stevenson Chapter 4)

3.2) Intergovernmental Negotiating Committee to Develop an International Legally Binding Instrument on Plastic Pollution (Type B)

Class 4: May 20 Multilateral Environmental Agreements

Podcasts: Ecopolitics Podcast, Season 2, episode 7 (Multilateral Agreements)

Readings: Stevenson, Chapter 7 and 8

Presentation topics:

- 4.1) Multilateral Diplomacy: Sustainable Development (Type A; Stevenson, Chapter 7)
- 4.2) Montreal Protocol on Ozone Depleting Substances (Type B)
- 4.3) Transnational Governance: Climate Change (Type A, Stevenson, Chapter 8)
- 4.4) The Paris Agreement (Type B)

Class 5: May 25

May 25 North-South Dynamics

Podcasts: Ecopolitics podcast Season 2 Episode 4 (Elephants in Botswana)

Readings: *Stevenson, Chapter 3 and 12*

Presentation topics:

- 5.1) Population and Poverty (Type A, Stevenson Chapter 3)
- 5.2) Endangered Species/ CITES (Type B)
- 5.3) Problem Displacement: Hazardous Substances (Type A; Stevenson Chapter 12)
- 5.4) Basel Convention on international trade in hazardous waste (Type B)

Class 6: May 27

June 10 Global Indigenous Environmental Politics

Podcasts: *Ecopolitics podcast Season 2 Episodes 8 (Environmental Justice and the Anthropocene), and Episode 9 (Indigenous Environmental Rights: The Maya of Belize)*

Readings: Stevenson, Chapters 5 and 13

Supplemental Reading:

- Simpson, Leanne. 2008. Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships. *Wicazo Sa Review* 23 (2)2: 29-42

Presentation topics:

- 6.1) Systems of Domination (Type A; Stevenson, Chapter 5)
- 6.2) Whaling/ International Whaling Commission (Type B)
- 6.3) Resistance and Localisation: Unsustainable Agriculture (Type A; Stevenson, Chapter 13)
- 6.4) Nagoya Protocol to the Convention on Biological Diversity (Type B)

Class 7: June 1

Mock UN Negotiations

Reading: Lewicki, Roy J.J., David M. Saunders, Bruce Barry. Coalitions, Multiple Parties, and Teams (Internet Chapter B): 1-16 (available on course website)

Class 8: June 3

Mock UN Negotiations continued (no podcast/reading responses)

Class 9: June 8

Mock UN Negotiations conclude (no podcast/reading responses)

Class 10: June 10

Finance, Economics and the Environment

(preliminary reflections on UN Negotiations due)

Podcasts: Season 4, episode 5 (Growth/Environment debate, part I) and episode 7 (Part II)

Readings: Stevenson, Chapter 9

10.1) Finance, Deforestation and Biodiversity Loss (Type A, Stevenson Chapter 9)

10.2) UN Global Forest Goals (2017-2030) and related agreements (Type B)

Class 11: June 15 Next steps in global environmental politics

Podcast: *Ecopolitics* podcast, Season 3, Episode 5 (Regulating Canadian Mining Abroad)

Readings: Stevenson, Chapter 14

Presentation topics:

11.1) Democratising Governance: Energy and Extraction (Type A; Stevenson, Chapter 14)

11.2) Aarhus Convention on Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Type B)

Political Science Course Outline Appendix

REQUESTS FOR ACADEMIC ACCOMMODATION

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

Student Mental Health

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

Emergency Resources (on and off campus):

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

Carleton Resources:

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

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

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

Academic Advising Centre (AAC):

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

Centre for Student Academic Support (CSAS):

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

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

Off Campus Resources:

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

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

Empower Me: 1-844-741-6389,

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

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

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

Academic consideration for medical or other extenuating

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

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

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

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

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your

accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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

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

PETITIONS TO DEFER

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

INTELLECTUAL PROPERTY

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

OFFICIAL FINAL EXAMINATION PERIOD

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

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

GRADING SYSTEM

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

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

ACADEMIC INTEGRITY

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

PLAGIARISM

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

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

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)	B640 Loeb
Registrar's Office (3500)	300 Tory
Centre for Student Academic Success (3822)	4 th floor Library
Academic Advising Centre (7850)	302 Tory
Paul Menton Centre (6608)	501 Nideyinàn
Career Services (6611)	401 Tory