

GINS 3100B
Global and International Group Project:
Policy Task Force Scoping Exercise
Tuesdays 2:35 pm - 5:25 pm

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Contact Policy: Email is the best way to contact me. I normally reply within 72 hours, weekends excluded. All email must be through official Carleton university email accounts. For longer questions I recommend scheduling a Zoom, in-person meeting, or office hours (to be posted on Brightspace page).

1. Course Overview

This is an experiential learning course.

We will be working as a policy research team for the Canadian Council for the Americas (<https://www.ccacanada.com/>), a Canadian NGO focused on fostering Canada-Latin America relations. Our task is to conduct a scoping exercise on Canada-Latin America relations, beginning with the following key tasks:

1. A survey of bilateral Government of Canada engagement activities.
2. A survey of province-Latin America engagement activities.
3. A detailed survey of Canada-Latin America trade and investment relations down to the provincial activity level.

The class will be producing a series of products communicating the research findings to the CCA. These products will eventually be released for public use through the CCA's portal. As far as the course professor and the CCA are aware the scoping activity being undertaken by this class has never been done. As such, the resource created by the class will be a valuable input for policy makers in government and policy advocates outside of government.

A key part of this class will be stakeholder engagement. Much of the information being sought for this project, particularly on the provincial level, is not readily accessible through government webpages. Extensive work will thus be necessary directly contacting and speaking with desk-level government officials to collect information and seek guidance on where further details can be accessed. There will likely also be a need to consult other stakeholders including academics, diplomats from Latin American missions in Ottawa, NGOs, journalists, as well as other experts.

The class will be divided into ten task teams who will be responsible for collecting information relating to defined aspects of the bilateral relationship. You and your group will make decisions on which stakeholders to consult, what questions to ask, and how their views will feed into your policy response. Results of your research will be communicated back to the larger group in a series of different 'products' that align with the sorts of documents typically used in policy settings to communicate information. Further details on these products will be explained in our weekly meetings.

The class is built around a series of **mandatory** weekly meetings. At these meetings you should be prepared to provide updates on the progress of your task team, highlight challenges and opportunities, and actively look for cross-connections with other groups in the course. I will serve as the chair of these meetings and will help you formulate brainstorm, problem solve, and provide feedback on your progress. Ultimately, however, you are responsible for the success of the project.

2. Learning Outcomes

By the end of this course, students will be able to:

1. Gain practical experience for career development in global and international studies. Skills developed include: task-based problem solving and task prioritization; decision making; professional writing and communication; advocacy; cooperative work strategies; monitoring and evaluation frameworks and gap analyses.
2. Develop communication, interpersonal, and collaborative skills by working as part of a team.
3. Gain skills and knowledge required for success in working in international contexts; the ability to cope with and respond appropriately to changing circumstances and project goals; patience, discipline, and flexibility, particularly as projects are adjusted due to change in scope or timelines; an appreciation for diverse work patterns while remaining committed to deadlines; sensitivity to others, and open to different viewpoints.

3. Required Texts

There are no required texts for this course, but a series of background readings and technical guidance documents will be posted to the course Brightspace page. These documents will be divided into the 'highly recommended' and 'wider background'. It is strongly suggested that you read the 'highly recommended'. In order to provide examples of what various policy documents look like the course professor will post an extensive collection of original Government of Canada internal documents on Canada-Brazil relations obtained through a series of Access to Information requests. (Note: There is no chance that ATIP requests will be filled quickly enough to contribute to this course – it took up to three years for some of the posted ATIP requests to be completed).

4. Evaluation

<u>Item</u>	<u>Value</u>	<u>Timeline</u>
Weekly Meeting Attendance	10%	Weekly. Individual grade.
Weekly Meeting participation	10%	Weekly. Individual grade.
Peer-to-Peer group participation and engagement grade	Used to generate group contribution factor	Due the same day as each group assignment is due.
Group research products	40%	Breakdown, nature of assignments, and deadlines to be negotiated in class. One grade given for the assignment, adjusted with the Group Contribution Factor.
Individual Strategic Regional Engagement Memorandum to Cabinet	40%	April 26, 2025

All written assignments must provide a full list of sources used and avoid plagiarism or other violations of academic integrity. All papers submitted should be formatted with the 12-point font and page numbers. The use of generative A.I. in written assignments is not permitted and will be treated as an academic integrity violation.

Late Policy: 5% per day with weekends counting as 1 day.

Group work is always contentious with students. There are always complaints that some do not carry their weight. Likewise, there are those who carry a group. To address the risks of inequity that are often voiced about group work this course will apply a *Group Contribution Factor* to the grades for group work. It is used to scale grades based on students' contribution relative to their group. After adjustment, students who were rated higher than group average by their group peers will receive a higher grade, and students who were rated lower will receive a lower grade. This promotes fairness by increasing grades for students who contributed more and decreasing grades for those who contributed less than the group average. It also means that group work will be graded as if it is a polished professional product. Samples of various products and guides for their creation will be provided on the course Brightspace page.

