



Université d'Ottawa | University of Ottawa

École d'études politiques | School of Political Studies

Faculté des sciences sociales | Faculty of Social Sciences

HONOURS SEMINAR IN INTERNATIONAL RELATIONS AND GLOBAL POLITICS
POL 4330B

Adam Kochanski
Fall 2017

SYLLABUS

Class schedule: Tuesdays, 08:30-11:30
FSS 14001

Professor's office hours: Mondays, 16:30-17:30
Tuesdays, 11:30-12:30
FSS 7011

E-mail: akochanski@uottawa.ca

Any questions sent by email should receive a response within two business days or during the following class if taken place within the 48 hours following receipt of the email. Note that the professor reserves the right not to answer an email if the level of language used is inadequate.

On virtual campus: Yes

COURSE DESCRIPTION

For students completing an honours program. Advanced synthesis and critique of the main debates and analytical approaches in the field of international relations and global politics.

GENERAL COURSE OBJECTIVES

This seminar is designed to be the final capstone course for students completing an honours program in Political Science or International Studies and Modern Languages. It provides an advanced synthesis and critical examination of the main debates and analytical approaches in the field of international relations and global politics.

This is an advanced seminar that will challenge you to build on the knowledge you have already acquired about international relations and to push your grasp of the debates to a new and more sophisticated level. This seminar is intended to help prepare you for study at the graduate level.

This is a theoretically demanding course, focused on analysis of the key debates in IR theory, rather than particular policies and events. Following upon the introductory session and a first discussion on the state of the field, the seminar is divided into three sections:

- I. Concepts
- II. Order
- III. Issues

In each of these sections, we will assess the merits of different theories, approaches and paradigms on the basis of their contribution to knowledge. Each section will provide an overview of the “conventional” IR perspectives, as well as more “critical” ones. In order to connect these abstract debates to more concrete questions, the seminars have been organized around key concepts and problems, such as power, anarchy and institutions, rather than around the various theories. At the same time, one of the ongoing emphases of class discussion will be to link these various theoretical debates to more concrete contemporary issues, while preserving a focus on the theories that shape the study of IR.

TEACHING METHODS

This is a seminar, not a lecture course. Weekly discussions are structured around a series of compulsory readings and are led by the professor. These discussions are supplemented by student oral presentations. Oral participation is a fundamental component of the course. Seminar participants are expected to come prepared for each meeting in order to be able to contribute effectively to a critical and informed dialogue.

READINGS

A course reader with all of the required readings that are not available electronically is available for sale at RYTEC, 404 Dalhousie Street. Readings that are not in the course pack are available for download on the course’s Virtual Campus site and also through the university online library catalogue; these readings are identified with a § symbol in the course outline.

ASSESSMENT METHODS

Participation (20%)

Participation will be assessed on the basis of attendance and active and informed involvement in class discussions. You are expected to complete all the required readings before each class and to be an active participant in discussions on the weekly themes. You will be assessed on the quality of your comments. A quality contribution demonstrates familiarity with the course readings, a critical engagement with the course themes and respect for others’ opinions. Classes will regularly make use of roundtables in order to give each student an opportunity to raise a question or issue relating to the readings. This means having at least one or two questions about the readings ready for the beginning of every class. I will grade your participation for each seminar out of 10: 0 for non-attendance (you can miss one class without penalty); 5 for attendance; 6-7 for minimal participation; 7.5-10 for quality participation. Students who arrive late will have their participation grade reduced for that class.

Presentation (10%)

Once during the term, you will be asked to do an in-class presentation linking the themes raised in the course readings to a contemporary or a historical event. The presentation should be a maximum of ten minutes in length. Your task will be to quickly introduce your topic and use the majority of your time to link it with the theoretical discussion of that week. You can select a very specific event (e.g., the latest events in the Brexit saga or the Syrian conflict) or a broader one (e.g., the politics of global migration or US-Canada relations). The objective of the exercise is to make specific links between the event and the week’s topic and assigned readings.

Your presentation should:

- Provide a *brief* overview of the issue (do not get bogged down in detail).
- Show the role of this week’s concept in that specific issue – explain why it is important (do not try to summarize the article or articles – just focus on what is relevant for *your* issue).
- Link the issue or event to one or more of the *readings*. Discuss how the readings help to explain the issue and how the issue or event demonstrates the *strengths* and *weaknesses* of the readings.

