



## Ethics and Globalization GINS 2000A

Fall 2021

Lectures: TUES & THURS **Time:** 10:35 - 11:25

Instructor: Dr. Sean Burges

Office: Email for telephone/zoom appointment

Email: [sean.burges@carleton.ca](mailto:sean.burges@carleton.ca)

**Put "GINS2000" in the subject of emails**

Office Hours:

By remote means due to Covid restrictions; email for an appointment

### Prerequisite

Second year standing in BGInS

### Tutorials & TAs

	<b>Day/time</b>
A01	Mondays 14:35-15:25
A02	Tuesdays 09:35-10:25
A03	Fridays 10:35-11:25
A04	Wednesdays 14:35-15:25

Catherine Littlefield	<a href="mailto:catherinelittlefield@cmail.carleton.ca">catherinelittlefield@cmail.carleton.ca</a>
Luce Theriault	<a href="mailto:lucetheriault@cmail.carleton.ca">lucetheriault@cmail.carleton.ca</a>
Rosalind Ward	<a href="mailto:rosalindward@cmail.carleton.ca">rosalindward@cmail.carleton.ca</a>

### Course Overview

What is the right thing to do? How ought we live? This course will explore global issues (development, justice, war, migration, peace, climate change,) from the perspective of Global Ethics. We will analyze theories and theorists that have attempted to provide guidance regarding how we might answer these ethical challenges. This course will prepare you to navigate difficult global challenges while being able to critically assess diverse positions and articulate your own.

### Learning Outcomes

- Understand what Global Ethics are and how they relate to contemporary issues
- Explain the key ideas of ethical traditions and their leading theorists
- Apply ethical approaches to contemporary global issues
- Examine contemporary debates and identify ethical theories in them
- Critically assess diverse positions and articulate your own

### **Structure**

The course will consist of a combination of online lectures and online tutorial groups. There will be two lectures per week, booked into your calendar for Tuesdays and Thursdays from 10:35-11:25. While these lectures will be delivered as recorded modules and can be viewed at any time once they are posted, it is recommended that you use the set lecture slots for viewing them as a device for maintaining structure and rhythm in your studies. Tutorials will take place through 'live' online tutorials and will be held once a week per the topic schedule below.

Ethics is a class that is ideally taught in an interactive manner, which creates some challenges in the current COVID-19 environment. While the optimal approach would be to run the lectures as interactive sessions, this is not logistically feasible with the current technology. Rather than relying on face-to-face interaction for the lecture component, a series of 'loops' will be set up where findings from the tutorials are reported back to the course director, who in turn will report back to the wider class and use these findings as the basis for starting ongoing dialogues through a mobile platform, most likely a WhatsApp discussion group restricted to class members.

In order to facilitate an active approach to learning in the tutorials the course will make use of case studies and simulations that will not only require your active involvement during the class, but prior preparation and planning as individuals and as groups. The results of these tutorial sessions will be reported back to the course instructor by the tutors and used to guide a reflective component of the lecture program. Further details on the tasks for specific tutorials will be posted on the course Brightspace page.

Ethics is ideally a highly interactive subject. Completing the "Reflective TO Exercises" in the course textbook before class and tutorials will help prepare you to engage in the conversations. Tutorials will be held once per week, led by your respective TA. The exercises in the tutorials will not work if you do not do the necessary preparatory work.

### **Course Support**

The instructor and the TAs are eager to help you with any questions, challenges and problems you encounter with the course. Due to COVID-19 face-to-face office hours are currently ill advised and so consultations will be by zoom or phone. Office hours are recorded on the course outline in order to give you a planning slot for making appointments. If you are unavailable at these times, contact the course instructor or your tutor to make alternate arrangements. It is highly recommended that you take advantage of these supports that are available to you. Do recognize that there are many students in this course, and that your instructor and TA have other responsibilities. We will do our best to reply promptly, but do not expect an instant reply.

