



Queen's
UNIVERSITY

**Political
Studies**

POLS 496: Canada and the United Nations

Welcome! My name is Caroline and I am your instructor for POLS 496. Thank you for signing up and having an interest in this very fascinating (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, 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 496

Course title: Canada and the United Nations

Pre-requisites: (Level 4 or above and registration in a POLS Major, Joint Honours, or POPE Plan) and ([POLS 250/3.0 and POLS 350/3.0] or POLS 250/6.0*) and a (minimum GPA of 2.50 on all units in POLS).

Semester and year: Winter 2024

Number of credits: 3 Units

Learning hours: 120

Modality: On Campus

Class time and location: [REDACTED]

Classroom accessibility: Accessibility info for Sutherland Hall is [here](#).

Course Description

Since the major conferences of the Second World War, Canada has considered the United Nations to be central to its foreign policy. This course examines Canada's engagement with the UN system and its major organs from 1946 to the present, in the context of broader theories of multilateralism and Canada in the world. Drawing on both theory and policy, this course offers students the opportunity to engage with texts and seminar discussion, historical case studies, and experiential learning opportunities.

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. We will begin this course with some foundational theoretical work on the role that the United Nations plays in global politics. We will then move chronologically from the end of the Second World War to the present. We will examine the major issues on the agenda of the United Nations and Canada's relationship to and role within them. We will do so by discussing the assigned readings, examining archival material and primary source documents, and engaging in structured activities and workshops. Throughout this course, we will read the work of both historians and political scientists.

Communication

Feel free to call me Caroline in person and in email. When emailing me, please include the course code (POLS 496) 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. Understand major historical events and patterns of Canada's engagement with the United Nations.
2. Effectively use evidence and primary source material to understand and explain political events and trends.
3. Discuss major concepts, themes, and theories in Canadian foreign policy in relation to "real world" and "policy" issues in global politics
4. Construct and advance arguments about global politics using evidence and textual material.

Class Topics

We will cover a different topic each week. I have chosen to begin this course with thematic subjects to give us a good foundation and then move chronologically through the 20th and 21st century. Please do your best to complete each week's readings and prepared to engage with one another in discussion. In addition to regular seminar discussion, we will also do small workshops that support your success in the assignments of the course.

Week	Topic
1	Foundations of Multilateralism 1
2	Foundations of Multilateralism 2
3	San Francisco
4	The First Few Years
5	The 1950s
6	The 1960s
7	The 1970s
8	The 1980s
9	The 1990s
10	The Harper Era
11	The Trudeau Era
12	Reflections on the Future & Presentations

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	20%	Ongoing	In this class, you will be expected to engage with one another constructively and respectfully. 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 class starts on Thursdays.</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 1000 word paper <i>or</i> a 7 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>
Archive Paper	25%	<p>Friday, March 15th, 2023, 11:59 pm.</p> <p>This is due through OnQ at the end of Week 9.</p>	For this assignment, you will be asked to select a piece of archival material related to Canada and the United Nations. You will then write an essay (2500 words) that places the piece of material in historical context and analyses its significance. An additional assignment description with

			<p>prompt questions and guidance, as well as a rubric, is available via OnQ.</p> <p>This will be due at the end of the “historical” weeks (i.e. the end of the 20th century) ☺</p> <p>I will spend time early in the semester walking you through a workshop on archival material.</p>
Briefing Binder	25%	Thursday, April 4th before the start of class via OnQ.	<p>For this assignment, we will be building a binder together to send the Minister of Foreign Affairs of Canada to the annual meetings of the United Nations General Assembly (UNGA).</p> <p>As the instructor, I will take on the role of the Minister. I will provide a list of the events and committees that I will be attending at UNGA. Each one will have a different topic and require a briefing note. Each student will select one of the available topics and write the briefing note (2500 words). On the last day of class, each student will provide a short presentation on the content of their briefing note, with the goal of preparing the Minister for the event. When put together, all notes and presentations will simulate a real UNGA week. Each student will then get a copy of the full binder for their own professional purposes. Following the presentations, we will engage in reflection on the future of Canada and multilateralism.</p> <p>Early in the semester, I will provide guidance on how to write each briefing note and a table of contents for the binder. This guidance as well as a rubric will be available through OnQ. We will also do a check-in during class with one another to help strengthen the notes and support classmates.</p> <p>This assignment is worth 25% of your grade. 20% will come from the note itself and 5% will come from the presentation.</p>

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.

