

GINS 1020B
ETHNOGRAPHY, GLOBALIZATION AND CULTURE
WINTER 2018
Carleton University

Instructor: Luke Struckman, PhD
Classroom Location: Loeb Building C264
Weekly Classes: Tuesdays 16:05 –17:55
Office Hours: Tuesdays 14:00 – 15:00
Office Location: Loeb A209
Email: lukestruckman@cunet.carleton.ca

Tutorial Sections:

Section	Day	Time	Location
B2 – Jean Ketterling	Wednesday	9:35 – 10:25	St. Patrick's Bldg. 303
B3 – Gabrielle Sutherland	Tuesday	10:35 – 11:25	Southam Hall 506
B4 – Noah Schwartz	Thursday	15:35 – 16:25	Southam Hall 317
B5 – Gabrielle Sutherland	Tuesday	11:35 – 12:25	Southam Hall 303
B6 – Noah Schwartz	Thursday	16:35 – 17:25	Southam Hall 316

TA Contact Information

Jean Ketterling - JeanKetterling@cmail.carleton.ca
Noah Schwartz - NoahSchwartz@cmail.carleton.ca
Gabrielle Sutherland - GabrielleSutherland@cmail.carleton.ca

As scholars grapple with the changing scope and scale of global human interaction and the speed and sites of connection, amongst the most challenging developments have been how to make sense of global interconnections. This course examines the intersection of globalization processes with social and cultural complexities explored through the study of new global formations and how one studies them using ethnography. The goal is to understand the various dimensions of social change with the added goal of grounding students in theories of social change and various forms of circulation. We will explore globalization as a unique form of social change through issues related to modernity, transnational formations, democracy, growing economic linkages as well as various forms of economic inequality, the role of technologies, and issues pertaining to citizenship and migration within specific historical and contemporary contexts.

The course is divided into three sections and is built around three basic themes. The first section, *Globalization and Social Change* will introduce students to a range of approaches to studying globalization. By complicating the relationship between the so called “local” and so-called “global” we will explore a range of theories for understanding changing practices and meanings in an increasingly globalizing world. The second section, *Ethnographies of Global Connection*, explores examples of global ethnographies. We will read excerpts of ethnographies that examine changing political economies of labour, the globalization of bio-medical networks, and the cultural politics of finance networks. This second section will also offer students the opportunity to examine ethnographic field methods. The third section is inspired by Salman Rushdie’s *Imaginary Homelands*. Entitled *Membership, Cultural Citizenship and De-territorialized Belonging*, this section is concerned with the study of personhood and belonging through new social formations. We will end the term by exploring the ways that

national and transnational identities are established through various transnational forms of subject-making.

Course Objectives

1. Understand current academic debates, theories, and public discussions around what globalization is and the various ways that scholars study its formations.
2. Develop conceptual and methodological tools to critically analyze global processes and their empirical manifestations in the everyday lives of local communities and peoples.
3. Understand the various ways that people construct meanings, relations of belonging and national identity in their lives.
4. Discern how cultural meanings and practices (no matter how small) play a role in shaping, and are themselves shaped by, large-scale situations including colonialism, nationalism, capitalism, migration, etc.
5. Read ethnographic texts and understand the main points of the argument as well as how the data are used.
6. Analyze ethnographic material in several ways, ranging from summarizing the argument or data that an author uses, to taking generalizations or interpretations made about one set of material and applying it to another set of materials.
7. Turn the lens on one's own world and engage in reflexive analysis.
8. Be able to present your ideas with sound evidence and a questioning mind.

Format and Expectations

Our weekly classes will consist of one weekly lecture and one discussion tutorial. To successfully complete the class you must be enrolled in a tutorial section. Lectures will provide a broad contextual, theoretical and historical background for each weekly theme, including clarification of key concepts and explorations of their application. Tutorials will provide an opportunity to review and discuss course material in smaller group contexts. Attendance at both the lecture classes and tutorials is expected. Tutorials will begin during the second week of the course.

Your participation grade will reflect the extent to which you contribute to class and tutorial discussions in an informed way. However, the grade will not just be based on your attendance. You will be expected to do the required reading prior to attending class and tutorial sections and also participate in an informed way in discussions. If you miss a lecture or a tutorial section you will still be held responsible for all course material discussed on that day. If you are absent, please make arrangements to borrow someone else's class notes as they are your responsibility to ensure that you catch up on missed material.

