

**PSCI 4819/LACS 4819**  
**Latin America in the World**  
**Tuesdays 14:35 p.m. – 17:25 p.m.**  
**Blended format (part synchronous, part asynchronous)**

**Instructor:** Laura Macdonald

**Office Hours:** Thursdays 3:30 to 4:30 pm (or by appointment) - on Big Blue Button (on CULearn)

**E-mail:** [Laura.Macdonald@carleton.ca](mailto:Laura.Macdonald@carleton.ca)

**Overview:**

How do Latin American states and citizens interact with each other and the world? Are the countries of Latin America still subject to the whims of Washington, or are they able to act independently both within the Western Hemisphere and the global system? How has globalization affected Latin America's involvement in the global economic system? These are some of the questions addressed in this course. The COVID-19 crisis is posing a huge challenge to the countries of the region who had made considerable progress in reducing levels of poverty, increasing their independence and influence in the world, and developing new forms of regional governance and cooperation. We will look at the impact of the COVID crisis and how Latin America is confronting it.

**Learning Outcomes:**

Upon completion of this course students will be able to:

- Explain and analyse the historical trajectory of Latin American states and civil society actors' engagement with other parts of the hemisphere and the world;
- Interpret and discuss the competing pressures driving intra-Latin American relations;
- Analyse the relevance of distinct theoretical traditions in the study of global politics to studying Latin America's role in the world;
- Identify and assess the different approaches that Latin American countries and citizens are using to address the challenges of the regional and global system;
- Apply the insight gained from the course readings and discussion to undertake a research project on an issue related to the course material.

**Readings:**

All readings will be available through Ares on CULearn or on the course CULearn website. There is no required text for this course. If you feel you do not have a sufficient background on Latin America, you may wish to order this text: Joseph Tulchin, *Latin America in International Politics: Challenging US Hegemony*, Boulder: Lynne Rienner, 2016.

<http://search.proquest.com/openview/f950160cb1167d68f32fb78a3f5e8092/1?pq-origsite=gscholar&cbl=26564>

### **Zoom etiquette for PSCI 4819/LACS 4819**

- Please join the meeting with a user name that your instructor and other class members can recognize (if possible, your real name). If this is not possible, please inform the instructor in advance.
- Please join the meeting from the Zoom app. Call-in information is provided as a backup for emergency situations only.
- Do not share the links with anyone beyond this class
- If possible, join the meeting from a location with strong internet connection and little background noise.
- If possible, please turn on your webcam. This will help making our seminar more interactive.
- Dress appropriately as for a regular in-person class
- **Participation will occur through oral communication only, not through the chat function.**
- Seminar sessions will not be recorded. Zoom's recording function will be disabled for participants. You are not permitted to produce your own recordings unless this has been explicitly approved as a PMC accommodation.
- You will be unable to share your screen unless you receive explicit permission from the instructor.
- If you want to speak, physically raise your hand or use the “raise hand” feature that is available at the bottom center of your screen.
- You can ask questions and make comments silently if desired using the “Chat” feature (also on the bottom and center of your screen) – but it may take me a few minutes to notice these. All chats will be posted publicly, you can’t chat privately with other classmates.
- Be sure that there is nothing visually distracting (e.g., cars or people going by) or inappropriate in the background.
- Be mindful of your background lighting. If you are sitting in front of a window, you may be completely darkened by the light coming through the window. Your overhead light also might need to be turned off or dimmed as well.
- All other rules for collegial and respectful scholarly interaction in seminar settings apply in the same way as they would apply in face-to-face seminars.

### **Evaluation Summary:**

|   |                                      |
|---|--------------------------------------|
| Introduce yourself:   | 5%                                   |
| Weekly Attendance and Participation: (in Zoom on-line classes (synchronous) and Discussion forums (asynchronous)) | 20%                                  |
| Response papers (4 x 5%):   | 20% (see due dates below)            |
| Policy Brief:   | 15% (due October 20 <sup>th</sup> )  |
| Take Home Exam  | 40% (due December 23 <sup>rd</sup> ) |

## Discussion of Evaluation Components:

### 1. Attendance and Participation (20%):

The main form of participation in this class is through weekly Zoom meetings of 2 to 2.5 hours per week, which will take place during the regularly scheduled class time (Thursdays 2:35 to around 4:30 EDT – switches to EST November 01). For some of this time, you will be divided into smaller groups for discussion of the readings and you will be given tasks to fulfill in those groups and will be regularly asked to report back to the main group.

