

GEOG 2200 **Global Connections**

Tuesdays and Thursdays 6:05-8:55pm

Instructor: Dr. Tamara Kotar

Location: Southam Hall 313

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Office hours: Tuesdays 5-6pm (email to schedule an appointment)

Course description:

This course is dedicated to introducing students to globalization. To achieve this we will examine the intersections of geography, politics, economics and human rights. Globalization is the intensification and acceleration of contacts, economic, social and political.

We will explore topics such as borders, migration and issues of global impact.

Students are encouraged to consider strategies to apply their understandings of globalization to research, advocacy, policy-making or more broadly change.

Course Goals and Expectations

- Students are challenged to understand the foundations of globalization in theory and practice.
- Students are called upon to explore the tension between human rights and issues of migration as well as border and climate security.
- Students are compelled to explore how individuals, states, international organizations, transnational corporations and NGOs approach the challenges of globalization.
- Students are encouraged to consider the role of nation states, international organizations, civil society and individuals in

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

Students should pay special attention to the **Assignment Due Date Matrix below**, which clearly delineates assignment due dates and mark weight. The course is arranged by week on cuLearn. When you click on a week, you will find the assignments for the day/week as well as a detailed description of assignment requirements.

Assignments and Due Dates Table

Assignment	Date	Share of Term Mark	Notes
Syllabus Scavenger Hunt	July 5 th	3%	
GEOG Academic Briefs	#1 July 12 th #2 Aug 2 nd	25%	There is 1 assignment worth 25%. **There are 2 assignments due. Your best 1 result will count toward your final mark. Your worst mark will be eliminated. **You do not need to do both assignments if you are pleased with the first mark.** Use My Academic Brief Format to easily create your Academic Briefs.
Background Presentation - End of Term Project	July 17 th	20%	The mark includes your slides, presentation and the written portion.
In Class Feedback	July 26 th	3%	See details in assignments section
End of Term Project	Aug 7 th	49%	See Details in the Assignments section

Hybrid Components

This course has two hybrid modules, which means that for the classes indicated below we will meet and conduct research online. These hybrid modules help us take advantage of a greater repertoire of pedagogical tools.

Class Schedule, Classroom and Online

Week #	Dates	Where
1	July 3 rd & 5 th	Classroom
2	July 10 th & 12 th	Classroom
3	July 17 th & 19 th	Classroom
4	July 24 th & 26 th	Classroom
5	July 31 st & Aug. 2 nd	Classroom
6	Aug. 7 th	Classroom
7	Aug 9 th & 14 th	Online

CuLearn

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

Discussion Board/Social Media

For the discussion board/social media components of assignments, particularly Part III of Academic Brief posts, students have a choice of posting items to the class Facebook 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.

There is a Facebook page Tamara Kotar (formerly Socially Scientific) for the course. I use it for professional/academic purposes only. Students are encouraged but not compelled to join (it is not a course requirement). I find it to be a great forum for collegial discussion, extending and applying the scholarly ideas we discuss in class to contemporary phenomena. I regularly post course relevant materials.

Note on Course Materials

The course materials, readings, videos and what is discussed are meant to introduce students to different viewpoints and concepts that have influenced discussion. Inclusion in this course is not an endorsement of any one viewpoint. Rather the goal is to introduce different viewpoints from a variety of thinkers and mediums that students and the professor may agree or disagree with. This is all done with the intention of sparking discussion and critical thinking.

Student Success and Course Format

You will make the class a success! It is your responsibility to learn core concepts by doing the readings, taking notes and taking time to consider and apply what you have learned. Reading required readings before class, lecture attendance and focusing on ideas in class, active participation in team or group work and reviewing notes are essential for good grades on assignments. During

each class students will have the opportunity to collaborate with their peers in groups that will exchange and share ideas and approaches to specific issues in human rights. To really comprehend these complex issues to be discussed it takes your full attention and investigation especially during class and in collaborating with your peers, you will excel in this class if you do that.

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).

