

PSCI 3204A
Politics of Latin America
11:35 p.m. – 14:25 p.m. Thursdays
Blended format (part synchronous, part asynchronous)

Instructor: Laura Macdonald
Office: C669 Loeb Building
Office Hours: Thursdays 2:30 to 4:30 pm (or by appointment) - on Big Blue Button (on CULearn)
E-mail: Laura.Macdonald@carleton.ca

Overview:

Bienvenid@s! Welcome to the study of Latin American politics. This course provides an introduction to the dynamic politics of Latin America and will provide students with the basic tools for analyzing the changing political dynamics of that region. Latin America is an exciting area of the world with a wide variety of patterns of political and economic development. The first part of the course will provide a brief overview of historical developments in state and economy in the region since the pre-Conquest period. We will look at the roots of economic underdevelopment and political authoritarianism, at changing state-society relations, and at some of the main actors in Latin American politics (including external actors like the U.S.). Discussion of general trends will be accompanied by case studies from specific Latin American countries.

The rest of the course will focus on recent trends in Latin American politics. In recent decades, Latin America has been undergoing a rapid process of political and economic transition. Authoritarian regimes have been transformed into democracies, although significant authoritarian tendencies continue to prevail, and some countries face possible reversal of democratic reforms. As well, the market-oriented economic policies that were imposed after the debt crisis of the early 1980s were challenged by “new left” regimes in many countries of the region during the early 2000s, but more recently we have seen a swing back toward the right side of the political spectrum in some countries.

This course will use a mixture of synchronous (on-line discussion on Zoom during the assigned class time on Thursdays) with a-synchronous (on-line but you will access the content on your own schedule).

LEARNING OBJECTIVES

This course helps students develop a better understanding of Latin American politics and the diverse political challenges faced by the region. Specifically, this course seeks to:

- Improve your knowledge of Latin America: its history, political systems, and some of the social, political and economic policies adopted by different governments in the region;
- Gain appreciation of the ethnic, racial, and cultural diversity of the region;

- Increase your knowledge of the challenges that Latin Americans face in areas such as economic development, democratization, security and crime, social inclusion (including issues related to gender, ethnicity, race, and class), and the COVID pandemic;
- Help you understand how Latin American political systems developed and have changed over time.
- Improve your academic skills: critical reading, listening and note-taking; collaborative classroom learning; sound analytic research and writing; communication; and time management

LEARNING OUTCOMES

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

- Explain different types of political systems in Latin America;
- Analyze the impact of colonialism and post-colonial structures on contemporary political, economic and social developments in Latin America;
- Interpret the challenges to democratic development and sustainable and inclusive development in the region;
- Employ more effectively your research skills (including library, web-based research, academic reading, writing, and referencing); and
- Employ more effectively your multimodal learning skills, including the critical analysis of visual, aural, and written texts, using traditional and new media.

Note: Students must always retain an electronic copy of all work that is submitted.

Evaluation:

Class participation [via Zoom discussion groups and discussion forums]:	15%
Report on COVID in a Latin American country: due October 8th	10%
Group presentation & report	10%
6 quizzes @ 3.3333% each (multiple-choice)	
20%	
Final Research essay:	
• Research plan (5-6 pages) - due October 30th	10%
• Final Research essay (to be submitted on CULearn site by 11:55 pm on November 27th): 10-12 pages	35%

Note: there is no mid-term or final exam!

Text:

Harry E. Vanden and Gary Prevost (2017), *Politics of Latin America: The Power Game*, 6th ed. New York: Oxford University Press.

The text is available through the Carleton University bookstore (see their website for details about how to order on-line)

All other readings will be available through Ares on CULearn or on the course CULearn website.