(Virtual) attendance is mandatory. Regular participation and willingness to engage in discussions, based on informed and respectful comments **directly related to the readings**, is a key component of this 4th year seminar course. To get a good grade and grasp of the subject, students need to carefully read the required readings, prepare weekly reading notes, including questions for discussions, and actively participate in discussions. Also note that raising good questions is important as making comments. Attendance will be recorded but counts for only 1/3 of your participation grade (i.e. 5% of the 15%). Marks will be deducted if you consistently sign in late. Please let me know in advance (in person or by email) if you will be missing a class for urgent reasons (medical or family emergency, etc.).

In addition to synchronous participation during the Zoom class sessions, students are also expected to post *a minimum of* twice each week in the online discussion **forums beginning in Week 2**. Students are encouraged to participate as much as possible in these forums – especially in response to questions posed by other students. The instructor will also occasionally upload questions or additional materials to stimulate discussions. Students are expected to post comments and questions by the Wednesday of the week of that class, and are *encouraged* to complete their forum posts with any comments on class discussions or other students' posts in the *90 minutes following* the live Zoom sessions. **Weekly forums will close at 11:59pm (EST) on Friday of each week.**

### 2. Introduce Yourself (5%) – Due September 21<sup>st</sup> by 10:00 pm on CuLearn.

Online courses can feel isolating and anonymous, so let's get to know one another! Please post a short 200-word paragraph introducing yourself to your classmates in the "Introduce Yourself" discussion board on CuLearn. Feel free to be creative. You are welcome to include a picture of yourself (or your pet!) in your post (but this is *not* mandatory). You are also welcome to record your introduction as a video rather than text. Your introduction should answer the following questions:

**Basic Info** – Your preferred name, hometown, year of study and degree major.

**Course Info** – Why are you taking this course? What topic are you most excited for? What do you think you can contribute to the course?

**Career/Life Goals** – What do you want to do after university? What do you want to achieve?

**Fun Fact** – Tell us a fun fact about yourself! *i.e. in my spare time, I own and operate a private zoo full of exotic animals, like Tigers.*

This assignment is **pass/fail (i.e. 5% or 0%)**.

### 3. Response Papers (4 x 5% = 20%)

Students will write **four one-page single-spaced** response papers on four different assigned readings from the course. The purpose of the response paper is for you to engage in an in-depth examination of an academic article by summarizing and assessing its contribution.

Each response paper will:

1. Identify the central thesis of the article
2. Summarize key arguments or concepts
3. Assess one strength and one weakness of the article
4. Provide an overall evaluation of the article based on other readings for that week and/or your opinions on this issue

Readings that are not eligible for response papers are marked with the an asterisk (\*) in the reading list below. **Papers which are written on ineligible readings will not be accepted. Papers are due at 8:30 a.m. on the day that the reading is discussed in class.** One paper is to be submitted by **September 29<sup>th</sup> (on an article from week 1 to 4 inclusive), one by October 13<sup>th</sup> (for articles from weeks 4 or 5), one by November 10<sup>th</sup> (on an article from weeks 6 to 8 inclusive) and the last one by December 1<sup>st</sup> (on an article from weeks 9 to 12).**

### 5. Policy brief (due October 20<sup>th</sup>, due 15%):

Students will write a short policy brief (3-4 pages, single spaced) on a topic related to current events in Latin America. Topics for this assignment have to be selected from a list provided on *cuLearn*. Policy briefs take the form of a briefing note for a government official in the foreign affairs ministry of a Latin American country. I will provide a template on *CULearn* for the policy paper. Students must be prepared for a short, 3-5 minute presentation on the topic of their policy brief or discussion paper during the online seminar sessions in the week of November 3<sup>rd</sup>.

