

Carleton University — Fall 2026
Department of Political Science
<https://carleton.ca/polisci/>

PSCI 5803F/4806A: NATO and World Order

Mondays, 6:05-8:55 p.m.

Online, synchronous

INSTRUCTOR: Alex McDougall

EMAIL: alexmcdougall@cunet.carleton.ca

OFFICE HOURS: By appointment via videoconference

BRIGHTSPACE: [Homepage - Crosslist PSCI5803F:PSCI4806A \[33991:34845\] NATO and World Order \(SEM\) Fall 2026](#)

All email communication is to be conducted through official Carleton University email accounts and/or Brightspace, not personal email accounts.

Course Description

The NATO alliance has long been considered the linchpin of transatlantic security. NATO's first Secretary General, Lord Ismay, famously described its original purpose as keeping "the Russians out, the Americans in, and the Germans down." Across more than seven decades, NATO has repeatedly adapted to changes in world order. It survived the disappearance of the Soviet threat for which it was created, enlarged into Central and Eastern Europe, fought a war over Kosovo, invoked Article 5 after the terrorist attacks of September 11, led a difficult campaign in Afghanistan, and intervened in Libya. Today it must continue to deter Russia, support Ukraine, manage disagreements among thirty-two Allies, and respond to missile threats, drones, cyber operations, hybrid warfare, and rapid technological change.

This course explores the past, present, and future of NATO. It begins with the Alliance's origins, institutional design, and Cold War purpose before examining how NATO debated and conducted military operations in Kosovo, Afghanistan, and Libya. The course then turns to Russia's war against Ukraine and contemporary problems of deterrence and defence, including burden sharing, missile defence, drones, emerging military technologies, and cyber conflict. Throughout the term, students will assess not only what NATO has done, but why it has endured, how well it has adapted, whose interests it serves, and whether it remains capable of organizing collective security in an increasingly contested world order.

Preclusions

There are no preclusions for this course.

Learning Outcomes

By the end of this twelve-week course, students will be able to:

1. Identify major political and strategic developments in the transatlantic alliance from 1949 to the present.
2. Explain how NATO's purposes, institutions, and military practices have evolved over time.
3. Compare NATO's experiences in Kosovo, Afghanistan, Libya, and Ukraine.

4. Analyze NATO's responses to terrorism, missile threats, drones, and cyber conflict.
5. Lead a focused seminar discussion based on assigned readings.
6. Speak and write clearly and persuasively about the theoretical, historical, and policy dimensions of NATO.

Texts and Course Materials

All required readings will be available through Brightspace, ARES, the Carleton University Library, or the linked open-access source at no additional cost to the student. The reading list may be updated before the beginning of the term. Any changes will be announced on Brightspace.

Course Format

The seminar will meet online in a synchronous, real-time class each week. Meetings will combine a short lecture, two or three student reading presentations, and seminar discussion. Students should arrive having completed the required readings and prepared to discuss their central arguments, evidence, and implications.

The final examination is an exception to the online format: it will be held **in person** and will be **open book** during Carleton's official December examination period. The Registrar will determine the examination date, time, and room.

Contact Policy

Email is the best way to contact the instructor. Students should remember the following when emailing:

- Always use your Carleton email account. Non-Carleton messages do not always get through.
- Include the subject line "PSCI 4806A."
- Address emails to the instructor appropriately.
- Sign off with your first and last name and student number.

Evaluation at a Glance

Assignment	Due date	Weight
Policy critique essay	Friday, November 20 at 11:59 p.m.	25%
Reading presentation and discussion leadership	Instructor-assigned week and reading	25%
Final examination	December 12-23; scheduled by the Registrar	40%
Attendance and course engagement	Ongoing	10%

Evaluation in Detail

Policy Critique Essay - 25%

Length: 1,500 words **Due:** Friday, November 20 at 11:59 p.m.

Students will read NATO's 2022 Strategic Concept and write a critique of the document as a practical guide to the Alliance's posture in the 2020s. The essay must make an overall evaluation, state a clear thesis, and defend that thesis through close textual analysis and evidence from the course.

The policy critique should include:

- An overall evaluation based on a close reading of the Strategic Concept.
- An explanation of the document's principal strengths and/or weaknesses.
- Analytical connections to at least two historical operations or policy problems studied in the course.
- Proper citations and a bibliography.