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 written 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 written 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 other two papers.

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
F0 (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 11 – Fundamentals of Multilateralism 1

Barnett, Michael, and Martha Finnemore. 1999. 'The Politics, Power, and Pathologies of International Organizations'. *International Organization* 53 (4): 699–732.

Ravndal, Ellen J. 2021. 'International Organisations in Historical Perspective'. In *The Routledge Handbook of Historical International Relations*, edited by Benjamin de Carvalho, Julia Costa Lopez, and Halvard Leira, 330–40. Abingdon, Oxon ; New York, N.Y: Routledge.

Black, David, and Greg Donaghy. 2010. 'Manifestations of Canadian Multilateralism'. *Canadian Foreign Policy Journal* 16 (2): 1–8. <https://doi.org/10/fsd2cx>.

Week 2 – January 18 – Fundamentals of Multilateralism 2

Jahn, Beate. 2018. 'Liberal Internationalism: Historical Trajectory and Current Prospects'. *International Affairs* 94 (1): 43–61. <https://doi.org/10/gcwwnw>.

Pouliot, Vincent. 2015. 'The Practice of Permanent Representation to International Organizations'. In *Diplomacy and the Making of World Politics*, edited by Ole Jacob Sending, Vincent Pouliot, and Iver B. Neumann, 80–108. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9781316162903.004>.

Tudor, Margot. 2023. *Blue Helmet Bureaucrats: United Nations Peacekeeping and the Reinvention of Colonialism, 1945-1971*. New York: Cambridge University Press.

- Please read just the introduction, though you can read more if you wish ☺

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 Madokoro, Francine McKenzie, and David Meren, 139–59. Vancouver, BC: University of British Columbia Press.

Week 3 – January 25 – San Francisco

'Documents of the United Nations Conference on International Organization, San Francisco, 1945'. 1945. New York, NY: United Nations Information Organizations. <https://digitallibrary.un.org/record/1300969?ln=en>

- This is a very lengthy and multi-volume document – you are not expected to read any of it in detail. I encourage you to simply look at the table of contents and scroll through to familiarize yourself with what it is. Find a small nugget of information that interests you and perhaps take a deeper look at it. Feel free to also chat with a librarian using the Dag Hammarskjöld Library chat function should you have questions. We will discuss some highlights of the documents in class.

McKenzie, Francine. 2023. *Rebuilding the Post-War Order: Peace, Security and the UN-System*. London: Bloomsbury Academic.

- Please read just the introduction for this week.

Mazower, Mark. 2009. *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations*. Princeton: Princeton University Press.

- Please read just the introduction.

Chapnick, Adam. 2005. *The Middle Power Project: Canada and the Founding of the United Nations*. Vancouver: UBC Press.

- Please read pages 1-7 and pages 115-148.

Week 4 – February 1 – The First Few Years

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.

Dunton, Caroline. 2020. ‘*Willing to Serve: Empire, Status, and Canadian Campaigns for the United Nations Security Council (1946–1947)*’. *International Journal: Canada’s Journal of Global Policy Analysis* 75 (4): 529–47. <https://doi.org/10/ghs8s3>.

Ewing, Cindy. 2022. ‘*“With a Minimum of Bitterness”: Decolonization, the Right to Self-Determination, and the Arab-Asian Group*’. *Journal of Global History* 17 (2): 254–71. <https://doi.org/10.1017/S1740022822000055>

McKenzie, Francine. 2023. *Rebuilding the Post-War Order: Peace, Security and the UN-System*. London: Bloomsbury Academic.

