

## GEOG 3024 Understanding Globalization

Seminar: Tuesdays 11:35 – 2:25

Class Facebook: Tamara Kotar

**Instructor:** Dr. Tamara Kotar

Location: TBA

E-mail: [tamara.kotar@carleton.ca](mailto:tamara.kotar@carleton.ca) or Facebook – Tamara Kotar

Office hours: Tuesdays 2:30-3:30 (email to schedule an appointment)

### Course description:

Globalization is a centuries-old phenomena, a contested concept and a continuing process of transformation. Globalization is a broad but often ill-defined idea. At its most basic globalization is about the intensification and increase of economic, political, technological and social contacts. Globalization is an acceleration of contacts as well as mutual influence across borders.

In this class be prepared to explore globalization and politics, borders, migration and the environment. We will consider the implications of globalization that liberalizes the flow of money but not of people. We will contemplate the politics of borders, how and why they are strengthened in an era where the sanctity of borders are increasingly challenged. We will conclude the semester by exploring how states and societies can work together to meet the mutual concern of environmental degradation and climate change, pressing phenomena that know no borders.

My hope is that you find this course engaging and stimulating and that you successfully complete this course with theoretical and analytical tools that you will employ in your future endeavors.

We will contemplate questions such as:

- Does globalization challenge the nation state and the sanctity of borders or does it re-enforce it?
- What are the implications of increased restriction of the movement of people in an era where there are more people than ever living outside of their countries of birth?
- How can we work within and across borders to address the global effects of climate change?

### Required Texts

These texts are scholarly, concise and inexpensive. All are required and available at the bookstore.

1. Steger, Manfred B., Globalization: A Very Short Introduction, Oxford University Press, 2013.
2. Koser, Khalid, International Migration: A Very Short Introduction, Oxford University Press, 2016.
3. Diener, Alexander C. & Joshua Hagen, Borders: A Very Short Introduction, Oxford University Press, 2012.
4. Maslin, Mark, Climate Change: A Very Short Introduction, Oxford University Press, 2014
5. Dobson, Andrew, Environmental Politics: A Very Short Introduction, Oxford University Press, 2016

### Assignment Due Date Table

Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	Sept. 12 <sup>th</sup>	3%	
Video Quizzes	Oct. 17 <sup>th</sup> Dec. 5 <sup>th</sup>	10%	The videos and questions are posted on blackboard. Each Quiz is worth 5%
Blogs	Sept. 26 <sup>th</sup> Nov. 7 <sup>th</sup> Nov. 21 <sup>st</sup>	34%	3 assignments each worth 17%. **There are 3 assignments due. Your best 2 results will count toward your final mark. Your worst mark will be eliminated.** Your worst mark can be one that you choose not to do. Use My <a href="#">GEOG Blog Posts Format</a> to easily create your blogs.
In Class Feedback	Oct. 17 <sup>th</sup>	1%	
End of Term Project Presentation	Oct. 3 <sup>rd</sup>	15%	Students will all hand in the presentation on the same date but will sign up to present the presentation on the date of their choosing.
<a href="#">End of Term Project</a>	Dec. 5 <sup>th</sup>	37%	Paper 10 pages.

### Class Schedule, Classroom and Online

Week #	Dates	Where

1 & 2	Sept. 12 <sup>th</sup> & 19 <sup>th</sup>	Classroom
3 & 4	Sept 19 <sup>th</sup> & 26 <sup>th</sup>	Classroom
5 & 6	Oct 3 <sup>rd</sup> & 10 <sup>th</sup>	Classroom
7	Oct 17 <sup>th</sup>	Online
8 & 9	Oct. 31 <sup>st</sup> & Nov. 7 <sup>th</sup>	Classroom
10 & 11	Nov. 14 <sup>th</sup> & Nov. 21 <sup>st</sup>	Classroom
12	Nov 28 <sup>th</sup>	Classroom
Final Week	Dec. 5 <sup>th</sup>	Online

### **Hybrid Component**

This course will include a hybrid component, which means that for some scheduled classes we will meet in-class and others we will meet and conduct research online. This hybrid design helps us take advantage of a greater repertoire of pedagogical tools to further our understandings of globalization.

### **CuLearn**

**All of your written assignments are due via CuLearn drop boxes.** The syllabus and other relevant documents are also posted on CuLearn.

