

**PSCI 5703A**  
**Ethnographic Research Methods**  
Thursdays, 11:35am-2:25pm  
Confirm location on Carleton Central

Instructor: Dr. Cati Coe

Office Hours: Thursdays, 2:30-4:30pm in person or online, or by arrangement at other times

Phone number: 613-520-2600 ext. 6116

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### **Course description**

This course provides an introduction to ethnographic and qualitative research, focusing on how it might be useful in political science research. Ethnography is the study of culture and social organization primarily through participant observation and interviewing. Ethnographers carry out their research by becoming a participant/observer or observing participant, to varying degrees, in the social setting they wish to study. Ethnographic research provides descriptive and interpretative analyses of the routine practices of everyday life. Accounts represent different ways people make sense of their lives and describe the types of social organization (for example, gender relations, political authority, or social movements) that, in part, serve to structure or pattern behavior.

This course has both practical and conceptual goals. 1). Students should learn how to do a small-scale qualitative research project, and in the process, they should gain skills in various qualitative research methods such as interviewing and writing fieldnotes. 2). Students should explore conceptual and ethical questions that have been raised with respect to qualitative research. Some questions concern the nature of the knowledge produced by qualitative research: What counts as good evidence for knowledge claims about a subject's world? What is the relationship between what people say and what outside observers think they are doing? Other questions concern the social position of the researcher in qualitative research: Does one have to be a member of a group to do good qualitative research on that group? Should qualitative research have practical or critical goals? Why does interpretive research matter and to whom? What distinguishes qualitative from quantitative research?

The class will meet in person.

### **Learning outcomes**

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

- Design and carry out a qualitative research project
- Write fieldnotes and carry out interviews
- Assess and describe the ethical issues raised by the research process
- Assess and describe how the social context (including the researcher) affected the research process
- Assess which questions can best be answered by qualitative research

## Required texts

The following books are required and are available at the Campus Bookstore on the Carleton University campus:

- McGovern, Mike. 2017. *A Socialist Peace? Explaining the Absence of War in an African Country*. Chicago: University of Chicago Press. [available through ARES] \$32 used; \$42.56 new
- Maxwell, J. A. 2013. *Qualitative Research Design: An Interactive Approach*. 3<sup>rd</sup> Ed. Thousand Oaks, CA: Sage. [not available electronically on ARES, but only through 4-hour physical reserve] \$39.62-\$100.25
- Robert M. Emerson, Rachel I. Fretz, and Linda L. Shaw. 2011. *Writing Ethnographic Fieldnotes*. 2<sup>nd</sup> ed. Chicago: University of Chicago Press. [not available electronically on ARES, but only through 4-hour physical reserve] \$22 used; \$29.26 new

The other readings will be made available through the reserves in Carleton's library (Ares). Total price about \$138 if all are purchased new.

**Course Communications:** There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing me is almost always the last resort. Here's a guide to communicating with me and your peers:

- *"I have questions about course content, assignments, and policies"*: ask these on the "Ask the Instructor" forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *"I have questions about work I'm doing on my own assignments"*: book an appointment with me to discuss (Thursdays, 2:30-4:30pm or by arrangement at other times). These are not matters that can be handled efficiently over email.
- *"I need to discuss something private, or to set up a time to discuss something private"*: book an appointment with me to discuss (Thursdays, 2:30-4:30pm, or by arrangement at other times). These are not matters that can be handled efficiently over email.

In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. I answer email Monday–Friday, 8:30am–4:30pm, but not outside of those times (i.e., weekday evenings and weekends). Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click "send." Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday.

## Assignments at a glance

Participation in seminar discussion and activities, ongoing: 10%

Research proposal, January 23: 10%  
Visual/Sound data: February 27: 10%  
Interview transcript, March 6: 10%  
Fieldnotes, March 13: 10%  
Coding, March 20: 5% total  
Analytic memo, March 27: 10% total  
Presentation, April 3: 5%  
Research paper, April 26: 30%

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor. All assignments in this course are to be submitted via Brightspace. Make sure that your file functions properly prior to upload and submission: file corruption is something that happens at the user's end, before upload to Brightspace. Files that are unreadable are not grounds for an extension and will be deemed late.

