

**GINS 1000B
Global History**

Lectures: Tuesdays 3:35-5:25 pm
Tutorials: see below for times and locations

Instructor:

Professor James Casteel

Office 3308 Richcraft Hall (the building formerly known as “The River Building”)

Office Phone: 613-520-2600 ext. 1934 (if no answer, send me an email rather than leaving a message).

Email: james.casteel@carleton.ca (best way to contact me)

Office Hours: Tuesdays, 1:00-2:00 pm

Teaching Assistant(s):

- Dylan Corbett, email: DylanCorbett3@cmail.carleton.ca
- Delena Grakist, email: delenagrakist@cmail.carleton.ca

Tutorials	Day, Time	First/Last Tutorial Meeting	Location	Teaching Assistant
B1	Wednesdays, 10:35-11:25 am	January 17 / April 3	Loeb Building D199B	Dylan Corbett
B2	Tuesdays, 2:35-3:25 pm	January 16/April 2	Loeb Building D199B	Dylan Corbett
B3	Tuesdays, 10:35-11:25 am	January 16/April 2	Loeb Building D199B	Delena Grakist

Course Description:

What is global history? This course provides an introduction to global history with a focus on the period from ca. 1450 to the present. It is intended to provide global historical literacy as one of the foundations of your Bachelor in Global and International Studies degree. This course will pay particular attention to exploring the cultural, social, political and economic aspects of the emergence of a globally interconnected world. How did a global system of exchange and encounter come into being? How did the international system develop from a world of empires to a world of nation-states? How have global interconnections and global divisions of labor transformed societies, impacting social categories such as gender, class, and race? How have people at different historical moments negotiated living in a globally interconnected world, whether through strategies of accommodation or resistance? What are the legacies of these transformations and how do past patterns of hegemony inform issues and conflicts faced by our globally interconnected world today?

In addition to developing global historical literacy and an understanding of key processes and events that have transformed societies around the world, this course will also introduce you to

research and analytical skills of an historian. What kinds of questions do historians ask? How do these questions differ from other disciplines or approaches in global and international studies? Particular attention will be given to key historical research skills including critical analysis of primary sources and engagement with arguments in the secondary literature, skills that can be applied in other courses and in your own research papers.

Learning Outcomes:

- Upon successful completion of the course, you will be able to demonstrate global historical literacy needed to engage in global and international studies, regardless of your particular specialization.
- You will be familiar with some of the different types of questions and scholarly approaches that historians bring to global and international studies.
- You will learn how to critically analyze primary sources and engage with scholarly arguments in the secondary literature in global history, valuable skills in critical analysis and evaluating evidence that will serve you well in future course work and in your professional life.
- You will have gained practice in academic research skills and conventions that will aid you as you progress in your degree program (taking notes and listening to lectures, posing research questions, finding materials using library catalogues and databases, compiling bibliographies, taking notes on sources, formatting and citing literature properly, writing academic essays).
- In class discussions, you will hone your public speaking skills and your ability to present arguments, interpretations, and opinions that are supported by evidence.

COURSE REQUIREMENTS AND GRADING SCHEME:

Assignment	Percentage of Final Mark	Due Date	Description (more detail on assignments in Brightspace)
Attendance and Participation	15%	every class meeting	Includes regularly attendance of lectures and tutorials and participation in tutorial sessions.
2 Primary Source Analysis Papers	18% (9% for each paper)	#1 Due Week 3, Friday, January 26, 4:00 pm #2 Due Week 5 Friday, February 9 4:00 pm	Two primary source analysis papers (each 2 pages, approximately 500 words) of one of the primary source assigned readings.
Secondary Source Analysis	12%	Due Week 8 Friday, March 8. 4:00 pm	3 page (ca. 750 words) analysis of a secondary source from the assigned readings.
Research Essay	30%	Due Week 12, Friday, April 5 (Week 12)	8 page (2000 words) research essay on a topic in Global History.
Final Exam	25%	TBA - Final exam period April 13-April 25, 2024.	Final exam will consist of essay questions or identifications or a combination thereof.

Preclusions

Students registered in this course must be enrolled in a Bachelor of Global and International Studies (BGInS) degree program. This is a required core course for all BGInS students.

