

PSCI 4104-A

Development in the Global South: Theory and Practice

Fridays, 08:30 a.m. – 11:30 a.m.

This course will be held remotely online (via Zoom)

I GENERAL INFORMATION

Course Instructor: Begench Yazlyyev

Office Hours: Mondays, 5:00 p.m. – 6:00 p.m. (by appointment: via Zoom)
Wednesdays, 5:00 p.m. – 6:00 p.m. (by appointment: via Zoom)

Email: Begench.Yazlyyev@carleton.ca

Teaching Assistant: Pantea Behroozi | **Email:** PanteaBehroozi@cmail.carleton.ca

All email communication is to be via official Carleton university e-mail accounts and/or cuLearn, not personal emails.

II COURSE DESCRIPTION

Official course description

Different theoretical approaches to the concept of development in the Global South and their relevance for selected countries in Latin America, Africa and Asia.

Course content and objectives

What is development and how can it be measured? How did development theories and approaches evolve over time? Which theoretical frameworks shaped development policy and practice, both globally and in countries of the Global South? What are the development experiences of countries of the Global South? Who are the major actors involved in development policy interaction? These are the questions that this course will be addressing.

The general course objective is to provide an overview of major development theories and concepts and apply them to the context of the Global South. The course explores the linkages between various development theories and historical and current developments in the Global South, by looking at developmental outcomes in various countries of Latin America, Africa and Eurasia. The course consists of two parts. The first part will focus on theoretical foundations, covering the historical evolution of development theories and approaches. The second part will examine institutional aspects, sectoral issues/challenges specific to the context of the Global South and more recent trends in global development policies.

While the objective of this course is to provide students with knowledge of major development theories and practices, it also aims to improve their analytical and communicative writing skills by exposing them to critical analysis of relevant development policy issues.

III COURSE FORMAT

The course will be offered in a blended format, combining synchronous and asynchronous modes. The synchronous mode will involve online seminar lessons with real-time online presentations and groups discussions. The asynchronous mode will include pre-recorded lectures (delivered by the course instructor), pre-recorded presentations (delivered by students) and other learning activities. See Section VIII (Course Schedule) for details about the format in which classes will be delivered during each week.

IV LEARNING OUTCOMES

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

- Explain key development theories and concepts and understand their strengths and weaknesses;
- Apply key theories to developments in the Global South using case studies and examples;
- Demonstrate knowledge of major policy debates related to growth and development in the Global South;
- Understand the role of main actors in development policy interaction;
- Strengthen critical thinking and analytical skills by undertaking research on relevant theoretical and policy issues.

V TEXTS

Reading materials are available online through Ares. Alternatively, they can also be accessed through the Macodrum Library website at <https://library.carleton.ca/>. Some course readings include reports and publications, which can be downloaded online. Please refer to Section VIII (Course Schedule) for a complete list of required and supplementary reading materials.

VI EVALUATION AT A GLANCE

Assignment	Weight	Due date
Attendance and participation	20%	Throughout
Seminar presentation	10%	On the assigned date
Seminar reflection paper	10%	One week after presentation
Research proposal	10%	October 16, by 23.59 pm (via email)
Research paper	30%	November 27, by 23.59 pm (via email)
Case-study research paper	20%	December 11, by 2.00 pm (via email)

VII EVALUATION IN DETAIL

Assignment	Weight	Due date
Attendance and Participation This is a seminar class and each student is expected to participate actively during the class by contributing to the discussion of required readings assigned for each week.	20%	Throughout
Seminar presentation Three or four students (depending on the number of students registered to the course) will co-facilitate a seminar each week, presenting major concepts and arguments discussed in the required weekly reading materials, and proposing discussion questions to the class. The requirements for seminar facilitation and presentation dates will be discussed during the first class.	10%	On the assigned date
Seminar reflection paper After co-facilitating a seminar session, each student will provide an individual 1000-word reflection paper on weekly readings covered during their presentation.	10%	One week after presentation
Research proposal By Week 6 (16 October), students will develop a research proposal for their final research paper, specifying preliminary research questions, a working hypothesis, and a draft outline of the paper. Topics have to be related to critical analysis of a given development theory/approach and have to be confirmed with a course instructor before submission. Instructions for the research proposal will be discussed during the first class.	10%	October 16, by 23.59 pm (via email)
Research paper Students will write their final research papers based on their research proposals and the course instructor's feedback. The paper (3,500 words) should provide critical analysis of a chosen topic, discussing their research questions, major arguments, findings and conclusions. Instructions for the research paper will be provided during Week 7. Note: Students will be presenting their research papers during Weeks 12 and 13, sharing their findings with the class through a short presentation. While this activity is not graded, it is mandatory.	30%	November 27, by 23.59 pm (via email)
Case-study research paper Students will write a 2,000-word paper, analyzing historical development trajectories and current development context in a developing country, linking this analysis to the development theory(ies)/approach(es) discussed throughout the semester. Detailed instructions for this assignment will be provided by the course instructor during Week 7. Please confirm your country of choice with the course instructor in advance.	20%	December 11, by 2.00 pm (via email)

Late assignments

Assignments should be submitted on the dates and in accordance with the requirements specified in the syllabus. Late assignments will be penalized 3% a day, including weekends.

