PAPM 4000B
CAPSTONE SEMINAR - DEVELOPMENT

ARTHUR KROEGER COLLEGE OF PUBLIC AFFAIRS
FACULTY OF PUBLIC AFFAIRS

> *Perfect is the enemy of good.*
> *Voltaire, 1770*

DESCRIPTION
Welcome to PAPM 4000B – the Capstone Seminar in Development Policy Studies. The purpose of this seminar is to consolidate your previous learning in development studies and public affairs analysis and to apply this knowledge, together with your research and policy analysis skills, to current, real-world problems.

This seminar will be VERY fast-paced and will require you to stay abreast of current events, to be prepared to respond quickly to media reports and commentary while taking a critical look at current development practice and the every-day challenges facing the policy/development practitioner.

2020 and the crazy world we're living in

Due to the ongoing pandemic-related restrictions, this year's edition of PAPM4000B will be held online using the ZOOM video-conferencing app. We will try to recreate the collaborative-learning seminar experience as much as possible. This may mean that some aspects of the course as described in this outline may be adapted or even eliminated as we move forward together. Other elements may be added as lines of enquiry open or as events unfold. In this way, our seminar will emulate some of the character of the real-world, crisis-policy environment.

Please contact me if, at any point, you are concerned or confused with any aspect of seminar.

Students' guide to PAPM 4000B
There is a new addition to 4000B this year. A group of your peers from the 2019 cohort collaborated to produce a cuPortfolio-based guide to PAPM4000B. This guide contains a wealth of information on the course and how to get the most out of it. It is an invaluable resource, full of insightful information and practical tips and I strongly encourage you to consult it.

Learning Outcomes
This is a seminar course. This means that much of the learning is participatory and that the objectives of the course go beyond the passive acquisition of knowledge to the development, refinement and application of critical thinking and self-expression skills. PAPM is an interdisciplinary program which demands an even broader appreciation of learning. This Capstone Seminar is intended to knit together those thinking and self-expression skills with that broader appreciation of learning to produce graduates who are able to:

1) Demonstrate their knowledge of policy and development concepts and vernacular in the context of contemporary issues and events
2) Identify and describe how policy and development themes are reflected in current events and current debates
3) Explain how theory can help to understand complex social problems

4) Display an ability to evaluate how different theoretical perspectives can help to expand and reinforce this understanding
5) Integrate this understanding of policy and development concepts and frameworks to demonstrate an ability to analyse complex, interdependent societal challenges at local, national and global levels
6) Adapt this understanding with limited instruction to perform a task in a new context under a fixed deadline
7) Communicate this understanding confidently and effectively, both orally and in writing, to:
   a) Peers in their own and other academic disciplines
   b) Communities in the broader public arena who may be unfamiliar with the academic discourse
8) Internalize the practice of on-going self-reflection and critique

See the _Students' guide to PAPM 4000B_ where past PAPM4000B seminar members explain how these learning outcomes contributing to real-world transferable skills.

Seminar Organization

The first part of the seminar will consist of a short review of some key theoretical concepts in policy studies, development studies and international relations. In the second part of the seminar, we will use these concepts to develop a three-part framework for better understanding the challenges facing development policy and practice. In the third part, we will apply that framework to the examination of specific contemporary issues in development policy and practice. During this third part of the course, seminar members will be assigned to groups and be responsible for conducting a formal, analytical presentation on a development topic of contemporary concern.

Throughout the term, seminar members will be expected to prepare both oral and written presentations, timely response to breaking events together with critiques of public commentary.

Note that Capstone participants are encouraged to use this seminar as a basis for developing their Honours Research Essay topics and to try out ideas and materials as practical within the seminar.

Seminar Format
Due to the shift online, we may need to adapt the approach to our weekly meetings if the synchronous seminar format proves too awkward or unreliable.

The usual format of the seminar is group discussion and **seminar members are expected to have completed all the readings for the week before they arrive**. Starting in week two and continuing to the end of the course, the seminar will begin with the **Media Scan -** short individual presentations recapping development-relevant issues or events attracting media coverage during the preceding week. Starting in week three, this will be followed by individual presentations and seminar discussion analysing current media **Op-Ed** commentary on issues related to development policy and practice.