Attendance and Participation:

The course consists of a lecture once a week and a tutorial section once a week. Students are expected to attend class on a regular basis and to come to class having prepared the assigned readings. Tutorial sections will largely focus on discussion of **primary source documents** for each week, contextualizing them with the textbook and secondary readings. Students should come to tutorial having read and prepared their own observations about the readings.

Primary Source Analysis Papers:

Students must submit two primary source analysis papers, 2 pages each (500 words), in which they analyze one of the assigned primary sources for the tutorial sessions. The first is due Week 3 and the second is due Week 5 (see above or Brightspace for deadlines more details). The aim of this assignment is to help you develop your skills at critically analyzing primary source material, engaging in close reading and contextualization. This assignment is based on assigned primary source material and does not require additional research.

Secondary Source Analysis Paper:

The secondary source analysis paper is based on assigned secondary source course readings and does not require additional research. The paper should be 3 pages (750 words). The assignment is due at the end of Week 8 (see above). Detailed assignment instructions will be made available on Brightspace.

Research Essay:

This 8 page paper will ask you to choose from a list of research questions about global history and to engage in your own research to answer the question. This assignment allows you to apply and further develop skills you learned in the Primary and Secondary Source Assignments. This assignment does require additional research, so be sure to plan ahead. See instructions on Brightspace for details.

Final Examination:

The final exam will be based on the course readings, tutorial discussions, and lectures. Details will be discussed in class. The final exam will be cumulative. The Final Exam time and location will be determined by examination services.

SUBMISSION OF ASSIGNMENTS AND LATE PENALTIES

Assignment Submission:

Assignments should be submitted online on Brightspace.

Late Penalties:

- You are strongly encouraged to plan ahead, manage your time, and submit your work by deadlines indicated above.
- That being said, your professor recognizes that students often are juggling many family, school, work, extracurricular, volunteer, and other obligations. To allow for such situations, I have instituted a **three-day grace period** for late assignments. If an assignment is

submitted within the three-day grace period, **no late penalties will be applied**. This means that if you are submitting within the three-day grace period, there is no need to write to your professor with an excuse, explanation, extension request, self-declaration form, etc. If it is within 3 days, just submit the assignment, and it will be accepted and marked.

- After the three-day grace period, a penalty of **5 point deduction per day late (not including the 3 days) will apply** (i.e. Day 4 = -5 points, Day 5 = -10 points, Day 6 = -15 points, Day 7 = -20 points).
- Assignments submitted **more than seven days late will not be accepted** and a mark of **zero** will be entered.
- If you have serious medical or other equivalent circumstance that prevents your submission of the assignment more than three days after the initial due date, please contact the Professor **as soon as possible and ideally no more than 3 days** after the original deadline to request an extension. Teaching assistants may not grant extensions or exemptions from late penalties. Such requests are only granted by the professor. Please see also the university policy on academic consideration for medical or other extenuating circumstances discussed below.

REQUIRED READINGS:

Required texts available for purchase:

Assigned **textbooks** are available for purchase at the Carleton University Campus Bookstore as physical textbooks or as e-books (<https://carleton.ca/campus-services/the-bookstore/>); 173 Nideyinàn (University Centre). The books can also be purchased via the publisher's website or other sources.

- James Carter and Richard Warren, *Forging the Modern World. A History. Third Edition*. Oxford: Oxford University Press, 2023 (the 3rd edition has expanded and substantially reorganized materials in the last five chapters, so please use this edition and not earlier editions).
- James Carter and Richard Warren, *Sources for Forging the Modern World, Second Edition*. Oxford University Press, 2018 (Required, but see note below before purchasing, as you may already have access to this material via purchase of the main textbook).

Both the main textbook and the sourcebook are required course materials. Please note that the sources contained in the *Sources for Forging the Modern World* (2nd ed.) are exactly the same as the ones included at the end of each chapter in the enhanced e-book version of the main textbook *Forging the Modern World*, 3rd Edition. The sources are **not** included in the print version of the main textbook, but students who purchase a new copy of the textbook are able to access the sources via Oxford Learning Link (https://learninglink.oup.com/access/carter-warren3e-student-resources#tag_enhanced-e-book) online with the **access code** included in your textbook.

