

**GLOBAL AND INTERNATIONAL STUDIES
CARLETON UNIVERSITY**

**FALL 2020
GINS 1020A: ETHNOGRAPHY, GLOBALIZATION AND CULTURE**

This course outline is partially based on the syllabus developed by Dr. Logan Cochrane.
Received with thanks.

Instructor: Takhmina Shokirova, MA, PhD (ABD)
Email: takhmina.shokirova@carleton.ca

Schedule: Fridays from 2:35- 4:25pm EST

Office Hours: Phone, Zoom or Skype appointment is available. Please email me in advance

I acknowledge and respect the Algonquin First Nation, on whose traditional territory the Carleton University campus is located.

Tutorial and TAs

Section	Teaching Assistant	Email	Day	Time	Meeting
A1			T	14:35-15:25	Zoom
A2			M	12:35-13:25	Zoom
A3			T	08:35-09:25	Zoom
A4			R	10:35-11:25	Zoom
A5			W	13:35-14:25	Zoom

Technical support

TA (name and email) is available to support you in case you have any technical or other challenges related to the course delivery.

Dear Class,

I would like to warmly welcome you to Carleton University in starting your new milestone in life. I am very excited to e-meet you this year and become a part of your new educational journey.

We all became witnesses of the year of 2020, which is very different from what the 'normal' academic year would look like. Even though we try to deliver the courses as in 'normal' times, we also acknowledge that this time is unprecedented and we have to adapt to the new realities very quickly and re-design the course delivery. I know for many of you that this is your first year in University, and you make your first steps here with excitement, fear, anxiety and curiosity. I would like to assure you that it is okay to not be okay while living and studying through a global pandemic. I share with you my heartfelt support and encouragement during these stressful times.

The current pandemic touches many of us in one way or another. Perhaps some of you are personally impacted, or care after the family member. Maybe your family members are living in different countries and the sense of fear and worry continuously fills your heart. Maybe some of you or the loved ones lost their job, or you might struggle trying to study from home while other family members are also at home. I understand and hear your struggles very well. I also realize that some of you do not share similar experiences, but still are very worried about family, friends, and the community as a whole. We are all under a lot of stress, but I also have a deep belief that we, as community are resilient, and able to cope during this difficult time. So, even though it is tough to concentrate on your homework or write a paper, there is no better time to stay focused on school and develop your best work. As your instructor, even though I am not physically with you this semester, I am with you in spirit. I am committed to give you thorough and timely feedback on your assignments, and to be available if you have any questions. Please, do not stop moving forward with your education and your learning. We all need to work together, and share our skills and knowledge.

Thank you,

Takhmina Shokirova

COURSE DESCRIPTION

This course will explore and critically examine some of the complexities related to globalization. Scholars grapple with the changing scope and scale of global human interaction and the speed and sites of connection. This course delves into some of these complexities and examines the interconnectedness of globalization processes with social and cultural nuances from an ethnographic perspective.

Globalization is argued to be one of the unique forms of social change that can have different implications, both negative and positive. As a class we will examine some of its implications, specifically the impact of globalization to global displacement and migration. During the course, we will be introduced to the anthropological concepts of culture, gender, race, religion, and others. We will see how these concepts are manifested through the experiences of migration in the current globalized world. In this class, we will examine some scholarship related to international migration, including labour migration and forced displacement.

COURSE OBJECTIVES

- To understand current academic debates, theories, and public discussions around what globalization is and the various ways that cultural anthropologists study its formations
- To analyze the implications of globalization to international migration processes
- To examine global processes and their empirical manifestations in the everyday lives of local communities and peoples who experience different types of international migration
- To discern how cultural meanings play a role in shaping, and are themselves shaped by socio-political practices, including colonialism, nationalism, capitalism, and their implication to international migration processes in globalized world
- To read ethnographic texts and understand the main points of the argument as well as to understand how the data is used
- To apply ethnographic approaches to critically assess the world around us from a different perspective and engage in reflexive analysis

COURSE OUTCOMES

By the end of this course, students will:

- Be able to recognize and explain some of the current academic debates, theories and public discussions around globalization and how cultural anthropologists study this global phenomenon