The objective of the Policy Brief is to inform the reader of the document about an important issue related to the international affairs of Latin America. Both pages of the brief should not include any footnotes. The endnotes, if any, should appear on the third page with the last page of the assignment used for listing bibliographical resources.

At least six references drawn from refereed journal articles, books or official government documents and reports should be used.

The policy brief assignment will be graded on: (1) Succinctness: this is not an academic paper. This is a document aimed at informing one very busy, high-level government decision-maker about the key details of an important issue; (2) Structure; (3) Clarity, grammar and spelling.

### 5. Take Home Exam – due December 23<sup>rd</sup>

Students will answer 2 or 3 essay questions based on the course material. The exam is distributed on the last day of class and due on the last day of exams, to be submitted on *CuLearn*. The maximum length of the submitted exam should be 3500 words or around 14 pages, double spaced, Times New Roman, 12 point font. The exam is open book.

**Late Policy**

Assignments are due on the dates and in the way specified in the course outline. **Late papers will be subject to a penalty of 2% a day including weekends.** Assignments will not be accepted 10 days after the due date. No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment. See discussion

**Policies on Assignments:**

All assignments in this course must be 12 pt font, double-spaced and have standard one-inch margins. They should be free of spelling and grammatical errors. They must include appropriate citations and bibliography. Assignments that do not have any citations from academic sources will be returned to the student ungraded. You must use consistently a recognized citation format (I prefer author-date in-text citation style).

**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](http://www.eclac.org.cl)

Organization of American States

[www.oas.org](http://www.oas.org)

Washington Office on Latin America

[www.wola.org](http://www.wola.org)

**READING LIST****Part I: Introduction and Historical Background****Week 1 – September 15<sup>th</sup> – Introduction to the course**

Arlene B. Tickner “Hearing Latin American Voices in International Relations Studies,” *International Studies Perspectives*, Vol. 4, no. 4, 2003, 325-350.

Joseph S. Tulchin, *Latin America in International Politics: Challenging US Hegemony*, Boulder, CO: Lynne Rienner, 2016, Chapter One, 1-18.

Andrés Malamud, “Latin America and the World: Dependency, Decoupling, Dispersion,” in Michael Shifter and Bruno Benetti, *Unfulfilled Promises: Latin America Today*, Washington: Inter-American Dialogue, 2019, 101-121.

**Week 2 – September 22<sup>nd</sup> - History of Latin America in the Global System**

Mark T. Gilderhus, "The Monroe doctrine: meanings and implications." *Presidential Studies Quarterly* vol. 36, no. 1, 2006, 5-16.

Jeanne Kirkpatrick, “U.S. Security and Latin America.” *Commentary*, Vol. 7, issue 1, January 1981, 29-40.

Greg Grandin, *Empire's Workshop: Latin America, the United States and the Rise of the New Imperialism*, New York: Henry Holt & Company, Chapter 1, 11-52.

Tom Long, "Latin America and the liberal international order: an agenda for research," *International Affairs*, 94: 6, 2018, 1371–1390, <https://doi.org/10.1093/ia/iyy188>

### **Week 3 – September 29<sup>th</sup> – Theoretical Frameworks and the Inter-American System**

Raúl Bernal-Meza, "Contemporary Latin American Thinking on International Relations: Theoretical, Conceptual, and Methodological Contributions" *Revista Brasileira de Política Internacional*, vol. 59, no. 1, 2016, <http://dx.doi.org/10.1590/0034-7329201600105>

William I. Robinson, "The transnational state and the BRICS: a global capitalism perspective," *Third World Quarterly*, Vol. 36, No. 1, 2015, 1–21.

Tom Long, "Small States, Great Power? Gaining Influence Through Intrinsic, Derivative, and Collective Power," *International Studies Review*, Vol. 19, Issue 2, 2017, 185–205.