### **Late Work**

You have 5 grace days that you may use across the course, for when things go unexpectedly wrong. Special consideration may be given if you are dealing with a protracted medical or similar issue for which you can provide documentation.

### **Grade Inquiries**

I'm always willing to review grades on assignments. I only have two rules on the matter:

- 1) *No discussions about grades until 48 hours have passed after the assignment is returned, and*
- 2) *Students must prepare a list of specific issues to discuss, ones that engage faithfully with the feedback provided.* You need to be prepared to engage with the feedback in a conversation with me about it. Once you've done so, book an appointment with me. Note that I'll be providing detailed feedback on assignments. Note, too, that requests for re-marking raise the possibility of a lower as well as a higher grade.

### **Assignments in detail**

**Participation in seminar sessions:** Seminars are designed to be interactive, with discussion and exercises aimed at fostering your capabilities and reflexivity important for ethnographic research. It is essential that you do the required reading for each seminar session, coming prepared to discuss them. Participation marks will reflect both the quality and quantity of engagement. Attendance will be taken.

## Guidelines for Fieldwork Project

### *Overview*

The range of possible projects for this course is broad. You will select a field site where there are people. For those in political science, the field site may be broadly or narrowly concerned with policy, politics, or the effect of each on everyday lives. The main requirements are that the mini-study involve participant observation, qualitative interviewing, and the collection of documents or audio or visual materials. Data collection will take place throughout the term. Therefore, you should find a site where it will be feasible for you to participate in mundane everyday activities over a period of time. This will allow you to observe similar types of interaction several times in order to determine social patterns as well as unique events or practices.

The central aims of this course are for you to learn about ethnographic and qualitative methods and how to pursue them ethically. You will do this through conducting a simple short-term project, in attempt to explain a particular social phenomenon as well as bring together different types of data and sources of evidence in writing up an account.

### *Ethical Conduct for Research Involving Humans*

In order to gain the training necessary to conduct research with humans for your course project, you should successfully complete the web-based TCPS2 (Course in Research Ethics). Expect the preparation and exam to take about four hours. *You should bring with you to class a printed certificate.* Please see this site for a link to the web-based program: <https://tcps2core.ca/welcome>

You are required to submit a brief project description, as well as your consent forms or scripts to me on January 23.

### *Data Collection*

(1) You are required to complete two interviews. You **MUST** follow practices of informed consent and assent, which we will go over in class. Furthermore, you **MUST** avoid any questions that might elicit emotionally distressing topics for a subject. These subjects **MUST** not be vulnerable populations (children, elderly, or prisoners). You are required to transcribe half an hour of one interview for review by me, as well as relevant sections of the other interviews for your report.

(2) You are required to complete a certain number of hours of observation at your field site at a minimum (8 hours). You will need to write fieldnotes after each observation to describe fully the activities and interactions observed.

(3) You will collect a third kind of data, either photos of material objects, a map, soundscape, or documents, about your field site or from your field site, depending on which is the most appropriate.

For these assignments, you will need to record audio and possibly take photographs. Your cellphone should be sufficient for these technology requirements. If you have difficulty with this technology, please let me know.

Sharing and discussing your research products and process is key to the learning experience in this course. This raises issues of confidentiality. You should inform participants in your study that

interview transcripts and fieldnotes will be shared with fellow students and the professor in the course. You MUST also ensure that you will not identify them in any documents, and you MUST change names to pseudonyms in any data that you share so that your informants will not be identifiable. Everyone in this class is also required to respect the confidentiality of the information that will be shared.

### *Restrictions*

- (1) No covert research: This type of research is ethically questionable and not allowed.
- (2) No comparative studies: Your main research question should not take the form of “What is the difference between \_\_\_\_\_ and \_\_\_\_\_?” In other words, you should not attempt to understand the difference between two settings, policies, or people. While comparative studies are central to qualitative research, you will not have the time to do a comparative study effectively in one semester.
- (3) No evaluative studies: Your research question should not the form of “What is the effect of \_\_\_\_\_ on \_\_\_\_\_?” While evaluation studies are critically important, they typically require that the “outcome” of some intervention, curriculum, practice, or program be “measured.” Evaluation studies typically require a mix of qualitative and quantitative methods. Conducting an adequate evaluation study will not be feasible in this course.

### **Research Proposal: Due September 21**

Your narrative should be 2-3 double-spaced pages in length.