Formatting requirements

All assignments should be submitted using the following formatting requirements:

- *Font size and type*: 12-point, Times New Roman;
- *Page margins and numbers*: one-inch margins and page numbers on all pages;
- *Title page*: must include the student's full name, the course title, course instructor's name, the title of the paper, and the date of submission.

VIII COURSE SCHEDULE

Week #	Topics and the list of reading materials	Delivery mode
Week 1 (Sep. 11, 2020)	Introduction: Course objectives and expectations; Review of the syllabus and the course structure <ul style="list-style-type: none">• Rowden, R. (2010). Poverty reduction is not development. <i>Review of African Political Economy</i> 37 (126), 503-516• Sen, A. (1999). <i>Development as Freedom</i>. New York: Anchor Books. (Introduction: pp. 3-11)• Esteva, G. (2010). "Development". In Sachs, W. (Ed.). <i>The Development Dictionary</i> (Chapter 1: pp. 1-23). London: Zed Books.• Black, M. (2011). "The History of an Idea". In <i>The No-Nonsense Guide to International Development</i> (Chapter 1: pp. 10-30). New Internationalist Publications• Pieterse, J. (2009). "Trends in development theory". In <i>Development Theory: Deconstructions/Reconstructions</i> (Chapter 1: pp. 1-18). London: Sage Publications.	<i>Asynchronous mode</i> (8.30-9.00 am): <ul style="list-style-type: none">➡ Watching pre-recorded introductory presentation <i>Synchronous mode</i> (9.00-11.30 am): <ul style="list-style-type: none">➡ Participating in real-time online seminar (via Zoom)
Week 2 (Sep. 18, 2020)	Modernization theory <ul style="list-style-type: none">• Rostow, W.W. (1960). "The five stages-of-growth - A summary". In <i>The Stages of Economic Growth: A Non-Communist Manifesto</i> (Chapter 2: pp. 4-16). Cambridge: Cambridge University Press.• Rist, G. (2008). Modernization Poised between History and Prophecy. In <i>The History of Development: From Western Origins to Global Faith</i> (Chapter 6: pp. 93-108). London: Zed Books. 3rd Ed.• Regmi, K. & Walter P. (2017). Modernisation theory, ecotourism policy, and sustainable development for poor countries of the global South: Perspectives from Nepal. <i>International Journal of Sustainable Development & World Ecology</i> 24 (1), 1-14.• Huntington, S. (1968). "Political Participation: Modernization and Political Decay (1968)." In Roberts, J., Hite, A. and Chorev. N. (Eds.), <i>The Globalization and</i>	<i>Asynchronous mode</i> (8.30-9.30 am): <ul style="list-style-type: none">➡ Watching pre-recorded presentations➡ Contributing to online forum discussions➡ Preparing questions for in-class discussions <i>Synchronous mode</i> (9.30-11.30 am): <ul style="list-style-type: none">➡ Participating in real-time online

