

PSCI 3609A
Global Politics of Food

Tuesdays, 11:35-2:25

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

Instructor: Peter Andrée
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Calendar Description:

Drawing on theories of international relations, political economy, and public policy-making, this course examines the global, national and local politics of food production and distribution. Topics include food security, free trade versus fair trade, the environmental sustainability of food systems, food sovereignty and food aid.

Purpose and Objectives:

PSCI 3609A deliberately embraces group work and discussion. I use little classroom time to lecture. Classroom time will focus on discussing readings and other course resources, as well as preparing for and delivering group presentations. This course uses an alternative grading structure, explained below. Please familiarize yourself with this structure, and how to succeed in the course, before committing to it.

Food is central to our daily lives, to our cultures, and to our metabolic relationship with the earth. Yet, food is often seen as only of peripheral interest to the study of politics. This course seeks to challenge some of our assumptions about politics and about what we eat, by placing food's production, distribution, and consumption at the centre of scrutiny. We will explore the role of agricultural revolutions in the origins of what today are called "civilized" societies, the historical relationship between meeting the food needs of populations and state-building, the links between empires, colonialism, and long-distance trade in food, and the relationship between the Cold War and agricultural subsidies. In each case, we will examine how interrelated the production and consumption of food are with some of the most significant political events of history. This course also explores the political economy of food and agriculture. If the study of politics is ultimately about analyzing relations of power, the way our food systems work offer important insights into the power dynamics of the early 21st century, including relations between global North and South, among men and women, and between people and the natural world. It is through understanding food systems, how they work, and who they benefit, that we can more clearly grasp many of the global challenges of our time: including the financialization of the economy, the politics of climate change and migration, and tensions between democratization and the concentration of power. We will also examine the origins and impacts of social movements for sustainable agriculture, animal rights, fair trade, food security and food sovereignty, as well as engaging in debate about the merits of these movements' policy positions. At a practical level, this course is also about developing a clear understanding of the (potential) role of public policy as it relates to health, agriculture, international trade, and the environment at multiple levels, from local governments to global governance. Finally, this course will

help students build their skill sets in academic research, presenting policy briefs, academic debate, and group work.

Typical structure for weekly classes:

Grounding exercises: 15 minutes

Small group discussions based on the readings: 30 minutes

Lecture or whole class discussions: 45 minutes

Break: 15 minutes

Short in-class writing exercises: 20 minutes

Group presentations (or preparation for group presentations): 45 minutes

Required Texts:

1) Clapp, Jennifer. 2020. Food (3rd edition). Polity Press. (cost: \$30)

2) Steckley, Joshua. 2025. The Nightcrawlers: A story of worms, cows & cash in the underground bait industry. University of California Press. (cost: \$36)

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 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 food politics, including the political economy of global food systems, and contemporary issues of contention.
- o Critically understand, analyze and discuss, both verbally and in writing, a range of political positions on these issues.
- o Work as part of a team to plan, research, organize and execute a professional presentation on a food politics issue.
- o Demonstrate leadership flexibility, adaptability and resiliency in working with group members to achieve shared goals.

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 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+) (see note below)
In-class writing exercises	6 Success	7 Success	8 Success	9 Success	10 Success
Weekly Reading Responses submitted	6 Success	7 Success	8 Success	9 Success	10 Success
Finalized Responses for evaluation	4 Developing	2 Developing and 2 Accomplished	1 Developing and 3 Accomplished	4 Accomplished	4 Accomplished or Exceptional
Group Agreements	Success				
Group Proposal Defence (research plan)	Success for group presentation and Developing or Accomplished for individual contribution			Success for group and Accomplished for individual contribution	Success for group and Accomplished or Exceptional for individual contribution
Group Presentation (research results/ recommendations)	Success for group presentation and Developing or Accomplished for individual contribution			Success for group and Accomplished for individual contribution	Success for group and Accomplished or Exceptional for individual contribution