Analytic Reflections (3 x 10% = 30%)

Over the course of the semester you will prepare three two-page single-spaced analytic reflections for the weeks of **September 19, October 17** and **November 14**. The first reflection paper will address the topic of “Knowledge.” The second paper will speak to the readings on “Anarchy” and “Governance.” The third, and last, paper will cover “Norms” and “Security.” The assignments must be submitted **at the beginning** of class or a penalty of 5% will be applied.

The first analytic reflection will address the following two questions: How do we know what we know in international relations? What are the political stakes of different answers to this question? For the other two papers, you should begin by identifying your own discussion question(s) that you will answer, which should speak to the themes and link the various readings. The papers should be structured as a short, but coherent essay, organized around a central argument. They should not simply summarize the readings, but should instead identify one or two key issues and critically analyze the readings through that lens. A critical analysis might, for example, examine the principal themes in the readings, determine how they would answer a discussion question, uncover their key assumptions and/or discuss their strengths and weaknesses.

Essay Outline (5%)

In order to start thinking early about the essay, you will be required to submit a one-page single-spaced outline specifying: the rationale, research question(s), argument, theoretical framework and implications. The outline is due at the beginning of class on **October 31**.

Essay (30%)

This paper, 20-22 pages double-spaced plus a bibliography, will allow you to examine a current issue in global politics (e.g., arms control, climate change, foreign aid, humanitarian intervention, international criminal justice, multilateralism, peace building, etc.). The basic idea of the essay is to provide you with an opportunity to explore a topic of interest in more depth using one of the IR theories that we covered during the course. The essay is due by **December 8** at 5:00 p.m.

Components of Final Mark

Evaluation format	Weight	Date
Participation	20 %	
Presentation	10 %	
Analytic Reflections (3)	30 % (3 x 10 %)	September 19 October 17 November 14
Essay Outline	5 %	October 31
Essay	35 %	December 8

NOTE: All written assignments must be typed in Times New Roman 12 point font with one-inch margins all around.

HOW TO READ AND PREPARE FOR THIS COURSE

This is a challenging, reading-intensive seminar course.

Please come prepared to discuss each reading in class. As a guide, ask yourself the following questions when you have finished each reading:

1. I understand the argument of the author to be the following... How does the author support his or her conclusions?
2. The following are the key concepts and terms that I noticed were in the reading... Are any of these unclear?
3. Has this article introduced new ideas or made me think differently about a particular topic?
4. Do I agree or disagree with the argument? Why or why not?
5. What additional questions does the argument or information raise?
6. How does this reading relate to other assigned readings and concepts discussed in class?
7. What are the implications of the author's argument in relation to other authors, concepts, theories and/or methods?

POLICY ON LANGUAGE QUALITY AND LATE SUBMISSIONS

Class attendance is necessary to successfully complete this course.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid. You will be penalized up to 15%, to the professor's discretion.

Late submissions are not tolerated. Exceptions are made only for illness or other serious situations deemed as such by the professor. *There will be a penalty for late submissions.* University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate. In case of an illness or related complications, only the counseling service and University of Ottawa Health Services (located at 100 Marie-Curie) may issue valid certificates to justify a delay or an absence.

Each day of late submission will result in a penalty of 5% (weekends not excluded). This also applies to assignments submitted by e-mail, and, in this case, the time that the e-mail was received will be counted as the time of submission of the document.

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For further reading on this topic, please visit: <http://www.uOttawa.ca/sexual-violence-support-and-prevention>

COURSE OUTLINE

(§ available for download on Virtual Campus
or online through uOttawa online library catalogue)

Introduction to the field of IR

September 12: Introduction to the seminar

No readings assigned.

I. Concepts

September 19: Knowledge

Required:

Ole Wæver, "The Rise and Fall of the Inter-paradigm Debate," in *International Theory: Positivism and Beyond*, eds. Steve Smith, Ken Booth and Marysia Zalewski (Cambridge: University Press, 1996).

Martin Hollis and Steve Smith, "Explaining," in *Explaining and Understanding International Relations*, eds. Martin Hollis and Steve Smith (Oxford: Oxford University Press, 1990).