	<i>Development Reader: Perspectives on Development and Global Change</i> (Chapter 6: pp. 88-93). Malden: Blackwell, 2015. 2 nd Ed.	seminar (via Zoom)
Week 3 (Sep. 25, 2020)	Dependency theory and underdevelopment <ul style="list-style-type: none"> Valenzuela, J. & Valenzuela A. (1978). Modernization and dependency: Alternative perspectives in the study of Latin American underdevelopment. <i>Comparative Politics</i> 10 (4), 535-557. Cardoso, F. & Faletto E. (1979). <i>Dependency and Development in Latin America</i> (Chapters 1 & 2: pp. 1-28). Berkeley: University of California Press. Fischer, A. (2015). The end of peripheries? On the enduring relevance of structuralism for understanding contemporary global development. <i>Development and Change</i> 46 (4), 700-732. Frank, A. (1966). "The Development of Underdevelopment" <i>Monthly Review</i> 18 (September 1966). Available at: http://s3-euw1-ap-pe-ws4-cws-documents.s1.amazonaws.com/9781138824287/ch10/1.AndreGunderFrank.TheDevelopmentofUnderdevelopment.1966.pdf Kemp, T. (2013). "Brazil: Dependent Industrialization". In <i>Industrialisation in the Non-Western World</i> (Chapter 6: pp. 148-175). New York: Routledge. 	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <ul style="list-style-type: none"> ➤ Watching pre-recorded presentations ➤ Contributing to online forum discussions ➤ Preparing questions for in-class discussions <p><i>Synchronous mode</i> (9.30-11.30 am):</p> <ul style="list-style-type: none"> ➤ Participating in real-time online seminar (via Zoom)
Week 4 (Oct. 2, 2020)	Neoliberalism, markets and the role of the state <ul style="list-style-type: none"> Colclough, C. (1991). "Structuralism versus neo-liberalism: An introduction". In Colclough C. and Manor J. (Eds.) <i>States or markets? Neo-liberalism and the development policy debate</i> (Chapter 1: pp. 1-25). Oxford: Clarendon. Harvey, D. (2007). <i>A Brief History of Neoliberalism</i>. Oxford: Oxford University Press. (Chapter 1: pp. 5-38) Page, J. (1994). The East Asian miracle: An introduction. <i>World Development</i> 22 (4), 615-625. Zeng, J. & Fang Y. (2014). Between poverty and prosperity: China's dependent development and the 'middle-income trap'. <i>Third World Quarterly</i> 35 (6), 1014-1031. Stiglitz, J. (2001). "Foreword". In Polanyi, K. (2001) <i>The Great Transformation: The Political and Economic Origins of Our Time</i> (pp. vii-xvii). Boston: Beacon Press Rutland, P. (2013). Neoliberalism and the Russian transition. <i>Review of International Political Economy</i>, 20(2), 332-362. 	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <ul style="list-style-type: none"> ➤ Watching pre-recorded presentations ➤ Contributing to online forum discussions ➤ Preparing questions for in-class discussions <p><i>Synchronous mode</i> (9.30-11.30 am):</p> <ul style="list-style-type: none"> ➤ Participating in real-time online seminar (via Zoom)
Week 5 (Oct. 9, 2020)	Post-modern and post-colonial approaches <ul style="list-style-type: none"> Escobar, A. (1995). "Introduction: development and the anthropology of modernity". In <i>Encountering development:</i> 	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <ul style="list-style-type: none"> ➤ Watching pre-recorded presentations

	<p><i>the making and unmaking of the Third World</i> (Chapter 1: pp. 3-20). Princeton: Princeton University Press.</p> <ul style="list-style-type: none"> Abrahamsen, R. (2000). Democratisation and development discourse. In <i>Disciplining Democracy: development discourse and good governance in Africa</i> (Chapter 1: pp. 1-24). New York: Zed Books. Ziai, A. (2015). Post-development: premature burials and haunting ghosts. <i>Development and Change</i> 46 (4), 833-854. Quijano, A. (2007). Coloniality and modernity/rationality. <i>Cultural Studies</i> 21 (2-3), 168-178. Ferguson, J. (n.d.). <i>The anti-politics machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho</i> (Introduction: pp. 3-21). University of Minnesota Press. Kohn, M. & McBride, K. (2011). <i>Political Theories of Decolonization: Postcolonialism and the Problem of Foundations</i> (Introduction: pp. 3-13). Oxford: Oxford University Press. 	<ul style="list-style-type: none"> ➡ Contributing to online forum discussions ➡ Preparing questions for in-class discussions <p><i>Synchronous mode</i> (9.30-11.30 am):</p> <ul style="list-style-type: none"> ➡ Participating in real-time online seminar (via Zoom)
Week 6 (Oct. 16, 2020)	<p>Gender and feminist perspectives</p> <ul style="list-style-type: none"> Benería, L., G. Berik & M.S. Floro (2016). Gender and development: a historical overview. In <i>Gender, development, and globalization: economics as if all people mattered</i> (Chapter 1: pp. 1-40). Molyneux, M. & M. Thomson (2011). Cash transfers, gender equity and women's empowerment in Peru, Ecuador and Bolivia. <i>Gender and Development</i> 19 (2), 195-212. Fraser, N. (2013). How feminism became capitalism's handmaiden – and how to reclaim it. <i>The Guardian</i>. Available at: https://www.theguardian.com/commentisfree/2013/oct/14/feminism-capitalist-handmaiden-neoliberal Parpart, J. & Marchand, H. (1995). "Exploding the canon: an introduction/conclusion". In <i>Feminism/postmodernism/development</i> (Part I: pp. 1-22). New York: Routledge. Elson, D., & Pearson, R. (1981). "Nimble Fingers Make Cheap Workers": An Analysis of Women's Employment in Third World Export Manufacturing. <i>Feminist Review</i>, 7, 87-107. <p>Research proposals due on October 16, by 23.59 pm (via email)</p>	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <ul style="list-style-type: none"> ➡ Watching pre-recorded presentations ➡ Contributing to online forum discussions ➡ Preparing questions for in-class discussions <p><i>Synchronous mode</i> (9.30-11.30 am):</p> <ul style="list-style-type: none"> ➡ Participating in real-time online seminar (via Zoom)
Week 7 (Oct. 23, 2020)	<p>Social movement theory and civil society</p> <ul style="list-style-type: none"> Banks, N., Hulme D. & Edwards, M. (2015). NGOs, states, and donors revisited: still too close for comfort? <i>World Development</i> 66, 707-718. 	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <ul style="list-style-type: none"> ➡ Watching pre-recorded presentations