GRADE GRID NOTES:

- Path 1 represents the minimum requirement to earn credit for this course.
- If a group presentation does not meet the criteria defined for ‘success’, it can be repeated during the Professor’s office hours (or at a time suitable to all participants) to reach this goal. This is also possible for individual presentation components.
- Occasionally, student work will go above and beyond expectations for a third-year course, earning an assessment of ‘Exceptional’. To earn an A in this course, students must achieve all expectations of Path 5 AND earn ‘Exceptional’ on at least three (of six) evaluated assignments. To earn an A+ in this course, students must achieve all expectations of Path 5 AND earn ‘Exceptional’ on at least five evaluated assignments.

Assignments:

- **Attendance**

Attendance is taken each class as a way for the instructor to get to know student’s names. It is not graded. However, students must be present on the day they submit a response to readings and

podcasts, as these responses are intended to inform classroom discussions. If you are not present to discuss it, your response cannot achieve 'success'.

- **Weekly Reading Responses: "Save the last word for me"**

By 11:35am on the day of each class, each student is invited to arrive in class prepared to discuss a significant quote from that week's required podcasts, reading 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 and submit 150-300 words 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, bringing at least one other resource (video, reading or podcast) from that week into dialogue with the quote in their response. Citations should follow a formal referencing style.

During class discussions, usually 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)

Submitted responses will be evaluated on a pass/fail basis, with a pass resulting in 'success'. To pass the course, students must achieve success on at least six submitted weekly responses, as outlined in the grade grid above. To achieve success, submit your quote and response to the appropriate assignment box on Brightspace BEFORE class begins (11:35 am).

Please note that the primary purpose of these responses is to kick-start class discussions. As such, you will not normally get formal written feedback from the instructor or TA on your submission. (Students are expected to be present in class to discuss their submitted quote and analysis to achieve 'success'. See the note on attendance above).

- **Finalized Responses submitted for evaluation**

Twice during the term, students may submit what they deem to be two or more of their 'best' quotes and critical analysis to the relevant assignment drop box 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. Each should also reference at least one additional course resource from the syllabus (whether from that week or another week) as well as one supplemental academic source (academic article or book), in addition to whatever other sources are necessary (e.g. references to news articles) to substantiate evidence discussed. 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, and then responding to that point through the response's argument. Finalized responses should be 400-600 words in length.

A grading rubric for assessments of podcast and reading responses will be available in Brightspace. To pass the course, you must achieve a minimum evaluation of 'developing' on at least four 'finalized responses', as outlined in the grade grid above.

- **In-class writing exercises – 'success' on a minimum of 6 (out of 10+ opportunities)**

Each class will include a ten minute in-class 'writing exercise' (normally extended to twenty minutes to accommodate students requiring extra time). These exercises will typically involve responding to questions based on the class discussions that day. They may also ask you to explain and reflect on key concepts from the day's required readings, videos or podcasts. Some will be 'open book',

allowing you to consult course texts or other materials. Others will be ‘closed book’, requiring you to respond based on your understanding of course material.

You should bring pen or pencil and paper to class to complete these short assignments, as well as a camera (or phone with a camera). At the end of the exercise, you will be asked to photograph your response, ensure the photo is legible, and then upload it to Brightspace for evaluation by the course TA. In-class writing exercises could occur at any time in the 2 hours and 50 minutes of class time each week.

Submissions will be evaluated on a pass/fail basis, with a pass resulting in ‘success’. To pass the course, students must achieve success on at least six of these exercises, as outlined in the grade grid above.

