



POLS 392: Canadian Foreign Policy

Welcome! My name is Caroline and I am your instructor for POLS 392. Thank you for signing up and having an interest in this exciting (to me) subject. I am the Skelton-Clark Postdoctoral Fellow at Queen's and I received my PhD from the University of Ottawa in 2022. I am thrilled to spend this semester with you. My primary research area is in the history of Canadian foreign policy, the history of the United Nations, and International Relations theory. I hope to share some of this passion with you!

Instructor Information

Name: Caroline Dunton (she/her)

Email: caroline.dunton@queensu.ca

Office: [REDACTED]

Office hours: [REDACTED] and by virtual appointment.

Additional information: Office hours are my time dedicated to talking to you one-on-one. Please do not be afraid to come ask questions, get to know me, and talk about course material. Please also feel free to come with a classmate! If this time slot does not work for you, I am happy to schedule a virtual meeting on another day of the week.

General Course Information

Course: POLS 392

Course title: Canadian Foreign Policy

Pre-requisites: 12.0 units in POLS at the 200-level or above and a minimum GPA of 2.0 on all units in POLS or permission of the Department.

Semester and year: Winter 2024

Number of credits: 3 units

Learning hours: 120

Modality: On Campus

Class time and location: [REDACTED]

[REDACTED]

Classroom accessibility: [REDACTED]

Course Description

Combining historical and contemporary perspectives, this course provides analysis of Canadian foreign policy in the 20th and 21st century, covering many subject areas including diplomacy, defence, trade, aid, international organizations, and important bilateral and regional relationships. Students will also learn about leaders, policymakers, the domestic/international divide in Canadian politics, and key government institutions in foreign policy. Activities such as simulations, writing workshops, and guest speakers will be featured.

Additional Description

I am a scholar and former practitioner of Canadian foreign policy. In this course, I want to give you an overview of the field and I hope to provide something for everyone! I am particularly interested in the path Canada has taken in the past to get to the present. I am also interested in the different types of actors and structures that have shaped Canadian choices from the Second World War to 2023. The course readings will mix both history and contemporary political science approaches to the field, providing a view of a topic or issue at different points in time. The lectures will complement this, adding analysis of the present where possible and asking for your views of contemporary politics. We will work to understand institutions, individuals, contexts, and constraints by looking at different topics in both historical and contemporary perspective.

Communication

Feel free to call me Caroline in person and in email. When emailing me, please include the course code (POLS 392) in the subject line. Please also allow for 48 hours for a response to emails. If it has been more than 48 hours, it is completely okay to send me a polite reminder, as nobody's email management is perfect.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Have a strong understanding of the major actors and institutions that shape Canadian foreign policy.
2. Write a concise and informative policy memo for a government audience.
3. Reflect on the connections between their daily life in Canada and Canada's place and choices in the world.
4. Discuss major concepts, themes, and theories in Canadian foreign policy in relation to "real world" and "policy" issues in global politics.
5. Construct and advance arguments about foreign policy using evidence and textual material.

Class Topics

In this class, we will cover a variety of subjects. During our Wednesday class, I will provide a lecture on the material with a bit of discussion. During our Thursday class, we will have a structured activity that relates to the previous day's lecture. I suggest that you complete the week's readings by Wednesday's class so that you can get the most out of the lecture, but I do understand that not everyone will have optimal scheduling every week. As such, if you need the extra day, please ensure that you have done it by Thursday's class so that you can bring your best work to our classroom activities.

Week	Lecture Title	Activity Title
1	Fundamentals and Basics of Canadian Foreign Policy	Research and information workshop
2	Undoing our Assumptions and Seeing Ourselves	Reflection activity
3	Britain, the Commonwealth, and Empire	Looking in the archives
4	The United States and Beyond	Writing a policy memo 1
5	Foreign Policy Visions	Writing a foreign policy review
6	Leaders and Leadership	Leaders in the media
7	Diplomacy	Simulation
8	International Organizations	Understanding the UN
9	Canada and the Global South	Mapping Canada in the world
10	Civil Society and the Politics of Development	Writing a policy memo 2
11	The 21 st Century	Guest speaker (tbc)
12	The Future of Diplomacy in Canada	Guest speaker (tbc)

Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Course Materials

All reading materials will be provided by the instructor through OnQ. Please access the course through OnQ regularly for updates. Zotero files of each reading are also available through OnQ to make citations easier in your assignments.