Seminar participation is not improv – you need to prepare. Please do the readings carefully and jot down notes for further discussion. Each week you may be asked to give a brief summary of an aspect of a reading that you found particularly intriguing. You should also expect to be asked specific questions pertaining to each week's readings or for your critical analysis of some aspect of the current seminar discussion. Seminar members are also expected to consult cuPortfolio and cuLearn regularly and to read the op-ed and presentation postings from other members of the seminar. The same expectations apply to readings posted for the seminar group presentations – read them and be prepared.

CULearn and MyCarleton email
All Seminar announcements and ad-hoc assignment notices will be sent out via CULearn and you are encouraged to check the seminar cuLearn page and your University e-mail address regularly.

Office hours
Office hours will be held online through Zoom. Times will be posted in cuLearn. Seminar members with ad hoc appointment requests should contact me through CULearn to arrange a time to meet. I will do my best to accommodate member schedules.

ASSIGNMENTS, ASSESSMENT AND EVALUATION

cuPortfolio

In this seminar, your will use cuPortfolio as a complement to cuLearn to facilitate the process of knowledge integration and reflection. Your portfolio will be the forum in which you develop and present all of your course material and, in so doing, it will provide you an opportunity to showcase the kinds of learning and professional skills you have developed not only as a part of this seminar, but during the entirety of your undergraduate academic and related extracurricular experience.

For this seminar, rather than grinding through the conventional midterm/final/essay format, you will be expected to complete numerous small assignments and produce regular portfolio journal entries in addition to a group presentation assignment and short papers. What cuPortfolio adds is that it allows you the opportunity to consolidate all this workload into a coherent package making it both easier to draw connections between various seminar activities and to manage a busy workload. It gives you the tools to submit work using a variety of media so you can document your learning experience in a thoroughly professional manner.

Each seminar member will maintain their own portfolio. There will be regularly scheduled check-in points when your portfolio will be reviewed and assessed (see schedule below). Time will be allocated during the first seminar meeting for you to familiarize yourself with the use of cuPortfolio using a short series of on-line tutorials. Additional student support resources are readily available through the cuPortfolio Help Centre.

The Students' guide to PAPM 4000B contains additional material on using cuPortfolio as well as a discussion of the broader benefits of using the tool. It is also a practical example of what you can do in a portfolio.

Specifications Grading

To streamline the grading of many short assignments, this seminar uses an assessment approach called "specifications grading". All of your assignments are graded against a set of specifications as either 'Satisfactory' (SAT) or 'Unsatisfactory' (UNS). There are no points or percentages allocated to any individual work item. Detailed specifications for each assignment will be provided in cuLearn. Sample responses for some assignments will be provided through the Sample Assignment portfolio.

The Students' guide to PAPM 4000B provides a wealth of information describing this grading system and advice on how to use it to your benefit. You are STRONGLY encouraged to take advantage of the experience of your peers

For many of these assignments, you have flexibility in how many you choose to complete and when you complete them.

Some assignments allow you the opportunity to revise and resubmit work deemed unsatisfactory.

Your **final grade** for the term is based upon your satisfactory completion of a bundle of assignments as follows (shading indicated additions to the previous grade level):

<u>BASIC GRADE REQUIREMENTS</u>
C-
Introductory portfolio profile completion
5 Satisfactory Reading Responses (see Portfolio Check-in schedule)
2 Satisfactory Media-Scan submissions Presented in seminar
2 Satisfactory Op-Ed Responses Presented in seminar
1 Satisfactory Short Response Memo
Satisfactory Issue Presentation and Memo
Satisfactory Seminar Learning Journal
3 Satisfactory Portfolio Check-ins

B-
Introductory profile completion
Introductory Interview attended
8 Satisfactory Reading Responses (see Portfolio Check-in schedule)
4 Satisfactory Media-Scan submissions (2 Presented in seminar)
3 Satisfactory Op-Ed Responses (2 Presented in seminar)
2 Satisfactory Short Response Memos
Satisfactory Issue Presentation and Memo
Satisfactory Presentation Reflection and Group/Self critique
Satisfactory Seminar Learning Journal
3 Satisfactory Portfolio Check-ins

A-
Introductory profile completion
Introductory Interview attended
10 Satisfactory Reading Responses (see Portfolio Check-in schedule)
7 Satisfactory Media-Scan submissions (2 Presented in seminar)
4 Satisfactory Op-Ed Responses (2 Presented in seminar)
3 Satisfactory Short Response Memos
Satisfactory Issue Presentation and Memo
Satisfactory Presentation Reflection and Group/Self critique
Satisfactory Issue Brief
Satisfactory Seminar Learning Journal
3 Satisfactory Portfolio Check-ins

Tokens

Final Grades are computed from Basic Grades plus or minus your **token balance** at the end of the term.