- Having read the introduction last week, please read chapters 1 and 2 this week.

Week 5 – February 8 – The 1950s

Kelly, Brendan. 2018. ‘*“Six Mois à Hanoi”: Marcel Cadieux, Canada, and the International Commission for Supervision and Control in Vietnam, 1954–5*’. *Canadian Historical Review* 99 (3): 394–427. <https://doi.org/10/gg8nvt>.

Carroll, Michael. 2017. ‘*Pragmatic Peacekeeping: The Pearson Years*’. In *Mike’s World: Lester B. Pearson and Canadian External Affairs*, edited by Asa McKercher and Galen Roger Perras, 48–69. Vancouver, BC: UBC Press.

Donaghy, Greg. 2016. ‘*The Politics of Accommodation: Canada, the Middle East, and the Suez Crisis, 1950–1956*’. *International Journal: Canada’s Journal of Global Policy Analysis* 71 (2): 313–27. <https://doi.org/10/gg94hf>.

Webster, David. 2011. ‘*Development Advisors in a Time of Cold War and Decolonization: The United Nations Technical Assistance Administration, 1950–59*’. *Journal of Global History* 6 (2): 249–72. <https://doi.org/10.1017/S1740022811000258>.

Week 6 – February 15 – The 1960s

Chapnick, Adam. 2017. ‘*Pearson and the United Nations: Tracking the Stoicism of a Frustrated Idealist*’. In *Mike’s World: Lester B. Pearson and Canadian External Affairs*, edited by Asa McKercher and Galen Roger Perras, 70–87. Vancouver, BC: UBC Press.

McKercher, Asa. 2014. ‘*The Centre Cannot Hold: Canada, Colonialism and the “Afro-Asian Bloc” at the United Nations, 1960–62*’. *The Journal of Imperial and Commonwealth History* 42 (2): 329–49. <https://doi.org/10.1080/03086534.2013.851870>.

Getachew, Adom. 2019. *Worldmaking after Empire: The Rise and Fall of Self-Determination*. Princeton, New Jersey: Princeton University Press.

- Please read only the introduction and Chapter 1, though you can read more if you wish ☺

O'Malley, Alanna. 2016. "What an Awful Body the UN Have Become!!" *Anglo-American–UN Relations during the Congo Crisis, February–December 1961*. *Journal of Transatlantic Studies* 14 (1): 26–46. <https://doi.org/10.1080/14794012.2015.1125164>.

Reading Week – February 22 – No Class

Week 7 – February 29 – The 1970s

Donaghy, Greg. 2019. *Pierre Trudeau and Canada's Pacific Tilt, 1945–1984*. *International Journal: Canada's Journal of Global Policy Analysis* 74 (1): 135–50. <https://doi.org/10/gpftbw>.

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>.

Edelstein, Verona. 1983. 'The United Nations: An Instrument of Canadian Foreign Policy'. In Mackenzie King to Philosopher King: Canadian Foreign Policy in the Modern Age, 157–72. University of Manitoba.

McKercher, Asa. 2018. 'Reason over Passion: Pierre Trudeau, Human Rights, and Canadian Foreign Policy'. *International Journal: Canada's Journal of Global Policy Analysis* 73 (1): 129–45. <https://doi.org/10/gdk36n>.

Week 8 – March 7 – The 1980s

Chapnick, Adam. 2019. *Canada on the United Nations Security Council: A Small Power on a Large Stage*. Vancouver, BC: University of British Columbia Press.

- Please read only chapter 8.

Chapnick, Adam. 2018. 'Reforming the United Nations Security Council, Canadian Style: The Trudeau Era and Beyond'. *Canadian Foreign Policy Journal* 24 (3): 260–72. <https://doi.org/10/gpftbp>.

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>.

Stanfield, Robert. 1980. 'Final Report of the Special Representative of the Government of Canada Respecting the Middle East and North Africa'. Special Representative of the Government of Canada and Ambassador-at-Large. <https://gac.canadiana.ca/view/ooe.b1845354/1>.