NOTE: The instructor and the TAs will not be available for 48 hours before assignment due dates. Emails sent during these time periods will not be responded to. Emails will not be answered on Saturday or Sunday.

## Required Readings

The course textbook is:

- Kimberly Hutchings (2018) Global Ethics: An Introduction, (Polity Press).

It is available through multiple sources, including the University Bookstore, Haven Books, and various online retailers. Look and you may find competitively priced used copies

The course tutorials are built around a series of case studies.

The case for **week four** has to be purchased from Harvard through the supplied link:

Harvard Kennedy School, “An Inspired Model... Or a Misguided One? Oprah Winfrey’s Dream School for Impoverished South African Girls,”

<https://case.hks.harvard.edu/an-inspired-model-or-a-misguided-one-oprah-winfreys-dream-school-for-impoverished-south-african-girls/>

The ‘Truth and Reconciliation Commission’ is a brand new product that is being developed per input from last year’s classes as this outline is released. I will post the case study direct to the course Brightspace page.

The rest of the case are contained in the case study package from Georgetown University’s Institute for the Study of Diplomacy. A negotiated package rate for the case studies has been negotiated with Georgetown and can be accessed through this link:

<https://isd-georgetown-university.myshopify.com/products/carleton-university-gins2000b-globalization-and-ethics>

Please purchase the case studies. Neither Georgetown nor Harvard is making a profit on this venture. All funds that come in are being reinvested in expanding their case study libraries.

Readings in this class present challenging, complex issues. Understanding the content often requires grappling with the ways in which our own choices are connected to the violence inflicted upon others. The readings presented in this course are only the beginning – the issues are much deeper and opinions about them much more diverse. The objective of the readings is to present some positions about the challenges encountered. I hope that you find the reading informative, interesting and thought-provoking. Your instructor and TA are more than willing to point you toward additional reading material, if you are interested to seek out additional reading material on any of the topics presented in the course.

## Evaluation

All assignments are to be submitted electronically through the course Brightspace page. Late assignments will incur a penalty of 5% per day or portion thereof.

Assignments will not be graded if they are more than ten days overdue.

The tutors do not have the authority to grant extensions; only the course instructor can grant an extension and this will only be done under exceptional, documented circumstances.

Planning the use of your time and meeting known advance deadlines is a crucial professional skill to develop at university.

Assessment of the course has been structured to encourage a sustained process of engagement and discussion. Rather than relying on traditional exams and essays, the course requires completion of a series of practice-oriented written assignments. Chief amongst these is the 'briefing memorandum', a style of writing that is central to the policy process as well as work in other related fields such as business and media. Completion of the briefing memorandum will allow you to reflect upon the chosen issues and demonstrate fluency in your understanding of course material while simultaneously developing a key applied skill for your professional life. The assignment has been structured so that you can 'specialize' on subcomponents within this survey course. Detailed terms of reference and guidance documents on writing a briefing memorandum will be posted on the course Brightspace page. The briefing memos are approximately 1,000 words in length (three pages in total -- two pages single spaced with a one page cover).

The examination essay will require you to apply the theories and lessons of the course to answer one of a set of questions set in the context of a specific documentary, the details of which will be announced in class and posted on the course Brightspace page. The essay will be due at the end of the final examination period.

The written word is a fundamental aspect of social sciences and public policy, which are the areas in which the approach to this course fits. A central part of your assessment will consequently be the effectiveness of your skill as a written communicator. You should consequently ensure that you give yourself plenty of time to engage in proofreading and revision of your prose. Ideas and principles for honing your writing will be posted on the course Brightspace.

Course assignments	Percent of final grade
Tutorial Participation	10%
Briefing Memorandum 1 (Based on Weeks;), October, 4, 2021	20%
Briefing Memorandum 2 (Based on Week;), November 1, 2021	20%
Briefing Memorandum 3 (Based on Week;), November 26, 2021	20%
Documentary Movie Examination Essay; noon, December 23, 2021	30%

Specific terms of reference for the individual assignments will be posted on the course Brightspace page. All assignments must be submitted through the course Brightspace portal in MSWord or .rtf format.