Office Hours

For questions arising from the readings and classes, please feel free to visit me during my office hours. If you have a genuine scheduling conflict please arrange for an alternate time via e-mail. I am also available to meet via videoconferencing through the BigBlueButton feature of cuLearn.

Submission and Return of Term Assignment/Final Paper

All assignments/final papers must be typed and submitted via the cuLearn portal. Assignment must be submitted in Microsoft Word format in either *.doc or *.docx formats. If you do not have Microsoft Word, it is fine to use [Open office](#) or [Libre Office](#). Please submit your assignments on time. Unless you have a legitimate excuse, all late assignments will receive a 25% grade deduction. Once graded, the assignments will be returned to you by the Teaching Assistant (TA) assigned to your tutorial section. They will communicate the return of assignment details to you. Final papers are intended solely for the purpose of evaluation and will not be returned.

Grading

Academic standing in a course is determined by the course instructor, subject to the approval of the Dean. Any grades posted on the cuLearn grade portal are unofficial and will not be finalized until the end of the term. 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

Course Evaluation

Final grades will be based on the following forms of assessment:

- (a) Participation and Discussion - 15%
- (b) Midterm Examination - 25%
- (c) Reading Reflection Writing Assignment - 25%
- (d) Final Paper - 35%

Breakdown of Course Evaluation Components

(a) Participation and Discussion

Students are expected read all of the required readings and participate in class discussions in an informed way. The weekly readings should be completed in advance of the relevant class to which they are assigned. Participation will be based on both attendance and discussion contributions. Lecture attendance will be taken with a sign in sheet starting in Week 2. Tutorial session attendance will be taken by the TA at each session meeting. 5% of this course component will be determined by lecture attendance and participation. The other 10% will be determined by discussion section attendance and participation.

(b) Midterm Examination

All students registered in the course will be expected to write an in-class midterm examination. The examination will have essay questions taken from weeks one to six of classroom material. The exam will be on **Tuesday, February 27, 2018** during the existing classroom period.

(c) Reading Reflection Writing Assignment - Due: Tuesday, March 20 at 23:55

You will be expected to write a reflection/response paper on one of two topics covered during *Section Two* based on one of the following themes.

- 1) Globalization and Science: Trafficking and Clinical Trials**
- 2) Migration and Global Inequalities: Gender and Labour**

Further details on this assignment will be posted to cuLearn.

(d) Final Paper

All students must write a final paper based on a select theme discussed over the course of the term. This is not a data-driven research paper so you will not be expected to collect data to write this paper. However, I do expect that you will consult at least three references listed in the optional readings or outside of class material to help you to supplement material listed in the syllabus. The key objective of this assignment is for you to show your ability to analyze concepts and apply them to your understanding of cultural approaches to globalization and ethnography.

The final paper must be uploaded to cuLearn by **Wednesday, April 11 at 23:55**. Please submit papers in Microsoft Word format. References must be listed. See citation style rules below. Further details on this assignment will be posted to cuLearn.

Anthropological Citation Style

Please use the correct citation style for all papers submitted (with the exception of exams). The papers should follow the format of one of the two major anthropological professional journals. They are: (1) the [American Anthropologist](#) or (2) [American Ethnologist](#). This means that you need use in-text citations and list references in a section titled "References Cited" following the text.

You should cite authors whose ideas you use with their last name and the date of publication, and can even include more than one citation if you got the idea from more than one source (Ginsburg 1989; Ginsburg and Rapp 1991). If you quote an author, e.g. that "the powers of village women... [do not] provide women with the last word," (Harding 1975:308), you must include the page number(s). Note the placement of punctuation, and that the citation and period/comma are outside of the quotation marks.

References Cited (not "Bibliography"), placed starting on a new page at the end of your text, does not include any publication not cited in the text. All entries must be listed alphabetically by last name of author, and chronologically arranged for two or more titles by the same author. Nothing is underlined in References Cited. DOIs are not necessary. The layout should be as follows:

-Journal article, showing the volume and issue numbers, and page numbers:

Bessire, Lucas, and David Bond. 2014. "Ontological Anthropology and the Deferral of Critique."
American Ethnologist 41 (3): 440-56.

-Article in a book of collected essays (Except for first words and proper nouns, article title is lower case, book title is capitalized):

Comaroff, Jean. 1996. "The Empire's Old Clothes: Fashioning the Colonial Subject." In *Cross-Cultural Consumption: Global Markets, Local Realities*, edited by David Howes, 19–38. London: Routledge.