You earn tokens by:
- demonstrating a high degree of diligence in the completion of an assignment by:
    - producing work of exceptional insight or quality
    - producing written work that is clear, concise and largely free of spelling, grammatical and basic proof-reading errors,
    - producing written work that is properly referenced and uses a consistent citation style throughout
    - producing work that is neat and well-organized and presented in a professional manner
- completing and posting assignments to the appropriate portal 24 hours or more before the due date

- completing extra assignments or extended portfolio content (links to previous coursework or other artifacts)
- making contributions to the seminar which, in the instructor's view, exceed expectations

A token can be exchanged for any of the following:
- a one-day extension of the deadline for some assignments [1 token]
- a redo of an assignment assessed UNSATISFACTORY [1 token]

You lose tokens for:
- careless errors (broken links, failure to proofread) in otherwise satisfactory assignments [1 token]
- arriving late for a seminar or leaving early [1 token]
- any unauthorized absence from a seminar [2 tokens]
- missing the seminar on 28 October [3 tokens]
- missing the seminar on 6 December [3 tokens]

You can 'overdraw' tokens (i.e. spend tokens you do not have), but this will factor into the calculation of your final grade.

Calculation of Final Letter Grade

Your final letter grade is calculated from the base grade you achieve plus your term-end token balance according to the chart below.

Basic Grade	Token Balance	Final Grade
C-	<2	C-
	2- 5	C
	6 - 8	C+
	9+	B-
B-	>4	B-
	4 - 6	B
	7 - 11	B+
	12+	A-
A-	<6	A-
	6 - 13	A-
	14+	A+

A failure to satisfactorily complete all the required assignments for a C- base grade will result in a grade of D. D grade standing with a negative term-end token balance will result in a final grade of F.

Assignments

cuPortfolio Check-in
There will be three Portfolio reviews through the term. The expected content to be added at each check-in varies according to your Basic Grade stream as follows:

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Portfolio Check-in Minimum Content Expectations

Check-in	Due Date	Reading Journal			Media-Scan			Op-Ed Analysis			Other Entries
		A	B	C	A	B	C	A	B	C	Short-response memos as assigned
1	02-Oct	4	3	2	2	1	As Assigned	1	1	As Assigned	Profile, Learning Journal
2	06-Nov	4	3	2	2	1		2	1		Presentation, Learning Journal, Issue Memo Draft
FINAL	11-Dec	2	2	1	3	2		1	1		Presentation, Reflection/Critique, Issue Memo, Learning Journal
Total		10	8	5	7	4	2	4	3	2	

As a component of each check-in, all seminar members are required to make a Learning Journal entry.   A series of questions to be addressed in the journal entry will be posted in cuLearn. Seminar members are encouraged to make weekly entries highlighting specific learnings or points of interest in the day's discussions. In all cases, including relevant references to or artifacts from previous or current year courses or from the media or current events is highly encouraged.

Reading Journal
Due 24 hours before the seminar posted to your portfolio reading journal (except for Week 2 readings which are due 48 hrs. following the seminar).

The number of satisfactory Reading Journal responses you are required to produce depends upon the base grade you want to pursue – as indicated in the table above. For Parts 1&2 of the seminar, your reading responses must, as a minimum, respond to all of the prompts from the supplied reading guide and a brief personal reflection. Additional information and assessment specifications will be provided in cuLearn and a response template will be provided in the Sample Assignment portfolio. Reading responses ARE eligible for re-submission. No extensions are allowed.

Media-Scans
*Target **40 words to a maximum of 100 words** posted to your portfolio only.*

The number of satisfactory media-scans you are required to produce depends upon the base grade you want to pursue – as indicated in the table above. In addition, you are required to present two of your media-scans to the seminar. Media-scan presentations start in the second week and a schedule will be available in cuLearn. A media-scan presentation is a VERY short (2 mins. max) depiction of how an issue or event being covered in any media can be seen as relevant to some development issue, concept or theory of interest to our seminar.   Additional instructions and assessment specifications will be posted in cuLearn. Sample Media-Scans will be posted in the Sample Assignment portfolio. Media-scans are NOT eligible for re-submission. No extensions to presentation media-scans are allowed.

