

PSCI 3702
Israeli-Palestinian Relations
Please confirm location on Carleton Central
Monday 11:35-12:55

Professor Mira Sucharov
Email: mira.sucharov@carleton.ca

Physical Office Hours: Mondays 1-2:30 and by appointment.

Online Office Hours: Weds 9-11 and by appointment

Course Description: This course offers a conceptual analysis of the Israeli-Palestinian conflict and peacemaking attempts. We will use the tool of collective narratives to examine the role of identity and historical memory in shaping political outcomes. In light of the basic identity and material needs of both sides, we will assess the workability of various solutions to the conflict. While the topic of Israel and Palestine often leads to impassioned debate, we will not attempt to argue that one party is totally right or totally wrong; instead, we will attempt to understand and explain why various actors act the way they do.

The format of the course is a blend between in-class and online. Class will meet 1.5 hours per week (rather than the typical three), and there will be more online assignments, readings to complete, and films to view.

Books: The following books are available at the Carleton bookstore:

Neil Caplan, *The Israel-Palestine Conflict: Contested Histories* (Wiley-Blackwell, 2009).

Mira Sucharov, *The International Self: Psychoanalysis and the Search for Israeli-Palestinian Peace* (SUNY Press, 2005).

Joe Sacco, *Palestine*, Fantagraphics Books (December 2001). (a graphic novel)

Sarah Glidden, *How to Understand Israel in 60 Days or Less* (Titan, 2010). (a graphic novel)

Films: We will be watching several. Some are available on youtube (links provided), and five are available for rental on iTunes (approximately four or five dollars each. Note: if you don't happen to own a credit card, you can purchase a pre-paid "Vanilla Mastercard" at Shoppers Drug Mart).

REQUIREMENTS

Participation	35%
Social Media Project	20%

Op-Ed	25%
Written Debate	20%

Participation 35%

The participation grade will consist of three components: *attendance* in class (11%), weekly *participation readings summaries and questions* (submitted online) (12%), and *responses to others' participation questions* (submitted online) (12%). Each week, in the lead-up to that given class, half of you will upload a page-long discussion of the readings/films, followed by a few questions *which the author(s)/director(s) don't address*. The summary portion of your write-up should address as many of the readings and films as you can. The question portion of your write-up could include questions specific to an article (or film) as well as more over-arching questions that cut across the various readings/films for the week. See samples from previous courses in the MSWord documents included at top of course page. (Posted here with permission of the given students.)

Readings summaries and questions are due by Wednesday (at 11 pm) preceding Monday's class meeting.

The other half of the class will respond to your classmates' questions. (Each of you should choose one classmate to whom to respond on any given week.) *These responses are due by Sunday preceding Monday's class meeting — by 11 pm.* Offer some answers of your own to the questions your classmates have proposed, and suggest how we might go about finding out the answers to these questions based on what we know theoretically and empirically. For example, how would we go about gaining the appropriate data to find out more? Are there any academic or news articles you can identify (via library or google search) that can help us answer these questions?

Students whose last names begin with A-L should upload a reading summary and questions for Unit 1. Students whose last names begin with M-Z should upload responses for Unit 1. The following week, do the reverse. And so on.

Social Media Project 20%

This will involve using either Facebook or Twitter to create a page devoted to a given research question related to Israeli-Palestinian relations. Create either a Twitter handle or a Facebook page to promote dialogue and debate around the given question, including both your own commentary and links to other writings/debates/Tweets on the given topic. Some marks will be given to trying to generate followers by connecting and interacting with others "out there" on the given topic. Primarily I will be looking for intelligent, articulate and thoughtful engagement and commentary on the given topic, as well as links to insightful articles with your own accompanying commentary.

Suggested "length": 40 tweets or FB page postings including your own commentary if these are links to articles, plus 10 online comments/questions on others' posts or tweets (whether classmates or strangers "out there"), plus a 1500-word written analysis (including footnotes) on the social media dynamics you observed in light of your analysis around the given question.

Research Question and Facebook Page title / Twitter handle to be submitted (online) for Approval on Sept. 23.

Social Media Project due on Oct. 7 by 11 pm (submitted online).