### **Social Media**

There is a Facebook page for the course, Tamara Kotar, it is my professional, not personal FB page. Students are encouraged but not compelled to join (it is not a course requirement). The class FB is a forum for collegial discussion, extending and applying the scholarly ideas we discuss in class to contemporary phenomena and current social justice movements. I regularly post articles relevant to the course, study tips, further educational and work opportunities for students.

For the social media components of assignments, particularly Part III of blog posts, students have a choice of posting items to the Socially Scientific or the class discussion group on cuLearn. Marks for social media component of assignments will be awarded without bias, that means the marks will be the same regardless of what medium students choose. The idea is to ensure that students have an option to share on a platform they are comfortable with using.

### **Seminar Expectations / Late Assignments**

Students are expected to (1) attend seminars having completed the assigned readings and (2) come prepared for thoughtful discussions. All written assignments are due in the appropriate CuLearn drop boxes. **Late assignments will be marked 0.** Exceptions will be considered for medical reasons or a family emergency (with appropriate documentation).

## **Assignments**

## Syllabus Scavenger Hunt

Since this course may have many features that you have not yet encountered in your classes, I've included a syllabus scavenger hunt, to ensure that students are very familiar with requirements.

Find the correct answers to these questions and win the scavenger hunt!

- 1.Under what subheading and on what page of the syllabus would I find a comprehensive list of assignments and due dates?
- 2.What are the 3 parts of the Blog assignment and what kind of knowledge does this assignment try to combine?
- 3.What part of the blog post do I post to the class Facebook – Tamara Kotar?
- 4.Is the Facebook page Tamara Kotar a personal FB page or a professional page for academic use?
- 5.Do I have to attend class for my Blogs to be marked?
- 6.What is a video quiz?
- 7.What are the two parts of the End of Term Project Background Presentation?
- 8.Under what subheading do I find the reading materials for each week?
- 9.What are the choices for the End of Term Project

## Video Quizzes

After watching each of the videos for the assigned date answer the questions below the videos and submit those answers in the blackboard space provided.

## My GEOG Blog Posts

### Why this Assignment?

- My GEOG Blog posts will serve as tools to ensure students achieve the highest possible benefit from the readings, lectures and discussions.
- These assignments help students focus on how to write a succinct thesis, a key skill required for future success.
- More questions = more learning. Thoughtful and reflective questions about what we discuss and what we read is the goal of this course, indeed it is a main goal of higher education.
- It is a way to combine our exploration of theoretical phenomena and ideas from scholarly works, in-class discussion/activities, and current events.
- Students have concise and condensed notes on the readings and discussions that provides them with excellent study materials for assignments.

GEOG Blog Posts assignments will serve as tools to ensure students achieve the highest possible benefit from the readings and discussions as well as enable students to contribute to the class. Participation and collaboration are keys to learning success in this class and beyond.

Assignments are due via CuLearn at 11:59 on the due date. No late assignments will be accepted. Please submit the assignment in the box/ submission space provided, do not attach the assignment. Compile all of the sections of this assignment and post in the appropriate CuLearn drop box at 11:59pm the night before the class. Do not post the whole assignment on social media platforms.

To organize your Blog Post you can cut and paste the **My GEOG Blog Format** provided below for each post into your own word document and fill in the material required.

\*If you miss the class, even for unforeseen reasons, you may hand in a 4-page double spaced extension of Part II of your blog post lieu of Part I of the blog assignment (the extension of Part II is intended to compensate for the hours of class time and participation missed). Both Part II and Part III of the blog assignments are still required.

## GEOG Blog Post Format

### Part I- Seminar Discussion

For the discussion component you will discuss what we talked about in our seminar at the class before the due date. Identify and describe one idea/concept/issue dealt with in class that attracted interest and explain why.

Critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis. Refer to the Assignment Evaluations section of this syllabus.

**400 words**

### Part II- Discuss Readings

For the discuss the readings component of the blog you will write about an issue that you found interesting in the readings for the day the assignment is due. Choose one of the readings, required or recommended.

Using your own words, identify and describe one idea/concept/issue you found of interest in the reading. Describe the idea or issue developed in the article that intrigued you and that you would like to discuss further in class.

**Create 2 questions** that relate to the article and larger issues discussed in the class.

These questions will be used for in-class discussion and debate.