- Be able to analyze and explain implications of globalization to displacement and migration
- Be able to apply anthropological concepts to the study of globalization and examine how these concepts are manifested in the lives of people who experience different types of migration
- To detect and analyze how cultural meanings play a role in shaping socio-political practices including colonialism, nationalism, capitalism, and indentify how they all impact international migration processes
- Demonstrate in-depth knowledge of anthropological research methods and be able to apply them in practice
- Be able to present ideas with sound evidence and critical thought

COURSE STRUCTURE

Students will have the opportunity to learn and engage with course material through a variety of strategies. Specifically, to achieve the course objectives and outcomes, classes will consist of: (1) asynchronous lectures; (2) videos; (3) class notes; (4) synchronous tutorial discussions; (5) readings from required texts, and journal articles; (6) personal reflections and assignments.

Every Friday by 2:30pm or before, the asynchronous lecture material will be posted in CuLearn. Lectures will provide a broad contextual, theoretical and historical background for each weekly theme, including clarification of key concepts and explorations of their application.

There are also tutorials for this course which start during the second week of the course. Tutorials will provide an opportunity to review and discuss course materials in smaller group format. Synchronous participation in tutorials is critical to your success. Please enrol in a tutorial section, if you still did not do so.

COURSE MATERIALS

No textbook or course package is required to be purchased for this course. Most of the readings for this course are accessible electronically by logging into ARES. Please search under course **GINS 1020A**. If you have any challenges accessing the readings please let me know.

I assume that you have read all assigned readings every week before Friday, and you come to tutorials prepared to discuss and critically analyze the content for each week.

COURSE EVALUATION

Assignment	Weight	Due dates
Personal reflective paper	15%	September 25, 2020
Participation in online tutorials	15%	Ongoing
Mid-term exam	25%	October 23, 2020
Participant Observation	15%	November 6, 2020
Final research paper	30%	December 11, 2020

Personal reflective paper (15%)

The reflective paper is a first assignment in this course. It sets some of the foundational questions which you ask to your Self about how you are connected with globalization. The paper serves as a critical self-reflective analysis which helps to understand how globalization affects you personally. How do you notice globalization in your daily life? How do you experience globalization? What are some of the examples of globalization in your life? In your paper please analyse negative and positive impacts of globalization in your personal life. The paper should be around 1000-1500 words. ***Due on September 25, 2020.***

Participation in online tutorials (15%)

It is very important you participate in online tutorials during the course. Attending online tutorials is mandatory. Your participation grade will reflect the extent to which you contribute to 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 readings prior attending the tutorial sessions and also participate in an informed way in discussions. Tutorial session attendance will be taken by the TA at each session meeting. A high participation grade (in the 'A' range) will reflect a well-informed, thoughtful and respectful student engagement, throughout the majority of the classes. A high grade will involve active participation in the in-class application of the tools and approaches learned.

Mid-term exam (25%)

The mid-term exam will consist primarily of multiple choice questions and will cover lecture content and the readings from Week 1 to 6. The test will have around **60 questions** and you will have 1 hour and 15 minutes to complete it once you start. You need to complete the exam anytime from 8:00am to 11:59pm on ***October 23, 2020.***

Practicing participant observation (15%)

In the first weeks of this class we will learn about ethnography and participant observation. In this assignment you will conduct your own mini-ethnography. You will need to select one location and use participant observation as your data collection method. The objective of this assignment is to use participant observation to analyze the location and the people within it from an anthropological perspective. The report should be no more than 1500-2000 words.

Important! You are only to use participant observation, as interviewing (formally or informally) is not allowed, as this requires ethics approval by Carleton University Ethics Review Board. More details will be shared in class notes in Week 2, and you can also ask questions in the tutorial about participant observation or the assignment in general. ***Due on November 06, 2020.***

Final research paper (30%)

This course discusses globalization and its connection with international migration from an ethnographic perspective. Throughout the course, we explore a range of concepts that are important within anthropology (agency, anonymity, family, culture, race and ethnicity, racism, gender, law/legality, religion). We will read book chapters and articles that discuss these concepts through migration experiences. It will provide us with an in-depth analysis of migration. For your final assignment, you will select a different global issue and analyze it using at least two of the anthropological concepts learned in this course. This assignment is an important part of the course and designed to aid you in learning more about globalization, and to improve your writing and research skills.