Electronics Policy

Students may not use cell phones during lectures or tutorials, although these may be used in the classroom prior to and after class, as well as during the lecture break and/or during breakout sessions. **Please keep cell phones in bags or pockets during class.**

Laptops may only be used for class notes, if applications other than note-taking software is opened the students will be asked to leave class and or forfeit marks on upcoming assignments that have a class attendance/participation requirement. Surfing the web or engaging in social media is prohibited during the class, other than for breakout sessions or breaks.

Why?

1. Respect for Fellow Students.
2. Challenging Course Materials. We examine very complex phenomena in the class, particularly the challenges everyday people have faced in difficult circumstances. It is disrespectful to ignore their suffering, especially when we instead direct our attention to comparatively trivial matters.
3. Studies on multitasking, all resoundingly demonstrate that you learn far less when distracted by your devices.
4. You are here for a short time, make the best use of your time to really engage with these ideas and with your colleagues.

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, win the scavenger hunt and get marks!

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 Academic Brief assignment and what kind of knowledge does this assignment try to combine?
3. What part of the Academic Brief post do I post to the class discussion board or facebook - Tamara Kotar?
4. Is the Facebook, Tamara Kotar, a personal account or a professional one used for education/class purposes only?
5. Do I have to attend class for my Academic Brief assignments to be marked?
6. What is the End of Term Project Background Presentation?
7. Under what subheading do I find the reading materials for each week?
8. What are the choices for the End of Term Project?

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?

GEOG Academic Briefs

Why this Assignment?

- A brief in this sense is understood as “a short and concise written statement” The academic part of the brief means that there is a clear thesis statement and scholarly work that supports that statement.
- Academic Briefs 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 and quizzes.

How to do this Assignment?

1. The assignments are due via cuLearn at **11:55pm on the due date**. The submission spaces will be entitled #1 Academic Brief, #2 Academic Brief.
2. Use the format provided below and the assignment evaluation considerations at the end of the syllabus to ensure the quality of the brief. Academic Briefs require **clear thesis statements and scholarly support for statements**.
3. There are 2 assignments due but only one mark counts towards your final mark. **Your worst mark will be eliminated**. This is an opportunity to get your best work recognized.
4. **To organize your Academic Brief** you can cut and paste the **My GEOG Academic Brief Format** provided below 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 the Academic Brief post lieu of Part I (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 Academic Brief assignments are still required.

MY GEOG Academic Brief Format

Copy and paste, follow the instructions and fill in with your written work
Each Academic Brief assignment requires all of the following 3 parts.

Part I- Analyze Seminar/Lecture/Tutorial Discussion

For this component you will identify and discuss an issue we talked about in our seminar at the class before the due date. Identify and critically engage with one idea/concept/issue dealt with in class that attracted interest and in a scholarly manner explain why it is important.

It is important to critically engage with the ideas in a scholarly manner. Ensure you have a clear thesis and supporting arguments. Refer to the Assignment Evaluations section of this syllabus.

Anything we discuss that piques your interest can be used for this part of the assignment it all depends on the topics we discuss.

You should have a thesis and include reference to other scholarly work.

400 words

Part II Analyze Readings

For the discuss the readings component of the Academic Brief 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 and in a critical and scholarly manner, identify and critically engage with one idea/concept/issue you found of interest in the

reading. Discuss 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 may be used for in-class discussion and debate. You should have a thesis and include reference to other scholarly work.

400 Words

Part III Connect Analysis of Current Events/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 class cuLearn discussion board or 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 or the class Discussion Group.

250 words

End of Term Project Background Presentation

Students will prepare a 5 minute presentation, including a slideshow. Students will make a background presentation that corresponds to the topic they picked for their term paper outline & final term paper. 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 7 slides in total.
3. Not have more than 140 characters (letters) per slide
4. Include a map (this can be interpreted creatively)
5. Include a statistical table (this can be interpreted creatively)
6. Include a video clip of less than 1min long.
7. Include 2 questions to encourage class discussion.
8. Include mention of 2 academic sources that would aid in scholarly discussion.

End of Term Project

Students have a choice of 4 End of Term Projects. All options require 2000 words, 5 scholarly sources and are due on cuLearn on 11:59 pm on the date specified. No late projects will be accepted.