Reading Presentation and Discussion Leadership - 25%

Each student will deliver one individual presentation on one required reading. With an expected enrolment of 25 students, there will normally be two or three presentations in each class during Weeks 2-11. At the beginning of the semester, the instructor will randomly assign each student a presentation week and a specific reading. Students may trade assignments with one another, but any trade must be approved by the instructor in advance. Rescheduling is normally possible with advanced notice. Students that are unable to attend the presentation must give advanced notice so that it can be rescheduled. Students that miss a presentation: it may not always be possible to reschedule, particularly if this happens near the end of the semester, and there is a risk of a zero.

The purpose of the presentation is to **teach the class about the assigned reading**. The presentation should help classmates understand what the author is arguing, how the argument works, why it matters, and what should be made of it. It should not be a simple summary.

There will be up to 45 minutes of time allocated to each presentation. The presentation will take place live during the online seminar and will consist of:

- A 12-15 minute presentation (with the remaining time for questions/discussion).
- The presentation should teach the class about the article.
 - Identify the author's central question or problem, state the thesis clearly, and explain the principal steps in the argument.
 - The evidence and reasoning: Explain the most important evidence, concepts, assumptions, or cases the author uses to support the thesis.
 - Relevance: Explain why the reading matters for that week's topic, for the course, and for understanding NATO or world order.
- We also want to know your take on the issues raised in the reading: Offer your own reasoned assessment of the thesis and the issues raised. This should be in the form of analysis, rather than opinion.
- Awareness of the other readings: Situate the assigned reading within the week as a whole, including at least one direct comparison with another required reading. Identify an important agreement, disagreement, difference in assumptions, use of evidence, or policy implication.
- Three discussion questions – these can be situated throughout the presentation or at the end.

- Brief discussion leadership following the presentation. This part helps show your understanding of the material.
- Answer questions from the instructor about the reading and about your assessment.
- Other points:
 - Don't read from a script or slides. Speak in your own words.
 - For slides, don't overload with text, and make good use of visuals (maps, charts) where the opportunity presents itself
 - Commentary on the author's prose, organization, or writing style is not relevant unless it directly affects the meaning or credibility of the argument.

Presentations will be assessed for accurate explanation of the assigned reading, quality of analysis, command of the week's other readings, strength of the direct comparison, clarity and teaching effectiveness, quality of the discussion questions, and ability to facilitate conversation.

Final Examination - 40%

The cumulative final examination will be held online and e-proctored via CoMaS. It will take place during the official examination period, December 12-23, 2026. Students are responsible for remaining available throughout the examination period.

The examination will assess students' ability to:

- identify and explain important concepts, events, and institutional developments;
- compare NATO operations and strategic debates across the course;
- connect theoretical arguments to historical evidence; and
- construct a clear, well-supported argument under examination conditions.

The examination will include a combination of identification questions, short answers, and essay questions. The final format, permitted materials, and a study guide will be confirmed on Brightspace before the last class

E-Proctoring and Technical Requirements

The online final examination in this course will use CoMaS, Carleton University's mandatory remote-proctoring service administered by Scheduling and Examination Services. Additional information about CoMaS and e-proctoring is available at <https://carleton.ca/ses/e-proctoring/>.

Students are responsible for ensuring that CoMaS is installed and functioning properly on their computer during the examination. Failure to ensure that CoMaS is functioning properly may constitute a violation of the examination rules and may result in an allegation under the Academic Integrity Policy.

The minimum computing requirements are:

- **Hardware:** Desktop or laptop computer
- **Operating system:** Windows 10 or later, or macOS 10.14 or later
- **Internet browser:** Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge
- **Internet connection:** A high-speed connection is recommended
- **Webcam:** Required; HD resolution is recommended

- **Storage:** At least 2 GB of available storage space is required for CoMaS

Tablets, Chromebooks, smartphones, and Windows-based tablets are not currently supported.

Students who cannot meet these technical requirements should contact the instructor well before the midterm examination.

Attendance and Course Engagement - 10%

This is a discussion-based seminar. Course engagement includes regular attendance, informed contributions to weekly discussions, constructive responses to classmates, careful listening, and participation in any small-group exercises. Quality and consistency matter more than the sheer frequency of speaking. Accommodations will be made on a case-by-case basis for students who cannot participate online synchronously.

Course Policies

AI Policy

Use of artificial intelligence to generate substantive course content is prohibited. Students may use AI tools to correct grammar and syntax, but the ideas, analysis, organization, and argument must be their own. Submitting AI-generated analysis as one's own work is a violation of academic integrity.