Your paper should be around 5,000 words in length. References are required. You are encouraged to use AAA style for your paper. Below are the links which provide detailed information and examples:

- <https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044>
- <https://www.unl.edu/rhames/courses/current/readings/AAA%20Style.pdf>
- <https://www.stmarys-ca.edu/sites/default/files/attachments/files/aaa.pdf>

You can also use APA, Chicago or another citation style. Information about different citation styles can be found below:

- https://owl.purdue.edu/owl/research_and_citation/resources.html

No less than six academic references should be included. Your references should include materials that provide information about the issue you have selected as well as the two anthropological concepts. ***Due on December 11, 2020.***

Please do not forget to include your name and student number on all assignments. All assignments are due on the date of submission no later than 11:59pm EST.

Weekly Schedule

Week & Date	Topic & Key Concepts	Preparation Work
<p>Week 1 Sept. 11</p>	<p><i>Introduction to the course</i></p> <ul style="list-style-type: none"> ▪ Course roadmap ▪ Understanding the concept of globalization 	<p><i>Required Readings:</i></p> <p>Griffith, L. M. and Marion, J. S. (2020). Chapter 12. Globalization (p.315-343). <i>In Perspectives: An Open Invitation to Cultural Anthropology</i>. American Anthropological Association: Arlington.</p> <p>Ritzer, G., & Dean, P. (2015). Introduction, Chapter 1 and Chapter 2 in <i>Globalization: A basic text</i>. John Wiley & Sons.</p> <p><i>Recommended:</i></p> <p>Midgley, J. (2007). Global inequality, power and the unipolar world. <i>International Social Work</i>, 50 (5), p. 613–626.</p>
<p>Week 2 Sept. 18</p>	<p><i>Ethnography and ethnographic research</i></p> <ul style="list-style-type: none"> ▪ Understanding Ethnography ▪ Participant observation ▪ Anonymity in ethnographic research 	<p><i>Required Readings:</i></p> <p>Nelson K., Braff., L (2020) Chapter 1- Introduction to Anthropology (p. 3-28). <i>In Perspectives: An Open Invitation to Cultural Anthropology</i>. American Anthropological Association: Arlington.</p> <p>Van den Hoonaard, W. C. (2003) Is Anonymity an Artifact in Ethnographic Research? <i>Journal of Academic Ethics</i> 1(2), p. 141-151.</p> <p>DeWalt, K., DeWalt B., (2011). Chapter 5. Doing Participant Observation, Becoming an Observer in <i>Participant Observation. A Guide for Fieldworkers</i>. Altamira Press.</p> <p><i>Recommended:</i></p> <p>Lewellen, T. C. (2002). Part 1 - Globalizing Anthropology in <i>The Anthropology of Globalization : Cultural Anthropology</i></p>

		<i>Enters the 21st Century</i> . Greenwood Publishing Group
Week 3 Sept. 25	<p><i>Globalization and migration: trends, labels, routes</i></p> <ul style="list-style-type: none"> ▪ Relationships between globalization and migration ▪ Key trends, notions and routes within anthropology of migration and displacement <p><i>Reflective paper is due today</i></p>	<p><i>Required Readings:</i></p> <p>Richmond, A., (2002). Globalization: Implications for immigrants and refugees. <i>Ethnic and Racial Studies</i>. 25. p. 707-727.</p> <p>Long, K. (2013). When refugees stopped being migrants: Movement, labour and humanitarian protection. <i>Migration Studies</i>, 1(1), p. 4–26.</p> <p>Hage, G. (2005), A not so multi-sited ethnography of a not so imagined community. <i>Anthropological Theory</i> 5, 4.</p> <p>Lems, A., (2016). Placing Displacement: Place-making in a World of Movement, <i>Ethnos</i>, 81:2, p. 315-337.</p> <p><i>Recommended:</i></p> <p>Lewellen, T. C. (2002). Part 2-Globalization and migration in <i>The Anthropology of Globalization : Cultural Anthropology Enters the 21st Century</i>. Greenwood Publishing Group</p>
Week 4 Oct. 2	<p><i>Migration control and mobility regimes in globalized world</i></p> <ul style="list-style-type: none"> ▪ Politics of global migration control 	<p><i>Required Readings:</i></p> <p>Gomberg-Munoz (2020), Chapter 2: Why is There Undocumented Migration? in <i>Labor and Legality: An Ethnography of a Mexican Immigrant Network</i>. Oxford University Press. p. 23-44.</p> <p>Rotter, R. (2016). Waiting in the asylum determination process: Just an empty interlude? <i>Time & Society</i>, 25(1), p. 80–101.</p> <p>Cleveland, J. (2015). Not so short and sweet: immigration detention in Canada, (pp. 93-101) in <i>Immigration detention</i>. Routledge</p>