Further details are below

1. Paper Option #1 – Academic Paper

2. Paper Option #2 – Critical Film/Book Review
3. Art Project
4. Letter to Public Official, Corporation or News Organization

1. Academic Paper

Students can write on a topic of their choice. This will be an original research paper due on cuLearn. 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.

2. Critical Film/Book Review

You will choose a fictional book or film that addresses theoretical themes regarding topics discussed in class. You 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 your dislike or like 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>

3. 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 supported by a minimum of 4 academic works.

4. Letter to Public Official, Corporation or News Organization

Students will draft a letter that addresses issues that students are engaged with and/or were discussed in class. While the student will not cite scholarly sources within the letter and the letter will be shorter than 2000 words. The student will create an accompanying academic paper that will further elaborate on themes in the letter and include the sources and the remaining words to achieve the full word count of the assignment. Further details of this assignment are forthcoming

Class Schedule

Introduction: What is Globalization?

July 3rd and 5th

Required

- Amartya Sen, “A World of Extremes: Ten Theses on Globalization”, Los Angeles Times, July 17th, 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).

Theory - Space, Place & Power

July 10th & 12th

Required

- Harley, J.B., “Maps, Knowledge, and Power, in Denis Cosgrove & Stephen Daniels, The Iconography of Landscape. (New York: Cambridge University Press, 1998). <https://goo.gl/D7Glzu>
- Farman, Jason, Mapping the Digital Empire: Google Earth and the Process of Postmodern Cartography, New Media & Society, Sept. 2010, vol 12, pp669-888, <https://goo.gl/mJWUco>

Recommended

- Schwartz & Halegoua, “the Spatial Self: Location Based Identity performance on social media, New Media & Society, Nov. 2015, vol 17 no 10, pp1643-1660.
- John Agnew, “Visualizing Global Space” in Geopolitics – Re-visioning World Politics, London: Routledge, 2003, pp.15-34.
- Cresswell, Tim, Place: A Short Introduction, New York: Wiley-Blackwell, 2004.
- Escobar, Arturo, Territories of difference: place, movements, life, Durham, Duke University Press, 2008.
- Pratt, G. and Yeoh, B. Transnational (counter) topographies Gender, Place and Culture: A Journal of Feminist Geography, 2003, Vol. 10(2):159-166
- Rieker, Marina and Kamran Ali, eds, Gendering Urban Space in the Middle East, South Asia, and Africa. New York: Palgrave, 2008.
- Low, Setha, “The Indigenous History of the Plaza: the Contested Terrain of Architectural Representations.” In On the Plaza: The Politics of Space and Culture. Austin: University of Texas Press, 2000.
- Zhang, Li, “Contesting Spatial Modernity in Late- Socialist China”. Current Anthropology47(3), 2006, 461-476.

- Kaplan, R., The Revenge of Geography. Foreign Policy. May/June, 2009.
- Flint, C. and P.J. Taylor 2007. Political Geography: World-system, nation-state and locality. 5th ed. New York: Pearson.
- Low and D. Lawrence-ZuZiga, eds. Anthropology of Space and Place, Oxford: Blackwell, 1996.

Globalization & Politics

July 17th

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

July 19th

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 Securitization

July 24th

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
- 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. Arno, *World Culture in the Capitalist World-System in Transition*, *Globalization, Societies and Education*, vol. 13,1, 2015, pp. 88-108.

Globalization & Migration

July 26th

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 & Odalia 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

July 31st

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

August 2nd

Required

- Maslin, Mark, *Climate Change: A Very Short Introduction*, Chapters 1, 2 & 3
- Clemencon, 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

August 7th

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

August 9th & 14th

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.

Assignment Evaluation Considerations: All Assignments will be marked using the following Guidelines

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

Thesis & Explanation of subject - 60%
A clear idea/thesis is forwarded for each question asked.
Identification and explanation of main points.
Use of Scholarly Literature - 35%
Scholarly literature, outside of the required text, is employed to strengthen arguments. At least two sources are consulted and used.
Definitions and terms should be used properly.
Jargon should be kept to a minimum.

Structure of Assignment - 5%
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 fo
- rwarded in response to each question asked in an assignment?
- 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)
- Do my answers flow, are they well organized?
- Am I utilizing proper grammar?

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 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/>