Late Policy

Where late assignments are accepted, they are penalized at the rate of 3% per day. A waiver of lateness penalties will only be considered in the event of a documented extenuating circumstance. See "Accommodation and Extension Policy for Assignments" below.

Accommodation and Extension Policy for Assignments

Students registered with the Paul Menton Centre should consult with the professor about accommodations needed to complete assignments and examinations. All other extension requests must be directed to the professor. Students should contact the professor as early as possible, ideally before the assignment is due.

Final Grade Approval

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. Grades submitted by the instructor may be revised. No grade is final until it has been approved by the Dean.

Fall 2026 Course Schedule

Week	Date	Topic	Presentation
1	Monday, September 14	Introduction: NATO and World Order	Assignments announced
2	Monday, September 21	NATO's Origins, Institutions, and Purpose	2-3 assigned presentations
3	Monday, September 28	NATO in the 1990s: Enlargement and Kosovo	2-3 assigned presentations
4	Monday, October 5	September 11, Article 5, and Counterterrorism	2-3 assigned presentations
-	Monday, October 12	Statutory holiday - no class	-
5	Monday, October 19	NATO's War in Afghanistan	2-3 assigned presentations
-	Monday, October 26	Fall break - no class	-
6	Monday, November 2	NATO and Russia's War Against Ukraine	2-3 assigned presentations
7	Monday, November 9	Libya and the Politics of Intervention	2-3 assigned presentations
8	Monday, November 16	Canada, Burden Sharing, and Alliance Cohesion	2-3 assigned presentations
9	Monday, November 23	Missile Defence and Extended Deterrence	2-3 assigned presentations
10	Monday, November 30	Drones, Autonomy, and Military Innovation	2-3 assigned presentations
11	Monday, December 7	Cyber Conflict and Collective Defence	2-3 assigned presentations
12	Friday, December 11	NATO's Future: Adaptation in a Contested World	2-3 assigned presentations

December 11 follows a Monday schedule under the Fall 2026 academic calendar.

Weekly Readings

Week 1 - September 14: Introduction: NATO and World Order

7. Sperling, James, and Mark Webber. 2025. "Understanding NATO." In *The Oxford Handbook of NATO*, edited by James Sperling and Mark Webber. Oxford: Oxford University Press, pp. 3-23.
8. NATO. 2022. *NATO 2022 Strategic Concept*. Madrid, June 29. <https://www.nato.int/strategic-concept/>

Guiding questions: What kind of institution is NATO? What explains its survival, and what criteria should be used to judge its success?

Week 2 - September 21: NATO's Origins, Institutions, and Purpose

9. NATO. 1949. "The North Atlantic Treaty." April 4. https://www.nato.int/cps/en/natolive/official_texts_17120.htm
10. Orr, R. James. 2025. "The North Atlantic Treaty." In *The Oxford Handbook of NATO*, edited by James Sperling and Mark Webber. Oxford: Oxford University Press, pp. 247-260.
11. Thies, Wallace J. 2009. *Why NATO Endures*. Cambridge: Cambridge University Press, Chapters 3 and 4, pp. 87-139.

Guiding questions: Was NATO created principally to balance Soviet power, bind the United States to Europe, manage Germany, or construct a political community?

Week 3 - September 28: NATO in the 1990s - Enlargement and Kosovo

12. Howard, Michael. 1999. "NATO at Fifty: An Unhappy Successful Marriage - Security Means Knowing What to Expect." *Foreign Affairs* 78 (3): 164-175.
13. Sarotte, M. E. 2021. "Containment Beyond the Cold War: How Washington Lost the Post-Soviet Peace." *Foreign Affairs* 100 (6): 22-36.
14. Lambeth, Benjamin S. 2001. *NATO's Air War for Kosovo: A Strategic and Operational Assessment*. Santa Monica: RAND, selected chapters posted on Brightspace.
15. Nuñez-Mietz, Fernando G. 2018. "Legalization and the Legitimation of the Use of Force: Revisiting Kosovo." *International Organization* 72 (3): 725-757.

Guiding questions: Did Kosovo demonstrate NATO's post-Cold War relevance or reveal the legal, political, and operational limits of humanitarian intervention?