Written Debate

This assignment will take the form of a back-and-forth written correspondence with one other classmate about a particular Israeli-Palestinian issue, framed as a debate over a single question. Length: 3000 words each person (so 6000 words total, including footnotes). I suggest around three back-and-forth statements each; in each of your statements, take care to respond to specific points made by your partner. *I will be looking for you to cite readings from the syllabus, among other articles and books you require to support your points.* An example is here: <http://chronicle.com/article/A-Growing-Hunt-for-Heretics-/148589/> A suggested list of debate questions will be provided closer to the time.

The written debate is due Nov. 4 by 11 pm (submitted online).

Op-Ed 25%

The second course requirement will be an op-ed. Like any newspaper column, blog or op-ed, the length and style is highly constrained. You will hand in two copies. One is the “clean” copy that might appear in a newspaper (whether online or not). The other is a copy with endnotes. This copy may have more words in the endnotes than in the text itself. The endnotes provide you with the opportunity to provide extra data, and to give your arguments extra historical or empirical context. *I will be looking for you to cite readings from the syllabus, among other articles, books and news sources you require to support your points.*

Length: 700-800 words (op-ed) plus 1-2 pages of endnotes and commentary for the annotated copy. I will provide you with a set of topics from which you may choose. We will workshop some of these in class, prior to the due date.

The op-ed is due Dec. 21 by 11 pm (submitted online), but note that I encourage you to submit it the week following classes (e.g., by Dec. 11 if you get it done in time and want to learn your final course grade and get the op-ed out of the way before your other exams, etc.)

Class Schedule:

Fri, Sept 4 – Sun. Sept. 13 (for class on Sept. 14) - Prepare Units 1 & 2

Note: The professor will be away on Sept. 4. Students should watch the video (on the course page) and prepare readings for class on Sept. 14.

Week 1 Intro — and The Conflict for the Actors: Narratives, Identity, Memory

Caplan, chapters 1 & 2

Sucharov, chapter 1

Jeremy Pressman, “A Brief History of the Arab-Israeli Conflict” (This goes up to 2005)

http://web.uconn.edu/polisci/people/faculty/doc/history_pressman.pdf

Mira Sucharov, "Teaching the Middle East," *The Ottawa Citizen* (24 November 2008). <http://tinyurl.com/y8pq3o5>

Nathan Alterman, "The Silver Platter" (poem): <http://www.phy6.org/outreach/poems/alterman.htm>

George Bisharat, "For Palestinians, memory matters. It provides a blueprint for their future." <http://www.palestineremembered.com/Articles/General/Story2321.html>

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Caplan, chapters 3 & 4

Sucharov, chapter 3

Stuart J. Kaufman, "Narratives and Symbols in Violent Mobilization: The Palestinian-Israeli Case," *Security Studies* 18, 3 (2009): 400-434. (Go to library.carleton.ca and search for the article.)

Dan Bar-On and Sami Adwan, "The Prime Shared History Project: Peace-Building Project Under Fire," *Educating Toward a Culture of Peace*, (2006): 309-323

<http://www.vispo.com/PRIME/iram192.pdf>

Or Kashti, "History Students Fight to Use Textbook Containing Both Israeli and Palestinian Narratives," *Ha'aretz* (25 October 2010), <http://www.haaretz.com/print-edition/news/history-students-fight-to-use-textbook-presenting-both-israeli-and-palestinian-narratives-1.320983> (See MS word link for article at top of online course page.)

Film: *Walk on Water* (available to rent on iTunes. Note: if you don't happen to own a credit card, you can purchase a pre-paid "Vanilla Mastercard" at Shoppers Drug Mart).

Tues. Sept. 15 – Sun. Sept. 20 (for class on Sept. 21) - Prepare Unit 3

Week 3 Leading up to Israel's Independence & The Palestinian Nakba

Caplan, chapters 5 & 6

Document: The Balfour Declaration (1917): http://avalon.law.yale.edu/20th_century/balfour.asp

Ran Aaronsohn, "Settlement in Eretz Israel - A Colonialist Enterprise? – 'Critical' Scholarship and Historical Geography," *Israel Studies* 1, 2 (Fall 1996). (Go to library.carleton.ca and search for the article.)