When you come to class, please bring a laptop or similar device, as it will be necessary for different activities. Please let me know if this is a challenge for you and I will assist.

Assessment and Evaluation

Item	Value	Date	Description
Classroom activities and participation	15%	Ongoing	In this class, you will be expected to engage with one another constructively and respectfully, especially in the activities that we will do on Thursdays. This will involve class discussion, small group activities, and work in pairs. You will be assessed on your use of class material; your reflections, connections, and arguments; and your contribution to the class community. A detailed rubric is available via OnQ. When appropriate, alternative arrangements can be made.
Reflection and Reading Response	30%	<p>You will select the weeks that you submit these. They are due via OnQ any time BEFORE the start of a Wednesday class.</p> <p>You may pick any weeks to submit this assignment. I suggest you read through the syllabus and plan to pick weeks where the subject matter is especially interesting to you. I also suggest you look at due dates of assignments in other classes and consider selecting weeks that best suit your workload and schedule.</p>	<p>There are two options for the format of this assignment and for the grading of this assignment.</p> <p>Format: You may provide an 750 word paper <i>or</i> a 5 minute “podcast” audio recording. In both cases, I ask that you discuss the week’s readings with your own analysis, ideas, and reflection on at least one instructor-provided prompt question.</p> <p>Further assignment description, prompt questions, and a rubric are available via OnQ.</p> <p>Grading: You may complete 2 or 3 of these assignments. If you complete two, they will be worth 15% each. If you complete three, I will take your best two grades and those will be worth 15% each. In both cases, two papers will be counted equally towards 30% of your grade. The choice is yours as to whether you want to do a third.</p>

Policy Memo Assignment	30%	Friday, April 5 th , 2023. 11:59 pm.	This is the major written assignment (about 2500 words) of the course. In week 4, we will do a workshop where we will learn how to write a good policy memo. In week 10, you are asked to bring a draft of whatever you have completed and we will give feedback, discuss drafts, and help each other craft our final versions. It will then be due two weeks later at the end of week 12. This will give you two weeks to make changes. Assignment details, examples, and a rubric will be available via OnQ following our workshop in week 4.
Take Home Exam	25%	The exam will be released on April 15 th at 9 am and will be due on April 18 th at 11:59 pm.	Details to follow.

Grading Policies

The reflection and reading response assignments have built in flexibility so that you can choose when to write and hand in your papers. For your own wellbeing, I strongly suggest starting these early in the semester so that you can get feedback from me early in the course and you do not leave them all until the final weeks. This will also allow you flexibility in case something comes up. For example, if you start working on one of these assignments for week 2 and something happens that prevents you from finishing it, you have many more weeks to try again.

The policy memo assignment has a due date at the very end of the semester but there will be scaffolded exercises along the way to help you get started early.

The take home exam is scheduled within the exam period.

Late assignments will receive a penalty of 5% per calendar day.

Each student has the right to a movable 3-day grace period for one assignment during the term. This can be applied by notifying the instructor by email that the student wishes to activate the grace period for that assignment. Grace periods are not automatically applied – you must notify me before the specified due date. This is available for any assignment. I recommend that you do not use this for your reflection and reading response assignments because they are already flexible. I would save this in case you need it for the policy memo or the exam.

Ultimately, I am empathetic and flexible as an instructor. I encourage you to come talk to me at any point if you need help completing assignments or have specific reason to request an additional extension. My goal is to help you complete the course successfully and so I am happy to support you as best I can.

Please also keep in mind that for me as the instructor, grading takes time and must be scheduled amongst other responsibilities. I want to return your graded assignments to you as efficiently as I can and be able to give feedback to the entire class. However, late assignments with no explanation or communication make it very difficult for me to do this. The more we can communicate with each other, the better things will be for everyone. Talking to me about extensions or challenges helps me do my own time management and makes the process easier for all.