Post those on the discussion board

**400 words**

### Part III- Social Media

1. Post one media item (article, podcast or video clip) that relate to issues discussed during this class or in the readings. You can post it on the cuLearn discussion board or to the class Facebook page Tamara Kotar. If you post to the Class FB page, Tamara Kotar, be sure to include the course code with a hashtag so that it is known this was posted for a class requirement. On your discussion board or Facebook posting you can choose to explain why the link may enhance understanding of the topic discussed in class.

**2. Cite a media item (article, podcast or video clip) that you found interesting, posted by anyone else (from any class or even the prof.) on the class FB.  
Approx. 300 words in total**

## In-Class Feedback

This is an opportunity for you to let me know what concepts intrigue you and what you want to learn more about.

Students will answer the following questions with 1-3 sentences for each question:

1. What is the most significant thing you learned in today's class?
2. What question is at the top of your mind at the end of today's class?
3. What have you enjoyed learning about most in the class so far this term?
4. What would you like to discuss more in-depth as we continue the course?
5. What aspects of the syllabus, assignments or assignment structure work well for you and what would you recommend changing?

## Final Project Background Presentation

Students will prepare a 10-minute presentation, including a slideshow. Students will make a background presentation that corresponds to the topic they picked for their final term project. To obtain full marks for the presentation each slideshow presentation should:

1. Have an introductory slide that encapsulates/discusses the thesis
2. Be no longer than 10 slides in total.
3. Not have more than 140 characters (letters) per slide
4. Include a map
5. Include a statistical table or info-graphic (be creative)
6. Include a video clip of less than 3 minutes long
7. Include 2 questions for the class to discuss
8. Include reference to two scholarly works that you found insightful in your research.
9. Be a maximum of 10 minutes (or marks will start being deducted)

## End of Term Project

Students have a choice of 5 End of Term Projects. All options require 200 words, 8 scholarly sources and are due on cuLearn on 11:59 pm on the last day of class. No late projects will be accepted.

### 1. Letter to Public Official, Corporation or News Organization

 Students will create a letter that addresses a specific issue relating to globalization that students are engaged with and/or were discussed in class. While the student will not cite 8 scholarly sources within the letter and the letter will be shorter than 1000 words. The student will create short accompanying academic paper that will further elaborate on themes in the letter and include 8 sources and the rest of the word count for the assignment.

## **2. Globalization Human Rights/Social Justice Tool Kit**

Students will create a Globalization human rights/social justice Tool Kit. The tool kit may include the creation, assessment, development and implementation strategies and tactics that may enhance human rights/social justice issues impacted by globalization. See the following for examples of strategies, tactics, actions and methods of non-violent protest that can be elaborated on in your tool kit, go to Annex I Methods of Non Violent Action, p. 158, or p. 80 if you download the pdf. Available:  
[https://www.usip.org/sites/default/files/nonviolent\\_eng.pdf](https://www.usip.org/sites/default/files/nonviolent_eng.pdf)

## **3. Critical Film/Book Review**

Students may choose a fictional book or film that addresses theoretical themes regarding topics discussed in class. Students choosing this option will use the book/film as a platform for discussing theoretical and important issues that have been discussed in class. This is not a book/film review in a sense of discussing ones like or dislike of the book/film. Rather the student will use metaphors, images and ideas found in the book/film and discuss how they relate to topics for this class. If a student chooses this assignment, the student is responsible for choosing an appropriate book/film. The essay should have a clear thesis statement with well-researched arguments that support the thesis.

*For guidance on how to write a film review:* <http://www2.athabascau.ca/services/write-site/film-review.php>

*For guidance on how to write a book review:*

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review>

## **4. Art Project**

Students will create a work of art as a platform for discussing theoretical and important issues that have been discussed in class. This project can be in any medium. To accompany the work students will create a 1000 word discussion of the work, including elaboration on the main thesis and arguments.

## **6. Academic Paper**

Students can write on a topic of their choice. Students will develop the ideas expressed in the essay outline in essay form. The essay should have a clear thesis statement with well-researched arguments that support the thesis.

## **Seminar Schedule**

### **Introduction: What is Globalization?**

**Week 1: September 12<sup>th</sup>**

**Required**

- Amartya Sen, "A World of Extremes: Ten Theses on Globalization", Los Angeles Times, July 17<sup>th</sup>, 2001.