Op-Ed analyses
*No more than **250 words** posted to your portfolio. Op-Ed analyses presented in-seminar **MUST ALSO be posted to the cuLearn Op-Ed discussion forum 48 hours before the day of their presentation.***

The number of satisfactory Op-Ed Analyses you are required to produce depends upon the base grade you want to pursue – as indicated in the table above. In addition, you are required to present two of your Op-Ed Analyses to the seminar. Op-Ed presentations start in the third week, and a schedule will be available in cuLearn. You will present a brief (5 mins. max) analysis of an op-ed article on a topic of development significance appearing in a major international newspaper within the two-week period before the date of the presentation. Seminar members presenting in the same

week are to coordinate to ensure they are not covering the same article – though the Op-Eds may cover the same issue. Indeed, presenters in a given week are encouraged, where possible, to collaborate so as to introduce a range of opinion on a given topic.   For presentation Op-Eds, a link to or full-text copy of the article together with the written analysis are to be posted on the CULearn seminar Op-Ed discussion forum no later than **48 hours before** the day of the presentation. **All other members of the seminar are expected to read these materials and be prepared to comment during the seminar**. Additional instructions and assessment specifications will be posted in cuLearn and sample analyses will be provided in the Sample Assignment portfolio.   Op-Ed Analyses are eligible for re-submission. No extensions are allowed to presentation op-eds.

Short Response Memos (x3)

*No more than **200 words** posted to your portfolio AND submitted through the CULearn assignment portal.*

This assignment is optional – you may skip any submission at a cost of 2 tokens each.

During the term you will receive three snap written assignments with extremely short deadlines (typically less than 24 hours). Assignments will be delivered without notice through cuLearn e-mail -- checking for these assignments is your responsibility. This assignment is designed to simulate the kind of vague, rapid response tasking that you often encounter in the chaotic world of the policy/development professional. You may be asked to provide an answer to a specific question, information on a certain topic, or clarification of some news or other report, or to prepare a reply to some question or comment. You are to prepare and submit a short (less than 200 words) reply before the deadline. Additional instructions and assessment specifications will be posted in cuLearn. Samples and will be provided in the Sample Assignment portfolio. A failure to meet the deadline will result in an automatic UNS. Short Response Memos ARE eligible for re-submission.

Memo and in-seminar oral presentation (as scheduled)

*Presentation slides and memo are due **24 hrs before the day of your presentation**, posted to your portfolio **AND** to the cuLearn presentation discussion board.*

Each week during the third part of the course, a group of seminar members will be responsible for preparing and delivering a presentation on a topic related to a specific global issue to be chosen from a list provided by the Instructor. Your group is also responsible for assigning the reading or readings for the week (max. 40 pages total with a reference or link posted to CULearn one week in advance of your presentation date). Each member of the seminar will be responsible for preparing and delivering a particular aspect of the presentation. Your individual tasks:

- Prepare a written memo of max 1,500 words (not including bibliography), using any accepted citation style on the assigned aspect of your presentation topic. The memo records the sources and citations for the material in your portion of the presentation – it is an annotated aide-memoire of your presentation.
- Group-members have the option to prepare their memos individually or as a group. If prepared as a group, the maximum word count is 3,000 words.
- Draw on at least six separate sources.
- Present the memo's argument to the seminar. Each member of the group will have 15 minutes, plus a group allowance of 20 minutes for an introduction and conclusion.
- You may use 8-10 slides to aid your presentation. Keep the text on each slide to a bare minimum, ensure that it is readable from a distance, and, where appropriate, include clear diagrams for easy reference.
- To ensure smooth delivery within the allotted time, <u>REHEARSE</u> in front of your assigned group, friends or family before your seminar presentation.
- *No extensions will be granted for this assignment*.

Presentation Memos ARE eligible for re-submission.

2020 Online consideration
Groups may choose to do their presentations live online or may, alternatively, pre-record their presentations for playback during the seminar period and/or on-demand.