Week 9 – March 14 – The 1990s (and the early 2000s)

Malone, David M. 2000. 'Eyes on the Prize: The Quest for Nonpermanent Seats on the UN Security Council'. *Global Governance* 6 (1): 3–23.

Webster, David. 2020. *Challenge the Strong Wind. Canada and East Timor, 1975–99*. University of British Columbia Press.

- Please only read the introduction.

Donaghy, Greg. 2003. 'All God's Children: Lloyd Axworthy, Human Security and Canadian Foreign Policy, 1996–2000'. *Canadian Foreign Policy Journal* 10 (2): 39–58. <https://doi.org/10/bqm9hj>.

De Larrinaga, Miguel, and Claire Turenne Sjolander. 1998. '(Re)Presenting Landmines from Protector to Enemy: The Discursive Framing of a New Multilateralism'. *Canadian Foreign Policy Journal* 5 (3): 125–46. <https://doi.org/10.1080/11926422.1998.9673153>.

Week 10 – March 21 – The Harper Era

Wildeman, Jeremy. 2021. 'Assessing Canada's Foreign Policy Approach to the Palestinians and Israeli-Palestinian Peacebuilding, 1979–2019'. *Canadian Foreign Policy Journal* 27 (1): 62–80. <https://doi.org/10.1080/11926422.2020.1850488>

Petrasek, David, and Rebecca Tiessen. 2016. 'The Shaping of a Conservative Human Rights Policy in the Harper Era'. In *The Harper Era in Canadian Foreign Policy*, edited by Adam Chapnick and Christopher J. Kukuha, 181–94. Vancouver, BC: UBC Press.

Paris, Roland. 2014. 'Are Canadians Still Liberal Internationalists? Foreign Policy and Public Opinion in the Harper Era'. *International Journal: Canada's Journal of Global Policy Analysis* 69 (3): 274–307. <https://doi.org/10.1177/0020702014540282>.

Smith, Heather A. 2010. 'Choosing Not to See: Canada, Climate Change, and the Arctic'. *International Journal: Canada's Journal of Global Policy Analysis* 65 (4): 931–42. <https://doi.org/10.1177/002070201006500420>.

Week 11 – March 28 – The Trudeau Era

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>.

Charron, Andrea. 2018. 'Justin Trudeau and Canadian Foreign Policy'. In *Justin Trudeau's Quest for a United Nations Security Council Seat*, edited by Norman Hillmer and Philippe Lagassé, 247–60. Palgrave MacMillan. https://doi.org/10.1007/978-3-319-73860-4_13.

Chapnick, Adam. 2017. 'Canada's Functional Principle: 75 Years On'. *International Journal: Canada's Journal of Global Policy Analysis* 72 (2): 269–78. <https://doi.org/10/f99r7b>

A series of short pieces on UNDRIP (they really are short, I promise):

- Lightfoot, Sheryl, and David MacDonald. 2020. 'The UN as Both Foe and Friend to Indigenous Peoples and Self-Determination'. *E-International Relations*. 12 March 2020. <https://www.e-ir.info/2020/03/12/the-un-as-both-foe-and-friend-to-indigenous-peoples-and-self-determination/>.
- MacDonald, David. 2023. 'Indigenous Peoples and Self-Determination in Settler States'. In *The Routledge Handbook of Self-Determination and Secession*, by Peter Radan, Aleksandar Pavković, and Ryan D. Griffiths, 1st ed., 102–16. London: Routledge. <https://doi.org/10.4324/9781003036593-10>.
- Please look at this webpage: <https://www.justice.gc.ca/eng/declaration/legislation.html>

Week 12 – April 4 – Reflections on the Future & Presentations

[“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 *A Fractional and Uncertain International System*. This report section has two (short) parts.
 - *Canada in the World: The Multilateralist Tradition in Canadian Foreign Policy* by Brendan Kelly
 - *Canada's Multilateralism: A story of Growing Drift* by David M. Malone

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.