Tutorial attendance and participation are mandatory. If you must miss a tutorial, advance notice must be provided to your TA. Additional detail is provided regarding academic accommodations below the weekly course reading schedule. A high participation grade (in the 'A' range) will reflect a well-informed, thoughtful and respectful student engagement, throughout the majority of tutorial sessions.

### **Diversity, Inclusion, Empathy, and Mutual Respect**

This course is meant to be a safe environment in which to challenge you and confront you with positions and ideas that may be uncomfortable. Pushing your boundaries in a safe, inclusive, and empathetic manner is an essential part of the process of scholarly exploration and the cross-cultural study at the heart of the BGIInS degree. As part of this process we will at times discuss subjects and positions on issues that may well be outmoded and at times abhorrent, seeking to understand why brought them about and the socio-cultural changes that allowed them to be overcome. It is only by studying the logic of these arguments and their purported ethical foundations that we can individually and collectively work towards a society of diversity and inclusion; ignoring these views will not make them go away.

A central skill to develop within this course is consequently that of empathy, which is to develop an understanding of another's position or experience. This is not the same thing as accepting or adopting a problematic outlook or position as your own. Neither is it the same thing as assuming the identity and/or voice of another. The classrooms and tutorials are in a sense a laboratory where we can unpack and explore different views, positions, and lived realities in a safe environment where listening carefully and respectfully questioning, discussing, and even hypothetically arguing opposing views brings us toward enlightenment about our own respective strengths and weaknesses, the nature of the structures in which we exist, and the different levels and styles of agency for different groups within these structures. By using the theories of ethics studied in this course you will be able to incisively interrogate the underlying logic for particular positions. You will also find that what is ethical under one framework may not be so under another. To borrow a phrase from 'The Client' played by Werner Herzog in *The Mandalorian*, "ethics is a complicated business."

I am committed to fostering an environment for learning that is inclusive for everyone regardless of gender identity, gender expression, sex, sexual orientation, race, ethnicity, ability, age, class, political orientation, etc. All students in the class, the instructor, the teaching assistants, and any guests should be treated with respect during all interactions. It is my hope that our class will support diversity of experience, thought, and perspective. Additionally, I recognize that much of the research that has been conducted to inform the course content is subjective because it has been created and conducted through a particular point of view – this is an introductory survey course and is heavily grounded in thought from Western Europe and North America. It is therefore possible that some course content will contain research findings where limited definitions or measures were used to inform our knowledge on this topic. I will strive to highlight these issues and promote critical thought about the subjective nature of past research and its implications on our understanding of the topic.

Please feel free to contact me via email, anonymously, or in person to let me know about any experiences you have had related to this class that have made you feel uncomfortable. I will continually strive to create inclusive learning environments and would therefore appreciate your support and feedback. If you would prefer to talk to someone other than myself, please feel free to contact our Program Direct, Dr Neil Gerlach (Neil.Gerlach@carleton.ca). Additionally, I welcome emails or in-person communications to let me know your preferred name or pronoun.