		<p>Reeves, M. (2013). Clean Fake: authenticating documents and persons in migrant Moscow. <i>American Ethnologist</i> 40 (3), p. 508-524.</p> <p>Recommended:</p> <p>Bosworth, M., Franko, K., & Pickering, S. (2018). Punishment, globalization and migration control: ‘Get them the hell out of here.’ <i>Punishment & Society</i>, 20(1), p. 34–53.</p>
<p>Week 5 Oct. 9</p>	<p>Understanding the concept of ‘Culture’</p> <ul style="list-style-type: none"> ▪ The concept of ‘culture’ in anthropology and its relationships with international migration 	<p>Medeiros, P., & Cowall, E. (2020). Chapter 2 The Culture Concept (p. 29-43). In <i>Perspectives: An Open Invitation to Cultural Anthropology</i>. American Anthropological Association: Arlington</p> <p>Cohen, J. H., & Sirkeci, I. (2011). Introduction: The Cultures of Migration (p.1-20) in <i>Cultures of migration: The global nature of contemporary mobility</i>. University of Texas Press.</p> <p>Gomberg-Munoz (2020), Chapter 5 - Echandole Ganas: Working Hard in Labor and Legality: An Ethnography of a Mexican Immigrant Network. Oxford University Press. P. 83-105.</p> <p>Vertovec, S. (2011). The Cultural Politics of Nation and Migration. <i>Annual Review of Anthropology</i>, 40(1), 241–256.</p> <p>Recommended:</p> <p>Boyle, P., Halfacree, K., & Robinson, V. (2014). Chapter 9 - Migration and Culture: some illustrations in <i>Exploring contemporary migration</i>. Routledge.</p>
<p>Week 6 Oct. 16</p>	<p>Race and Ethnicity in international migration</p>	<p>Required Readings:</p> <p>Garcia., J. (2020). Chapter 9 - Race and</p>

	<ul style="list-style-type: none"> ▪ Relationships between race and migration ▪ Experiences of racism in globalized spaces 	<p>Ethnicity (p. 204-230). In <i>Perspectives: An Open Invitation to Cultural Anthropology</i>. American Anthropological Association: Arlington.</p> <p>Erel, U., Murji, K., & Nahaboo, Z. (2016). Understanding the contemporary race–migration nexus. <i>Ethnic and Racial Studies</i>, 39(8), p. 1339–1360.</p> <p>Kumsa, M. K., Mfoafo-M'Carthy, M., Oba, F., & Gaasim, S. (2014). The contours of anti-black racism: Engaging anti-oppression from embodied spaces. <i>Journal of Critical Anti-Oppressive Social Inquiry</i>, 1(1).</p> <p>Hogarth, K., & Fletcher, W. (2018). Chapter 1 - Race, Racism, and Anti-Racism in Canada in <i>A space for race : decoding racism, multiculturalism, and post-colonialism in the quest for belonging in Canada and beyond</i> . Oxford University Press.</p> <p>Recommended:</p> <p>Smith, A. (2015). Troubling “Project Canada”: the Caribbean and the making of “unfree migrant labor.” <i>Canadian Journal of Latin American and Caribbean Studies</i>, 40(2), p. 274–293.</p>
<p>Week 7 Oct. 23</p>	<p><i>Gender and Sexuality in globalized spaces</i></p> <ul style="list-style-type: none"> ▪ Understanding the concepts of masculinity and femininity ▪ Negotiated and re-negotiated gender relations in globalization <p><i>Mid-term exam is today: covers</i></p>	<p>Required Readings:</p> <p>Garcia, J. (2020). Chapter 10 – Gender and Sexuality (p. 230-287). In <i>Perspectives: An Open Invitation to Cultural Anthropology</i>. American Anthropological Association: Arlington.</p> <p>Thibault, H. (2018). Labour migration, sex, and polygyny: negotiating patriarchy in Tajikistan, <i>Ethnic and Racial Studies</i>, 41:15, p. 2809-2826</p>

