

**Course:** GINS 4090 Section D  
Democracy in the Middle East

**Term:** Winter 2021

**Class:** Wednesdays 11:35–14:25

**Zoom:**

<https://us02web.zoom.us/j/82747304838?pwd=OFpYSnFISVlvM3lLdU9nbzRhcnlVUT09>

Meeting ID: 827 4730 4838

Passcode: 444019

**Instructor:** Michael Petrou

**Office Hours:** Wednesdays 10:00 – 11:00 or by appointment

Please contact me in advance if you would like to meet.

**Zoom:** <https://us02web.zoom.us/j/86016897074>

Meeting ID: 860 1689 7074

**Telephone:** 617-955-0364

**Email:** [Michael.Petrou@carleton.ca](mailto:Michael.Petrou@carleton.ca)

**Course Description:**

*“Man’s natural propensities are such that unrestricted authority for kings brings about some kind of oppression.”*

– Kahyr al-Din al-Tunisi, 1867

*“Ours is a difficult struggle; it could even be a long one.”*

– Akbar Ganji, 2006.

The struggle for greater political freedom in the Middle East was already a long one when Iranian dissident Akbar Ganji wrote the above words.

The years since have given the region’s democrats reason for fresh hope and disappointment. In 2019, as in past years, the NGO Freedom House’s annual ranking of countries in the world based on civil liberties and political rights judged almost the entire Middle East to be “Not Free.” Only Israel and Tunisia achieved a fully “Free” ranking, and a handful of other nations were considered “Partially Free.”

What’s gone wrong? Where have there been successes? What might lead to more political freedom in the region? This class will try to answer these questions. We will explore how democracies emerge and persist. We will examine how some Middle Eastern scholars and theologians have thought about political freedom and religion. And we will probe theories about why the expansion of political freedoms may have been frustrated in the Middle East — including colonialism, sectarianism, culture, Islam and foreign interference. We will try to

understand where democracy in the region is headed, and factors that may influence its future. Special attention will be paid to the Arab Spring and its aftermath.

**Course Prerequisites:**

Fourth year honours standing in BGIInS.

**Course Format:**

Each class will generally consist of three elements. I will lecture and lead a discussion on the topics and themes of the class. We will then discuss the specific assigned readings. Each student must email me a discussion question by noon the day before each class. These questions will demonstrate that you have done the required readings and will be used to stimulate discussion during class. The third element of the class will consist of an exploration of primary sources or of additional readings. Students will be asked, individually or in groups, to analyze a source and then present it to the class. We will also screen documentary films.

Please note that active participation from all students is expected and is necessary to do well in this course.

**Learning Objectives:**

Students who successfully complete this course will:

- understand and be able to critique some of the major theories concerning democratic development and retention;
- learn about some of the ideas regarding governance reform articulated by Middle East thinkers during the 19<sup>th</sup> and early 20<sup>th</sup> centuries;
- explore aspects of recent Middle East history that have affected governance in the region, including colonialism and nationalism;
- understand and be able to critique some theories explaining the generally low level of political freedom and democracy in the Middle East;
- learn about the Arab Spring, about similar unrest in Iran, and the potential impact of both.

**Texts:**

There is no text that must be purchased. Readings will be accessible online, at the library as an electronic resource, or on reserve at the library. I will post to cuLearn texts that cannot be accessed by these methods.

I do recommend students get a copy of *A History of the Modern Middle East* (sixth edition) by William Cleveland and Martin Bunton (Westview Press, 2016). Some weekly readings will be taken from this text, but students will also benefit from the overview of modern Middle East history that it provides.

**On Writing:**

The following guide is designed for history students, but I find much of the advice it offers is helpful and relevant to this class as well: <https://carleton.ca/history/wp-content/uploads/history-essay-writing-guide.pdf>

I value clear and persuasive writing. The Centre for Student Academic Support can help: <https://carleton.ca/csas/writing-services/>

### **Evaluation:**

Readings Response 1	Due: Feb 3	20% of the overall grade
Readings Response 2	Due: March 3	20% of the overall grade
Essay	Due: April 9	40% of the overall grade
Class Participation	Ongoing	20% of the overall grade

### **Reading Response 1**

Discuss the value of democracy, or its flaws, drawing on and analyzing the merits of at least two of the thinkers discussed in Class 2: Przeworski; Berman; Dahl; Lake and Baum.