**Course Lecture and Tutorial Schedule**

Week of		Topics	Coursework
1	Sep 6	Introduction to Global Ethics	Lectures: <ul style="list-style-type: none"> <li>Hutchings Chapter 1</li> </ul>
2	Sep 13	Talking Ethics & Ethical theories	Lectures: <ul style="list-style-type: none"> <li>Hutchings Chapters 2 &amp; 3</li> </ul> Tutorial: <ul style="list-style-type: none"> <li>Organizational meeting, reflective exercises</li> </ul>
3	Sep 20	Ethics of Poverty and Development	Lectures; <ul style="list-style-type: none"> <li>Hutchings Chapter 4</li> <li>Hyden, Goran. "After the Paris Declaration: Taking on the issue of power." <i>Development policy review</i> 26.3 (2008): 259-274.</li> </ul> Tutorial: <ul style="list-style-type: none"> <li>Discussion of reflective exercises from Hutchings. See Brightspace for specific details.</li> </ul>
4	Sep 27	Ethics of War	Lectures: <ul style="list-style-type: none"> <li>Hutchings Chapter 6</li> <li>Shima D Keene (2015), "Lethal and Legal? The Ethics of Drone Strikes," (Strategic Studies Institute and U.S. Army War College Press): <a href="https://www.hsdl.org/?view&amp;did=789199">https://www.hsdl.org/?view&amp;did=789199</a></li> </ul> Tutorial: <ul style="list-style-type: none"> <li>Case Study: Harvard Kennedy School, "An Inspired Model... Or a Misguided One? Oprah Winfrey's Dream School for Impoverished South African Girls," <a href="https://case.hks.harvard.edu/an-inspired-model-or-a-misguided-one-oprah-winfreys-dream-school-for-impoverished-south-african-girls/">https://case.hks.harvard.edu/an-inspired-model-or-a-misguided-one-oprah-winfreys-dream-school-for-impoverished-south-african-girls/</a></li> </ul>

5	Oct 4	Ethics of Peace and Intervention  Briefing Note #1 Due Oct 4, 2021	Lectures: <ul style="list-style-type: none"> <li>Hutchings Chapter 7</li> <li>Thakur, Ramesh, and Thomas G. Weiss. "R2P: from idea to norm-and action." <i>Global Resp. Protect</i> 1 (2009).</li> </ul> Tutorial: <ul style="list-style-type: none"> <li>Richard L. Russell (2000), "ISD Case 263: American Military Retaliation for Terrorism: Judging the Merits of the 1998 Cruise Missile Strikes in Afghanistan and Sudan," (Washington, DC: Georgetown University Institute for the Study of Diplomacy). <a href="#">Georgetown case study pack</a></li> </ul>
6	Oct 11	Ethics and Information	Lectures <ul style="list-style-type: none"> <li>Martin, K. E. (2015) Ethical Issues in the Big Data Industry. <i>MIS Quarterly Executive</i> 14(2): 67-85.</li> </ul> AND <ul style="list-style-type: none"> <li>Beskow, Laura M. "Lessons from HeLa cells: the ethics and policy of biospecimens." <i>Annual review of genomics and human genetics</i> 17 (2016): <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5072843/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5072843/</a></li> </ul> Tutorial: Case Study: <ul style="list-style-type: none"> <li>John A. Ausink (1997), "Watershed in Rwanda: The Evolution of President Clinton's Humanitarian Intervention Policy," (Washington, DC: Georgetown University Institute for the Study of Diplomacy). <a href="#">Georgetown case study pack</a></li> </ul>
7	Oct 18	Corporate Ethics and Corruption	Lectures <ul style="list-style-type: none"> <li>Donaldson, Thomas. "The language of international corporate ethics." <i>Business Ethics: Japan and the Global Economy</i>. Springer, Dordrecht, 1993. 115-131.</li> </ul> AND <ul style="list-style-type: none"> <li>Asgary, Nader, and Mark C. Mitschow. "Toward a model for international business ethics." <i>Journal of Business Ethics</i> 36.3 (2002): 239-246.</li> </ul> Tutorial: Case Study: <ul style="list-style-type: none"> <li>Landon, Amanda J., "Bioprospecting and Biopiracy in Latin America: The Case of Maca in Perú" (2007). <i>Nebraska Anthropologist</i>. 32. <a href="https://digitalcommons.unl.edu/nebanthro/32">https://digitalcommons.unl.edu/nebanthro/32</a></li> </ul>
8	Oct 25		<b>READING WEEK</b>