Evaluation and Assignments:

1. Participation:

I will divide the class into 3 groups of around 20-22 students each, and will hold an on-line, synchronous discussion session on Big Blue Button. Students should familiarize themselves with this [on-line tool](#). Each group will be held each week beginning Week 2 for 45 minutes each, with a short break in between the 3 groups (so Group 1 will run 11:35 to 12:20; Group 2 will run from 12:35 to 1:20 and Group 3 will run from 1:35 to 2:20). Please inform me as soon as possible if you prefer any of these times, especially due to time zone issues, otherwise students will be assigned randomly. The discussion will focus on that week's recorded lecture, readings, and questions that I will post before the class.

Your participation will be graded based on the frequency of your comments and questions, and how prepared you are for the discussion. I may call on people if you don't volunteer to participate. I will keep track of your attendance, which will count for 25% of your total participation grade. We will also have a Discussion Forum on CULearn where your participation will also be evaluated.

2. Report on COVID-19 in a Latin American country – 10% - due October 8th

You will submit a short report on the effects, impact and public policy responses to the COVID-19 outbreak in one Latin American country of your choice. Your report will be 3-4 pages (double-spaced) in length. You will use on-line sources, primarily newspaper articles, since there will be few academic sources available. You must, however, use a recognized academic citation format to cite your sources. I will post a list of sources to help you begin your research. Here's one early general article to get you started:

Agustina Giraudy, Sara Niedzwiecki and Jennifer Pribble, 2020, "How Political Science Explains Countries' Reactions to COVID-19," *Americas Quarterly*, April 30, <https://americasquarterly.org/article/how-political-science-explains-countries-reactions-to-covid-19/>

Your report should contain the following:

- A summary of the statistical information available: how many cases have been reported, how many deaths, (both of those figures should be reported as totals and percent of the population; what is the current state of the "curve" (rising, falling, plateaued); what has been the impact of the crisis on GDP? Poverty rates?
- A summary of the primary measures adopted by the government in power (border closures, shutting down the economy, health care provisions etc.)
- Mention any other impacts and political issues – e.g. effects on women, the elderly, Indigenous peoples and Afrodescendants, etc.
- A brief evaluation of the successes and failures of that country's responses to the virus. You may wish to address the following questions: Can you explain why that country has fared well or badly? What factors influenced the government's (or civil society's) response? What could have been done better? Were there factors that were beyond the government's control? What is the political impact of the crisis?

- Rubric will be posted to CuLearn

3. Group Presentation on Current Events/Issues – 15%

You will participate in a group presentation on a contemporary issue affecting a Latin American country (or countries), which will occur in your small group discussion (by Zoom). By week 3 I will assign you to a group topic. Each group of students (most groups will have 5-6 members) will make a 30-40 minute recorded presentation (using Zoom and a Powerpoint presentation which the host will screenshare). These are the topics, your group will need to decide on sub-topics:

1. Fight against violence and impunity in Honduras and Guatemala
2. Economic and political crisis in Venezuela;
3. Reforms in Cuba and relations with the U.S.
4. Impact of Trump presidency on Mexico;
5. Canadian mining in Latin America
6. Indigenous struggles
7. Colombian peace agreement;
8. Security crisis and migration in the Northern Triangle of Central America

See list of useful websites in this course outline for help in researching your topic.

Requirements for this presentation:

- One week before your presentation, each group must submit a (short) list of the topics you will cover and a short bibliography with sources you will use; (worth 5% of total grade)
- 2 days before the presentation, someone in the group must send me the presentation;
- You will receive both an individual and group mark on the oral presentation. Your individual grade is based on these factors: enthusiasm; clear, dynamic presentation style; clear and interesting powerpoint; accuracy and relevance of information, and timing (i.e. don't go over your time limit!). The group mark is based on a dynamic style of presentation; rich empirical content, and evidence of members helping each other and working well as a group.
- I will also ask each group member to evaluate their own and each other's participation by submitting a brief evaluation of their fellow group members (their evaluation is confidential). I will average the individual and group grades for your final grade. A template will be available for this evaluation on CuLearn.
- Part of the discussion time for the class will be used to discuss the group presentations. Other members of your discussion groups should prepare questions for the presenters.