- The Group Contribution Factor is calculated with an individual student's average received ratings from their peers and the average ratings of their group.
- The mathematical formula for the Group Contribution Factor is the square root of the result of 'Student's Average Received Ratings from Peers as a percentage' divided by 'Average or All Received Ratings by Group as a percentage.'

$$\text{Group Contribution Factor} = \sqrt{\frac{\text{Student's Average Received Ratings from Peers as \%}}{\text{Average of All Ratings Received by Group as \%}}}$$

- As an example, in a group assignment where the grade was 75% if A Superstar received an average peer rating of 85% in a group where the average of all peer assessments was 75%, the group contribution factor would be calculated as follows:

$$\text{A Superstar Grade} = \text{Assignment Grade} \times \text{GCF}$$

$$\text{A Superstar Grade} = 75\% \times \sqrt{\frac{85}{75}}$$

$$\text{A Superstar Grade} = 75\% \times 1.064$$

$$\text{A Superstar Grade} = 79.8\% \text{ (rounds to } 80\%)$$

5. Timeline and Milestones

The class has a mandatory weekly meeting. Policy tasks forces meet on a very regular basis to report back on progress with tasks, which is what we will do. These weekly classes will also provide an opportunity for technical guidance from the professor. Time not used for reporting and guidance can be used by students for meetings within their group and between groups.

At the outset of the course the final assignment will take the form of a 'Memorandum to Cabinet', which is the standard policy document used for creating and directing implementation of a Government of Canada strategic policy. Grading for this assignment will be based on use of research collected in this course, adherence to required form, and practical creativity and innovation in policy proposal. We will discuss the practicality of the specifics of this assignment in class and may adjust them if consensus is that change is needed.

7. Appendix

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

Deadlines & Late Submissions

Submission of Term Work: All assignments are due through the Brightspace Portal by the specified deadline.

Late penalties: Late submissions will only be accepted for the 'research essay introduction' assignment. If you submit this assignment late, the policy is as follows: **5% per first day**, 5% per day thereafter (weekends count as one day). Barring exceptional circumstances assignments will not be accepted more than **one (1)** week after the original deadline.

Return of Term Work: Assignments are returned via Brightspace; you must regularly attend tutorials to receive your grades. Final examination materials are intended solely for the purpose of evaluation and either will not be returned as per Carleton University policy or will have very limited grading commentary.

Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Learning difficulties and/or impairments: Students with differing learning needs are welcome in this course. 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).

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](http://www.carleton.ca/equity) for assistance (www.carleton.ca/equity).

Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an [Equity Services Advisor](http://www.carleton.ca/equity) 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.

Freedom of Speech at Carleton

The full University policy can be viewed at:

<https://carleton.ca/secretariat/wp-content/uploads/Freedom-of-Speech.pdf>

A key excerpt from the policy for our class is as follows:

“The purpose of the University also depends upon an environment of respect and tolerance. Every member needs to be able to learn, teach, live and work free from harassment and discrimination.

Therefore, subject to the limits set by law, the University is committed to the following principles:

- That the University is a place of open discussion and free inquiry;
- That the University introduces students to a wide range of ideas and does not attempt to shield students from debates or opinions that they may disagree with or find offensive;
- Faculty, students and staff are free to criticize, contest and condemn the views expressed on campus;
- At the same time, faculty, students and staff may not prevent, obstruct or interfere with the freedom of others to express their views;
- Freedom of speech includes accompanying responsibilities such as civility, respect and tolerance;
- Speech that violates the law will not be permitted including but not limited to hate speech, threatening violence, harassment, discrimination, unjustified invasion of privacy or confidentiality interests, defamation or speech that is otherwise directly incompatible with the functioning of the University.

Disagreements and dissenting views make for a vibrant academic culture. The University strives to find a balance between allowing for critical views to be expressed civilly on campus and not obstructing the freedom of others to communicate their views. In exercising free speech, staff, students and faculty are encouraged to consider the value of mutual respect. Informed, thoughtful and respectful argument, even when disagreement is profound, benefits the University community and fosters its essential purpose.”

A useful guideline is to remember that it is possible to disagree without being disagreeable. Often the ideas expressed in your class discussions are far from fully formed. Help each other work through complicated issues by asking questions that tease out meaning and clarify thoughts. There are no points to be scored for tearing each other down.

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). I hold the copyright to all course materials; they may not be posted, transferred, or sold without my written consent.

Carleton E-mail Accounts

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

Medical Certificates & Illness

In place of a doctor's note or medical certificate, students may complete the [self-declaration form](#) available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments. Students are also encouraged to connect directly with their instructors to discuss required accommodations arising from the COVID-19 situation.

Course Conduct

In this course informed and critical discussion of complex and contentious issues is the central component of the learning experience. All participants are consequently expected to arrive on-time, prepared to conduct themselves with decorum and civility, to have read the preparatory materials for the class, and be ready to actively contribute to an atmosphere of scholarly inquiry and mutual respect. While spirited discussion and disagreement are encouraged, rudeness, combativeness, and disruption are not.

Please refrain from conducting non-course-related activities during class time (i.e., social media, chats, games, constant texting, and the like). Electronic and/or digital devices (including mobile devices) which impede or hamper the class discussion will not be tolerated. Unacceptable conduct includes, but is not limited to, discrimination or harassment, threatening, stalking, and unwelcome communication either in person or through electronic or other means. We reserve the right to remove disruptive elements (including devices) and persons from the classroom.

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 studied in this course you will be able to incisively interrogate the underlying logic for particular positions. You will also find that what seems reasonable under one framework may not be so under another.

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.

Mental Health

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

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>