Or:

Discuss what factors make democracy more or less likely to emerge and persist in a society, according to at least two at least two of the academic readings examined during the first and third classes (Huntington; Lipset; Limongi and Przeworski; Diamond; and Rustow. Analyze the merits of these arguments.

Papers should be at least 1000 words, double-spaced, 12-point type. Include endnotes or footnotes (Chicago style). You will be graded on your demonstrated knowledge of the theories discussed, the strength of your analysis, and the clarity of your writing.

### **Reading Response 2**

Discuss ideas related to governance, political freedom, modernity and Islam expressed by at least two of the Middle Eastern thinkers discussed in Class 4: Rifa'a Rafi' al-Tahtawi, Khayr al-Din al-Tunisi; Muhammad Rashid Rida; and Muhammad Abduh. You will be graded on your demonstrated knowledge of the readings, the strength of your analysis, and the clarity of your writing.

I strongly recommend reading the Hourani chapters on these thinkers that that are posted as optional for Class 4. Doing so will make this assignment easier. You can reference Hourani in your assignment.

Papers should be at least 1000 words (not including notes or a list of works cited), double-spaced, 12-point type. Include endnotes or footnotes (Chicago style), not embedded citations.

### **Essay**

Your essay should answer the following question: What factors have influenced the development of democracy and political freedom in the Middle East? What does this mean for the prospects of democracy in the region?

To earn a good mark, students should demonstrate an understanding of some of the theories advanced in this class and criticize or support them with evidence-based arguments and specific examples. You will be graded on the depth of your research, engagement with sources, the strength of your analysis, and the clarity of your writing.

Papers should be at least 2,500 words long (not including notes or a list of works cited), double-spaced, 12-point type. Include endnotes or footnotes (Chicago style), not embedded citations.

### **Class Participation**

Your class participation mark will be based on the weekly discussion questions you submit, your in-class presentations, and your active participation in class discussions.

Every week, by 8 a.m. on Monday, you should submit a discussion question. These questions should be directly related to one or more assigned readings (as opposed to a source that will be presented in class), should indicate that you have done the reading, and should stimulate discussion.

Most classes will include short student presentations on primary sources or other readings. In groups or individually, you will analyze the source, consider the questions it raises and what we might learn from it, and then present it to the class for further discussion.

These presentations will happen throughout the term. You won't be graded on one discrete presentation but on your cumulative contributions throughout the term.

You will also be graded on your attendance and punctuality. I expect you to attend all classes, arrive on time, and stay for the entirety of the class.

### **Submission guidelines:**

Please submit a hard copy of all written assignments to me in class, and also email me a digital copy. Please keep a hard copy of all assignments yourself. Late assignments can be deposited in the drop box outside the BGINs office in Richcraft Hall. Please also deposit hard copies there if you are unable to come to class.

### **Late assignments:**

Late assignments will be deducted one grade — from B+ to B, for example — per day, including weekends. Students must submit a medical certificate if an assignment is late because of a medical reason.

### **Class Schedule:**

Minor amendments may be made regarding topics and assigned readings, and depending on the availability of guest speakers. Sources to be presented in class that are not accessible online or at the library will be posted to cuLearn.

For most classes below, there are two sets of readings. You should complete the first set, listed directly below the date, before class. The discussion question you submit each week should address one or more of these readings.

The second set of readings, under the heading “Sources to present and discuss in class,” consists of sources on which your in-class presentations will be based. You should read these in advance as well, but you will have time during class to read and discuss them with your colleagues before presenting them.

### **Class 1: Jan 6: Introduction to GINS 4090**

The Economist, “The Tragedy of the Arabs,” July 4, 2014:  
<https://www.economist.com/leaders/2014/07/05/the-tragedy-of-the-arabs>

Samuel Huntington, “Democracy’s Third Wave,” *Journal of Democracy*, Spring 1991.