I will post a presentation schedule by the second week of class.

4. Final Research essay

Students will write one research essay on a topic from a list of questions to be posted to CuLearn. These papers should be 12 to 13 pages in length (double-spaced, 12 point font, 1”

margins) and should use a range of scholarly sources and research materials (at least 8-10 sources). This paper is expected to show original analysis, and a sustained argument which will be supported with credible evidence. The paper should demonstrate careful and critical consideration of a broad range of carefully chosen, quality research sources (especially but not exclusively peer-reviewed scholarly publications).

This assignment has 2 components:

- Research plan (5-6 pages) 10%
- Final Research essay (12-13 pages) 35%

4a) – Research Plan – worth 10% of your total grade for the course – due October 30th

Reflect on the following as you prepare your plan:

- * The aims or goals of your research project
- * How you feel subjectively about the topic
- * What you need to do to accomplish your goals or answer the research question
- * What is NOT relevant to your topic
- * Your current knowledge of the area, including previous research, sources, or current events
- * Your timeline for completing the work
- * Possible sources of bias
- * Limitations of your research
- * How your research will help you complete your presentation and final report^[SEP]

Your plan should be 5-6 pages. It has 4 components:

1. The topic, hypothesis, research question, and thesis statement. You are defining the scope of the research project (around 1 page)

2. Context. How does this subject help us study and understand the topic you have selected? Why is this an interesting and important topic? Note other relevant issues and questions. (around 2 pages)

3. Outline. Provide an approximate outline of your paper that reflects the issues and arguments to be discussed. Briefly note your goals for each section and any other pertinent information. (1-2 pages)

At a minimum, the outline should have three sections: Introduction, Body, and Conclusion. The Body can, in fact, have several sections.

a) Introduction

* "hook" - an example or quote that draws the reader in and shows why your topic is interesting

- * brief identification of topic; how it relates to the literature and/or current events
- * tentative research question and thesis statement
- * tentative outline for the balance of the paper

b) Body

- * the major evidence, by section if appropriate
- * supporting examples, case studies, etc. if relevant

c) Conclusion

- * brief statement of how you answered your research question
- * implications of your findings/argument for public policy and/or future research
- * a tentative strong closing statement

4. Annotated bibliography. Provide a preliminary bibliography of 4 academic sources (books or journal articles). Do NOT include textbooks and be careful if using a book written for a general audience. Wikipedia is not a valid source. Be careful about using dated sources.

Be warned: if you copy or plagiarize abstracts from journals, you will be subject to university regulations on plagiarism. The Carleton University Library has a helpful [guide](#) and video for writing an annotated bibliography)

4b) Final Research essay – (to be submitted on CULearn site by 11:55 pm

on November 27th): 12-13 pages - worth 35% of your final grade for the course. You will produce the final research essay, incorporating any feedback you receive on your research plan. You should not change your topic without consultation with the instructor.

5. 6 quizzes – 10% total

There will be **8 short multiple-choice quizzes** throughout the term to test your knowledge and understanding of course content. Your final grade will be based on your best results in 6 of them (the bottom two will be dropped or you can just write 6 if you are confident in your ability!)

Each quiz will contain a set of ~5 questions on readings and lectures. These are intended to be answered in 2/3 minutes each, so the whole quiz can be completed in 10/15 minutes. You can use your notes, lecture recordings, and readings, when answering the quiz. You will be able to access the quiz during a 12 hour window. **Once you access the quiz, you have 15 minutes to complete it.** I recommend that you complete all readings and attend all recorded lectures before starting the quiz.

Quizzes will be opened up on the following dates: September 22, Sept 31, Oct 6, Oct 20, Nov 3, Nov 10, Nov 17, Dec 8. The quizzes will be open for 12 hours between 9 a.m. and 9 pm on these dates,

Late Penalties

Assignments are due on the dates specified in the course outline. **Late papers will be subject to a penalty of 3% a day (including weekends).** Papers will not be accepted two weeks after the due date.