Students may submit a formal request for regrading of a written assignment by email. Requests should provide a specific rationale for the regrading based on the assignment sheet. Please note that requests must abide a 24-hour holding period, and regrade request emails received in the “heat of the moment” and/or lacking a specific rationale will not be regraded.

Unless otherwise noted, all components of the course will receive letter grades. Final marks and averages will be calculated following the Arts & Science Letter Grade Input Scheme. The final course mark will then be converted to a final letter grade following the Queen’s Official Grade Conversion Scale

Arts & Science Letter Grade Input Scheme

Assignment Mark	Numerical value for calculation of final mark
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
FO (0)	0

Queen’s Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Course Feedback

At various points during the course, you may be asked to take part in a variety of feedback activities, such as surveys and questionnaires. This feedback enables the teaching team to improve the course. All surveys are anonymous and are directly related to activities, assessments, and other course material.

Course Schedule and Readings

Week 1 – January 10/11 - Fundamentals and Basics of Canadian Foreign Policy

Nossal, Kim Richard, Stéphane Roussel, and Stéphane Paquin. 2015. *The Politics of Canadian Foreign Policy*. Kingston, ON: McGill-Queen’s University Press.

- *Please read only Chapter 1. Do not read the entire book (unless you really want to 😊).*

Sayle, Timothy Andrews, and Susan Colbourn. 2021. ‘*Canadians Will Be Glad to Know*’. *Policy Options*, 25 November 2021. <https://policyoptions.irpp.org/magazines/november-2021/access-to-information-act-is-a-shambles/>.

Jahn, Beate. 2023. *Liberalism Between Theory and Practice*. In *The Routledge Handbook of Historical International Relations*, edited by Benjamin de Carvalho, Julia Costa Lopez, and Halvard Leira, 59–70. Abingdon, Oxon ; New York, N.Y: Routledge.

Week 2 – January 17/18 – Undoing Our Assumptions and Seeing Ourselves

Smith, Heather A. 2017. 'Unlearning: A Messy and Complex Journey with Canadian Foreign Policy'. *International Journal: Canada's Journal of Global Policy Analysis* 72 (2): 203–16. <https://doi.org/10/ggh6k4>.

Midzain-Gobin, Liam, and Heather A. Smith. 2020. 'Debunking the Myth of Canada as a Non-Colonial Power'. *American Review of Canadian Studies* 50 (4): 479–97. <https://doi.org/10.1080/02722011.2020.1849329>.

Gorman, Dan. 2018. *Race, the Commonwealth, and the United Nations: From Imperialism to Internationalism in Canada*. In *Dominion of Race: Rethinking Canada's International History*, edited by Laura Makodoro, Francine McKenzie, and David Meren, 139–59. Vancouver, BC: University of British Columbia Press.

Week 3 – January 24/25 - Britain, the Commonwealth, and Empire

McKenzie, Francine. 2006. 'In the National Interest: Dominions' Support for Britain and the Commonwealth after the Second World War'. *The Journal of Imperial and Commonwealth History* 34 (4): 553–76. <https://doi.org/10.1080/03086530600991472>.

Manulak, Daniel. 2020. "'An African Representative": Canada, the Third World, and South African Apartheid, 1984–1990'. *The Journal of Imperial and Commonwealth History*, June, 1–32. <https://doi.org/10/gg94gm>

Vucetic, Srdjan. 2019. 'The Anglosphere beyond Security'. In *The Anglosphere: Continuity, Dissonance and Location*, edited by Ben Wellings and Andrew Mycock, First edition, 77–92. *Proceedings of the British Academy* 226. Oxford: Oxford University Press

Week 4 – January 31/February 1 – The United States and Beyond

Davis, Katie. 2020. 'Very Close Together: Balancing Canadian Interests on Atomic Energy Control, 1945–46'. In *The Nuclear North: Histories of Canada in the Atomic Age*, edited by Susan Colbourn and Timothy A. Sayle, 17–39. C. D. Howe Series in Canadian Political History. Vancouver Toronto: UBC Press.

“Situating Canada in a Changing World: Constructing a Modern and Prosperous Future” – Centre for International Governance Innovation (CIGI).