- **Group Research Projects and Presentations:**

Students play a significant role in teaching the content of this course to one another in the form of group presentations to the class, accompanied by written submissions. Each group of up to 5 students will give two presentations. The first will be a tight ‘Group Proposal Defense’ in weeks four through seven. The second will be a longer Group Presentation on research results (and recommendations, as appropriate – see below) in weeks nine through eleven. Group work will take one of two forms, as follows:

Research Groups will define an active area of research in the field of food politics, scoping the research questions to a particular issue, country and/or region, as appropriate (and in consultation with the instructor). In the Proposal Defense, the group will provide context for their inquiry and present an overarching research question, along with justifications (grounded in academic literature review and details on the selected context) for a selection of sub-questions, each of which will be tackled by individual group members over the course of the semester. It should also discuss the kinds of evidence group members will be examining to address their questions.

Final Research Group presentations should include: a captivating introduction; literature review, key research questions; methodological approach(es); results; discussion; conclusions (possibly including implications and questions for future study), references.

Food Policy Groups will model a ‘food policy council’ at a specific level of governance, as determined by the group in consultation with the instructor. Each participant will begin by researching and presenting a distinct stakeholder’s point of view on the public policy issue in question, before working with other members of the group to arrive at shared recommendations. Like with the Research Groups, the work of the food policy groups will be research-based, and scoped to a particular issue, country and/or region.

Food Policy Group Proposal Defenses are expected to contextualize the public policy issue under deliberation (grounded in academic literature and contextual considerations), who the council (hypothetically) represents and why the issue matters to them. Be sure to also clearly specify the Council’s audience (the policymakers who will take the council’s input, if the council is not the decision-making body itself), and to explain how this audience sees the issues at stake. Each member of the Policy Group should also explain what they will be personally examining in more depth to contribute to the shared analysis and recommendations later in the term.

Final Food Policy presentations should take the form of a verbal (accompanied by a written) “briefing”. Your goal is to present the origins of the controversy (background), its political implications

(key considerations for stakeholders), current status, core options for action for the policymakers in your audience, and specific recommendations for those policymakers.

Members of both types of groups are expected to collaborate on the overall direction of the group project, to offer peer guidance (including reviews of one another's material, and to present to the class as a group (though they can play distinct roles in that presentation. Not everyone needs to take equal 'airtime').

Proposals should be presented orally and accompanied by a written text (submitted the same day) that synthesizes key points in under 1200 words (not including references). Proposals should reference a minimum of eight sources following APA format. Proposal presentations will be 8 to 10 minutes in length and should be rehearsed to fit that timing.

Final presentations will be 20 minutes long (max). For Research Groups, the oral presentation should be accompanied by a written report (of 3000-6000 words, excluding references) submitted on the same day that includes the same major headings as the presentation (but provides more detail and evidence). These reports should follow the format for a Social Science Research Report. Policy Groups should follow the format of a Policy Brief, with a synthesized brief that is not longer than 3000 words. Either way, final written reports/briefs should cite a minimum of 20 sources, following APA formatting.

These group projects will be evaluated three times. First, a set of group agreements must be determined collaboratively, signed, and then submitted by Sept. 29 (see Brightspace for detailed expectations). These agreements must achieve 'success' before the group's proposal can be defended. Second, the group's proposal defense will be evaluated for success as a group, and individual contributions will also be evaluated for their contributions (beginning, developing, accomplished, exceptional), with opportunities for revisions as per the course policy. The group's final presentation will be evaluated in the same way, with both a group evaluation and individual evaluations. For the final presentation, instructor evaluations will be informed by individual and peer feedback forms submitted to the instructor after the presentation.

Presentation Topics: (see schedule for presentation dates for each of these groups)

Research Groups

Food Policy Groups

1) Financialization of agricultural land	2) Food trade (vs. domestic self-sufficiency)
3) (The politics of) hunger	4) Food sovereignty
5) (The politics of) food aid	6) Cellular agriculture
7) Dairy supply management (Canada)	8) Human right to food
9) GlobalGAP	10) Indigenous Food System Revitalization
11) Livestock greenhouse gases	12) Animal welfare/animal rights
13) Sustainable fisheries	

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

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):
 - o Podcast/Reading Responses submitted
 - o Group Presentations (dates set depending on which group you select to join)
 - o In-class writing exercises (no resubmissions allowed)

Policy on resubmissions:

After being evaluated, finalized responses and group written submissions can be resubmitted up to one week from the date they are assessed.