Exceptions will be made only in those cases where the student has written documentation, e.g. medical reasons.

Useful Websites:

Latin America Network Information Center at the University of Texas, Austin:

<http://www.lanic.utexas.edu>.

Political Database of the Americas at Georgetown University

<http://www.georgetown.edu/LatAmerPolitical/home.html>.

United Nations Economic Commission for Latin America

www.eclac.org.cl

Organization of American States

www.oas.org

Washington Office on Latin America

www.wola.org

I **strongly encourage** you to sign up for this weekly update on Latin American news in English: Latin America News Roundup, produced by Center for Economic Policy Research (in English) - Free subscription available at:

<http://org.salsalabs.com/o/967/t/9788/signUp.jsp?key=1013>

READING LIST

Part I: Introduction and Historical Background

Week 1 - September 10th – Introduction to the course and to Studying Latin America

Vanden and Prevost, Introduction (pp. xxiii - xxix) and Chapter 1, pp. 1-18.

Impact of COVID-19 crisis in Latin America:

<https://www.aljazeera.com/news/2020/05/latin-america-struggles-covid-19-pandemic-200506051436146.html>

Week 2 - September 17th – Short survey of Latin American History

Vanden and Prevost, Chapter 2 **and** Chapter 3, pp. 43-66.

Watch this film: When Worlds Collide, 1 hour 31 minutes,

https://kaltura.uga.edu/media/t/1_g9ty70sd/31261611

Activity in Discussion group (starts this week): Introduce yourself

Week 3 – September 24th Latin American Political Economy – Modernization and Dependency

Vanden and Prevost, Chapter 7 (first part), pp.157-174.

J. Samuel Valenzuela and Arturo Valenzuela (1978), “Modernization and dependency: Alternative perspectives in the study of Latin American underdevelopment,” *Comparative Politics*, Vol. 10, no. 4 (July), pp. 543-557.

Eduardo Galeano, 1997. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press, Introduction.

Quiz 1: Weeks 2 and 3

Week 4 – October 1st – Forms of Authoritarianism - Caudillos, Populism and Military Dictatorships

Vanden and Prevost, Chapter 8, pp.192-198.

Carlos de la Torre, 2014, “Populism in Latin American Politics, *Research in Political Sociology*, 22:79-100.

Case study: Argentina: Aldo C. Vacs, “Argentina: in Vanden and Prevost Chapter 13.

Quiz 2: Week 4

Week 5 - October 8th – Democratization and Return of Authoritarianism?

Vanden and Prevost, Chapter 8.

Case Study: Brazil: Wilbert Albert Jaffee, “Brazil,” in Vanden and Prevost Chapter 14

Alfredo Saad-Filho and Marco Boffo, “The corruption of democracy: Corruption scandals, class alliances, and political authoritarianism in Brazil, *Geoforum*, 2020, in press, <https://doi-org.proxy.library.carleton.ca/10.1016/j.geoforum.2020.02.003>

VOX, “How Jair Bolsonaro brought the far-right to power in Brazil,” October 15, 2018, <https://www.youtube.com/watch?v=H1DXtQua074&fbclid=IwAR3PsF2KaDS6gCdkwWh20VV3cVs89Od4d81JE8H-i0V-edKb2RRQYt66GPK>, 7.54 minutes.

See also if you have access to Netflix: “Democracia em Vertigem” (“The Edge of Democracy”)

Quiz 3: Week 5

Week 6 - October 15th - Neoliberalism

Vanden and Prevost, Chapter 7 (continued) pp. 174-191.

Laura Macdonald, “Neoliberal Governance in South America,” in *The Handbook of South American Governance*, Christopher Wylde and Pia Riggiozzi, eds., London and New York: Routledge, 2017, 56-69.