§Steve Smith, "Singing our World into Existence: International Relations Theory and September 11," *International Studies Quarterly* 48(3) (2004): 499-515.

§Ole Wæver, "The Sociology of a Not So International Discipline: American and European Developments in International Relations," *International Organization* 52(4) (1998): 687-727.

Recommended:

§Peter J. Katzenstein, Robert O. Keohane and Stephen D. Krasner, "International Organization and the Study of World Politics," *International Organization* 52(4) (1998): 645-685.

§Jeffrey A. Frieden and David A. Lake, "International Relations as a Social Science: Rigor and Relevance," *Annals of the American Academy of Political and Social Science* 600(1) (2005): 136-156

§Stanley Hoffman, "An American Social Science: International Relations," *Daedalus* 106(3) (1977): 41-60.

§Hedley Bull, "International Theory: The Case for a Classical Approach," *World Politics* 18(3) (1966): 361-377.

§Morton Kaplan, "The New Great Debate: Traditionalism vs. Science in International Relations," *World Politics* 19(1) (1966): 1-20.

Brian C. Schmidt, "On the History and Historiography of International Relations", in *Handbook of International Relations*, eds. Walter Carlsnaes, Thomas Risse and Beth A. Simmons (Thousand Oaks, CA: SAGE Publications, 2003).

§V. Spike Peterson, "Transgressing Boundaries: Theories of Knowledge, Gender and International Relations," *Millennium* 21(2) (1992): 183-206.

§Arlene Tickner, "Seeing IR Differently: Notes from the Third World," *Millennium* 32(2) (2003): 295-324.

§Yosef Lapid, "The Third Debate: On the Prospects of International Theory in a Post-Positivist Era," *International Studies Quarterly* 33(3) (1989): 235-254.

§Tim Dunne, Lene Hansen and Colin Wight, "The end of International Relations theory?" *European Journal of International Relations* 19(3) (2013): 405-425.

September 26: Power

Required:

§Brian C. Schmidt, "Competing Realist Conceptions of Power," *Millennium* 33(3) (2005): 523-549.

§Michael Barnett and Raymond Duvall, "Power in International Politics," *International Organization* 59(1) (2005): 39-75.

§Robert W. Cox, "Gramsci, Hegemony and International Relations: An Essay in Method." *Millennium* 12(2) (1983): 162-175.

Recommended:

Hans Morgenthau, *Politics Among Nations: The Struggle for Power and Peace* (New York: McGraw-Hill, 1993), pp. 3-16; 29-41.

§David A. Baldwin, "Interdependence and Power: A Conceptual Analysis," *International Organization* 34(4) (1980): 471-506.

§Stefano Guzzini, "Structural Power: The Limits of Neorealist Power Analysis", *International Organization* 47, 3 (1993), pp. 443-78.

Cynthia Enloe, *The Curious Feminist: Searching for Women in a New Age of Empire* (Berkeley, CA: University of California Press, 2004).

Joseph S. Nye, Jr., *Soft Power: The Means to Success in World Politics* (New York: Public Affairs, 2004).

II. Order

October 3: Sovereignty

Required:

Kenneth N. Waltz, "Political Structures," in *Neorealism and Its Critics*, ed. Robert O. Keohane (New York: Columbia University Press, 1986).

§John Gerard Ruggie, "Territoriality and beyond: Problematizing Modernity in International Relations," *International Organization* 47(1) (1993): 139-174.

§Stephen D. Krasner, "Abiding Sovereignty," *International Political Science Review* 22(3) (2001): 229-251.

§Jordan Branch, "Mapping the Sovereign State: Technology, Authority, and Systemic Change," *International Organization* 65(1) (2011): 1-36.

Recommended:

§John Agnew, "The Territorial Trap: The Geographical Assumptions of International Relations Theory," *Review of International Political Economy* 1(1) (1994): 53-80.

§Rita Abrahamsen and Michael Williams, "Security Beyond the State: Global Security Assemblages in International Politics," *International Political Sociology* 3(1) (2009): 1-17.

§Cynthia Weber, "Reconsidering Statehood: Examining the Sovereignty/Intervention Boundary," *Review of International Studies* 18(3) (1992): 199-216.

§Arjun Chowdhury and Raymond Duvall, "Sovereignty and sovereign power," *International Theory* 6(2) (2014): 191-223.