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 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. The AI use statements will:

- Outline 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.

Optional Temagami/N'Dakimenan Colloquium Field Trip:

From Thursday morning on Sept 24th, to Sunday evening of September 27th, a group of senior undergraduate (3rd and 4th year) and graduate students from Carleton will join contingents from Trent U, Nipissing U, and U of T at Camp Wanapitei on the shores of Lake Temagami in Northern Ontario, on the traditional territory of the Teme Augama Anishinaabe (TAA) known as n'Dakimenan. Students will join Indigenous knowledge keepers and TAA leaders, alongside trip leaders from Camp Wanapitei, to share and enjoy n'Dakimenan. Participants will learn about the long-standing relationship between the TAA, their lands and their governance practices. They will also learn from TAA experiences with settler neighbours in the context of colonialism, resource extraction, food systems, tourism as well as efforts to develop a shared land ethic. Student-centered learning will take place through presentations, group work, on medicine walks, by sacred fires, and in canoes.

Registration costs \$250+tax for the four days. You should also expect to pay about \$40 towards shared transportation costs (the latter to be brought in cash on the day we drive). Transportation is partially subsidized by the Carleton University Experiential Learning Fund.

If you are interested in this optional field trip, register through the link below before **Tuesday September 15** and then reach out to Prof. Andree (PeterAndree@CUNET.CARLETON.CA) and/or Prof. Maracle (gabrielmaracle@cunet.carleton.ca) to get on the Carleton shared transportation list. We have limited spots for Carleton students and will accept participants in the order they register.

Registration for the Colloquium is through the Camp Wanapitei registration system: <https://wana.campbrainregistration.com/>

You'll need to set yourself up as a 'new user' (if you haven't been to the camp as a camper before) to get started. Your spot won't be reserved until you have registered and paid a 50% deposit.

More information on the Colloquium, including the schedule, packing lists, etc. can be found on the Camp Wanapitei website: <https://www.wanapitei.net/temagami-ndakimenan-colloquium-2026/>

Departure from Carleton will be at 8am on Thursday Sept. 24.

Schedule:

Week 1) Sept 15

Politics of Food: An Introduction

Guest: Dr. Josh Steckley

Week 2) Sept 22

Global Food Security: Making sense of the challenge, unpacking the issues

- Clapp, Jennifer. 2020. Unpacking the World Food Economy. Food. 1-28
- CNBC Make it. "We Accidentally Started A Chocolate Company — Now It Brings In \$162 Million A Year" <https://www.youtube.com/watch?v=zUN9KQpUgzM> (9:50 min)

Week 3) Sept 29

The political economy of the global food system, part 1

- Clapp, Jennifer. 2020. The Rise of a Global Industrial Food Market. p.29-65
- Steckley, Joshua. 2025. Introduction. p. 1-33

All groups submit group agreements by end of day, Sept 29.

Week 4) October 6

The political economy of global food systems, part 2

- Clapp, Jennifer. 2020. Expanding Food Trade. Food. p.66-99
- NASA's Curious Universe. 2025. Earth Series: From Space to Your Plate. Season 9, episode 3, Apr. 29 <https://www.nasa.gov/podcasts/curious-universe/earth-series-space-to-your-plate/> (31:08 min)

Proposal Defense, groups 1-4

Guest: Alexandra Novokosky, Canada Foodgrains Bank, topic: 'Climate Finance and Food Insecurity'

Week 5) October 13

Food Policy Councils

- Clapp, Jennifer. 2020. Growing Corporate Control. Food. p. 100-140
- Andrée, P and Katz-Rosene, R. 2026. Ecopolitics Podcast Episode 4.13: Collective Action for Sustainability <https://www.ecopoliticspodcast.ca/episode-4-13-collective-action-for-sustainability/> (34:01 min)