Case study: Eduardo Silva, “Chile,” in Vanden and Prevost chapter 15

Al Jazeera. 2020. "What's the flip side to Chile's economic success?" Al Jazeera. (March 11). 8:07 minutes <https://www.aljazeera.com/programmes/start-here/2020/03/flip-side-chile-economic-success-start-200311132024409.html?fbclid=IwAR2HuaTd-88AlQWvI3BmQ9WUY7BQMvA9cqrCBT3hJ9a0TBUEf9ji7RJJfIM>

Lucia Newman, 2020, Chile's economic illusion: Coronavirus exposes inequalities, Al Jazeera, July 20, 2.44 minutes, <https://www.aljazeera.com/news/2020/07/chiles-economic-illusion-coronavirus-exposes-inequalities-200720095228242.html>

Week 7 - October 22nd - Role of the United States

Vanden and Prevost, Chapter 11

Alexander Main. 2014. "The U.S. Re-militarization of Central America and Mexico," *NACLA Report on the Americas*, Summer, <https://nacla.org/article/us-re-militarization-central-america-and-mexico>

Lynn Stephen, 2018. "Creating Preemptive Suspects: National Security, Border Defense, and Immigration Policy, 1980–Present," *Latin America Perspectives*, 45:6, 7-25.

Al Jazeera, "Migrant caravans: Journey to the US-Mexico border," Watch video: <https://www.aljazeera.com/programmes/between-us/2020/07/journey-mexico-border-200727102917543.html>, 4.54 minutes

Quiz 4 – Week 6 and 7

READING WEEK - NO CLASSES OCTOBER 29th !

Week 8 - November 5th - Movements for Change: Revolutions and Civil Society

Vanden and Prevost, Chapter 10.

Case studies: Cuba: Gary Prevost, "Cuba", Chapter 14 in Vanden & Prevost.

Venezuela: Daniel Hellinger, "Venezuela," Chapter 17 in Vanden & Prevost.

PBS News Hour, 2019, "Why Venezuela's Chavistas are Fiercely Loyal to Maduro, Despite Economic Crisis," February 22, 8 minutes
<https://www.pbs.org/newshour/show/why-venezuelas-chavistas-are-fiercely-loyal-to-maduro-despite-economic-crisis>

Francisco Sánchez, 2020. "Venezuelan Women Confront State Violence," *NACLA Report on the Americas*, <https://nacla.org/news/2020/07/20/venezuelan-women-state-violence>, July 21

Anthony Faiola, 2019, "In socialist Venezuela, a crisis of faith not in just their leader but their economic model," *Washington Post*, February 19, https://www.washingtonpost.com/world/the_americas/in-socialist-venezuela-a-crisis-of-faith-not-in-just-their-leader-but-their-economic-model/2019/02/11/ea67849e-2b33-11e9-906e-9d55b6451eb4_story.html

Quiz 5: Week 8

Week 9 - November 12th -- From Neo-Liberalism to Post-Neoliberalism (and back?)

Manuel Balán and Françoise Montambeault, *Legacies of the Left Turn in Latin America: The Promise of Inclusive Citizenship*, Notre Dame: University of Notre Dame Press, Introduction (1-14) and conclusion by Abbott and Levitsky (370-407).

Case Study: Bolivia, Waltraud Q. Morales, "Bolivia," Chapter 18 in Vanden & Prevost

"Bolivia, the Evo Morales years." - 17:40 minutes, <https://www.youtube.com/watch?v=scyUTKg2xVc>

John Holmann, 2019. "Bolivia after Morales: Indigenous communities fear setbacks More than 40 percent of Bolivia's population is indigenous. So was Evo Morales, its president till recently." *Al Jazeera*. Watch video 2:33 minutes. <https://www.aljazeera.com/news/2019/12/bolivia-morales-indigenous-communities-fear-setbacks-191202150500458.html>

Linda Farthing, 2020. "In Bolivia, the Right Returns with a Vengeance," *NACLA Report on the Americas*, 52:1, 5-12.

Quiz 6: Weeks 8 and 9

Week 10 - November 19th - Gender and Sexuality

Vanden and Prevost, Chapter 5.