Required Texts available via Brightspace:

The remaining **required** readings will be made available via **Brightspace** (with links to readings on the Library Course Reserves system Ares). These readings will be marked with **Brightspace** on the course outline. To access some of these resources, you may be asked to login into Carleton's Ares Library system with your Carleton login credentials.

Recommended Text:

It is recommended (but not required) that students purchase a research and writing guide, which can be used as a reference throughout your university career, especially if doing a degree in the humanities or social sciences. These resources explain many of the basic questions (how to properly cite sources, how to format an essay, etc.) One of the best available is:

- * Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth edition. Chicago: University of Chicago Press, 2018 (ca. \$22.32 on chapters.indigo.ca or amazon.ca also available as an e-book). The Carleton University Library also has copies.

HOW TO READ FOR THIS COURSE:

The required readings include a textbook, secondary sources (scholarly interpretations and evaluations of the event based on the analysis of primary sources), and primary sources (i.e. documents, diaries, memoirs, and other sources from participants in global history). These different types of texts require different reading skills.

Textbook

The survey textbook *Forging the Modern World* provides you with the larger context and details about particular significant events and processes in global history. Read it with an eye towards getting the “big picture” and to help contextualize other primary and secondary readings. The textbook is also useful for pointing out controversies and debates among historians, details on key events, glosses on key terms and people, etc. It also has an index, which can be useful when searching for key terms or information on specific people or events.

Primary Sources and Documents:

The primary sources included in the *Sources for Forging the Modern World* or in the enhanced e-book of *Forging the Modern World* are documents produced by people in the past that provides traces of the past and evidence with which historians can work. These should be read as one would any other historical source. Who created it and for what reason or aim? What does the source tell us about the specifics of the time, place, and social context in which the creator of the source lived? What is the source's broader significance for our understanding of global and international history?

Secondary Sources:

The secondary sources are scholarly articles or book chapters written by scholars in the field and generally draw on extensive primary source research. Read these with the following questions in mind: What research question is the author attempting to answer? What is the author's argument? How does the author support the argument? What evidence or source base does the author draw on? Does the author's argument support or challenge other arguments that you have found in the readings? What position is the author taking in important scholarly debates or controversies?

COURSE SCHEDULE AND READING LIST:

- Note: The instructor may make changes to the readings. Please check Brightspace for each session for updates or your email.

Week 1 Tuesday, Jan 9, 2024

Introduction

- Carter & Warren, *Forging*, “Introduction: Forging the Modern World,” 1-16 (Textbook).
- Peter Stearns, “Why Study History? (1998)” American Historical Association website [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-\(1998\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)) (Brightspace)

Recommended:

- Sebastian Conrad, “Introduction,” *What is Global History?* (Princeton: Princeton UP, 2016), 1-16 (Brightspace).

Part 1 – Connecting the World

Week 2 Tuesday, Jan 16, 2024

Many Worlds

- Carter & Warren, *Forging*, Chapter 1 “A World Connected,” 17-48. (Textbook).

Primary Sources:

- *Sources for Forging the Modern World* 1.1, 1.2, 1.4

***** Tutorials begin this week *****

Week 3 Tuesday, Jan 23, 2024

New World Encounters and Exchanges

- Nathan Nunn and Nancy Qian, “The Columbian Exchange: A History of Disease, Food, and Ideas,” *The Journal of Economic Perspectives* 24, no. 2 (Spring 2010), 163-188 (Brightspace)
- Carter & Warren, *Forging*, Chapter 2 “The New Global Interface,” 49-76 (Textbook)

Primary Sources:

- *Sources for Forging the Modern World* 2.1, 2.2, 2.3, 2.5, 2.6.

***** Primary Source Analysis Paper #1 is DUE Friday, January 26 at 4:00 pm *****

Week 4 Tuesday, Jan 30, 2024

Early Modern Empires and Religions

- Conrad, Sebastian. “Enlightenment in Global History: A Historiographical Critique.” *The American Historical Review* 117, no. 4 (October 1, 2012): 999–1027 (Brightspace).
- Carter & Warren, *Forging*, Chapter 3, “The Paradoxes of Early Modern Empire,” 77-100 (Textbook)

Primary Sources:

- *Sources for Forging the Modern World*: 3.1, 3.2, 3.3, 3.4, 3.5

Part 2 – An Emerging Modern World

Week 5 Tuesday, February 6, 2024

Global Commerce and Interconnections

- Dennis O. Flynn and Arturo Giráldez, “Born with a “Silver Spoon”: The Origin of World Trade in 1571,” *Journal of World History*, 6:2 (1995), 201-221. (Brightspace)
- Carter & Warren, *Forging*, Chapter 4, “Production and Consumption in the First Global Economy,” 101-128 (Brightspace).