Cristóbal Kay and R.N. Gwynne, "Relevance of Structuralist and Dependency Theories in the Neoliberal Period: A Latin American Perspective," in R.L. Harris and M.J. Seid (Eds). *Critical Perspective on Globalization and Neoliberalism in the Developing Countries*, The Netherlands: Koninklijke Brill NV, Leiden, 2000. 49-70, available at: [https://www.academia.edu/4598934/Relevance\\_of\\_Structuralist\\_and\\_Dependency\\_Theories\\_in\\_the\\_Neoliberal\\_Period\\_A\\_Latin\\_American\\_Perspective](https://www.academia.edu/4598934/Relevance_of_Structuralist_and_Dependency_Theories_in_the_Neoliberal_Period_A_Latin_American_Perspective)

Lucy Taylor, "Decolonizing International Relations: Perspectives from Latin America," *International Studies Review*, 14: 3, 2012, 386–400.

### **Response paper #1 due by today**

### **Week 4 – October 6<sup>th</sup> - US-Latin America Relations**

Peter Hakim, "Is Washington Losing Latin America?," *Foreign Affairs* vol. 85 no. 1, 2006 (Jan/Feb) 39-53.

Carlos Oliva Campos and Gary Prevost, "The Trump Administration in Latin America: Continuity and Change," *International Journal of Cuban Studies*, 11: 1, 2019, 13-23.

Quintijn B. Kay, "Subordinate-State Agency and US Hegemony: Colombian Consent versus Bolivian Dissent," *International Studies Review*, 2020, 0, 1-24, doi: 10.1093/isr/viaa025.

Michael J. Camilleri, "Evolution or Revolution? US Policy on Venezuela from Obama to Trump," *Pensamiento Propio*, 47, 2018, 189-203, available at: <http://www.cries.org/wp-content/uploads/2018/09/012-CamilleriEdit.pdf>

\*Danny Behar, Ted Pikunas and Harold Trinkunas, “Venezuela: A Path out of Misery?”  
Brookings Institute, Policy Brief, October 2019, available at:  
[https://is.muni.cz/el/fss/jaro2019/MVZ149/um/cetba/FP\\_20181023\\_venezuela.pdf](https://is.muni.cz/el/fss/jaro2019/MVZ149/um/cetba/FP_20181023_venezuela.pdf)

### **Week 5 – October 13<sup>th</sup>- Other External Actors: China, Canada**

Laura Macdonald, “Canada in the Post-Hegemonic Hemisphere: Evaluating the Harper Government’s Americas Strategy,” *Studies in Political Economy*, vol. 97: no. 1, 2016, 1-17.

Todd Gordon and Jeffery R. Webber, “Imperialism and Resistance: Canadian Mining Companies in Latin America,” in *Third World Quarterly*, 29: 1, 2008, 63-87.

Carol Wise and Victoria Chonn Ching, “Conceptualizing China–Latin America relations in the twenty-first century: the boom, the bust, and the aftermath,” *Pacific Review*, 2017, DOI: 10.1080/09512748.2017.1408675

Antulio Rosales. “Deepening extractivism and rentierism: China’s role in Venezuela’s Bolivarian developmental model,” *Canadian Journal of Development Studies / Revue canadienne d’études du développement*, 37:4, 2016, 560-577.

\*Andrea K. Gerlak, Marcelo Saguier, Megan Mills-Novoa, Philip M. Farnside, Tamee R. Albrecht, “Dams, Chinese Investments and EIAs, A Race to the Bottom in South America?” *Ambio*, 2019, 41:1, 156-164.

### **Response paper #2 due by today**

### **Week 6 – October 20<sup>th</sup> - Comparative Foreign Policy of Brazil, Mexico, and other Latin American Powers**

Guillherme Casarões, “Leaving the Club without Slamming the Door: Brazil’s Return to Middle Power Status, in Paolo Esteves, Maria Gabrielsen Jumbert and Benjamin de Carvalho, eds, *Status and the Rise of Brazil: Global Ambitions, Humanitarian Engagement and Global Challenges*, Palgrave Macmillan, 2020, 89-110

Andrés Serbin and Andrei Serbin Pont, “The Foreign Policy of the Bolivarian Republic of Venezuela: The Role and Legacy of Hugo Chávez,” *Latin American Policy*—Volume 8, Number 2—Pages 232–248

Fabricio H. Chagas-Bastos and Marcela Franzoni, “Frustrated Emergence? Brazil and Mexico’s Coming of Age,” *Rising Powers Quarterly*, 4:4, 2019, 33-59.