-Book (title is capitalized; date, place of publication [use the first one listed], and publisher all included):

Asad, Talal. 2003. *Formations of the Secular: Christianity, Islam, Modernity*. Stanford, CA: Stanford University Press.

Web-based articles/resources - cite as closely as you can to a printed publication (including author's name, date of publication, title, publisher), followed by the URL of the website you are citing:

United Nations. 2009. Revision of the World Population Estimates and Projections.
<http://www.popin.org>.

Required Reading

All articles and supplemental readings will be available via cuLearn or ARES. The readings listed under the headings are required. Those listed under the heading, "Optional Readings" are not required and only included for general interest and further background.

The following books are required for the course and can be purchased from Octopus Books (116 Third Avenue, Ottawa):

- Transforming Ethnographic Knowledge Eds. Rebecca Hardin and Kamari Maxine Clarke (Referred to as HARDIN and CLARKE in the readings list)
- When Experiments Travel: Clinical Trials and the Global Search for Human Subjects. Adriana Petryna (Referred to as PETRYNA in the readings list)
- Servants of Globalization: Migration and Domestic Work. 2nd Edition. Rhacel Salazar Parrena (Referred to as PARRENA in the readings list)

Course Schedule and Readings

*Please note that films and guest speakers may be added during the term.

Section I: Globalization and Social Change

Week 1 – January 9: Globalization and the Study of Culture: An Introduction

Ritzer, George and Paul Dean. 2015. *Globalization: A Basic Text*. Second Edition. Malden, MA: Wiley Blackwell.

(Chapter 1. "Globalization I: Liquids, Flows, and Structures" pp. 1-26 and Chapter 2. "Globalization II: Some basic issues, debates, and controversies" pp. 27-54)

Stiglitz, Joseph. 2002. *Globalization and Its Discontents*. New York: W.W. Norton & Company. (Preface pp. ix-xvi and "The Promise of Global Institutions" pp. 3-22)

Optional Readings

Cooper, Frederick. 2001. "What is the Concept of Globalization Good for? An African

Historian's Perspective." *African Affairs*. 100(399): 189-213.

Ritzer, George and Paul Dean. 2015. *Globalization: A Basic Text*. Second Edition. Malden, MA: Wiley Blackwell.

(Themes of "Hybridization, Differentialism, and Convergence." Chapter 8 "Global Culture and Cultural Flows" pp. 205-236)

Week 2 – January 16: Anthropology, Culture, and Social Change

***Tutorials begin this week**

Appadurai, Arjun. 1996. *Modernity at Large: Cultural Dimensions of Globalization*. Chicago: University of Chicago Press.

(Chapter 1. "Here and Now" pp. 1-26 and Chapter 2. "Disjuncture and Difference in the Global Cultural Economy" pp. 27-47)

Optional Readings

Gupta, Akhil and James Ferguson. 1997. "Beyond "Culture": Space Identity and the Politics of Difference." In *Culture, Power, Place: Explorations in Critical Anthropology*, edited by Akhil Gupta and James Ferguson, 33-50. Durham: Duke University Press.

Gupta, Akhil. 1997. "The Song of the Nonaligned World: Transnational Identities and the Reinscription of Space in Late Capitalism." In *Culture, Power, Place: Explorations in Critical Anthropology*, 179 – 199. Durham: Duke University Press

Inda, Jonathan Xavier and Renato Rosaldo. 2002. "Introduction. A World in Motion." *The Anthropology of Globalization: A Reader*, edited by Jonathan Xavier Inda and Renato Rosaldo, 1-27. Malden, MA: Blackwell Publishers, Ltd.

Week 3 – January 23: Cultural Units and Norms: Doing Ethnography

Schneider, David. 1980. *American Kinship: A Cultural Account* (2nd edition). Chicago: University of Chicago Press.

(Chapter 3 – The Second Description & Chapter 4 – Is Theory Alone Responsible for the Weakness of the First Description?)

Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Field Notes* (2nd edition). Chicago: University of Chicago Press.

(Chapters 1 and 2)

Week 4 – January 30: How Do Cultural Meanings Travel and Change Globally? Making Sense of Vernacularization/Domestication

Merry, Sally Engle. 2006. *Human Rights and Gender Violence: Translating International Law Into Local Justice*. Chicago: University of Chicago Press.