- We are going to read the section of this report called *Advancing Trade, Investment and Development*. This report section has two (short) parts on trade:
 - Meredith Lilly: *US Formation of New Geoeconomic Alliances: Canada's Shifting Relevance* <https://www.cigionline.org/articles/us-formation-of-new-geoeconomic-alliances-canadas-shifting-relevance/>
 - Jennifer Levin Bonder: *Building Confidence through Trade and the Start of Economic Summitry* <https://www.cigionline.org/articles/building-confidence-through-trade-and-the-start-of-economic-summitry/>

Nossal, Kim Richard. 2023. *Canada Alone: Navigating the Post-American World*. Toronto, Ontario: Dundurn Press.

- Please read Chapter 1 only. *Do not read the entire book (unless you really want to ☺)*.

Week 5 – February 7/8 – Foreign Policy Visions

Halloran, Mary, John Hilliker, and Greg Donaghy. 2015. 'The White Paper Impulse: Reviewing Foreign Policy under Trudeau and Clark'. *International Journal: Canada's Journal of Global Policy Analysis* 70 (2): 309–21. <https://doi.org/10/gpftbv>

Smith, Heather A. 1995. 'Seeking Certainty and Finding None: Reflections on the 1994 Canadian Foreign Policy Review'. *Canadian Foreign Policy Journal* 3 (1): 117–24. <https://doi.org/10.1080/11926422.1995.9673061>.

King, Hayden. 2017. 'The Erasure of Indigenous Thought in Foreign Policy'. *Open Canada*, 31 July 2017. <https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>.

Week 6 – February 14/15 – Leaders and Leadership

Bryden, Penny. 2020. 'Foreign Policy Advice in the Prime Minister's Office: Mackenzie King to Brian Mulroney'. *International Journal: Canada's Journal of Global Policy Analysis* 75 (4): 516–28. <https://doi.org/10.1177/0020702020976614>.

Bothwell, Robert. 2017. 'Pearson and Pearsonianism'. In *Mike's World: Lester B. Pearson and Canadian External Affairs*, edited by Asa McKercher and Galen Roger Perras, 27–47. Vancouver, BC: UBC Press.

Nossal, Kim Richard. 1995. 'The PM and the SSEA in Canada's Foreign Policy: Dividing the Territory, 1968–1994'. *International Journal: Canada's Journal of Global Policy Analysis* 50 (1): 189–208. <https://doi.org/10.1177/002070209505000109>.

February 21/22 - NO CLASS – Reading Week

Week 7 - February 28/29 – Diplomacy

Adler-Nissen, Rebecca. 2015. 'Just Greasing the Wheels? Mediating Difference or the Evasion of Power and Responsibility in Diplomacy'. *The Hague Journal of Diplomacy* 10 (1): 22–28. <https://doi.org/10/gmcpth>

Donaghy, Greg. 2009. 'DFAIT Marks Its Centennial'. *Canadian Parliamentary Review* 32 (4): 8–12.

Campbell-Miller, Jill, Greg Donaghy, and Stacey Barker, eds. 2021. *Breaking Barriers, Shaping Worlds: Canadian Women and the Search for Global Order*. Vancouver, BC: UBC Press.

- Please read the introduction and a chapter of your choice. Do not read the entire book (unless you really want to 😊).

Week 8 – March 6/7 – International Organizations

Chapnick, Adam. 2020. 'Canada's Campaign for a Seat on the United Nations Security Council: The Historical Context'. Canadian Global Affairs Institute, January 2020. https://www.cgai.ca/canadas_campaign_for_a_seat_on_the_united_nations_security_council_the_historical_context.

Black, David, and Greg Donaghy. 2010. 'Manifestations of Canadian Multilateralism'. *Canadian Foreign Policy Journal* 16 (2): 1–8. <https://doi.org/10.1080/11926422.2010.9687304>.

Vucetic, Srdjan, and Bojan Ramadanovic. 2020. 'Canada in the United Nations General Assembly from Trudeau to Trudeau'. *Canadian Journal of Political Science* 53 (1): 79–98. <https://doi.org/10.1017/S0008423919000507>.

Week 9 – March 13/14 – Canada and the Global South

Andrews, Nathan, and J. Andrew Grant, eds. 2020. *Corporate Social Responsibility and Canada's Role in Africa's Extractive Sectors*. Toronto: University of Toronto Press.