Week 4 - October 5: September 11, Article 5, and Counterterrorism

16. NATO. 2001. "NATO's Response to Terrorism." December 6. <https://www.nato.int/en/about-us/official-texts-and-resources/official-texts/2001/12/06/natos-response-to-terrorism>
17. Gordon, Philip H. 2001. "NATO After 11 September." *Survival* 43 (4): 89-106.
18. Hallams, Ellen. 2009. "The Transatlantic Alliance Renewed: The United States and NATO Since 9/11." *Journal of Transatlantic Studies* 7 (1): 38-60.

19. NATO. 2024. "NATO's Policy Guidelines on Counter-Terrorism." July 10.
https://www.nato.int/cps/en/natohq/official_texts_227221.htm

Guiding questions: What did the first invocation of Article 5 mean in practice? Is a territorial defence alliance well designed to counter transnational terrorism?

Week 5 - October 19: NATO's War in Afghanistan

20. Giegerich, Bastian, and Stéfanie von Hlatky. 2020. "Experiences May Vary: NATO and Cultural Interoperability in Afghanistan." *Armed Forces & Society* 46 (3): 495-516.
21. Carati, Andrea. 2015. "No Easy Way Out: Origins of NATO's Difficulties in Afghanistan." *Contemporary Security Policy* 36 (2): 200-218.
22. Auerswald, David P., and Stephen M. Saideman. 2014. *NATO in Afghanistan: Fighting Together, Fighting Alone*. Princeton: Princeton University Press, selected chapters posted on Brightspace.
23. NATO. 2021. "Statement by the North Atlantic Council on Afghanistan." August 17.
https://www.nato.int/cps/en/natohq/official_texts_186320.htm

Guiding questions: How did national caveats, coalition politics, and competing war aims shape NATO's longest operation? What counts as alliance success or failure in Afghanistan?

Week 6 - November 2: NATO and Russia's War Against Ukraine

24. McFaul, Michael. 2020. "Putin, Putinism, and the Domestic Determinants of Russian Foreign Policy." *International Security* 45 (2): 95-139.
25. Goldgeier, James, and Brian D. Taylor. 2025. "NATO Did Not Cause Putin's Imperial War." *The Washington Quarterly* 48 (4): 67-82.
26. Gheciu, Alexandra, and Stéfanie von Hlatky. 2024. "Irreconcilable Differences? NATO's Response to Russian Aggression Against Ukraine." *International Journal* 79 (2): 275-296.
27. Kaarbo, Juliet, Kai Oppermann, and Ryan K. Beasley. 2023. "What If? Counterfactual Trump and the Western Response to the War in Ukraine." *International Affairs* 99 (2): 605-624.

Guiding questions: Did NATO enlargement cause, contribute to, or merely provide a pretext for Russia's war? How has the war changed deterrence, alliance cohesion, and NATO's relationship with Ukraine?

Week 7 - November 9: Libya and the Politics of Intervention

28. Kuperman, Alan J. 2013. "A Model Humanitarian Intervention? Reassessing NATO's Libya Campaign." *International Security* 38 (1): 105-136.
29. von Hlatky, Stéfanie, and Thomas Juneau. 2022. "When the Coalition Determines the Mission: NATO's Detour in Libya." *Journal of Strategic Studies* 45 (2): 258-279.
30. Chivvis, Christopher S. 2012. "Libya and the Future of Liberal Intervention." *Survival* 54 (6): 69-92.
31. United Nations Security Council. 2011. Resolution 1973, S/RES/1973, March 17.
[https://undocs.org/S/RES/1973\(2011\)](https://undocs.org/S/RES/1973(2011))

Guiding questions: Did NATO protect civilians, pursue regime change, or both? How did coalition management alter the mission and Libya's aftermath?

Week 8 - November 16: Canada, Burden Sharing, and Alliance Cohesion

32. Jockel, Joseph T., and Joel J. Sokolsky. 2009. "Canada and NATO: Keeping Ottawa In, Expenses Down, Criticism Out... and the Country Secure." *International Journal* 64 (2): 315-336.
33. Zyla, Benjamin. 2025. "Burden-Sharing." In *The Oxford Handbook of NATO*, edited by James Sperling and Mark Webber. Oxford: Oxford University Press, pp. 499-516.
34. Greco, Sara, and Stéfanie von Hlatky. 2018. "Soft Contributions Are Hard Commitments: NATO and Canada's Global Security Agenda." *Canadian Foreign Policy Journal* 24 (3): 273-285.
35. Massie, Justin, and Barbora Tallová. 2025. "Suckers and Free Riders: The Determinants of Military Burden-Sharing in the Russo-Ukrainian War." *Contemporary Security Policy* 46 (4): 913-947.