	<ul style="list-style-type: none"> Escobar, A. (2004). Beyond the Third World: Imperial globality, global coloniality and anti-globalisation social movements. <i>Third World Quarterly</i> 25 (1), 207-230. Runciman, C. (2016). Mobilising and organising in precarious times: Analysing contemporary collective action in South Africa. <i>International Journal of Sociology & Social Policy</i> 36 (9/10), 613-628. Tarrow, S. (2011). <i>Power in Movement: Social Movements and Contentious Politics</i> (Introduction: pp. 1-15). New York: Cambridge University Press. Bebbington et al (2008). Mining and Social Movements: Struggles over Livelihood and Rural Territorial Development in the Andes. <i>World Development</i> 36, 12: 2888-2905. Honwana, A. (2019). Youth struggles: From the Arab Spring to Black Lives Matter & Beyond. <i>African Studies Review</i>, 62 (1). pp. 8-21. 	<ul style="list-style-type: none"> ➡ Contributing to online forum discussions ➡ Preparing questions for in-class discussions <p><i>Synchronous mode</i> (9.30-11.30 am):</p> <ul style="list-style-type: none"> ➡ Participating in real-time online seminar (via Zoom)
(Oct. 30, 2020)	Reading week (No class)	
Week 8 (Nov. 6, 2020)	Institutions, development and foreign aid <ul style="list-style-type: none"> Rodrik, D. (2000). Institutions for High-Quality Growth: What They Are and How to Acquire Them. <i>Studies in Comparative International Development</i>, 35 (3): 3-31 North, D. (1990). <i>Institutions, Institutional Change and Economic Performance</i> (Part I, Chapter 1: pp. 3-10). Cambridge: Cambridge University Press. Sachs, J. (2012). Government, Geography and Growth: The True Drivers of Development. <i>Foreign Affairs</i> 91 (5):142-150 Riddell, R. (2007). <i>Does Foreign Aid Really Work?</i> (Chapters 2 and 3: pp. 17-49). Oxford: Oxford University Press Easterly, W. (2003). Can Foreign Aid Buy Growth?, <i>Journal of Economic Perspectives</i> 17: 23-48 OECD (2015). "The concept of partnership and the evolution of the principles for effective development cooperation", in <i>Development Co-operation Report 2015: Making Partnerships Effective Coalitions for Action</i> (pp. 334-339). OECD Publishing, Paris. Available at: https://www.oecd-ilibrary.org/development/development-co-operation-report-2015_dcr-2015-en 	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <ul style="list-style-type: none"> ➡ Watching pre-recorded presentations ➡ Contributing to online forum discussions ➡ Preparing questions for in-class discussions <p><i>Synchronous mode</i> (9.30-11.30 am):</p> <ul style="list-style-type: none"> ➡ Participating in real-time online seminar (via Zoom)
Week 9 (Nov. 13, 2020)	Sectoral issues: health, education, rural development <ul style="list-style-type: none"> Todaro, M. & Smith, S. (2015). <i>Economic Development</i> (Chapter 8: Human Capital: Education and Health in Economic Development, pp. 382-424). Boston: Pearson. 12th Ed. Birn, A. (2011). Addressing the societal determinants of health: The key global health ethics imperative of our 	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <ul style="list-style-type: none"> ➡ Watching pre-recorded presentations ➡ Contributing to online forum discussions