United Nations Development Program, “Arab Human Development Report 2004: Towards Freedom in the Arab World”: <http://hdr.undp.org/en/content/arab-human-development-report-2004>

#### **Optional reading:**

Edward Said, *Orientalism*, Routledge and Kegan Paul, 1978, Introduction, and part of Chapter 1:  
[https://sites.evergreen.edu/politicalshakespeares/wp-content/uploads/sites/33/2014/12/Said\\_full.pdf](https://sites.evergreen.edu/politicalshakespeares/wp-content/uploads/sites/33/2014/12/Said_full.pdf)

#### **Sources to present and discuss in class:**

Khaled Mattawa, “Now that we have tasted hope,” poem.

Yoav Fromer, “The Middle East doesn’t lack democracy; it has too much,” *Washington Post*, May 31, 2018.

“The Laws of Allah or the Laws of Man,” excerpt from propaganda magazine of Islamic State, *Dabiq* (Issue 10).

Asma Mahfouz, “I am going down on January 25,” video transcript.

### **Class 2: Jan 13: What is democracy? Is it desirable?**

Adam Przeworski, “Minimalist Conception of Democracy: A Defense,” in *The Democracy Sourcebook*, 2003, MIT Press, 12-17

Sheri Berman, “The Pipe Dream of Undemocratic Liberalism,” *Journal of Democracy*, Volume 28, Number 3, July 2017, 29–38.

Robert A. Dahl, *Polyarchy: Participation and Opposition*, Yale University Press, 1971, 17-32.

(Note that I will post Chapter 1 as an optional reading).

David Lake and Matthew Baum, "The Invisible Hand of Democracy: Political Control and the Provision of Public Services," *Comparative Political Studies*, August 2001, 587-621.

**Optional reading:**

Robert A. Dahl, *Polyarchy: Participation and Opposition*, Yale University Press, 1971, 1-16.

**Sources to present and discuss in class:**

"What's Gone Wrong with Democracy?" *The Economist*, March 1, 2014:

<https://www.economist.com/news/essays/21596796-democracy-was-most-successful-political-idea-20th-century-why-has-it-run-trouble-and-what-can-be-do>

Graham Allison, "The Lee Kuan Yew Conundrum," *The Atlantic*, March 30, 2015:

<https://www.theatlantic.com/international/archive/2015/03/lee-kuan-yew-conundrum-democracy-singapore/388955/>

Caleb Crain, "The Case Against Democracy," *The New Yorker*, November 7, 2016:

<https://www.newyorker.com/magazine/2016/11/07/the-case-against-democracy>

Natan Sharansky, with Ron Dermer, *The Case for Democracy: The Power of Freedom to Overcome Tyranny and Terror*, Public Affairs, 2006, 18–32; 32–38.

**Class 3: Jan 20: How does a country get, keep, and lose democracy? Some theories**

Seymour Martin Lipset, "Some Social Prerequisites of Democracy: Economic Development and Political Legitimacy," *American Political Science Review*, March 1959, 69-105.

Larry Diamond, "Economic Development and Democracy Reconsidered," in Gary Marks and Larry Diamond, eds., *Reexamining Democracy: Essays in Honor of Seymour Martin Lipset*, Sage Publications, 1992, 93–128.

Dankwart Rustow, "Transitions to Democracy: Toward a Dynamic Model," *Comparative Politics*, Vol. 2, No. 3 (April, 1970), 337-363.

Fernando Limongi and Adam Przeworski, "Modernization: Theories and Facts," *World Politics*, January 1997, 155-183.

**Sources to present and discuss in class:**

James Fallows, "A Damaged Culture," *The Atlantic*, November 1987.

<https://www.theatlantic.com/magazine/archive/1987/11/a-damaged-culture/505178/>

Steven Levitsky and Daniel Ziblatt, *How Democracies Die*, Crown, 2018, 1–10; 11–32.