- State the purpose of your proposed study (one or two main research questions and/ or study objectives.)
- Provide background for your particular project interest—you do not have to include a literature review, but this is where you can state briefly any expertise that prepares you to conduct this project and in a way that is sensitive to your research participants.
- Explain your research design: You should state that you are doing a qualitative project that involves observation, interviewing, and document/sound/space analysis.
  - Explain where you are conducting the study and how this site will enable you to address your research interests
  - Describe the interactions you will be observing and how these will help you address your research questions. You will state the number of hours of observation and will write fieldnotes to document your observations.
  - Describe who you will be interviewing and what you hope to learn from your participant(s). State that you will record and then transcribe your interviews.
  - You should identify the materials (objects, maps, soundscape, documents) you will be analyzing and why.
- State that you will code your data for relevant themes and then will submit a course report that analyzes the relationships among essential themes identified across data sources.

- What potential difficulties (personal, practical, conceptual, or methodological) do you foresee in doing this project? How might you deal with these?

There should be the following attachments to your research proposal:

- your letter of permission from your fieldsite
- your consent form or script
- your certification from TCPS2

### **Coding**

**Due:** March 20

You should turn in your codes of your key themes, along with your coded notes and transcripts.

### **Analytic Memo**

**Due:** March 27

The memo should be 3-4 double-spaced pages. Look back at the guidance on writing analytic memos in Emerson, Fretz, and Shaw, *Writing Ethnographic Fieldnotes*. The memo should be based on your fieldnotes, interviews, and any other material collected.

### **Research Report Guidelines**

**Due:** April 26

- I. **Introduction** to the topic and its significance: General statement of the problem you studied and its significance (why should the reader be interested in your research?).
- II. **Literature review:** Identify one controversy (unresolved issue, dilemma, debate) in your field to which this study will speak. Critically analyze the way the problem you are addressing has been defined and studied, and the conclusions that have been reached in prior research. How does your study relate or differ from previous research or this topic or research question? I expect 4-5 studies. (This is just an exercise, not an adequate literature review.)
- III. **Research Questions:** Usually two main questions, with one or two subsidiary (refining) questions nested within each major question. (You can report here or in the methods section on how your sense of the problem and questions changed over the course of your study.)
- IV. **Methods:**
  - A. **Describe the setting:** Why did you choose to study your research question in this setting?
  - B. **Access, roles, and ethics:** Discuss issues involved in gaining access and defining a role in the context in which you carried out your research. How did who you are influence the kind of data/perspectives you were able to obtain? How did you negotiate your role(s)? Discuss any ethical considerations that might have emerged and how you addressed these issues.
  - C. **Methods** you used and for what purposes: how did you collect the data you needed to answer your research questions? Identify the kinds of evidence you gathered and

show how the different types helped you to answer your questions. In terms of participant observation research, where did you participate and in what ways? With whom? Report how much time you spent in the field. How did you decide whom to interview? For what purposes or to gather what kinds of information? Report how many informants you interviewed, the types of people interviewed, and how long the interviews tended to last. What sources did you use for documentary evidence?

- V. **Your account/data analysis:** Rather than simply reporting your findings, in qualitative research you discuss the major themes and present your assertions related to these themes/issues. You substantiate your assertions using various data (triangulate multiple data sources) and textured descriptions (single quotes/multiple voices, general descriptions, interpretive commentary, vignettes, documentary evidence, photographs, sounds, maps, etc.)
- VI. **Future research:** If you could go back to your site and do a more extended project, how would your questions and methods change? What additional research would you now like to do? Why does this research matter?
- VII. **Reference list:** Full bibliographic information for all references cited.