• Steger, Manfred, Globalization: A Very Short Introduction, Chapters 1 & 2

**Recommended**

- James, Paul, & Manfred B. Steger, A Genealogy of 'Globalization': The Career of a Concept, *Globalizations*, July 2014, Volume11(Issue4), pp.417-434.
- Barkan, Joshua, Law and the geographic analysis of economic globalization, *Progress in Human Geography*, October 2011, Volume 35(Issue5), 589-607.
- Hess, John & Patricia Rodden Zimmermann, Transnational Digital Imaginaries, January 1999, Volume21(Issue1) Pagep.149-167.
- Li, Eric, Globalization 2.0, *New Perspectives Quarterly*, January 2012, Volume29(Issue1) Pagep.40-44.
- Blue Gold: World Water Wars (dir. Sam Bozzo, 2008).
- Cadillac Desert (Dir. Jon Else & Linda Harrar, 1997)

## Globalization & Politics

### Week 2: September 19<sup>th</sup>

**Required**

- Steger, Manfred, Globalization: A Very Short Introduction, Chapters 4, 5 & 7

**Recommended**

- Roudometof, Victor, Nationalism, Globalization and Glocalization, *Thesis Eleven*, June 2014, vol 122,1, pp. 18-33.
- Bhagwati, Jagdish. *In Defense of Globalization*. Oxford University Press, 2004.
- Pain, R. Globalized fear? Towards an emotional geopolitics *Progress in Human Geography*, Vol. 33(4): 466-486, 2009.
- Shultz, Jim and Melissa Cane Draper *In Dignity and Defiance: Stories from Bolivia's Challenge to Globalization*, University of California Press, 2009.

## Globalization, Borders & Nation States

### Week 3: September 26<sup>th</sup>

**Required**

- Diener & Hagen, Borders: A Very Short Introduction, Chapters 1,3 & 4
- James, Paul, Faces of Globalization and the Borders of States: From Asylum Seekers to Citizens, Feb. 2014, 18,2, pp.208-223.

**Recommended**

- Greenfeld, Liah, The Globalization of Nationalism and the Future of the Nation-State, *International Journal of Politics, Culture, and Society*, Vol. 24, No. 1/2, The End of the Nation-State, March/June 2011, pp. 5-9.
- Amnéus, Diana, Responsibility to Protect: Emerging Rules on Humanitarian Intervention? *Global Society*, April 2012, 26 (2), pg. 241-276.
- Deborah J. Yashar, *Contesting Citizenship in Latin America*, Cambridge: Cambridge University Press, 2005, pp. 3-28
- Nancy Grey Postero, *Now We Are Citizens: Indigenous Politics in Postmulticultural Bolivia*, Stanford University Press, 2007.

## Globalization, Borders and the Future

## **Week 4: October 3<sup>rd</sup>**

### **Required**

- Diener & Hagen, Borders: A Very Short Introduction, Chapters 5, 6 & 7
- Newman, D. 2006. The Lines that Continue to Separate Us: Borders in our 'borderless' world. *Progress in Human Geography* 30: 143-161.  
[http://iner.udea.edu.co/grupos/GET/Seminario\\_Geografia\\_Perla\\_Zusman/2-newman.pdf](http://iner.udea.edu.co/grupos/GET/Seminario_Geografia_Perla_Zusman/2-newman.pdf)
- Miller, David, Border Regimes and Human Rights, *The Law & Ethics of Human Rights*, vol. 7, 1, 2013, pp.1-23.

### **Recommended**

- Marianne Hirsch and Nancy K. Miller, ed. *Rites of Return: Diaspora Poetics and the Politics of Memory*. New York: Columbia University Press, 2011.
- Abizadeh, Arash, Review Symposium: The Ethics of Immigration by Joseph Carens, *Political Theory*, vol 43,3, 2015.
- Shaw, Matthew, The Cyprus Game: Crossing the Boundaries in a Divided Island, *Globalization, Societies and Education*, vol 12,2, 2014, p.262-274.
- Griffiths, T. & R.F. Arnova, World Culture in the Capitalist World-System in Transition, *Globalization, Societies and Education*, vol. 13,1, 2015, pp. 88-108.

## **Globalization & Migration**

### **Week 5: October 17<sup>th</sup>**

### **Required**

- Koser, Khalid, International Migration: A Very Short Introduction, Chapters 1, 3 & 4
- Peters, Margaret, E., Open Trade, Closed Borders Immigration in the Era of Globalization, *World Politics*, vol. 67, 1, 2015, pp. 114-154.