Masha Gessen, "Autocracy: Rules for Survival," *The New York Review of Books*, November 10, 2016: <https://www.nybooks.com/daily/2016/11/10/trump-election-autocracy-rules-for-survival/>

#### **Class 4: Jan 27: Colonialism, increased interaction with Europe, responses**

Excerpt from Rifa a Rafi al-Tahtawi, *An Imam in Paris*. Translated by Daniel L. Newman. London: Saqi Books, 2011. **Read pages 192 to 216.**

Charles Kurzman, *Modernist Islam, 1840–1940: A Source Book*, Oxford University Press, 2002, Chapter 2, Khayr al-Din al-Tunisi.

Charles Kurzman, *Modernist Islam, 1840–1940: A Source Book*, Oxford University Press, 2002, Chapter 3, Muhammad Abduh, 50–60.

Charles Kurzman, *Modernist Islam*, Chapter 6, Muhammad Rashid Rida, 77–85.

#### **Optional readings:**

Eugene Rogan, *The Fall of the Ottomans: The Great War in the Middle East*, Basic Books, 2015, 385-406.

Albert Hourani, *Arabic Thought in the Liberal Age*, Chapter 4: "The First Generation: Tahtawi, Khayr Al-Din, and Bustani, 67-102 and Preface from the 1983 edition.

Albert Hourani, *Arabic Thought in the Liberal Age*, Chapter 6, Muhammad Abduh. (Note that the Abduh chapter starts halfway through the file posted on cuLearn.)

Albert Hourani, *Arabic Thought in the Liberal Age*, Chapter 9, Rashid Rida.

#### **Sources to present and discuss in class:**

Al-Jabarti's Chronicle of the First Seven Months of the French Occupation of Egypt, (15-June December 1798), S. Moreh (ed.), E. J. Brill, 1975, 33–43; 100–108.

Algeria: The Poetry of Loss, in James Gelvin, *The Modern Middle East*, Oxford University Press, 2016, 175–177.

Lord Cromer (Evelyn Baring), *Modern Egypt, Vo. II*, MacMillan and Co., 1908, 196–199.

Rami Khouri, "Arab Mismanagement? Blame Colonialism," *The Daily Star* (Lebanon), September 3, 2008.

#### **Class 5: Feb 3: Nationalism and Authoritarian reform**

Cleveland and Bunton, 166–175; 226–256; 286–305.

Gamal Abdel Nasser, *The Philosophy of Revolution*, 1955, Part III, 79–114.

Habib Bourguiba, “The Tunisian Way,” *Foreign Affairs*, 44 (1965): 480–488.

**Sources to present and discuss in class:**

(The following three sources are taken from Sylvia G. Haim (ed.), *Arab Nationalism: An Anthology*, University of California Press, 1976).

“Vindication of Arab National Rights”: Memorandum of the Foreign Office of the Arab government of the Hijaz to the Secretary of State, United States of America, 1917.

Michel Aflaq “Nationalism and revolution,” 1940.

Quastantin Zuraiq, “Arab Nationalism and Religion,” 1949.

Leila Ahmed, *A Border Passage: From Cairo to America—A Woman’s Journey*, Penguin, 1999, excerpt from Chapter 7 “Suez,” 164 (“Such was the summer ...”) to 178.

Israel’s Declaration of Independence, 1948.

**Feb 10: Reading Week, no class.**

**Class 6: Feb 17: Islam and Political Islam**

Cleveland and Bunton, “The Iranian Revolution and the Revival of Islam,” 355–377.

Bernard Lewis, “Islam and Liberal Democracy: A Historical Overview,” *Journal of Democracy*, April 1996, 52-63.

Samuel Huntington, “The Clash of Civilizations?” *Foreign Affairs*, Summer 1993, 22–49.

David S. Landes, *The Wealth and Poverty of Nations: Why Some Are So Rich and Some Are So Poor*, W.W. Norton, 1998, 392-421.

**Sources to present and discuss in class:**

Hassan al-Banna. “Toward the Light,” in Roxanne Euben and Muhammad Zaman, eds. *Princeton Readings in Islamist Thought: texts and contexts from al-Banna to Bin Laden*, Princeton studies in Muslim politics:

Introduction to the text (49–55)

“Some Steps Toward Practical Reform,” (74–78).