(Chapter 1. "Introduction: Culture and Transnationalism." pp. 1-35 and Chapter 5. "Legal Transplants and Cultural Translation: Making Human Rights in the Vernacular" pp. 133-177)

Caldwell, Melissa L. 2004. "Domesticating the French Fry: McDonald's and Consumerism in Moscow." *Journal of Consumer Culture* 4(1): 5-26.

Optional Reading

Liechty, Mark. 1995. "Media, Markets and Modernization: Youth Identities and the Experience of Modernity in Kathmandu, Nepal." In *Youth Cultures: A Cross Cultural Perspective*, edited by Amit Vered and Helena Wulff. London: Routledge.

Week 5 – February 6: Globalization as Assemblages of Interconnections

Tsing, Anna. 2000. "The Global Situation." *Cultural Anthropology*, 15(3): 327-360.

Optional Reading

Ong, Ailwa and Stephen J. Collier. 2004. "Global Assemblages, Anthropological Problems". In *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*, edited by Ailwa Ong and Stephen J. Collier, 1-21. Malden, MA: Blackwell

Week 6 – February 13: New Developments in Global Circulations

Bonilla, Yarimar and Jonathan Rosa. 2015. "Digital protest, hashtag ethnography, and the racial politics of social media in the United States." *American Ethnologist*. 42(1): 4-17

HARDIN and CLARKE –

Introduction and Chapters by Bateson, Inhorn, and Kalocsai

Winter Break – February 20

Week 7- February 27- Mid-term exam

SECTION II: Ethnographies of Global Connection

Week 8 – March 6: Globalization and Science: Trafficking and Clinical Trials

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Introduction. pp 1-9 and Chapters 2 and 3. pp. 47-138.

Optional Reading

Ritzer, George and Paul Dean. 2015. *Globalization: A Basic Text*. Second Edition. Malden, MA: Wiley Blackwell.

(Chapter 12. "Negative Global Flows and Processes" pp. 327-356)

Scheper-Hughes, Nancy. 2004. "The Last Commodity: Post Human Ethics and the Global Traffic in "Fresh Organs" In *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems*, edited by Ailwa Ong and Stephen J. Collier, 145-167. Malden, MA: Blackwell

Scheper-Hughes, Nancy. 2004. "Parts Unknown: Undercover Ethnography of the Organs- Trafficking Underworld." *Ethnography*, 5(1):29-73.

Week 9 – March 13: Migration and Global Inequalities: Gender and Labour

PARRENAS

Introduction and Chapters 1, 2, and 3. pp. 1-84.

Optional Reading

Ritzer, George and Paul Dean. 2015. *Globalization: A Basic Text*. Second Edition. Malden, MA: Wiley Blackwell.

(Chapter 13: "Global Inequalities I-Class and Rural-Urban Inequalities" Pp. 357-384. "Global Inequalities II-Inequalities of Race, Ethnicity, Gender and Sexuality" Pp.385-418.)

Gunewardena, Nandini and Ann Kingsolver. 2008. *The Gender of Globalization: Women Navigating Cultural and Economic Marginalities*. Santa Fe: SAR Press.

(Introduction pp. 1-22)

Freeman, Carla. "Designing Women: Corporate Discipline and Barbados' Off- Shore Pink-collar Sector." *Cultural Anthropology*, 1993, 8(2):169-186.

Week 10 – March 20: Globalization and Its Discontents

READING RESPONSE ASSIGNMENT DUE

Please upload to cuLearn by 23:55 on Tuesday, March 20.

Film: *Commanding Heights: The Battle for the World Economy* (2002)

Stiglitz, Joseph. 2002. *Globalization and Its Discontents*. New York: W.W. Norton & Company. (Preface and “The Promise of Global Institutions”, pp. ix-xvi, 3-22.)

Sassen, Saskia. 1999. “Notes on the Incorporation of Third World Women into Wage Labor through Immigration and Offshore Production.” In *Globalization and Its Discontents: Essays on the New Mobility of People and Money* edited by Saskia Sassen, 111-134. New York: New Press.

Optional Reading:

Lafraniere, Sharon. “Europe Takes Africa’s Fish, and Boatloads of Migrants Follow.” *The New York Times*, January 14, 2008, p.1A.

Beck, Ulrich. 1992. *Risk Society: Towards a New Modernity*. London: Sage Publications
Risk Society. London: Sage Publications.
(Chapter 1 “On the Logic of Wealth Distribution and Risk Distribution.” pp. 19-24)

Zaloon, Caitlin. “The Discipline of Speculators.” In *Global Assemblages: Technology, Politics, and Ethics as Anthropological Problems* edited by Aihwa Ong and Stephen Collier, 253-269. Malden, MA: Blackwell, 2005.