Guiding questions: What constitutes a fair contribution to NATO? Is the 2% spending target a useful measure of commitment, and how should Canada's contribution be assessed?

Week 9 - November 23: Missile Defence and Extended Deterrence

36. Thränert, Oliver. 2009. "NATO, Missile Defence and Extended Deterrence." *Survival* 51 (6): 63-76.
37. Mankoff, Jeffrey. 2012. "The Politics of US Missile Defence Cooperation with Europe and Russia." *International Affairs* 88 (2): 329-347.
38. Zagorski, Andrei. 2010. "Illusive Visions and Practical Realities: Russia, NATO and Missile Defence." *Survival* 52 (4): 99-120.
39. NATO. 2026. "Ballistic Missile Defence." <https://www.nato.int/en/what-we-do/deterrence-and-defence/ballistic-missile-defence>

Guiding questions: Does missile defence strengthen deterrence or undermine strategic stability? Can NATO defend against limited missile attacks without intensifying security competition with Russia?

Week 10 – November 30: New technology (Drones, Autonomy, and Military Innovation, Cyber)

40. James Patton Rogers, Dominika Kunertova, James Wesley Hutto, and Elizabeth H. Redmond. 2026. "[Doctrine in the Third Drone Age: How NATO Should Adapt to Full Spectrum Drone Warfare.](#)" *International Affairs* 102 (4): 1415–1424.
41. Sperling, James. 2025. "Emerging and Disruptive Technologies." In *The Oxford Handbook of NATO*, edited by James Sperling and Mark Webber. Oxford: Oxford University Press, pp. 481-498.
42. Marcel Plichta and Ash Rossiter. 2024. "[A One-Way Attack Drone Revolution? Affordable Mass Precision in Modern Conflict.](#)" *Journal of Strategic Studies* 47 (6–7): 1001–1031.

Week 11 - December 7: Cyber Conflict and Collective Defence

43. NATO. 2024. "Summary of NATO's Revised Artificial Intelligence Strategy." July 10. <https://www.nato.int/en/about-us/official-texts-and-resources/official-texts/2024/07/10/summary-of-natos-revised-artificial-intelligence-ai-strategy>
44. Nye, Joseph S., Jr. 2022. "The End of Cyber-Anarchy?" *Foreign Affairs* 101 (1): 32-42.
45. Alex S. Wilner, Gabriel Williams, Mattias Thuns-Rondeau, Nathanaël Beaulieu, and Veronique Cossette-Sharkey. 2024. "[Offensive Cyber Operations and State Power: Lessons from Russia in Ukraine](#)." *International Journal* 79 (1): 138–148.
46. NATO. 2024. "Cyber Defence." <https://www.nato.int/en/what-we-do/deterrence-and-defence/cyber-defence>

Guiding questions: When should a cyber operation count as an armed attack? Can a political-military alliance deter cyber activity that is persistent, deniable, and often below the threshold of war?

Week 12 - December 11: NATO's Future - Adaptation in a Contested World

47. Flockhart, Trine. 2024. "NATO in the Multi-Order World." *International Affairs* 100 (2): 471-489.
48. Sloan, Stanley R. 2025. "Whither NATO? A History of NATO's Futures." In *The Oxford Handbook of NATO*, edited by James Sperling and Mark Webber. Oxford: Oxford University Press, pp. 94-110.
49. Flockhart, Trine. 2025. "Global Order." In *The Oxford Handbook of NATO*, edited by James Sperling and Mark Webber. Oxford: Oxford University Press, pp. 24-39.
50. Cottey, Andrew, and Mark Webber. 2025. "China." In *The Oxford Handbook of NATO*, edited by James Sperling and Mark Webber. Oxford: Oxford University Press, pp. 874-892.

Guiding questions: What should NATO prioritize over the next decade? Can it remain a regional alliance while responding to global strategic competition and rapidly changing forms of warfare?

Key Fall 2026 Dates

51. **September 9:** Fall term begins.
52. **September 14:** First meeting of this Monday seminar.
53. **October 12:** Statutory holiday; university closed.
54. **October 26:** Fall break; no classes.
55. **November 20:** Policy critique due at 11:59 p.m.
56. **December 7:** Last regular Monday meeting.
57. **December 11:** Last day of fall classes; classes follow a Monday schedule.
58. **December 12-23:** Final examination period; the in-person final will be scheduled within this period.

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 Nideyinàn
Career Services (6611)	401 Tory