Sayyid Qutb, *Milestones*, 1964, Introduction; Chapter 4.



Ayatollah Khomeini on Islamic government, in James Gelvin, *History of the Modern Middle East*, Oxford University Press, 2015.

### **Class 7: Feb 24: Culture and gender**

Larry Diamond, “Why are there no Arab democracies?” *Journal of Democracy*, January 2010.

Alfred C. Stepan and Graeme B. Robertson, “An ‘Arab’ More Than a ‘Muslim’ Democracy Gap,” *Journal of Democracy*, July 2003, 30–44.

Michael L. Ross “Oil, Islam, and Women,” *American Political Science Review*, Feb 2008, 107–123.

Cleveland and Bunton, 537–556.

#### **Sources to present and discuss in class:**

Mitt Romney, “Culture Does Matter,” *National Review*, August 1, 2012:

<https://www.nationalreview.com/corner/culture-does-matter-mitt-romney/>

James Fallows, “‘Culture,’ Prosperity, and Political IQ,” *The Atlantic*, August 1, 2012:

<https://www.theatlantic.com/politics/archive/2012/08/culture-prosperity-and-political-iq/260576/>

Mona Eltahawy, “Why Do They Hate Us?” *Foreign Policy*, April 23, 2012:

<https://foreignpolicy.com/2012/04/23/why-do-they-hate-us/>

Lila Abu-Lughod, “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,” *American Anthropologist*, September 2002, 783-790.

### **Class 8: March 3: Part 1: Oil and Rentier states; Part 2: Sectarianism**

Michael L. Ross, “Does Oil Hinder Democracy?” *World Politics*, April 2001.

Vali Nasr, *The Shia Revival: How Conflicts within Islam Will Shape the Future*, W.W. Norton, 2006. 227-254.

Carnegie Endowment for International Peace, “Syria’s path from civic uprising to civil war,” November 22, 2016.

#### **Sources to present and discuss in class:**

The Economist, “How a victorious Bashar al-Assad is changing Syria,” June 28, 2018.

Washington Post: “Recruited by Iran to fight for Syrian regime, young Afghans bring home cash and scars,” June 29, 2018.

Hassan Hassan, “The Eclipse of Sectarianism,” *The Atlantic*, October 23, 2018.

### **Class 9: March 10: Outsiders**

George Packer, “War After War,” *The New Yorker*, November 23, 2003.

Emma Sky, *The Unraveling: High Hopes and Missed Opportunities in Iraq*, Public Affairs, 2015, Preface, Prologue, and 329–364.

Shadi Hamid, “The Struggle for Middle East Democracy,” Brookings, April 26, 2011:  
<https://www.brookings.edu/articles/the-struggle-for-middle-east-democracy/>

Jeffrey Goldberg, “The Obama Doctrine,” *The Atlantic*, April 2016:  
<https://www.theatlantic.com/magazine/archive/2016/04/the-obama-doctrine/471525/>

### **Sources to be presented and discussed in class:**

Kermit Roosevelt, *Countercoup: The Struggle for Control of Iran*, McGraw-Hill, 1979, 1-19.

Andrew P. N. Erdman, “Reconstruction in Iraq – Lessons of the Past,” Information Memorandum, U.S. State Department, September 26, 2002.

Paul Bremer’s de-Baathification Order no. 1, 2003:  
[https://en.wikisource.org/wiki/Mem\\_7:\\_Delegation\\_of\\_Authority\\_Under\\_De-Baathification\\_Order\\_No\\_1](https://en.wikisource.org/wiki/Mem_7:_Delegation_of_Authority_Under_De-Baathification_Order_No_1)

Rory Stewart, *The Prince of the Marshes: And Other Occupational Hazards of a Year in Iraq*, Penguin, 2007, 101–116:  
[http://magnant.org/Last\\_Transition/Does\\_Anyone\\_Really\\_Care\\_files/Stewart-Prince%20of%20the%20Marshes.pdf](http://magnant.org/Last_Transition/Does_Anyone_Really_Care_files/Stewart-Prince%20of%20the%20Marshes.pdf)

Akbar Ganji, “Money Can’t Buy Us Democracy,” *The New York Times*, August 1, 2006:  
<https://www.nytimes.com/2006/08/01/opinion/01ganji.html>

### **Class 10: March 17: Arab and Persian Springs and Winters (1)**

Tarek Masoud, “Has the Door Closed on Arab Democracy?” *Journal of Democracy*, January 2015.