Presentation planning meeting
I want to meet briefly with your group at 10 days before your scheduled presentation during which time I want to hear your general argument, review your proposed class readings, learn the primary sources you are consulting and basically get a sense of the approach you are taking. Scheduling of this meeting is the responsibility of the group. I need at least three days advance notice to schedule the meeting. Failure to meet will result in an UNS for the presentation assignment.

Additional information on the presentation assignments will be provided during the seminar and posted in cuLearn.

Presentation Reflection and Group/Self critique
*No more than **500 words** posted to your portfolio learning journal no more than 3 days after your presentation.*

Seminar members pursuing A or B basic grades are required to produce a reflective critique of both their group presentation as a whole and their individual contribution to the preparation and the delivery of the presentation.   A series of questions to be addressed in the reflection exercise and assessment specifications will be posted in cuLearn. The group assessment portion of this exercise may be completed either individually or together with your group. Presentation Reflections are eligible for re-submission and extensions.

Issue Brief
*No more than **2,000 words** due by 5 pm, Friday, December 11, 2020 posted to your portfolio <u>AND</u> submitted through the CULearn assignment portal.*

This assignment is optional and required only if you are seeking an A-range grade. Consequently, the expectation for a SAT is very high - an A grade-quality paper or better.

Your assignment is to use the concepts and frameworks presented during the course to assess progress or lack thereof on a development issue of pressing concern. You may write on ANY issues including those covered in the seminar, BUT EXCLUDING the topic of your previous memo/presentation. You are specifically encouraged to use the topic of your HRE for your assessment. Your analysis and recommendations should be informed by the course readings as you think appropriate, with references identified in the bibliography. Additional instructions will be provided during the seminar. A detailed specification will be posted to the seminar portfolio together with examples.

A one paragraph paper proposal is due with your first portfolio check-in. An initial draft of your Brief is due together with your second portfolio check-in.

Issue Briefs are eligible for re-submission **ONLY** if submitted no later than 2 weeks in advance of the final deadline. Issue Assessments are eligible for extensions however, given term-end restrictions, no resubmission can be accepted after the due-date.

It is strongly recommended that you try to complete and submit this assignment as early as possible to allow time for re-submission.

Late/Missed Assignments, and Extensions
Tokens can be used to 'purchase' extensions for any assignments eligible for extensions. Otherwise, except under truly extraordinary circumstances, such as a documented medical or family emergency, written assignments submitted after their respective deadlines ***will receive an automatic UNS.***   A heavy workload or another assignment due the same day or week does not constitute an extraordinary circumstance, nor do computer problems or problems with communications, e-mail, cuPortfolio or cuLearn unless such problems are acknowledged by CCS.

COURSE OUTLINE AND READING LIST

Starting for week 2, reading guides for each week of Parts 1 & 2 will be posted on CULearn. In these guides, I'll post a series of questions pertaining to the assigned readings. In the following seminar, I'll pose those questions to selected seminar members to open the discussion of the readings.

Please download the following free eBook to which we will refer from time to time during the term:
Duncan Green, How Change Happens. (Oxford University Press, 2016).
https://doi.org/10.1093/acprof:oso/9780198785392.001.0001.

Additional readings will be assigned on short notice as the seminar progresses. Be sure to check your CULearn email regularly.

PART 1 – Introduction and Core Concepts

Week 1: September 9, 2020
Capstone Seminar in Development Policy Studies – Introduction and Orientation

Overview of course and requirements
cuPortfolio familiarization

Week 2: September 16, 2020
The framework approach
Core concepts – Anarchy, Governance

P. A. Sabatier, ed., Theories of the Policy Process*, 2nd ed (Boulder, Colo: Westview Press, 2007)* Pages 1 – 6.

Anarchy and Governance
Ken Booth, "Security in Anarchy: Utopian Realism in Theory and Practice," *International Affairs* (Royal Institute of International Affairs), Vol. 67, No. 3 (Jul., 1991), pp. 527-545

David A. Welch, Patricia Goff, Mark Raymond, and Thomas G. Weiss. "What Is 'Governance', Anyway?" Canadian Foreign Policy Journal 19 (3) (2013) 2013.253–67. https://doi.org/10.1080/11926422.2013.845584.