Octavio Amorim Neto and Andrés Malamud. "What determines foreign policy in Latin America? Systemic versus domestic factors in Argentina, Brazil, and Mexico, 1946–2008." *Latin American Politics and Society* 57.4 (2015): 1-27

### **POLICY BRIEF DUE TODAY**

**October 27<sup>th</sup> - READING WEEK - NO CLASSES!****Week 7 – November 3<sup>rd</sup> - Regionalism and International Economic Policy**

Pia Riggirozzi and Diana Tussie “The Rise of Post-Hegemonic Regionalism in Latin America,” in Pia Riggirozzi and Diana Tussie, eds., *The Rise of Post-Hegemonic Regionalism: The Case of Latin America*, London: Springer, 2012.

Andrés Malamud and Gian Luca Gardini. "Has regionalism peaked? The Latin American quagmire and its lessons." *The International Spectator* vol. 47, no. 1, 2012, 116-133.

Cintia Quiliconi, “From Open Regionalism to Neo-extractivism: a new Geography of Trade in Latin America”, in José Briceño-Ruiz and Isidro Morales, eds., *Post-Hegemonic Regionalism in the Americas? Toward a Pacific Atlantic Divide?* London and New York: Routledge, 2017, 57-72.

Pablo Nemiña, “Governing Debt: South America and the IMF,” in Pia Riggirozzi and Christopher Wylde, eds., *Handbook of South American Governance*, London and New York: Routledge, 2018, 124-136.

Zoe Phillips Williams, “Investor-State Arbitration in Domestic Mining Conflicts,” *Global Environmental Politics*, 16: 4, 2016, 32-49

**Week 8 – November 10<sup>th</sup> - Migration**

Alexandra Délano, “Migration in the Americas,” in Jorge I. Domínguez and Ana Covarrubias, *Routledge Handbook of Latin America in the World*, New York and London: Routledge, 2015, 404-419.

\*Luisa Feline Freier, “Understanding the Venezuelan Displacement Crisis,” *E-International Relations*, June 28, 2018, <https://www.e-ir.info/2018/06/28/understanding-the-venezuelan-displacement-crises/>

Lisa McLean, “A question that has no end: the politics of life and death in the search for disappeared migrants in Mexico,” *Citizenship Studies*, 2020, DOI: [10.1080/13621025.2020.1769027](https://doi.org/10.1080/13621025.2020.1769027)

Arthur Leigh Binford, “Assessing temporary foreign worker programs through the prism of Canada’s Seasonal Agricultural Worker Program: can they be reformed or should they be eliminated?” *Dialect Anthropology* 43, 2019, 347–366. <https://doi.org/10.1007/s10624-019-09553-6>

**Response paper #3 due by today**

**Week 9 – November 17<sup>th</sup> - Security/Border issues**

Jean-Philippe Thérien, Gordon Mace and Stefan Gagné, “The changing dynamics of Inter-American Security,” *Latin American Policy*, vol. 3, no. 2, 147-163.

David R. Mares, “Interstate Security Issues in Latin America,” in Jorge I. Domínguez and Ana Covarrubias, eds, *Routledge Handbook of Latin America in the World*, New York and London: Routledge, 2015, 420-33.

Markus-Michael Müller, 2020. “Enter 9/11: Latin America and the Global War on Terror,” *Journal of Latin American Studies*, 1-29. doi:10.1017/S0022216X20000565

Robert Muggah, “Fighting Organized Crime in Latin America: Between *Mano Dura* and Citizen Security,” in Michael Shifter and Bruno Benetti, *Unfulfilled Promises: Latin America Today*, Washington: Inter-American Dialogue, 2019, 27-52.