Primary Sources:

- Sources for *Forging the Modern World*: 4.1, 4.2, 4.4, 4.6
- Bonnie G. Smith, ed., *Modern Empires: A Reader* (New York: Oxford UP, 2018), chapter 3, source 8, 111-113 (Brightspace).

***** Primary Source Analysis Paper #2 is DUE Friday, February 9 at 4:00 pm *****

Week 6 Tuesday, February 13, 2024

Colonialism, Reforms, and Revolutions

- Jane Burbank and Frederick Cooper, “The Empire Effect,” *Public Culture* 24, no. 2 (2012): 239-247.(Brightspace)
- Carter & Warren, *Forging*, Chapter 5 “Global War and Imperial Reform,” 129-156 and Chapter 6 “A New Order for the Ages,” 157-186.

Primary Sources:

- Sources: 6.1, 6.2, 6.3, 6.4, 6.5, 6.7

***** Winter Break/Reading Week, February 19-23, 2024 -- Happy Reading! *****

Week 7 Tuesday, February 27, 2024

Industry, Labor, and Empire

- Bonnie Smith, “Industrialization and Work in a Global Society, 1800-1914” in *Women in World History: 1450 to the Present* (London: Bloomsbury, 2019), 159-181 (Brightspace).
- Carter & Warren, *Forging*, Chapter 7, “The Engines of Industrialization,” 187-214. (Textbook)

Primary Sources:

- Sources 7.1, 7.2, 7.4, 8.1, 8.4

Part 3 – Globalization and Imperial Tensions

Week 8 Tuesday, March 5, 2024

Nationalism and Internationalism

- Andrew Zimmerman, “A German Alabama in Africa: The Tuskegee Expedition to German Togo and the Transnational Origins of West African Cotton Growers,” *The American Historical Review* 110, no. 5 (2005): 1362-1398 (Brightspace)
- Carter & Warren, *Forging*, Chapter 8 “Modernity Organized,” 215-244.

Primary Sources:

- Sources 6.6, 8.2, 8.3, 8.5, 8.6

***** Secondary Source Analysis Paper is DUE Friday, March 9 at 4:00 pm *****

Week 9 Tuesday, March 12, 2024

Globalization, Imperialism, and the First World War

- Robert Gerwarth and Erez Manela, “The Great War as a Global War: Imperial Conflict and the Reconfiguration of World Order, 1911–1923,” *Diplomatic History* 38, no. 4 (2014): 786-800 (Brightspace).
- Carter & Warren, *Forging* Chapter 9 “Globalization and Its Discontents,” 245-278.

Primary Sources:

- Sources: 9.1, 9.2, 9.4, 9.5, 9.6, 9.7

Week 10 Tuesday, March 19, 2024

Conflicting Global Ideologies and the Second World War

- Hedinger, Daniel. “The Imperial Nexus: The Second World War and the Axis in Global Perspective.” *Journal of Global History* 12, no. 2 (July 2017): 184–205 (Brightspace)
- Carter & Warren, *Forging*, Chapter 10 “Total War and Mass Society,” 279-310, and Chapter 11 “The Ongoing Crisis of Global Order,” 311-330 (stop at “Empires in the Shadow of Global War”).

Primary Sources:

- Sources: 10.2, 10.4, 10.5, 10.6, 10.7, 11.1
- Bonnie G. Smith, ed., *Modern Empires: A Reader* (New York: Oxford UP, 2018), chapter 9, documents 4, 5, 8, and 9, pp. 274-276, 279-282 (Brightspace).

Part 4 – Global Interdependence in the Contemporary World

Week 11 Tuesday, March 26, 2024

Cold War and Decolonization

- James Mark and Tobias Rupperecht, “The Socialist World in Global History: From Absentee to Victim to Co-Producer” in *The Practice of Global History: European Perspectives*, ed. Matthias Middell (London: Bloomsbury, 2019), 81-101 (Brightspace).
- Carter & Warren, *Forging*, Chapter 11, 330-339 (start at “Empires in the Shadow of Global War”; Chapter 12, “Hot Wars, Cold Wars, and Liberation Movements,” 341-370.