	<p>times. In S. Benatar & G. Brock (Eds.), <i>Global Health and Global Health Ethics</i> (pp. 37-52). New York: Cambridge University Press.</p> <ul style="list-style-type: none"> • Kissane, C. (2009). Education in Central Asia: Transitional challenges and impacts. In Wooden, A. and Stefes, C. (Eds) <i>The Politics of Transition in Central Asia and the Caucasus</i> (pp. 226-248). New York: Routledge. • Ramisch, J. (2009). Rural development. In P. A. Haslam, J. Schafer, & P. Beaudet (Eds.), <i>Introduction to International Development: Approaches, Actors, and Issues</i> (pp. 323-344). Don Mills, Ontario: Oxford University Press. • World Bank (2008). <i>World Development Report 2008. Agriculture for Development</i> (Overview, pp. 1-25). Available at: https://openknowledge.worldbank.org/handle/10986/5990 	<p>➡ Preparing questions for in-class discussions</p> <p><i>Synchronous mode</i> (9.30-11.30 am):</p> <p>➡ Participating in real-time online seminar (via Zoom)</p>
Week 10 (Nov. 20, 2020)	<p>Conflict, security and development</p> <ul style="list-style-type: none"> • Taylor, B., & Botea, R. (2008). Tilly Tally: War-Making and State-Making in the Contemporary Third World. <i>International Studies Review</i>, 10(1), 27-56. • World Bank (2011). World Development Report 2011: Conflict, Security, and Development (Overview: pp. 1-39). Available at: https://openknowledge.worldbank.org/handle/10986/4389 • Hanlon, J. (2010). Mozambique: "The war ended 17 years ago, but we are still poor." <i>Conflict, Security & Development</i>, 10(1), 77-102. • Collier, P. (2007). <i>The bottom billion why the poorest countries are failing and what can be done about it</i> (Chapter 2: pp. 17-37). Oxford University Press. • Dibeh, G. (2010). Foreign Aid and Economic Development in Post-war Lebanon. In G. Mavrotas (Ed.) <i>Foreign Aid for Development: Issues, Challenges, and the New Agenda</i> (pp. 180-194). Oxford University Press 	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <p>➡ Watching pre-recorded presentations</p> <p>➡ Contributing to online forum discussions</p> <p>➡ Preparing questions for in-class discussions</p> <p><i>Synchronous mode</i> (9.30-11.30 am):</p> <p>➡ Participating in real-time online seminar (via Zoom)</p>
Week 11 (Nov. 27, 2020)	<p>From human development to Millennium Development Goals and beyond</p> <ul style="list-style-type: none"> • Sen, A. (1999). <i>Development as Freedom</i>. New York: Anchor Books. (Introduction: pp. 3-11) • Hulme, D. (2009). The Millennium Development Goals (MDGs): A Short History of the World's Biggest Promise. Brooks World Poverty Institute. Working Paper 100. Available at: http://hummedia.manchester.ac.uk/institutes/gdi/publications/workingpapers/bwpi/bwpi-wp-10009.pdf 	<p><i>Asynchronous mode</i> (8.30-9.30 am):</p> <p>➡ Watching pre-recorded presentations</p> <p>➡ Contributing to online forum discussions</p> <p>➡ Preparing questions for in-class discussions</p>

	<ul style="list-style-type: none"> Gabay, C. (2015). Special Forum on the Millennium Development Goals: Introduction. <i>Globalizations</i> 12(4), 576–580. Adams, B. and Tobin, K. (2014). “Confronting Development: A Critical Assessment of the UN’s Sustainable Development Goals,” Rosa Luxemburg Stiftung, New York. Available at http://www.rosalux-nyc.org/wp-content/files_mf/adamssdgsengwebsite.pdf. United Nations (2015). Transforming our world: the 2030 Agenda for Sustainable Development. UN General Assembly Resolution A/RES/70/1 (pp. 1-14). Available at: https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf UNDESA (2018). Voluntary National Review Reports–what do they report? Background Paper No. 46. Available at: https://sustainabledevelopment.un.org/content/documents/20549CDPbp201846.pdf <p>Final research papers due on November 27, by 23.59 pm (via email)</p>	<p><i>Synchronous mode</i> (9.30-11.30 am):</p> <p>☛ Participating in real-time online seminar (via Zoom)</p>
Week 12 (Dec. 4, 2020)	Student presentations Part 1: The first group of students will be presenting their research papers.	The delivery mode for student presentations (i.e., <i>synchronous</i> or <i>asynchronous</i>) and presentation instructions will be discussed and determined during Week 10
Week 13 (Dec. 11, 2020)	<p>Student presentations Part 2: The second group of students will be presenting their research papers.</p> <p>Case-study research papers due on December 11, by 2.00 pm (via email)</p>	

IX 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

X 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 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: 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).

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1