Kathleen Staudt, “The Americas: Interdependent US-Mexico Borderlands, in Staudt, *Border Politics in a Global Era: Comparative Perspectives*, Rowman & Littlefield, 56-78.

### **Week 10 – November 24<sup>th</sup> – Human Rights, Non-State actors and Transnational Activism in the Inter-American System**

Kathryn Sikkink. “Human Rights, Principled Issue-Networks, and Sovereignty in Latin America,” *International Organization*, 47: 3 (1993), pp. 411-441.

Edmé Dominguez Reyes, “Women Organizing against Free Trade in Latin America,” *Latin American Policy*, 5: 2, 2014, 193-206.

Alison Brysk, “From Tribal Village to Global Village: Indian Rights and International Relations in Latin America, Stanford: Stanford University Press, Chapter 1, pp. 1-28.

Felipe Gómez Isa, “The Decision by the Inter-American Court of Human Rights on the Awas Tingni vs. Nicaragua Case (2001): The Implementation Gap,” *The Age of Human Rights Journal*, 8: 2017, 67-91. Accessed at: <https://revistaselectronicas.ujaen.es/index.php/TAHRJ/article/view/3462>

### **Week 11 – December 1<sup>st</sup> - Drugs, Violence and Insecurity**

Peter Andreas and Angelica Duran Martinez. “The International Politics of Drugs and Illicit Trade in the Americas” in Jorge I. Domínguez and Ana Covarrubias, *Routledge Handbook of Latin America in the World*, New York and London: Routledge, 2015, 376-390.

Jorge Chabat, “Drug trafficking and United States-Mexico relations: Causes of conflict,” in Paul Kenny and Mónica Serrano, eds., *Mexico’s Security Failure: Collapse into Criminal Violence*, New York: Routledge, 2012, 143-160.

José Miguel Cruz, "Criminal Violence and Democratization in Latin America: The Survival of the Violent State." *Latin American Politics and Society* 53:4, 2011, 1-33.

Mark Peceny and Michael Durnan, "The FARC's Best Friend: U.S. Antidrug Policies and the Deepening of Colombia's Civil War in the 1990s," *Latin American Politics and Society*, 48: 2, 2006, 95-116.

### **Response paper #4 due by today**

### **Week 12 – December 8<sup>th</sup> - Future Directions for Latin America in the World**

\*Economic Commission for Latin America and the Caribbean, "Addressing the growing impact of COVID-19 with a view to reactivation with equality: new projections," Special report, COVID-19, 2020, available at:

[https://repositorio.cepal.org/bitstream/handle/11362/45784/1/S2000470\\_en.pdf](https://repositorio.cepal.org/bitstream/handle/11362/45784/1/S2000470_en.pdf)

\*John C. Finn, Cynthia K. Pope, Yulia Garcia Sarduy, "Covid-19 in Latin America," *Journal of Latin American Geography*, 19: 3, 2020, pp. 167-176.

"5 Big Ideas for a Post-COVID Latin America," *Americas Quarterly*, 14:3, 2020, available at: <https://www.americasquarterly.org/wp-content/uploads/2020/08/5BigIdeas.pdf>

Pía Riggiozzi, and Diana Tussie, "A global conversation: rethinking IPE in post-hegemonic scenarios," *Revista Contexto Internacional*, 37: 3, 2015, 1041-1068.

\*Daniel Aldana Cohen and Thea Riofrancos, "Latin America's Green New Deal," *NACLA Report on the Americas*, 52:2, 2020, 117-121, DOI: [10.1080/10714839.2020.1768726](https://doi.org/10.1080/10714839.2020.1768726).

Deborah Barros Leal Farias, "Trade, Conflict, and Opportunity: Taking advantage of others' protectionism and isolationism – the case of MERCOSUL," in *Canadian Foreign Policy Journal*, 26: 1, 2020, 41-56.

### 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](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](https://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](http://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](mailto: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](http://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](http://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).