- Please read the introduction and a chapter of your choice. Do not read the entire book (unless you really want to 😊).

Webster, David. 2018. 'End of the Innocents: Engagement and Decolonization in the Global South since 1968'. Canadian Foreign Policy Journal 24 (3): 329–43. <https://doi.org/10/gpftbt>.

Touhey, Ryan. 2015. *Conflicting Visions: Canada and India in the Cold War World, 1946 - 76*. Vancouver Toronto: UBC Press.

- Please read only pages 1-24. Do not read the entire book (unless you really want to 😊).

Week 10 – March 20/21 – Civil Society and the Politics of Development

Macdonald, Laura. 2018. 'Canada Goes Global: Building Transnational Relations Between Canada and the World, 1968–2017'. Canadian Foreign Policy Journal 24 (3): 358–71.

Tiessen, Rebecca, and Krystal Carrier. 2015. 'The Erasure of "Gender" in Canadian Foreign Policy under the Harper Conservatives: The Significance of the Discursive Shift from "Gender Equality" to "Equality between Women and Men"'. Canadian Foreign Policy Journal 21 (2): 95–111. <https://doi.org/10.1080/11926422.2014.977310>.

Smith, Heather, and Tari Ajadi. 2020. 'Canada's Feminist Foreign Policy and Human Security Compared'. International Journal: Canada's Journal of Global Policy Analysis 75 (3): 367–82. <https://doi.org/10/ghn4dc>

Week 11 – March 27/28 – The 21st Century

Vucetic, Srdjan. 2017. 'A Nation of Feminist Arms Dealers? Canada and Military Exports'. International Journal: Canada's Journal of Global Policy Analysis 72 (4): 503–19. <https://doi.org/10.1177/0020702017740156>

McKercher, Asa, and Leah Sarson. 2016. 'Dollars and Sense? The Harper Government, Economic Diplomacy, and Canadian Foreign Policy'. International Journal: Canada's Journal of Global Policy Analysis 71 (3): 351–70. <https://doi.org/10.1177/0020702016662794>.

Narine, Shaun. 2023. 'How Canada's Indo-Pacific Strategy Conflicts with ASEAN's Outlook on the Indo-Pacific'. International Journal: Canada's Journal of Global Policy Analysis 78 (1–2): 172–92. <https://doi.org/10.1177/00207020231175876>.

Week 12 – April 3/4 – The Future of Diplomacy in Canada

Future of Diplomacy: Transforming Global Affairs Canada – Discussion Paper (June 2023)'. 2023. Global Affairs Canada. <https://www.international.gc.ca/transparency-transparence/future-diplomacy-avenir-diplomatique/06-2023-discussion-paper-document-travail.aspx?lang=eng>.

STANDING SENATE COMMITTEE ON FOREIGN AFFAIRS AND INTERNATIONAL TRADE. 2023. *Report of the Senate Standing Committee on Foreign Affairs and International Trade: More Than a Vocation: Canada's Need for a 21st Century Foreign Service*'. The Senate of Canada. <https://sencanada.ca/en/info-page/parl-44-1/aefa-canadian-foreign-service/>.

Land Acknowledgement

Let us acknowledge that Queen's University occupies traditional Anishinaabe and Haudenosaunee territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities are tied to the land and continue to develop in relationship to the territory and its other inhabitants today. Indigenous communities in Kingston/Katarokwi continue to reflect the area's Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and First Peoples from other Nations across Turtle Island present here today. To read more about the history of the land, see the [Queen's Encyclopedia](#) and to learn more about land acknowledgements, see the [Office of Indigenous Initiatives](#).

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect, and systemic discrimination exists within our institutional structures, policies, and practices and in our community. These take many forms and work to differentially advantage and disadvantage persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith, and socioeconomic status, among other examples. In this class I will work to promote an anti-discriminatory, anti-racist and accountable environment where everyone feels welcome. Every member of this class is asked to show respect for every other member.