Ahmad H. Sa'di, "Catastrophe, Memory, and Identity: Al-Nakbah as a Component of Palestinian Identity," *Israel Studies* 7, 2 (2002): 175-198. (Go to library.carleton.ca and search for the article.)

Ari Shavit, "Lydda, 1948," *The New Yorker* (21 October 2013). <http://www.newyorker.com/magazine/2013/10/21/lydda-1948>

Document: Israel's Declaration of Independence (1948). <http://www.mfa.gov.il/MFA/ForeignPolicy/Peace/Guide/Pages/Declaration%20of%20Establishment%20of%20State%20of%20Israel.aspx>

Film (documentary): *Promises* (available to rent on iTunes. Note: if you don't happen to own a credit card, you can purchase a pre-paid "Vanilla Mastercard" at Shoppers Drug Mart).

Tues. Sept. 22– Sun. Sept. 27 (for class on Sept. 28) - Prepare Unit 4

Week 4 The Arab-Israeli Wars of 1956, 1967, 1973 and the rise of the PLO

Caplan, chapters 7 & 8

Sucharov, chapters 4

Moshe Gat, "Nasser and the Six Day War, 5 June 1967: A Premeditated Strategy or an

Inexorable Drift to War?" *Israel Affairs* 11, 4 (2005): 608-635. (Go to library.carleton.ca and search for the article.)

Document: The PLO charter (1968): http://avalon.law.yale.edu/20th_century/plocov.asp

Tues. Sept. 29 - Sun, Oct. 4 (for class on Oct. 5) – Prepare Unit 5

Week 5 Camp David, The 1982 Lebanon War & The First Intifada

Caplan, chapters 9 & 10

Sucharov, chapters 5 & 6

Joe Sacco, *Palestine* (Fantagraphics Books, 2001)

Film: *Waltz with Bashir* (available to rent on iTunes. Note: if you don't happen to own a credit card, you can purchase a pre-paid "Vanilla Mastercard" at Shoppers Drug Mart).

Document: Text of the Camp David accords (September 1978): http://avalon.law.yale.edu/20th_century/campdav.asp

Document: Arafat's speech to the UN in Geneva (1988): <http://mondediplo.com/fo-cus/mideast/arafat88-en>

Document: **Palestinian Declaration of Independence (1988):** <http://www.mid-eastweb.org/plc1988.htm>

****no class on Oct. 12 (Thanksgiving)****

Tues. Oct. 6 – Sun. Oct. 18 (for class on Oct. 19) – Prepare Unit 6

Week 6 Madrid, Oslo, Camp David II, The Second Intifada and Beyond

Caplan, chapter 11

Sucharov, chapter 7

Jeremy Pressman, "Visions in Collision: What Happened at Camp David and Taba?" *International Security* 28, 2 (Fall 2003). (Go to library.carleton.ca and search for the article.)

Ehud Barak, "Israel Needs a True Partner for Peace," *New York Times*, July 30, 2001. <http://tinyurl.com/67599n>

Marwan Barghouti, "Want Security? End the Occupation," *Washington Post*, January 16, 2002. <http://electronicintifada.net/v2/article1986.shtml>

Binyamin Netanyahu speech at Bar Ilan University (14 June 2009),

http://www.mfa.gov.il/mfa/pressroom/2009/pages/address_pm_netanyahu_bar-ilan_university_14-jun-2009.aspx

Ron Pundak, "From Oslo to Taba: What Went Wrong?" *Survival* 43, 3 (2001): pp. 31-46. (Go to library.carleton.ca and search for the article.)

Jeremy Pressman, "The Second Intifada: Background and Causes of the Israeli- Palestinian Conflict," *Journal of Conflict Studies* (Fall 2003): 114-141. (Go to library.carleton.ca and search for the article.)

Film (documentary): *The Gatekeepers* (available to rent on iTunes. Note: if you don't happen to own a credit card, you can purchase a pre-paid "Vanilla Mastercard" at Shoppers Drug Mart).