9	Nov 1	<p>Ethics and Human Rights</p> <p>Briefing Note #2 due November 1, 2021</p>	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• Christian Reus-Smit, ‘Human Rights and the Social Construction of Sovereignty’, <i>Review of International Studies</i>, 2001, 27, 519-538.</li> <li>• Eric Blumenson (2020). “How Are Human Rights Universal?” Carr Centre for Human Righthst Policy Discussion Paper Series: <a href="https://carrcenter.hks.harvard.edu/files/cchr/files/06_blumenson_4.pdf?m=1606238536">https://carrcenter.hks.harvard.edu/files/cchr/files/06_blumenson_4.pdf?m=1606238536</a></li> </ul> <p>Tutorial:</p> <p>Case Study:</p> <ul style="list-style-type: none"> <li>• Bronwen Manby, “ISD Case 267 “Shell in Nigeria: Corporate Social Responsibility and the Ogoni Crisis.” (Washington, DC: Georgetown University Institute for the Study of Diplomacy). <a href="#">Georgetown case study pack</a></li> </ul>
10	Nov 8	<p>Ethics, Truth, and Reconciliation</p>	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• Hutchings Chapter 5</li> <li>• Leebaw, Bronwyn. "Legitimation or judgment? South Africa's restorative approach to transitional justice." <i>Polity</i> 36.1 (2003): 23-51.</li> </ul> <p>Tutorial:</p> <p>Case Study:</p> <ul style="list-style-type: none"> <li>• Farer, Tom, “ISD Case 165 Human Rights and Foreign Policy: What the Kurds Learned (A Drama in One Act).” (Washington, DC: Georgetown University Institute for the Study of Diplomacy). <a href="#">Georgetown case study pack</a></li> </ul>
11	Nov 15	<p>Ethics and climate change</p>	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• Grubb, Michael. "Seeking fair weather: ethics and the international debate on climate change." <i>International Affairs</i> 71.3 (1995): 463-496.</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>• Gardiner, Stephen M. "A perfect moral storm: Climate change, intergenerational ethics and the problem of moral corruption." <i>Environmental values</i> 15.3 (2006): 397-413.</li> </ul> <p>Supplementary Reading</p> <ul style="list-style-type: none"> <li>• UNESCO “Declaration of Ethical Principles in relation to Climate Change”: <a href="https://en.unesco.org/themes/ethics-science-and-technology/ethical-principles">https://en.unesco.org/themes/ethics-science-and-technology/ethical-principles</a></li> <li>• Intergovernmental Panel on Climate Change (2021). <a href="#">Climate Change 2021: The Physical Science Basis: Summary for Policy Makers (WHO/UNEP)</a></li> </ul>