### **Recommended**

- Kovras & Robins, Death as the border: Managing missing migrants and unidentified bodies at the EU's Mediterranean Frontier, *Political Geography*, Nov. 2016, vol 55, pp. 40-49.
- Hayter, T, *Open Borders: The Case Against Immigration Controls*, Second Edition. London: Pluto Press, 2004
- Carens, J., "A Reply to Meilaender, Reconsidering Open Borders". *International Migration Review* 33(4), 1999.
- Roger Waldinger, *Crossing Borders: International Migration in the New Century*, *Contemporary Sociology*, Vol 42, No. 3, May 2013, pp. 349-363
- Nicole Constable (2003): "Fairy Tales, Family Values, and the Global Politics of Romance," in *Romance on a Global Stage* (pp. 91-115).
- Yinni Peng & Odilia M.H. Wong, *Diversified Transnational Mothering via Telecommunication: Intensive, Collaborative, and Passive*, *Gender & Society*, Vol. 27, No 4, August 2013, pp. 491-513.

## **Globalization, Refugees and International Migration**

## **Week 6: October 31<sup>st</sup>**

### **Required**

- Koser, Khalid, International Migration: A Very Short Introduction, Chapters 5, 6 & 8
- Czaika, Mathias, Hass, Hein, The Globalization of Migration: Has the World Become More Migratory, International Migration Review, vol.48,2, 2014, pp. 283-323.

### **Recommended**

- Gideon Rose, "The Exit Strategy Delusion," Foreign Affairs, Jan-Feb 1998, pp. 56-67
- Robert D. Kaplan, "The coming anarchy: How scarcity, overpopulation, tribalism, and disease are rapidly destroying the social fabric of our planet," Atlantic, February 1994, pp. 44-76.
- Milkman, Ruth, "Labor and the New Immigrant Rights Movement: Lessons from California," Social Science Research Council, July 28th, 2006 available <<http://borderbattles.ssrc.org/Milkman/index.html>>.
- Jeffrey Herbst, "Responding to State Failure in Africa," International Security, Vol. 21, No. 3, 1996, pp. 120-144.
- Thien, D After or beyond feeling?: a consideration of affect and emotion in geography, Area 37(4): 2005 450-456.
- Lechner, Frank & Jhn Boli, The Globalization Reader, Oxford: Blackwell Publishing, 2004.
- Anne McNevin, "Contesting Citizenship: Irregular Migrants and Strategic Possibilities for Political Belonging," New Political Science, vol 31, issue 2, 2009.
- Silvey, Rachel, Geographies of Gender and Migration: Spatializing Social Difference, International Migration Review, VoL 40, No 1, Spring 2006, pp 64-81.

## **Environmental Degradation and Global Responses**

### **Week 7: November 7<sup>th</sup>**

### **Required**

- Maslin, Mark, Climate Change: A Very Short Introduction, Chapters 1, 2 & 3
- Clemenccon, Raymond, The Two Sides of the Paris Climate Agreement: Dismal Failure or Historic Breakthrough, The Journal of Environment & Development, vol 25, 1, March 2016, pp. 3-24.

### **Recommended**

- De Sherbinin, A. et al,Population and Environment. Annual Review of Environment and Resources, 2007.
- Harden, C., Framing and Reframing Questions of Human-Environment Interactions. Annals of the Association of American Geographers, 2012,102(4): 737-747.
- Jolly, C.,Four Theories of Population Change and the Environment. Population and Environment, 1994, 16(1): 61-89.

## **Globalization & Climate Change**

### **Week 8: November 14<sup>th</sup>**

### **Required**

- Maslin, Mark, Climate Change: A Very Short Introduction, Chapters 4, 5 & 6

### **Recommended**

- Deshingkar, P, Environmental risk, resilience and migration: implications for natural resource management and agriculture. *Environmental Research Letters* 7, 2012.
- Qin, H., Flint, C., Integrating Rural Livelihoods and Community Interaction into Migration and Environment Research: A Conceptual Framework of Rural Out-Migration and the Environment in Developing Countries. *Society and Natural Resources*, 2012, 25: 1056–1065.