Week 11 – March 27: Globalization, Finance, and Culture

Ho, Karen. 2005. “Situating Global Capitalism: A View from Wall Street.” *Cultural Anthropology* 20(1): 1-30.

SECTION III: Membership, Cultural Citizenship and De-territorialized Belonging

Week 12 – April 3: Citizenship and the Politics of Belonging: Where the State Matters

Cowan, J. K. 2006. “Culture and Rights after Culture and Rights” *American Anthropologist*, 108: 9–24

De Neve, Geert and Maya Unnithan-Kumar, Maya Aldershot. 2006. *Critical journeys: the making of anthropologists*. Burlington, VT: Ashgate. (Excerpts)

Riles, A. 2006. “Anthropology, Human Rights, and Legal Knowledge: Culture in the Iron Cage” *American Anthropologist*, 108(1): 52-65.

Smootha, S. 2004. “Jewish Ethnicity in Israel: Symbolic or Real?”. In *Jews in Israel: Contemporary Social and Cultural Patterns*, edited by Uzi Rebhun and Chaim Waxman, Hanover, NH: Brandeis University Press in association with University Press of New England

Optional Reading: The Making of Citizenship

Ritzer, George and Paul Dean. 2015. *Globalization: A Basic Text*. Second Edition. Malden, MA: Wiley Blackwell.
(Chapter 5 “Global Political Structures and Processes” pp. 111-140, Chapter 10.

"Global Flows of People" pp. 263-294)

Mongia, Radhika Viyas. 1999. "Race, Nationality, Mobility: A History of the Passport." *Public Culture* 11(3): 527-556.

Ong, Aihwa. 1999. *Flexible Citizenship: The Cultural Logics of Transnationality*. Durham: Duke University Press. excerpts.

Malkki, L. H. 1996. "Speechless Emissaries: Refugees, Humanitarianism, and Dehistoricization." *Cultural Anthropology* 11(3): 377-404.

Malkki, L. H. 1994. "Citizens of Humanity: Internationalism and the Imagined Community of Nations." *Diaspora: A Journal of Transnational Studies* 3(1): 41-68.

Malkki, L. H. 1992. "National Geographic: The Rooting of Peoples and the Territorialization of National Identity among Scholars and Refugees." *Cultural Anthropology* 7(1): 24-44.

Week 13 – April 10: Beyond the State: Imagined Communities and the Study of Internet-based Communities

Anderson, Benedict. 1991. *Imagined Communities. Reflections on the Origin and Spread of Nationalism*. London: Verso.
(Introduction and Chapter 1, pp. 1-36)

Gershon, Ilana. 2011 "Un-Friend My Heart: Facebook, Promiscuity, and Heartbreak in a Neoliberal Age." *Anthropological Quarterly* 84(4): 867-896.

Optional Reading

Ritzer, George and Paul Dean. 2015. *Globalization: A Basic Text*. Second Edition. Malden, MA: Wiley Blackwell.
(Chapter 9 "High-Tech Global Flows and Structures" Pp. 237-262).

Rushdie, Salman. 1991. *Imaginary Homelands: Essays and Criticism*. New York: Penguin.
(Excerpts)

Smith, Anthony D. 1991. "The Nation: Invented, Imagined, Reconstructed?" *Millennium: Journal of International Studies* (20)3: 353-368.

Chatterjee, Partha. 1991. "Whose Imagined Community?" *Millennium: Journal of International Studies* (20)3: 521-525.

FINAL PAPER DUE –Wednesday, April 11, 2018 by 23:55. Please upload papers to cuLearn

Class Rules and Regulations

Course Conduct

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition and intellectual freedom. When there are contentious issues being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will not be tolerated.

While laptop computers are allowed in class, please do not conduct non-course related activities during class time. This includes social media, games, texting, and the general use of digital devices that divert attention from class content.

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 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). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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).

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.

Class notes and Expectations

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes

and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Medical Certificates and Illness

In the unfortunate case of illness or injury, only a medical certificate/note signed by a licensed physician and indicating that treatment/counsel was sought on the day of the missed assignment or examination will be accepted. Please note that Doctor's notes for minor illnesses (e.g. colds, flu) and past illnesses that have been resolved cannot be accepted.

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).

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 Bachelor of Global and International Studies 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/Syllabus

Please note that the course syllabus posted on the BGIInS website is the official course outline