Roxanne Doty, "Sovereignty and the Nation: Constructing the Boundaries of National Identity," in *State Sovereignty as Social Construct*, eds. Thomas J. Biersteker and Cynthia Weber (New York: Cambridge University Press, 1996).

Jens Bartelson, *The Critique of the State* (New York: Cambridge University Press, 2001), Chapter 1.

October 10: Anarchy or Hierarchy?

Required:

Kenneth N. Waltz, "Anarchic Orders and Balances of Power," in *Neorealism and Its Critics*, ed. Robert O. Keohane (New York: Columbia University Press, 1986).

§Alexander Wendt, "Anarchy is What States Make of It: The Social Construction of Power Politics," *International Organization* 46(2) (1992): 391-425.

§Janice Bially Mattern and Ayşe Zarakol, "Hierarchies in World Politics," *International Organization* 70(3) (2016): 623-654.

Recommended:

Hedley Bull, *The Anarchical Society: A Study of Order in World Politics* (New York: Columbia University Press, 1966).

Helen Milner, "The Assumption of Anarchy in International Relations Theory: A Critique," in *Neorealism and Neoliberalism: The Contemporary Debate*, ed. David A. Baldwin (New York: Columbia University Press, 1993).

§David A. Lake, "Hobbesian Hierarchy: The Political Economy of Political Organization," *Annual Review of Political Science* 12(1) (2009): 263-283.

§Jack Donnelly, "The Elements of the Structures of International Systems," *International Organization* 66(4) (2012): 609-643.

§Richard Ashley, "Untying the Sovereign State: A Double Reading of the Anarchy Problématique," *Millennium* 17(2) (1988): 227-262.

October 17: Governance

Required:

§Thomas G. Weiss and Rorden Wilkinson, "Rethinking Global Governance? Complexity, Authority, Power, Change," *International Studies Quarterly* 58(1) (2014): 207-215.

§Michael Barnett and Martha Finnemore, "The Politics, Power, and Pathologies of International Organizations," *International Organization* 54(4) (1999): 699-732.

§Ole Jacob Sending and Iver B. Neumann, "Governance to Governmentality: Analyzing NGOs, States, and Power," *International Studies Quarterly* 50(3) (2006): 651-672.

Recommended:

§Friedrich Kratochwil and John Gerard Ruggie, "International Organization: A State of the Art on an Art of the State," *International Organization* 40(4) (1986): 753-775.

§Robert W. Cox, "Multilateralism and world order" *Review of International Studies* 18(2) (1992): 161-180.

§Peter M. Haas, "Introduction: Epistemic Communities and International Policy Coordination," *International Organization* 46(1) (1992): 1-35.

§Deborah D. Avant, Martha Finnemore and Susan K. Sell, "Who governs the globe?" in *Who Governs the Globe?* eds. Deborah D. Avant, Martha Finnemore and Susan K. Sell (New York: Cambridge University Press, 2010).

§Klaus Dingwerth and Philipp Pattberg, "Global Governance as a Perspective on World Politics," *Global Governance* 12(2) (2006): 185-203.

October 24: Reading Week

October 31: Institutions

Required:

- §John J. Mearsheimer, "The False Promise of International Institutions," *International Security* 19(3) (1994/95): 5-49.
- §Robert O. Keohane and Lisa L. Martin, "The Promise of Institutional Theory," *International Security* 20(1) (1995): 39-51.
- §John Duffield, "What Are International Institutions?" *International Studies Review* 9(1) (2007): 1-22.

Recommended:

- Robert O. Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton, NJ: Princeton University Press, 1984), Chapter 6.
- §John Gerard Ruggie, "Multilateralism: The Anatomy of an Institution," *International Organization* 46(3) (1992): 561-98.
- §Alastair Iain Johnston, "Treating International Institutions as Social Environments," *International Studies Quarterly* 45(4) (2001): 487-515.
- §Kenneth W. Abbott, Philipp Genschel, Duncan Snidal and Bernhard Zangl, "Orchestration: global governance through intermediaries," in *International Organizations as Orchestrators*, eds. Kenneth W. Abbott, Philipp Genschel, Duncan Snidal and Bernhard Zangl (New York: Cambridge University Press, 2015).
- §Nicholas Onuf, "Institutions, intentions and international relations," *Review of International Studies* 28(2) (2002): 211-228.