Building a Classroom Community

University is a place to share, question, and challenge ideas. Each student brings a different set of lived experiences. You can help to create a safer, more respectful classroom community for learners by following these guidelines:

- Make a personal commitment to learn about, understand, and support your peers.
- Assume the best of others and expect the best of them.
- Recognize and value the experiences, abilities, and knowledge each person brings to the course.
- Acknowledge the impact of oppression on other people's lives and make sure your words and tone are respectful and inclusive.
- Encourage others to develop and share their ideas.
- Pay close attention to what your peers say/write before you respond. Think through and re-read what you have written before you post online or send your comments to others.
- Be open to having your ideas challenged and challenge others with the intent of facilitating growth.
- Look for opportunities to agree with one another, building on and intentionally referencing peers' thoughts and ideas; disagree with ideas without making personal attacks, demeaning, or embarrassing others.

Fostering Accessibility

All of us have a shared responsibility for fostering accessibility and promoting meaningful inclusion of those with disabilities. The [Accessibility Hub](#) at Queen's University's Human Rights & Equity Office offer a host of [tutorials](#) that provide us all with practical tips for:

- creating accessible documents, e.g., to submit to your teaching team or share with peers in peer feedback activities/in a presentation,
- emails, e.g., while communicating with group members or your teaching team, and
- meeting practices (e.g., in tutorials/labs/seminars or virtual meetings).

Additional accessibility information will be shared on the first day of class and available through OnQ. As your instructor, I am personally committed to ensuring this course is accessible to all. I encourage you to talk to me at any point about accessibility issues – my door and inbox are open.

Name/Pronoun

If, for whatever reason, you wish to change how your name appears in onQ and/or on class lists, please follow these steps. You may also use this process to add your pronouns to the appearance of your name.

1. Log into SOLUS.
2. Click on Personal Information tab.
3. Click on the Names tab
4. Click on the Add New Name tab
5. Choose Preferred from the Name Type drop down menu
6. Enter the name you would like to appear in onQ and/or on class lists.
7. Click Save.

Please allow 24 to 48 hours for your name to be registered within the system. If you have further questions or concerns, please contact ITS at Queen's University.

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Accommodations for Disabilities

Queen's University is committed to working with students with disabilities to remove barriers to their academic goals. Queen's Student Accessibility Services (QSAS), students with disabilities, instructors, and faculty staff work together to provide and implement academic accommodations designed to allow students with disabilities equitable access to all course material (including in-class as well as exams). If you are a

student currently experiencing barriers to your academics due to disability related reasons, and you would like to understand whether academic accommodations could support the removal of those barriers, please visit the [QSAS website](#) to learn more about academic accommodations or start the registration process with QSAS by clicking **Access Ventus** button at [Ventus | Accessibility Services | Queen's \(queensu.ca\)](#)

VENTUS is an online portal that connects students, instructors, Queen's Student Accessibility Services, the Exam's Office and other support services in the process to request, assess, and implement academic accommodations.

To learn more go to: <https://www.queensu.ca/ventus-support/students/visual-guide-ventus-students>

Queen's Policy Statement on Academic Integrity

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge, and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Queen's students, faculty, administrators and staff therefore all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility and by the quality of courage. These values and qualities are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

The following statements from "The Fundamental Values of Academic Integrity" (2nd edition), developed by the International Center for Academic Integrity (ICAI), contextualize these values and qualities:

1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.
3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.
5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.
6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action -- standing up for them in the face of pressure and adversity — requires determination, commitment, and courage.

Students are responsible for familiarizing themselves with and adhering to the Senate [regulations](#) concerning academic integrity, along with [Faculty or School](#) specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Queen's [Student Academic Success Services](#) (SASS) offers a self-directed, online academic integrity module which we encourage all students to take which will help with:

- Understanding the nature of the academic integrity departure

- Understanding the expectations of and role of sources in scholarly writing
- Integrating sources into your writing (paraphrasing, quoting, summarizing)
- Understanding when and how to cite your sources
- Managing your time effectively to avoid the need for shortcuts

Taking effective notes to ensure accuracy of source material and correct attribution

Generative Artificial Intelligence (AI) Tools are NOT permitted.

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.

Original work, completed wholly by you, is expected to be submitted in this course. The use of an artificial intelligence tool like ChatGPT is not permitted.