			<ul style="list-style-type: none"> <li>• Intergovernmental Panel on Climate Change (2021). <i>Climate Change 2021: The Physical Science Basis: Summary for Policy Makers</i> (WHO/UNEP): <a href="https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPC_AR6_WGI_SPM.pdf">https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPC_AR6_WGI_SPM.pdf</a></li> </ul> <p>Tutorial →→Part 1: Truth and Reconciliation Commission Role Playing Exercise →→Details to be posted on Brightspace page ←← [note: this part of an active pedagogical redevelopment exercise to update teaching materials on complex and difficult issues. Your active feedback is most welcome and builds on contributions from your colleagues last year]</p>
12	Nov 22	<p>Ethics and refugees</p> <p>Briefing Note #3 due November 26, 2021.</p>	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• Brown, Chris. "The only thinkable figure? Ethical and normative approaches to refugees in international relations." In Alexander Betts and Gil Loescher, eds., <i>Refugees in International relations</i>. (Oxford University Press, 2011): 151-168. AND</li> <li>• Gibney, Matthew J. "The ethics of refugees." <i>Philosophy Compass</i> 13.10 (2018): e12521.</li> </ul> <p>Materials supplementary to lecture case study:</p> <ul style="list-style-type: none"> <li>• Minns, John, Kieran Bradley, and Fabricio H. Chagas-Bastos. "Australia's refugee policy: not a model for the world." <i>International Studies</i> 55.1 (2018): 1-21. AND</li> <li>• Al Jazeera interview with Australian Immigration Minister Peter Dutton: <a href="https://www.youtube.com/watch?v=ccLeOilzR4Q">https://www.youtube.com/watch?v=ccLeOilzR4Q</a></li> </ul> <p>Tutorial →→Part 2: Truth and Reconciliation Commission Role Playing Exercise →→Details to be posted on Brightspace page ←← [note: this part of an active pedagogical redevelopment exercise to update teaching materials on complex and difficult issues. Your active feedback is most welcome and builds on contributions from your colleagues last year]</p>
13	Nov 28	Beyond Western Ethics	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• Charles Goodman (2017). "Ethics in Indian and Tibetan Buddhism," <i>Stanford Encyclopedia of Philosophy</i>: <a href="https://plato.stanford.edu/entries/ethics-indian-buddhism/">https://plato.stanford.edu/entries/ethics-indian-buddhism/</a> AND</li> <li>• David Wong (2018). "Chinese Ethics," <i>Stanford Encyclopedia of Philosophy</i>: <a href="https://plato.stanford.edu/entries/ethics-chinese/">https://plato.stanford.edu/entries/ethics-chinese/</a></li> </ul>

			<p><i>Supplementary Reading</i></p> <ul style="list-style-type: none"> <li>• Keown, Damien. <i>Buddhist ethics: A very short introduction</i>. (OUP Oxford, 2005). [Available online through Carleton Library]</li> <li>• Mark Csikszentmihalyi (2020). "Confucius," <i>Stanford Encyclopedia of Philosophy</i>: <a href="https://plato.stanford.edu/entries/confucius/">https://plato.stanford.edu/entries/confucius/</a></li> </ul> <p>Tutorial: →→Debrief and Reflection: Truth and Reconciliation Commission Role Playing Exercise →→Details to be posted on Brightspace page ←← [note: this part of an active pedagogical redevelopment exercise to update teaching materials on complex and difficult issues. Your active feedback is most welcome and builds on contributions from your colleagues last year]</p>
14	Dec 6	A Global Ethics?	<p>Lectures:</p> <ul style="list-style-type: none"> <li>• Graham, Mary. "Some thoughts about the philosophical underpinnings of Aboriginal worldviews." <i>Worldviews: Global Religions, Culture, and Ecology</i> 3.2 (1999): 105-118. [https://brill.com/view/journals/wo/3/2/article-p105_3.xml --- Accessible through University network/library/Ares]</li> <li>• Hutchings Chapter 8</li> </ul> <p>Tutorial:</p> <ul style="list-style-type: none"> <li>• Course debrief, reflection, task force report to the course professor →→Further details will be provided in class and on Brightspace</li> </ul>

**Academic Accommodations:** 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 613-5206608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** 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*). 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*).

**Accommodation for Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**Accommodation for Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**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 [carleton.ca/sexual-violencesupport](http://carleton.ca/sexual-violencesupport).

**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 must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the policy.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

**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:** Papers must be submitted in electronic format (MS Word format) through the course Brightspace page. Late assignments will incur a penalty of 5% per day or portion thereof. Assignments will not be graded if they are more than ten days overdue. The tutors do not have the authority to grant extensions; only the course instructor can grant an extension and this will only be done under exceptional, documented circumstances. The final exam essay is 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	12-point scale	Percentage	Letter grade	12-point 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 grades:** If you wish to appeal the grade given to your assignment by your tutor, you must submit a letter to the instructor clearly outlining why you feel the grade should be changed. The assignment will be remarked by the instructor, which carries the possibility that the grade may go down if the tutor is judged to have been too lenient. Final 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 BGINs 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 BGINs website is the official course outline.