****No class Oct. 26 — reading week****

Tues. Oct. 20 - Sun, Nov. 1 – (for class on Nov. 2) — Prepare Unit 7

Week 7 Terrorism, Hamas and the Fence/Wall

Benedetta Berti, "Dangerous Disarmament: Why Israel Should Stop Pushing Hamas To Give Up Its Weapons," *Foreign Affairs* (6 August 2014). <http://www.foreignaffairs.com/articles/141834/benedetta-berti/dangerous-disarmament>

Document: Hamas Covenant (1988): http://avalon.law.yale.edu/20th_century/hamas.asp

Robert A. Pape, "The Strategic Logic of Suicide Terrorism." *American Political Science Review* 97 (August 2003): 343–61. (Go to library.carleton.ca and search for the article.)

Robert J. Brym and Bader Araj, "Suicide Bombing as Strategy and Interaction: The Case of the Second Intifada," *Social Forces* 84, 4 (2006): 1969-1986. (Go to library.carleton.ca and search for the article.)

Beverly Milton-Edwards, "The Ascendance of Political Islam: Hamas and consolidation in the Gaza Strip," *Third World Quarterly* 29, 8 (2008): 1585–1599. (Go to library.carleton.ca and search for the article.)

Natan B. Sachs, "What Hamas Wants, What Israel Needs," brookings.edu (11 July 2014)

<http://www.brookings.edu/research/opinions/2014/07/11-hamas-wants-israel-needs-sachs>

Mira Sucharov, "In Israel and Palestine, A Clash Over the Meaning of Peace," *The Globe and Mail* (11 May 2015), <http://www.theglobeandmail.com/globe-debate/in-israel-and-palestine-a-clash-over-the-meaning-of-peace/article24368061/>

Film: *Paradise Now* (available to rent on iTunes. Note: if you don't happen to own a credit card, you can purchase a pre-paid "Vanilla Mastercard" at Shoppers Drug Mart).

Film (documentary): *Five Broken Cameras*

<https://www.youtube.com/watch?v=5P5d7EVDyzA>

Tues. Nov. 3 – Sun. Nov. 8 (for class on Nov. 9) – Prepare Unit 8

Week 8: Settlements, Refugees, Jerusalem

David Newman, "From Hitnachalut to Hitnatkut: The Impact of Gush Emunim and the Settlement Movement on Israeli Politics and Society," *Israel Studies*, 10, 3 (2005): 192-219. (Go to library.carleton.ca and search for the article.)

Michael D. Bell, Daniel C. Kurtzer, and Prem G. Kumar, "The Missing Peaces," *Foreign Affairs* (March/April 2009). (Go to library.carleton.ca and search for the article.)

Brent E. Sasley and Mira Sucharov, "Resettling the West Bank Settlers," *International Journal* (Autumn 2011). Available here: <http://www.scribd.com/doc/79504489/Sasley-Sucharov-West-Bank-Settlers#scribd>

Chapter 1 and Chapter 6 from *Palestinian Refugees* (eds. Rex Brynen and Roula El-Rifai) <http://web.idrc.ca/openebooks/231-0/>

Hussein Ibish, "Stateless and Starving: Yarmouk and the Palestinian-Israeli Peace Negotiations," *Foreign Affairs* (7 March 2014). (Go to library.carleton.ca and search for the article.)

Mira Sucharov, "The Truth About Israel's Settlers" They're Not All That Committed," *The Globe and Mail* 3 April 2015), <http://www.theglobeandmail.com/globe-debate/the-truth-about-israels-settlers-theyre-not-all-that-committed/article23768796/>

Zvika Krieger, "Crowdsourcing an Israeli-Palestinian Border," *The Atlantic* (6 December 2012) <http://www.theatlantic.com/international/archive/2012/12/crowdsourcing-an-israeli-palestinian-border/265967/>

The Atlantic's report on the Israeli-Palestinian conflict: The intro:

<http://www.theatlantic.com/international/archive/2011/10/introducing-a-4-part-special-report-on-the-israeli-palestinian-conflict/247263/>

And the full report:

<http://www.theatlantic.com/special-report/is-peace-possible/>

Film (documentary): *The Law in These Parts*

<https://www.youtube.com/watch?v=Tw6y1WrJqfw>

Short Film: *Barrier* <https://www.youtube.com/watch?v=23ieavgoDbE>

Tues. Nov. 10 – Sun. Nov. 15 (for class on Nov. 16) – Prepare Unit 9

Week 9: The Role of External Powers

John Mearsheimer and Stephen Walt, “The Israel Lobby,” *London Review of Books* (23 March 2006). <http://www.lrb.co.uk/v28/n06/mear01.html>

Walter Russell Mead, “Jerusalem Syndrome: Decoding the Israel Lobby,” *Foreign Affairs* (Nov/Dec 2007): 160-168. (Go to library.carleton.ca and search for the article.)

Ben Birnbaum and Amir Tibon, “The Explosive, Inside Story of How John Kerry Built an Israel-Palestine Peace Plan — and Watched It Crumble.” *The New Republic* (20 July 2014).

<http://www.newrepublic.com/article/118751/how-israel-palestine-peace-deal-died>

Canadian Policy on Key Issues in the Israeli-Palestinian Conflict, Department of Foreign Affairs, International Trade and Development, Canada <http://tinyurl.com/ygtd6p2>

Mira Sucharov, “What Principle?” *Policy Options* (December 2012). <http://policyoptions.irpp.org/issues/talking-science/sucharov/>

Richard Youngs, “The EU and the Israeli-Palestinian Conflict: Action Without a Script,” *Carnegie Europe* (21 October 2014) <http://carnegieeurope.eu/publications/?fa=56979>

Tues. Nov. 17 – Sun. Nov. 22 (for class on Nov. 23) – Prepare Unit 10

Week 10 Diaspora Communities & BDS (boycott, divestment, sanction) & Israel on Campus

Sarah Glidden, *How to Understand Israel in 60 Days or Less* (graphic novel)

Peter Beinart, “The Failure of the American Jewish Establishment,” *The New York Review of Books* (10 June 2010). <http://www.nybooks.com/articles/archives/2010/jun/10/failure-american-jewish-establishment/>

Mira Sucharov, “When It Comes to Pressuring Israel, How Much is Too Much?” *The Globe and Mail* (21 April 2015), <http://www.theglobeandmail.com/globe-debate/when-it-comes-to-pressuring-israel-how-much-is-too-much/article24029145/>

Omar Barghouti, “On Academic Freedom and the BDS Movement,” *The Nation* (14 December 2013), <http://www.thenation.com/article/177596/academic-freedom-and-bds-movement#>

Michael Walzer, “The Two Lefts: Debating Divestment at Princeton,” *The Third Narrative* (29 April 2015), <http://thirdnarrative.org/bds-does-not-equal-peace-articles/the-two-lefts-debating-divestment-at-princeton/>

Mira Sucharov, “Values, Identity and Israel Advocacy,” *Foreign Policy Analysis* (2011) 7, 361–379. http://www.jpr.org.uk/content/view.cfm/documents/Sucharov.Values_Identity_and_Israel_Advocacy.pdf

Film (documentary): *Discordia* (NFB) <https://www.youtube.com/watch?v=BcedmeGewF0>

Tues. Nov. 24 – Sun. Nov. 28 (for class on Nov. 29) – Prepare Unit 11

Week 11 Israel as a Jewish and Democratic State / Debate over Liberal Zionism / Palestinian Citizens of Israel

Joseph Levine, "On Questioning the Jewish State," *New York Times* (9 March 2013). <http://opinionator.blogs.nytimes.com/2013/03/09/on-questioning-the-jewish-state/?src=recg>

Mira Sucharov, "Flawed Questions About Israel's Right to Exist," *The Daily Beast* (12 March 2013).

<http://www.thedailybeast.com/articles/2013/03/12/flawed-questions-about-israel-s-right-to-exist.html>

Antony Lerman, "The End of Liberal Zionism," http://www.nytimes.com/2014/08/23/opinion/sunday/israels-move-to-the-right-challenges-diaspora-jews.html?_r=0

Mira Sucharov, "Reflections on a Debate Between a Liberal and an Anti-Zionist," *Haaretz* (3 June 2014). <http://www.haaretz.com/blogs/the-fifth-question/1.596715> (Go to MS Word document at top of course page for full article.)