## **Globalization, People & The Environment**

**Week 9: November 21<sup>st</sup>**

### **Required**

- Maslin, Mark, Climate Change: A Very Short Introduction, Chapters 7, 8 & 9
- Bond, Patrick, Can Climate Activists' "Movement Below" Transcend Negotiators "Paralysis Above," *Journal of World Systems Research*, 2015, vol 21,1, pp. 250-270.

### **Recommended**

- Shellenberger, Michael & Ted Nordhaus, "The Death of Environmentalism: Global Warming Politics in a Post Environmental World, September 24, 2004, pp 1-28, Available: <<http://www.bvsde.paho.org/bvsacd/cd16/death.pdf>>
- Jim O'Brien, "Environmentalism as a Mass Movement: Historical Notes," *Radical America*, Vol. 17, Nos. 2-3 (1983), pp. 7-27
- Felipe Fernández-Armesto, *Civilizations: Culture, Ambition, and the Transformation of Nature*. (New York: Simon and Schuster, 2001).
- Irvine, Richard, Deep time: an anthropological problem, *Social Anthropology*, 22,2, May 2014, pp. 157-172.

## **Globalization, Environmental Degradation & Solutions**

**Week 10: November 28<sup>th</sup>**

### **Required**

- Dobson, Andrew, *Environmental Politics: A Very Short Introduction*, Chapters, 1, 2 & 3

### **Recommended**

- Sygna, Linda et.al., *A Changing Environment for Human Security: Transformative Approaches to Research, Policy and Action*, London: Routledge, 2013.
- Lekan Thomas, *Fractal Earth: Visualizing the Global Environment in the Anthropocene*, *Environmental Humanities*, vol5, 1 Nov. 2014, pp171-202.

## **Globalization, Politics & The Environment**

**Week 11: December 5<sup>th</sup> & Course Wrap Up**

### **Required**

- Dobson, Andrew, Environmental Politics: A Very Short Introduction, Chapters, 4 & 5
- Lane, Melissa, Political Theory on Climate Change, Annual Review of Political Science, 2016, vol19, p 107-123.

#### **Recommended**

- Pattberg, Philipp & Oscar Widerberg, Theorizing Global Environmental Governance: Key Findings and Future Questions, Millennium – Journal of International Studies, 2015, vol.43,2, pp684-705.
- Dell, Kyle, The Grassroots are Greener: Democratic Participation and Environmental Policies in State Politics, Review of Policy Research, Nov. 2009, 26,6, pp. 699-727.
- Steger, Manfred, Globalization: A Very Short Introduction, Chapter 8
- Machida, Satoshi, Does Globalization Render People More Ethnocentric? Globalization and People's Views on Cultures, American Journal of Economics and Sociology, Vol. 71, No. 2 (APRIL, 2012), pp. 436-469.
- Benhabib, Seyla, "Sexual Difference and Collective identities: The New Global Constellation, Signs: Journal of Women in Culture and Society, 1999, vol. 24, no. 2.

#### **Assignment Evaluation Considerations**

Below is a table and list of questions used to evaluate each assignment.  
Keep this in mind when writing your assignments.

<b>Thesis &amp; Explanation of subject - 70%</b>
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
<b>Use of Scholarly Literature - 25%</b>
Scholarly literature is employed to strengthen arguments.
Definitions and terms should be used properly.
Jargon should be kept to a minimum.
<b>Structure of Assignment - 5%</b>
Answer the questions being asked.
The assignment is an appropriate length.
The assignment employs proper grammar.

These questions are utilized to assess written assignments

- Is there a clear idea/thesis forwarded in response to each question asked in an assignment?
- Is the thesis compelling? Does the thesis answer a "so what" and/or an "if then what" question? Does the thesis contribute to the field?
- Are main points identified and explained?
- Are supporting statements focused, relevant and illuminating?
- Strong arguments are focused and develop a particular point?
- Does my answer utilize scholarly arguments and literature?
- Does my answer address counter arguments?
- Is my assignment too descriptive? (avoid this)
- Are ideas being stated as self-evident? (avoid this)
- Am I utilizing too much jargon? (avoid this)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

### **Appeals**

For reconsideration of an assignment grade, students should provide a two page written explanation of why she/he believes the grade was incorrect. Reconsideration may mean that your grade could be **lowered**. Final course grades are **not negotiable and** grades do not "round up." Grades will be changed only if there is a calculation or other technical error.

### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>. 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.

**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.

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at <http://carleton.ca/pmc/students/dates-and-deadlines/>