November 7: Norms and Ideas

Required:

- §Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," *International Organization* 52(4) (1998): 887-917.
- §Amitav Acharya, "How Ideas Spread: Whose Norms Matter? Norm Localization and Institutional Change in Asian Regionalism," *International Organization* 58(2) (2004): 239-275.
- §Lisbeth Zimmermann, "Same Same or Different? Norm Diffusion Between Resistance, Compliance, and Localization in Post-conflict States," *International Studies Perspectives* 17(1) (2016): 98-115.

Recommended:

- Margaret E. Keck and Kathryn Sikkink, *Advocacy Networks in International Politics* (Ithaca, NY: Cornell University Press, 1998), Chapter 1.
- Richard Price and Nina Tannenwald, "Norms and Deterrence: The Nuclear and Chemical Weapons Taboos," in *The Culture of National Security: Norms and Identity in World Politics*, ed. Peter J. Katzenstein (Ithaca, NY: Cornell University Press, 1996).
- §Joshua William Busby, "Bono Made Jesse Helms Cry: Jubilee 2000, Debt Relief, and Moral Action in International Politics," *International Studies Quarterly* 51(2) (2007): 247-275.
- §R. Charli Carpenter, "Vetting the Advocacy Agenda: Network Centrality and the Paradox of Weapons Norms," *International Organization* 65(1) (2011): 69-102.
- §Adam Bower, "Norms Without the Great Powers: International Law, Nested Social Structures, and the Ban on Antipersonnel Mines," *International Studies Review* 17(3) (2015): 347-373.
- §Charlotte Epstein, "The postcolonial perspective: an introduction," *International Theory* 6(2) (2014): 294-311.

III. Issues

November 14: (Critical) Security

Required:

§David Baldwin, "The Concept of Security," *Review of International Studies* 23(1) (1997): 5-26.

§Robert Jervis, "Cooperation under the Security Dilemma," *World Politics* 30(2) (1978): 167-214.

Ole Wæver, "Securitization and Desecuritization," in *On Security*, ed. Ronnie D. Lipschutz (New York: Columbia University Press, 1995), Chapter 3.

§Carol Cohn, "Sex and Death in the Rational World of Defense Intellectuals," *Signs: Journal of Women in Culture and Society* 12(4) (1987): 687-718.

Recommended:

§John J. Mearsheimer, "Back to the Future: Instability in Europe After the Cold War," *International Security* 15(1) (1990): 5-56.

Steve Smith, "The Contested Concept of Security," in *Critical Security Studies and World Politics*, ed. Ken Booth (Boulder, CO: Lynne Rienner, 2005), Chapter 2.

David Campbell, *Writing Security: United States Foreign Policy and the Politics of Identity* (Minneapolis, MN: University of Minnesota Press, 1998), Chapter 6.

§Tarak Barkawi and Mark Laffey, "The Postcolonial Moment in Security Studies," *Review of International Studies* 32(2) (2006): 329-352.

§Miguel de Larrinaga and Mark B. Salter, "Cold CASE: A manifesto for Canadian critical security studies," *Critical Security Studies* 2(1) (2014): 1-19.

Roland Paris, "Human Security: Paradigm Shift or Hot Air?" *International Security* 26(2) (2001): 87-102.

November 21: Peacebuilding and Postconflict Reconstruction

Required:

§Séverine Autesserre, "Hobbes and the Congo: Frames, Local Violence, and International Intervention," *International Organization* 63(2) (2009): 249-280.

§Oliver P. Richmond, "A post-liberal peace: Eirenism and the everyday," *Review of International Studies* 35(3) (2009): 557-580.

§Roland Paris, "Saving liberal peacebuilding," *Review of International Studies* 36(2) (2010): 337-365.

Recommended:

Roland Paris, *At War's End: Building Peace after Civil Conflict* (New York: Cambridge University Press, 2004).

§Michael Barnett, "Building a Republican Peace: Stabilizing States after War," *International Security* 30(4) (2006): 35-58.

§Séverine Autesserre, "International Peacebuilding and Local Success: Assumptions and Effectiveness," *International Studies Review* 19(1) (2017): 114-132.