	<p>Weeks 1-6</p>	<p>Kumsa, M. (2002). Negotiating Intimacies in a Globalized Space: Identity and Cohesion in Young Oromo Refugee Women. <i>Affilia</i>, 17(4), p. 471–496.</p> <p>Desai, S., & Banerji, M. (2008). Negotiated identities: male migration and left-behind wives in India. <i>Journal of Population Research</i>, 25(3), p. 337-355.</p> <p>Recommended:</p> <p>Salazar Parrenas, R., (2001). Introduction, Chapters 1, 2, and 3 (p. 1- 84) in <i>Servants of Globalization: Women, Migration and Domestic Work</i>. Palo. Alto, CA: Stanford University Press.</p>
<p>Week 8 Oct. 30</p>	<p>No Class. Fall Break</p>	
<p>Week 9 Nov.6</p>	<p>Transnational family and kinship relationships</p> <ul style="list-style-type: none"> ▪ Understanding the role of family among migrants ▪ Family and kin relationships in international migration <p>Participant Observation is due today</p>	<p>Required Readings:</p> <p>Gilliland, M. (2020) Chapter 8 - Family and marriage (p. 182-203). In <i>Perspectives: An Open Invitation to Cultural Anthropology</i>. American Anthropological Association: Arlington.</p> <p>Lindley, A. (2009). The Early-Morning Phone call: Remittances from a Refugee Diaspora Perspective. <i>Journal of Ethnic and Migration Studies</i>, 35(8), p. 1315–1334.</p> <p>Kastner, K. (2010). Moving relationships: family ties of Nigerian migrants on their way to Europe. <i>African and Black Diaspora: An International Journal: Family Dynamics in Transnational African Migration to Europe</i>, 3(1), p. 17–34.</p> <p>Arias, P. (2013). International Migration and Familial Change in Communities of Origin: Transformation and Resistance. <i>Annual</i></p>

		<p><i>review of sociology</i> 39 (1), p. 429–450.</p> <p>Recommended:</p> <p>Heering, L., Van der Erf, R., & Van Wissen, L. (2004). The role of family networks and migration culture in the continuation of Moroccan emigration: a gender perspective, <i>Journal of Ethnic and Migration Studies</i>, 30:2, p. 323-337</p>
<p>Week 10 Nov.13</p>	<p><i>Understanding religion in globalization of migration</i></p> <ul style="list-style-type: none"> ▪ The role of religion among international migrant workers ▪ Intersection of religion and inequality 	<p>Required Readings:</p> <p>Henninger-Rener, S. (2020) Chapter 11 – Religion (p. 286-303). In <i>Perspectives: An Open Invitation to Cultural Anthropology</i>. American Anthropological Association: Arlington.</p> <p>Hagan, J. (2008). Introduction and Chapter 1 in <i>Migration Miracle: Faith, Hope, and Meaning on the Undocumented Journey</i>. Harvard University Press.</p> <p>Roche, S. (2014). The role of Islam in the lives of Central Asian migrants in Moscow. <i>CERIA Brief</i>, 2, p. 1-5.</p> <p>Recommended:</p> <p>Teper, Y. and Course, D., D. (2014). Contesting Putin’s nation-building: the ‘Muslim other’ and the challenge of the Russian ethno-cultural alternative. <i>Nations and Nationalism</i>. Vol. 20 (4), p. 721–741.</p>
<p>Week 11 Nov.20</p>	<p><i>Agency, activism. Pains and sufferings in migration</i></p> <ul style="list-style-type: none"> ▪ Emotional and socio-cultural negative effects of migration ▪ Migrant agency and activism 	<p>Required Readings:</p> <p>Nyers, P. (2011). No One is Illegal Between City and Nation. <i>Studies in Social Justice</i>, 4(2), p. 127–143.</p> <p>Bachelet, S. (2018). Fighting against Clandestine Migration: Sub-Saharan Migrants’ Political Agency and Uncertainty</p>