Overall length: 20-25 pages, double-spaced

## Course schedule

### Part 1: Designing Research

Date	Readings due	Assignments due
<i>January 9:</i> What questions is ethnographic research good at answering?	McGovern, Mike. 2017. <i>A Socialist Peace? Explaining the Absence of War in an African Country</i> . Chicago: University of Chicago Press. Read the introduction, two other chapters, and an interlude that interest you.	
<i>January 16:</i> Research Design	Maxwell, J. A. 2013. <i>Qualitative Research Design: An Interactive Approach</i> , 3 <sup>rd</sup> Ed. Thousand Oaks, CA: Sage. Ghodsee, Kristin. 2016. "Choose a Subject You Love." In <i>From Notes to Narrative: Writing Ethnographies that Everyone Can Read</i> , pp. 9-22. Chicago: University of Chicago Press.	
<i>January 23:</i> Ethics	Course on Research Ethics (about 4 hours long): <a href="https://tcps2core.ca/welcome">https://tcps2core.ca/welcome</a> Davis, Dana Ain and Christa Craven. 2016. "Challenges for Feminist Ethnography." <i>Feminist Ethnography: Thinking through Methodologies, Challenges, and Possibilities</i> , pp. 99-120. Lanham: Rowman and Littlefield, Guillemin, Marilys and Lynn Gillam. 2004. "Ethics, Reflexivity, and 'Ethically Important Moments' in Research." <i>Qualitative Inquiry</i> 10(2): 261-280. Sluka, Jeffrey A. 1990. "Participant Observation in Violent Social Contexts." <i>Human Organization</i> 49(2): 114-126.	Research proposal
<i>January 30:</i> Negotiating Access and Fieldwork Roles	Coburn, Noah. 2011. "Ethnography and Suspicion." <i>Bazaar Politics: Power and Pottery in an Afghan Market Town</i> , pp. 17-21. Stanford: Stanford University Press. Ortner, Sherry B. 2010. "Access: Reflections on Studying Up in Hollywood." <i>Ethnography</i> 11(2): 211-233. Narayan, Kirin. 1993. "How Native is a "Native" Anthropologist?" <i>American Anthropologist</i> 95(3): 671-686. Leach, James. 2006. "Out of Proportion? Anthropological Description of Power, Regeneration and Scale on the Rai Coast of Papua New Guinea" In <i>Locating the Field: Space, Place and Context in Anthropology</i> , edited by Simon Coleman and Peter Collins, pp. 149-162. London: Routledge.	

### Part 2: Data Collection

Date	Readings due	Assignments due
<i>February 6:</i> Fieldnotes	Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. <i>Writing Ethnographic Fieldnotes</i> . 2 <sup>nd</sup> ed. Chicago: University of Chicago Press, Chapters 1-5, pp 1-169.	Bring in excerpt of fieldnotes (not graded, but for feedback in class)



February 13: Interviewing	Briggs, Charles. 1983. "Questions for the Ethnographer: A Critical Examination of the Role of the Interview in Fieldwork." <i>Semiotica</i> 46(2-4): 233-261. Online class.	Have available interview guide for review in class
February 20	Winter Break	
February 27: Space, Visuality, Aurality	<p><i>Readings:</i></p> <p>Schwedler, Jillian. 2020. "Material Obstacles to Protest in the Urban Built Environment: Insights from Jordan." <i>Contention</i> (Brooklyn, N.Y.) 8(1): 70–92. <a href="https://doi.org/10.3167/cont.2020.080106">https://doi.org/10.3167/cont.2020.080106</a>.</p> <p>Moretti, Cristina. 2017. "Walking." In <i>A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies</i>, edited by Denielle Elliott and Dara Culhane, pp. 91-112. Toronto: University of Toronto Press.</p> <p>Pink, Sarah. 2007. "Photography in Ethnographic Research." In <i>Doing Visual Ethnography</i>, pp. 65-96. 2<sup>nd</sup> ed. London: Sage.</p> <p><i>Videos:</i></p> <p>Grossman, Alyssa and Selena Kimball. 2011. "Memory Objects, Memory Dialogues." Film about everyday household objects in Romania, which serve as people's reflections on the political past and present <a href="https://livrepository.liverpool.ac.uk/3033166/">https://livrepository.liverpool.ac.uk/3033166/</a> [note the password necessary for vimeo is located on this site; 29 minutes]</p> <p>New, David. 2009. "Listen." [6 minutes] National Film Board of Canada <a href="http://www.nfb.ca/film/listen/">http://www.nfb.ca/film/listen/</a></p> <p>"Soundscape in Vancouver Back Alley," (2 minutes) <a href="https://vimeo.com/78777150">https://vimeo.com/78777150</a></p>	Visual/Sound data
March 6: Ethnographic Writing	<p>Robben, Antonius C. G. M. 1996. "Ethnographic Seduction, Transference, and Resistance in Dialogues about Terror and Violence in Argentina." <i>Ethos</i> 24(1): 71-106.</p> <p>Narayan, Kirin. 2012. "Voice." <i>Alive in the Writing: Crafting Ethnography in the Company of Chekhov</i>. Chicago: University of Chicago Press, pp 67-92 [Note that this is a limited 1-user e-book, so please use these techniques to allow other students' access: <a href="https://mediaspace.carleton.ca/media/ebook+etiquette/1_public14p">https://mediaspace.carleton.ca/media/ebook+etiquette/1_public14p</a>]</p>	Interview transcript
March 13: Ethnographic Writing	<p>Narayan, Kirin. 2012. "Place." <i>Alive in the Writing: Crafting Ethnography in the Company of Chekhov</i>, pp. 23-44. Chicago: University of Chicago Press. [Note that this is a limited 1-user e-book, so please use these techniques to allow other students' access: <a href="https://mediaspace.carleton.ca/media/ebook+etiquette/1_public14p">https://mediaspace.carleton.ca/media/ebook+etiquette/1_public14p</a>]</p> <p>Ghodsee, Kristin. 2016. "Incorporate Ethnographic Detail." <i>From Notes to Narrative: Writing Ethnographies that Everyone Can Read</i>, pp. 31-40. Chicago: University of Chicago Press.</p>	Fieldnotes