Merike Blofield, Christina Ewig and Jennifer Piscopo. 2017. "The Reactive Left: Gender Equality and the Latin American Pink Tide," *Social Politics*, Volume 24, no. 4, 345-369.

Jordi Díez, 2020. "The Record of Latin America's Left on Sexual Citizenship," in Manuel Balán and Françoise Montambeault, *Legacies of the left Turn in Latin America: The Promise of Inclusive Citizenship*, Notre Dame: University of Notre Dame Press, 252-279.

"Un violador en tu camino" (a rapist in your path) protest: <https://www.youtube.com/watch?v=uSHUS2lehOY>

Annalisa Merelli, "Learn the lyrics and dance steps for the Chilean feminist anthem spreading around the world," *Quartz*, December 2, 2019, <https://qz.com/1758765/chiles->

[viral-feminist-flash-mob-is-spreading-around-the-world/](#) (watch the embedded videos – you can organize your own flash mob when the pandemic ends!!)

Amanda Peterson and Deborah Shaw, 2020, “Mexican women aren’t just fighting for equality – but survival,” *TheGlobePost*, <https://theglobepost.com/2020/03/25/mexico-femicides/amp/?fbclid=IwAR3PsF2KaDS6gCdkwWh20VV3cVs89Od4d81JE8H-i0V-edKb2RRQYt66Gpk>

Quiz 7: Week 10

Week 11 - November 26th – Race and Indigeneity

John-Andrew McNeish, 2012. “More than Beads and Feathers: Resource Extraction and the Indigenous Challenge in Latin America. In H. Haarstad (ed.) *New Political Spaces in Latin American Natural Resource Governance. Studies of the Americas*. New York: Palgrave Macmillan, https://doi.org/10.1057/9781137073723_3

Deborah Yashar, 2015, “Does Race Matter in Latin America? How Racial and Ethnic Identities Shape the Region’s Politics,” *Foreign Affairs*, March/April

“The Life and Death of Berta Cáceres,”
<https://www.youtube.com/watch?v=77nQUKfnM34>, 10.57 minutes.

Victoria Gonzalez Rivera, “Why My Nicaraguan Father Did Not ‘See’ His Blackness And How Latinx Anti-Black Racism Feeds On Racial Silence,” *Medium*, June 10, <https://medium.com/@victoriagonzalezrivera/why-my-nicaraguan-father-did-not-see-his-blackness-and-how-latinx-anti-black-racism-feeds-on-738249ddd100>

Stephanie Nolan, *Globe and Mail*, “Why Race in Brazil is a Confusing, Loaded topic”
https://www.youtube.com/watch?v=haw3ROMgP7g&fbclid=IwAR3SyEKaI6ISr2DDrfd3mhJCWVfrhfC6_6R7eYzMqjYLbNS3GnrWYwj9l_g

FINAL ESSAY DUE NOVEMBER 27TH by 11:55 pm - to be submitted online on CULearn

Week 12 – December 3rd Human Rights, Drugs, and Insecurity

Joel Salvador Herrera, 2019. “Cultivating Violence: Trade Liberalization, Illicit Labor, and the Mexican Drug Trade,” *Latin American Politics and Society*, 61:3, 129-153.

Beatriz Magdaloni and Zaira Razu, 2016. “Mexico in the grip of violence,” *Current History*, 115: 778, 57-62.

VICE News, “Inside Mexico’s Warring Cartels and the Millions of People They’ve Displaced (15 minutes) https://www.youtube.com/watch?v=qdXdLjpS_BM

VICE news, “Life Inside One Of Mexico’s Deadliest Towns, February 10, 2020 13 minutes, <https://www.youtube.com/watch?v=MinXqrzAzeo>

Warning: There are some gruesome images in this video

Week 13th December 10th - Conclusion and Future of Latin America

Quiz 8: Weeks 11, 12 and 13

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Academic Accommodations

Pregnancy

Please 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please 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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made.

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 is 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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform at the national or international level. Please 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University’s Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

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).