	<ul style="list-style-type: none"> Resilience and resistance 	<p>in Morocco. <i>Political and Legal Anthropology Review</i>, 41(2), p. 201–215.</p> <p>Coker, E. (2004). “Traveling Pains”: Embodied Metaphors of Suffering Among Southern Sudanese Refugees in Cairo. <i>Culture, Medicine and Psychiatry</i>, 28(1), p. 15–39.</p> <p>Miriam Ticktin. (2006). Where Ethics and Politics Meet: The Violence of Humanitarianism in France. <i>American Ethnologist</i>, 33(1), p. 33–49.</p> <p>Recommended:</p> <p>Triandafyllidou, A. (2019). The Migration Archipelago: Social Navigation and Migrant Agency. <i>International Migration</i>, 57(1), p. 5–19.</p>
<p>Week 12 Nov.27</p>	<p><i>Home in globalized world, hopes and dreams</i></p> <ul style="list-style-type: none"> Uncertainties of home: neither here, nor there Hopes, dreams and imagination in migration 	<p>Required Readings:</p> <p>Frances, P. (2014). Migration as Hope: Space, Time, and Imagining the Future, <i>Current Anthropology</i> 55, no. S9.</p> <p>Greschke, H. (2012). Is There a Home in Cyberspace? The Internet in Migrants’ Everyday Life and the Emergence of Global Communities in <i>Is There a Home in Cyberspace?</i> (Vol. 14). Routledge.</p> <p>Vigh, Henrik. 2009. Wayward Migration: On Imagined Futures and Technological Voids. <i>Ethnos</i> 74 (1), p. 91–109.</p> <p>Recommended:</p> <p>Bachelet, S. (2019). Looking for one’s life: trapped mobilities and adventure in Morocco. <i>Migration and Society</i> 2.</p>
<p>Week 13 Dec.4</p>	<p><i>Reflexivity. Seeing like an anthropologist</i></p> <ul style="list-style-type: none"> Importance of reflexivity 	<p>Required Readings:</p> <p>Cochrane, L. (2020). Seeing Like An Anthropologist: Anthropology in Practice (p.</p>

	<p>in globalization studies</p> <ul style="list-style-type: none"> Value of ethnography to the study of globalization <p><i>Final paper is due on December 11, 2020</i></p>	<p>444-455) in <i>Perspectives: An Open Invitation to Cultural Anthropology</i>. American Anthropological Association: Arlington.</p> <p>Esposito, F. (2017). Practicing ethnography in migration-related detention centers: A reflexive account. <i>Journal of Prevention & Intervention in the Community: Community Psychology and Intercultural Interactions: A Critical Perspective to Enhance Social Justice</i>, 45(1), p. 57–69.</p> <p>Hauber-Özer, M. (2019). Yabancı: An Autoethnography of Migration. <i>Forum Qualitative Sozialforschung / Forum: Qualitative Social Research</i>, 20, No 3</p> <p>Qualitative Content Analysis</p> <p><i>Recommended:</i></p> <p>Lee, S. (2015). Questions from the Field: Anthropological Self-reflexivity through the Eyes of Study Participants. <i>Anthropology in Action (London, England : 1994)</i>, 22(3), 39</p>
--	---	--

COURSE EXPECTATIONS

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). 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 Pregnancy: Please 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 see the [Student Guide](#).

Accommodation for Religious Observance: Please 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 see the [Student Guide](#).

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-violence-support.

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: All class assignments must be submitted directly to dropbox in Culearn. Late assignments will receive 2% deduction for each day. Extensions on assignment deadlines will be considered for legitimate reasons only and must be discussed with the instructor before a missed deadline.

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 BGInS 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 BGInS website is the official course outline.