### Part 3: Analysis

Date	Readings due	Assignments due
<i>March 20:</i> Culture	Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw. 2011. <i>Writing Ethnographic Fieldnotes</i> . 2 <sup>nd</sup> edition. Chicago: University of Chicago Press. Chapters 6, 7 and 8.	Coding due
<i>March 27:</i> Language	<p>Coutin, Susan Bibler. 2003. "Cultural Logics of Belonging and Movement: Transnationalism, Naturalization, and U.S. Immigration Politics." <i>American Ethnologist</i> 30(4): 508–26.  <a href="http://www.jstor.org/stable/3805246">http://www.jstor.org/stable/3805246</a>.</p> <p>Elliott, Denielle. 2017. "Writing." In <i>A Different Kind of Ethnography: Imaginative Practices and Creative Methodologies</i>, edited by Denielle Elliott and Dara Culhane, pp. 23-44. Toronto: University of Toronto Press.            [Note that this is a limited 1-user e-book so please use these techniques to allow other students' access:  <a href="https://mediaspace.carleton.ca/media/ebook+etiquette/1_pubms14p">https://mediaspace.carleton.ca/media/ebook+etiquette/1_pubms14p</a>]</p>	Analytic memo due
<i>April 3</i>		Research Presentations

# Appendix

## Political Science Course Outline Appendix

### REQUESTS FOR ACADEMIC ACCOMMODATION

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

#### Student Mental Health

As a university 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. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>

ood2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

**Academic consideration for medical or other extenuating circumstances:** Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

**Pregnancy:** Contact your Instructor 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at [equity@carleton.ca](mailto:equity@carleton.ca) or by calling (613) 520-5622 to speak to an Equity Advisor.

**Religious obligation:** Contact your Instructor 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 [click here](#).

**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, please request your accommodations for this course through the [Ventus Student Portal](#) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University](#)

[Academic Calendars](#). 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).

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>.

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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.

#### PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

#### 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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

#### WITHDRAWAL WITHOUT ACADEMIC PENALTY

The last day to withdraw from full fall term and fall/winter courses with a full fee adjustment is September 30<sup>th</sup>, 2024. The last day for a fee adjustment when withdrawing from winter term courses or the winter portion of two-term courses is January 31, 2025. The last day for academic withdrawal from full fall and late fall courses is November 15, 2024. The last day for academic withdrawal from full winter, late winter, and fall/winter courses is March 15, 2025.

**WDN:** For students who withdraw after the full fee adjustment date in each term the term WDN will be a permanent notation that appears on their official transcript.

#### OFFICIAL FINAL EXAMINATION PERIOD

Fall courses: December 9-21, 2024. Winter and Fall/Winter courses: April 11-26, 2025 (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton 2024-2025 Calendar](#).

#### GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

#### ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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#### 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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);

- reproducing or paraphrasing portions of someone else's published or unpublished material, 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.*"