Week 3: September 23, 2020
Core concepts –Order, Justice and Legitimacy

Order and Justice

David Held, "Restructuring Global Governance: Cosmopolitanism, Democracy and the Global Order" *Millennium - Journal of International Studies* (2009).

Duncan Green, *How Change Happens*. (Oxford University Press, 2016). Read *"THE MACHINERY OF LAW"*, Chapter 5, (pp. 96-111).

Legitimacy

Ian Hurd, "Legitimacy and Authority in International Politics," *International Organization*, 53 (1999), pp 379-408.

PART 2 – Analytical Frameworks

Week 4: September 30, 2020
Frameworks I – Streams Models

John Kingdon, <u>Agendas, Alternatives, and Public Policies</u>, second edition (New York: Addison-Wesley, 1995), *chapters 1 (pp. 1-4, 15-20) and 9*.

Brian W. Tomlin, Norman Hillmer, and Fen Osler Hampson, <u>Canada's International Policies: Agendas, Alternatives, and Politics</u> (Toronto: Oxford University Press, 2007), chapter 1. **Focus on pp. 22-28***.*

Week 5: October 7, 2020
Frameworks II – Social Adaptive Capacity

Gupta, Joyeeta. 2010. "The Adaptive Capacity Wheel: a method to assess the inherent characteristics of institutions to enable the adaptive capacity of society." Environmental Science and Policy 13(6): 459-471.

Pahl-Wostl, Claudia. 2009. "A conceptual framework for analysing adaptive capacity and multi-level learning processes in resource governance regimes." Global Environmental Change 19(3): 354-365.

Nambiar, Shankaran. 'Capabilities, Conversion Factors and Institutions'. Progress in Development Studies 13, no. 3 (1 July 2013): 221–230. doi:10.1177/1464993413486547.

Week 6: October 14, 2020
Frameworks III – International Society

Linklater, A., "The English School", in Burchill et al. eds., *Theories of international relations* (3rd. ed., pp. 84–110). Basingstoke, 2005: Palgrave Macmillan.

Barry Buzan, *An Introduction to the English School of International Relations: The Societal Approach* (Cambridge: Polity Press, 2014) (*ISBN 9780745653150): Chapter 2*

P.T. Hopmann, "Two Paradigms of Negotiation Bargaining and Problem Solving," *The Annals of the American Academy of Political and Social Science*, Vol. 542 (November 1995): 24-47.

Chris Brown, "World Society and the English School: An `International Society' Perspective on World Society", *European Journal of International Relations* 2001 7: 423-441

Week 7: October 21, 2020
Pulling it all together – reflection and application

Duncan Green, *How Change Happens*. (Oxford University Press, 2016). **Start with the *Conclusion* (pp, 257-258) and then skim Part IV – *Pulling it all together* (pp. 233-255).**

Richard Little, "Still on the Long Road to Theory," Millennium 38, no. 1 (August 1, 2009): 107–15.

If you see this note, email me before the start of our first seminar meeting to claim a one token credit.

PART 3 – Issue Presentations

Weeks 8 – 11: November 4, 2020 – November 25, 2020
Contemporary issues in Development – Group Presentations

A group assignment sheet and presentation schedule will be posted in CULearn.

 A schedule of readings will be determined based upon the selected group topics. The groups presenting each week are responsible for selecting the readings and preparing the reading guide in consultation with the instructor.

Discussants will be assigned before the start of each presentation.

Weeks 12-13: November 4, 2020 – November 25, 2020
Reflection and Wrap-up

Academic integrity
Students are encouraged to form study/reading groups and to share ideas with one another as part of seminar preparation. However, all written work submitted must be your own. Plagiarism or complementarity (i.e., submitting substantially the same piece of work for course credit more than once), intentional or otherwise, are considered serious academic offences which cannot be resolved directly with the course's instructor. If an instructor suspects a an academic offence has been committed, the matter is referred to the Associate Deans of the Faculty who conduct a rigorous investigation. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.   Students must familiarize themselves with Carleton University's policies, procedures and sanctions pertaining to violations of academic integrity: https://carleton.ca/registrar/academic-integrity/

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: 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

Religious obligation: 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 visit the Equity Services website http://www.carleton.ca/equity/accommodation/student_guide.htm

Academic Accommodations for Students with Disabilities: 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.

A Note on 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."