Proposal Defense, groups 5-9

Week 6) Oct 20

The political economy and ecology of Canada's 'Nightcrawler' Industry

- Steckley, Joshua. 2025. Chapters one to four. p. 34-132
- Social Sciences and Humanities Research Council of Canada. 2025 TALENT : Joshua Steckley <https://www.youtube.com/watch?v=hOINYsGLhXc>

Oct 27: Reading week (no class)

Week 7) Nov 3

Agricultural Workers

- Steckley, Joshua. 2025. Chapters five to seven. p.133-200
- <https://theconversation.com/for-migrant-farm-workers-housing-is-not-just-a-determinant-of-health-but-a-determinant-of-death-186043>

Proposal Defense, groups 10-13

Week 8) Nov 10

Indigenous Insights for food systems transformation

- Andrée Peter and John Reid. 2026. Transitioning to agricultural sustainability in the context of settler-colonialism: insights from the intersection of Indigenous and Western knowledge systems. Agriculture and Human Values.43(2): 72 <https://doi.org/10.1007/s10460-026-10882-w>
- Living Relations Part 1: <https://www.ecopoliticspodcast.ca/episode-4-9-living-relations-part-1/>

Week 9) November 17

Political Economy of the global food system part 3

- Clapp, Jennifer. 2020. The Financialization of Food. Food. p. 141-176
- The Food Theorists. 2021. Food Theory: The Conspiracy that ENDED Kentucky Fried Chicken (KFC). Nov. 6 <https://www.youtube.com/watch?v=qZHawOLfEG0>

Group presentations 1-4

Week 10) November 24

Corporate Social Responsibility

- Andrée, P. 2026. Lessons in collaborative governance for mitigating agricultural greenhouse gas emissions. Submitted to Environmental Policy and Governance (available on Brightspace; Do not cite)
- MacAlpine, Rory. 2017. Maple Leaf Foods and Social License. (<https://www.youtube.com/watch?v=xioBc3thelc>)

Group presentations 5-9

Week 11) Dec 1

The debate over a Planetary Diet

- The 2025 EAT-Lancet Commission on Healthy, Sustainable, and Just Food Systems Summary Report for and with Policymakers. https://eatforum.org/wp-content/uploads/2026/03/2025-EATLancet_Summary-for-and-with-Policymakers.pdf
- Andrée, P, R. Katz-Rosene, P. Stanley and T. Garnett. 2022. Ecopolitics Podcast Episode 3.2: Can we eat our way to sustainability? A deep dive into sustainable protein <https://www.ecopoliticspodcast.ca/episode-3-2-can-we-eat-our-way-to-sustainability-a-deep-dive-into-sustainable-protein/>

Group presentations 10-13

Week 12) Dec 8

Concluding Remarks

- Clapp, Jennifer. 2020. Justice and Sustainability in the World Food Economy. Food. p.177-218
- Andrée, P, R. Katz-Rosene, N. Ramankutty and K. Meter. 2022. The Ecopolitics Podcast Episode 3.6. Is the local a romantic eco-myth? A critical appraisal of 'Thinking Globally, Acting Locally' <https://www.ecopoliticspodcast.ca/episode-3-6-is-the-local-a-romantic-eco-myth-a-critical-appraisal-of-thinking-globally-acting-locally/>

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/safety/resources/>

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/>

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 or by calling (613) 520-5622 to speak to an Equity Advisor.

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

Academic Accommodations for Students with

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

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

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

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to

write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

INTELLECTUAL PROPERTY

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

WITHDRAWAL WITHOUT ACADEMIC PENALTY

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

OFFICIAL FINAL EXAMINATION PERIOD

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

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

GRADING SYSTEM

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

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

ACADEMIC INTEGRITY

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

PLAGIARISM

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

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

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

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

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