Mira Sucharov, "Thorny Questions in Israel Over Where Palestinians Live and What They Learn," *The Globe and Mail* (12 June 2015), <http://www.theglobeandmail.com/globe-debate/thorny-questions-in-israel-about-where-palestinians-live-and-what-they-learn/article24942472/>

Dov Waxman, "Israel's Palestinian Minority in the Two-State Solution: The Missing Dimension," *Middle East Policy Council* (Winter 2011), <http://www.mepc.org/journal/middle-east-policy-archives/israels-palestinian-minority-two-state-solution-missing-dimension>

Carol Daniel Kasbari, "So Long Israel, and Thanks for Nothing," *Haaretz* (15 June 2014). <http://www.haaretz.com/opinion/.premium-1.598872> (For full article, see MS Word icon at top of CU Course Page.)

Tues. **Dec. 1 – Sun. Dec. 6 (for class on Dec. 7) – Prepare Unit 12**

Week 12: Looking Ahead

Caplan, chapter 12

Salam Fayyad, "How to Fix the Israeli-Palestinian Peace Process," *Foreign Affairs* (2 October 2014). <http://www.foreignaffairs.com/articles/142134/salam-fayyad/oslo-is-dead>

Khaled Elgindy, "Why Palestinians Protest: The PA Leadership is not the Only Problem," *Foreign Affairs* (10 September 2012) — reprinted in *Journal of Palestine Studies*, Vol. 42, No. 2 (Winter 2013), pp. 106-120. (Go to library.carleton.ca and search for article under "why palestinians protest".)

As'ad Ghanem, "The Bi-National State Solution," *Israel Studies* 14, 2 (2009): 120-133

Efraim Inbar, "The Rise and Demise of the Two-State Paradigm," *Orbis* 53, 2 (2009): 265-283. (Go to library.carleton.ca and search for the article.)

David Remnick "The One-State Reality," *The New Yorker* (17 November 2014).

<http://www.newyorker.com/magazine/2014/11/17/one-state-reality>

Mira Sucharov, "How Paradoxical Thinking May Open a Path to Peace," *The Globe and Mail* (27 May 2015), <http://www.theglobeandmail.com/globe-debate/how-paradoxical-thinking-may-open-a-path-to-peace/article24644172/>

Mahmoud Abbas, "The Long Overdue Palestinian State," (16 May 2011). *The New York Times* http://www.nytimes.com/2011/05/17/opinion/17abbas.html?_r=0

Naftali Bennett, "For Israel, Two-State is No Solution," *New York Times* (5 November 2014) <http://www.nytimes.com/2014/11/06/opinion/naftali-bennett-for-israel-two-state-is-no-solution.html>

(The op-ed is **due Dec. 21** by 11 pm (submitted online), but note that I encourage you to submit it the week following classes (e.g., by Dec. 11 if you get it done in time and want to learn your final course grade and get the op-ed out of the way before your other exams, etc.)

Here are some suggested news sites to help you keep current:

Globe and Mail www.globeandmail.ca The New York Times www.nytimes.com The Washington Post www.washingtonpost.com BBC <http://news.bbc.co.uk> CNN www.cnn.com PBS www.pbs.org The Guardian www.guardian.co.uk
Al Jazeera <http://www.aljazeera.com/> The Forward www.forward.com Ha'aretz www.haaretz.com The Times of Israel www.timesofisrael.com Yediot Aharonot (Ynet). www.ynet.co.il The Alternative Information Center <http://www.alternativenews.org> Electronic Intifada <http://electronicintifada.net> Council on Foreign Relations www.cfr.org Palestinian Center for Policy and Survey Research <http://pcpsr.org>

Late Policy

Assignments submitted after the due date will be penalized by 1.5% of the 100% assignment grade per 24 hours, including weekends. Exceptions to this policy will only be made for academic accommodations, as outlined below or for medical or personal emergencies substantiated by official documentation.

Academic Accommodations

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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.

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.