Primary Sources:

- Sources: 12.1, 12.2, 12.3, 12.4, 12.5,
- Bonnie G. Smith, ed., *Modern Empires: A Reader* (New York: Oxford UP, 2018), chapter 11, document 9 & 12 and chapter 12, document 5, pp. 334-336, 340-342, 352-354 (Brightspace).

**** Last Week for Tutorials ****

Week 12 Tuesday, April 2, 2024

Globalization and Human Rights

- Eric Weitz, “Nation-States and Human Rights: the Twenty-First Century and Beyond,” in *A World Divided: The Global Struggle for Human Rights in the Age of Nation-States* (Princeton: Princeton UP, 2019), 404-430 (Brightspace).
- Carter & Warren, *Forging*, Chapter 13, “The Many Worlds of the Twenty-First Century,” 371-400, “Epilogue,” 401-404.

Primary Sources:

- Sources: 13.1, 13.2, 13.3, 13.5, 13.6

***** Research Essay is DUE Friday April 5 *****

Week 13 Tuesday, April 9, 2024 Conclusion / Final Exam Review Session

STATEMENT ON STUDENT MENTAL HEALTH

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please see: <https://carleton.ca/wellness/>

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows (see also (<https://students.carleton.ca/course-outline/>):

Academic consideration for medical or other extenuating circumstances:

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. Please note that if submitting within the instructor's 3 day grace period, no additional information is required. Students requesting extensions beyond the 3-day grace period or more serious issues may be requested to submit a [Self-Declaration for Academic Considerations form](#).

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy obligation:

write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

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

Academic Accommodations for Students with Disabilities:

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

ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

PLAGIARISM AND ACADEMIC INTEGRITY

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks (this includes text generated by AI tools or websites).

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

Use of Artificial Intelligence Tools in Written Assignments:

You are strongly advised **not** to use artificial intelligence tools such as ChatGPT in the preparation of any of your assignments for this course. Why? AI is a tool, and it can be a useful tool in some situations, and you will likely have opportunities in life where you may need to use it. However, a key aim of this course is for you to develop your critical thinking, interpretative, and writing skills. You can only develop those skills if you do your *own* critical thinking, interpretation, and writing.

If you ignore this advice, and do choose to use AI in the preparation of your work, please note the following:

-Students are **prohibited from using using artificial intelligence tools to compose any of their written assignments for this course (including drafts and the final version). Any assignment found to consist substantially of content generated by AI will receive an automatic zero and no opportunity to rewrite will be allowed.** By submitting written work in this course, you are agreeing that **you** are the author, not any third party (including AI). Submitting AI generated papers is **also** a violation of the university's academic integrity policy and will be referred to the appropriate dean for investigation and potential penalties.

-You **may** use AI for assistance in research, brainstorming, or outlining. However, if you do use AI in your work, you need to include a footnote in your paper acknowledging the prompts that were used and a brief explanation of how and why you used the AI for your assignment.

-any text produced by an AI that is used in a paper (as a direction quotation or paraphrasing text produced by an AI) **must be properly cited** (with direction quotations from AI placed in quotation marks to make clear where your text ends and the AI's text begins and including a footnote with a reference to the AI and the prompts that were used).

-Please note that AI is **NOT A RELIABLE SOURCE** of information. Most AIs are trained based on internet data that is often inaccurate and unreliable and often contains implicit biases. In many cases when AI does not 'know' the answer, it will make up information that is just plain wrong. This makes it a **highly unreliable source** for the writing of history essays. **In evaluating your essay, the quality and appropriateness of your source material will be assessed.**

-Students suspected of using AI in their work in a manner that violates this policy may be asked to provide the instructor with their research notes and drafts of their essay. They may also be asked to meet with the instructor to discuss the assignment and the research materials consulted.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: All course assignments should be submitted via the Brightspace page for the course. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	1 2 - p o i n t scale	Percentage	Letter grade	1 2 - p o i n t scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and Brightspace accounts.

Official Course Outline: The course outline posted to the Brightspace page for the course is the official course outline.