Adam Moore, *Peacebuilding in Practice: Local Experience in Two Bosnian Towns* (Ithaca, NY: Cornell University Press, 2013).

§Laura J. Shepherd, "Constructing civil society: Gender, power and legitimacy in United Nations peacebuilding discourse," *European Journal of International Relations* 21(4) (2015): 887-910.

November 28: Postcolonialism

Required:

§Sanjay Seth, "Postcolonial Theory and the Critique of International Relations," *Millennium* 40(1): 167-183.

Himadeep Muppidi, *The Politics of the Global* (Minneapolis, MN: University of Minnesota Press, 2004), Chapters 1-2.

§Ilan Kapoor, "Capitalism, Culture, Agency: Dependency versus Postcolonial Theory," *Third World Quarterly* 23(4) (2002): 647-664.

Recommended:

Edward Said, *Orientalism* (New York: Vintage Books, 1979), "Introduction" and Chapter 1 ("The Scope of Orientalism").

Timothy Mitchell, *Rule of Experts: Egypt, Techno-Politics, Modernity* (Berkeley, CA: University of California Press, 2002), Chapter 7.

§Philip Darby, "Pursuing the Political: A Postcolonial Rethinking of Relations International," *Millennium* 33, 1 (2004), pp. 1-32.

§Sankaran Krishna, "The Importance of Being Ironic: A Postcolonial View of International Relations Theory," *Alternatives* 18, 3 (1993), pp. 385-417.

§Arif Dirlik, "The Postcolonial Aura: Third World Criticism in the Age of Global Capitalism," *Critical Inquiry* 20(2) (1994): 328-356.

James Ferguson, *The Anti-Politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho* (Minneapolis, MN: University of Minnesota Press, 1994).

§Mark Laffey and Jutta Weldes, "Decolonizing the Cuban Missile Crisis," *International Studies Quarterly* 52(3) (2008): 555-577.

December 5: Globalization and Development

Required:

§Stephen D. Krasner, "Globalization and Sovereignty", in *States and Sovereignty in the Global Economy*, eds. David A. Smith, Dorothy J. Solinger and Steven C. Topik (New York: Routledge, 1999).

§Frederick Cooper, "What Is the Concept of Globalization Good for? An African Historian's Perspective," *African Affairs* 100(399) (2001): 189-213.

§Jens Bartelson, "Three Concepts of Globalization," *International Sociology* 15 (2) (2000): 180-196.

Recommended:

§Arturo Escobar, "Beyond the Third World: Imperial Globality, Global Coloniality and Anti-Globalisation Social Movements," *Third World Quarterly* 25(1) (2004): 207-230.

§Jan Nederveen Pieterse, "The development of development theory: towards critical globalism," *Review of International Political Economy* 3 (1996), pp. 541-564

§John Gerard Ruggie, "International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order," *International Organization* 36(2) (1982): 379-415.

Robert W. Cox, *Production, Power, and World Order: Social Forces in the Making of History* (New York: Columbia University Press, 1987), Chapter 7.

§Mohammed Ayoob, "Inequality and Theorizing in International Relations: The Case for Subaltern Realism," *International Studies Review* 4(3) (2002): 27-48.

Resources for you -

<http://www.socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>

FACULTY MENTORING CENTRE - <http://socialsciences.uottawa.ca/mentoring>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

ACADEMIC WRITING HELP CENTRE - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- **Master the written language of your choice**
- **Expand your critical thinking abilities**
- **Develop your argumentation skills**
- **Learn what the expectations are for academic writing**

CAREER SERVICES - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

COUNSELLING SERVICE - <http://sass.uottawa.ca/en/counselling>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

ACCESS SERVICE - <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service:

- in person at the University Centre, Room 339
- online at <http://www.sass.uottawa.ca/access/registration/>
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven (7) business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

STUDENT RESOURCES CENTRES - <http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the University's Web site on *Student Life and Academic Resources* at the following address:

<http://www.socialsciences.uottawa.ca/undergraduate/student-life-academic-resources>

Within that, students should consult the "*Writing and Style Guide for University Papers and Assignments*" found at: <http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student's Guide to Academic Integrity*:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

and Academic Integrity Website (Office of the Vice-President Academic and Provost)

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>