Sarah E. Yerkes, “The Tunisia Model,” *Foreign Affairs*, November/ December 2019.

Christian Caryl, “The democratic success story that nobody is talking about,” *Washington Post*, October 14, 2019.

### **Sources to present and discuss in class:**

Statement of the 6 April Movement” (Egypt) from February 6, 2011 in James Gelvin, *History of the Modern Middle East*, 368–369.

Tunisian Labor Leaders Reflect Upon Revolt,” Middle East Report, 258, Spring 2011.

Wael Ghonim, “Egypt’s Revolution, My Life, and my Broken Soul”:

<https://medium.com/@ghonim/egypts-revolution-my-life-and-my-broken-soul-91fae189d778>

Shadi Hamid, “The Massacre That Ended the Arab Spring,” The Atlantic, August 14, 2018.

<https://www.theatlantic.com/international/archive/2017/08/arab-spring-rabaa-massacre/536847/>

**Film screening (to be confirmed):** The Square (part 1)

**Class 11: March 24: Arab and Persian Springs and Winters (2)**

Anand Gopal, “Syria’s Last Bastion of Freedom,” The New Yorker, December 3, 2018.

William McCants, *The ISIS Apocalypse: The History, Strategy, and Doomsday Vision of the Islamic State*, St. Martin’s Press, 2015, 145–159.

Michael Petrou, “‘More Important Than Jihad of the Sword’: Islamic State’s Media Strategy and the Yazidi Genocide.” In *Media and Mass Atrocity: The Rwanda Genocide and Beyond*, edited by Allan Thompson, Waterloo: Centre for International Governance Innovation, 2019: 291-303.

Michael Petrou, “The Greatest Exodus of Our Time,” The National Post, July 2017:

<http://special.nationalpost.com/syria-exodus/feature>

**Sources to present and discuss in class:**

Selection of material from Islamic State magazines *Dabiq* and *Rumiyah*.

**Film screening (to be confirmed):** The Square (part 2)

**Class 12: March 31: Arab (and Persian) Springs and Winters (3)**

Cleveland and Bunton, 506–512.

Michael Petrou, *Is This Your First War? Travels Through the Post-9/11 Islamic World*, Dundurn, 2012, 101–133.

**Sources to be presented and discussed in class:**

Karim Sadjaour, “The Battle for Iran,” The Atlantic, December 31, 2017.

<https://www.theatlantic.com/international/archive/2017/12/the-battle-for-iran/549446/>

Suzanne Maloney, “Fifteen Years After the 18<sup>th</sup> of Tir: The Legacy of Student Protests that Shook Iran,” Brookings Institution, July 10, 2014:

<https://www.brookings.edu/blog/markaz/2014/07/10/fifteen-years-after-the-18th-of-tir-the-legacy-of-student-protests-that-shook-iran/>

Robin Wright, “Iran’s Orwellian Arrest of its Leading Female Human Rights Lawyer,” The New Yorker, June 14, 2018: <https://www.newyorker.com/news/news-desk/irans-orwellian-arrest-of-a-leading-human-rights-lawyer>

**Film screening:** The Green Wave

### **Class 13: April 7: Virtual tea party and course review**

I will be holding open office hours (log on to the regular weekly class Zoom channel) to provide advice on writing your final paper or to talk about anything else you would like to discuss.

**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 613-520-6608 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.

**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 directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGIInS office in 2404R, Richcraft Hall. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. 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	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 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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Official Course Outline:** The course outline posted to the BGIInS website is the official course outline.

