

PSCI 3702
Israeli-Palestinian Relations
This is course will be held remotely (asynchronously)

I General information

Prof. Mira Sucharov
On-line Office Hours: “drop in” on Zoom Thursdays 11-1
(or by appointment)

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The rule at Carleton is that all email communication is to be via official Carleton university e-mail accounts and/or cuLearn, not personal emails. (If you are having Carleton email trouble then I don't mind bending the rules occasionally.)

II Course description

Course Description: This course offers a conceptual analysis of the Israeli-Palestinian experience. 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 — coupled with standards of ethics and justice, we will assess the workability of various solutions to the conflict. Keep in mind that we are here to ask scholarly questions and answer them. We will ask both “is” and “ought” questions. “Is” questions are “why” questions, which we will try to answer by drawing on a range of theoretical and conceptual explanations. “Ought” questions are “what should be” questions, which we will try to address by using standards of human rights, ethics and justice. We will also discuss pragmatism, asking whether it should play a role in policy and activism or not.

There is a good amount of reading and film-watching to be done: be prepared to devote lots of time per week to absorbing and analyzing the material. However, there are no tests or exams! And there won't be long lectures to watch. (I may decide to upload a very short video here or there to connect with you all and clarify a concept a two, but I'll mostly send you short notes instead. I'm still working on

figuring out what kind of remote pedagogy I think is most enjoyable and effective.) Your work, therefore will be divided pretty evenly throughout the term, with weeks 1-4 being a little lighter. Your final written assignment (an op-ed), will be due a week or so after our final week of “class”. After that, you can devote all your study time to whatever other exams you might have in other courses.

An important note: Many of us have strong opinions about the situation in Israel-Palestine. While discussion and debate via the discussion board are highly encouraged, I will urge you to keep the conversation centred around the scholarly questions at hand, bringing logic and evidence to bear to make your points. I see my role as a classroom professor as distinct from my role as an op-ed writer, for example. As a professor, my role is to help us identify analytical questions and help point to the kind of evidence needed to address those questions. You may find that throughout the discussion (even in our remote environment), I might challenge you to see another “angle” of the issue (whatever angle that might be at the time). *But keep in mind that my attempt to enable you to consider another angle — whatever angle that might be in the context of the discussion — does not necessarily correspond to my personal opinions of the issue. And it certainly does not reflect any attempt on my part to “defend” or “promote” one side or another.* Amidst all these important discussions, however, we will have to keep in mind the issue of power. While the course examines the contemporary relationship between Israel and the Palestinians in light of historical dynamics, we will keep in mind the fact that Israel is currently the occupying power.

III Course Format

This course will be delivered “asynchronously.” Each week, you will be required to complete the readings and do one or more writing or other tasks. We will make use of the cuLearn discussion board for some of this. There will also be three larger assignments.

IV Learning outcomes

1. Identify key events in the history of Israeli-Palestinian relations and their significance for contemporary Israeli-Palestinian politics
2. Understand why sets of political actors act the way they do.
3. Synthesize feasible solutions based on the identity and material needs of each “side” coupled with standards (which you will identify) of ethics and justice
4. Learn how to write an op-ed

5. Become comfortable with different types of writing and creative delivery of ideas (depending on your preferences)

V Texts

The following books are available for purchase (and can be shipped to you or picked up curbside) from the Carleton bookstore.

Neil Caplan, *The Israel-Palestine Conflict: Contested Histories*, 2nd ed. (Wiley-Blackwell, 2019). (NOTE: we are using the **2nd edition**.)

Mira Sucharov and Aaron Hahn Tapper, *Social Justice and Israel/Palestine: Foundational and Contemporary Debates* (University of Toronto Press, 2019)

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

Optional: Mira Sucharov, *Public Influence: A Guide to Op-Ed Writing and Social Media Engagement* (University of Toronto Press, 2019)

Films

We will be watching several. These are rentable on iTunes or another rental service, as noted below. *I encourage you to watch these with a few other classmates, and keep the chat window open to discuss. If you copy/paste the chat and post your chat reflections on the discussion board afterwards (feel free to edit / delete extraneous comments before posting), I will note them in your weekly reading reflections grade.* To find small groups to watch the films at the time that you want to watch them, use the discussion board to coordinate.

VI Evaluation at a glance

Assignment	Due	Weight
Weekly Reading Reflections	Every Tuesday or Thursday by 11 pm (starting Week 2); see directions below.	30%

Simulation Creative Assignment #1	Anytime between Week 5-9 (Oct. 5 – Nov. 13)	15%
Simulation Creative Assignment #2	Anytime between Week 5-9 (Oct. 5 – Nov. 13)	15%
Simulation Exchange Reflection	Due Week 10 (Nov. 20)	10%
Post-Simulation Reflection	Due Week 11 (Nov 27, by 11pm).	10%
Op-Ed	Due December 11, by 11pm	20%

All assignments should be submitted through cuLearn.

VII Evaluation in detail

The weekly reading reflection grade will consist of the following:

Readings summaries and questions (15%), and responses to others' participation questions (15%). Each week, half of you will upload a short discussion (appx. 350 words). The first half of the discussion should briefly summarize the readings/films for that week; the second half should include your analyses (including synthesizing course readings with the films, and comparing and contrasting authors' perspectives with one another), critiques and *questions which you pose — questions which the authors (and filmmakers) don't address.*

Readings summaries and questions are due on Tuesdays (at 11 pm), starting Sept. 15 (You can include readings from Weeks 1 and 2.)

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.) *The responses are due on Thursdays, starting Sept. 17 — 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 identifying the appropriate data to address the question your classmate posed? Are there any academic or news articles you can identify (via library or google search or on our existing syllabus) that can help us answer the question? (Weekly responses should be roughly 250 words.)

Responses to a classmate’s question are due on *Thursdays (at 11 pm), starting Sept. 17.*

Students whose last names begin with A-L should upload a *reading summary and questions* for weeks 1 and 2 (the deadline is Sept. 15 at 11 pm). Students whose last names begin with M-Z should upload a *response* (to one classmate) by Thursday (Sept. 17) at 11 pm. The following week, do the reverse. And so on, throughout the term.

Week	Group A (Surnames A-L)	[1]Group B (Surnames M-Z)
1-2	Reading Summary and Questions	Response
3	Response	Reading Summary and Questions
4	Reading Summary and Questions	Response
5	Response	Reading Summary and Questions
6	Reading Summary and Questions	Response
7	Response	Reading Summary and Questions
8	Reading Summary and Questions	Response
9	Response	Reading Summary and Questions
10	Reading Summary and Questions	Response
11	Response	Reading Summary and Questions
12	Reading Summary and Questions	Response

Role-Play Simulation

During weeks 5-10 we will engage in an extended role-play simulation. I will assign each of you a role. During these five weeks, you will do FOUR things.

- A. For your ongoing reading summaries/questions and responses on the ongoing cuLearn discussion board, you will write *through the lens of your role*, employing critical commentary that your character would say. (The grade for this is wrapped into the overall reading reflection grade.)

B. You will choose TWO out of the following six **simulation creative assignment** options. *You will do these from the perspective of your role.*

1. Memoir-Style Essay/Story (told in first-person) (1000-1500 words)
2. Social Media Page (25 posts; each consisting of a “shared” article plus your commentary). When submitting, go to “Creative Assignment #1” or “Creative Assignment #2” assignment dropbox and submit a short document giving us the details about the Facebook page (the exact title of your page which itself should include PSCI 3702) and we will go to Facebook to find it.
3. Street-Graffiti-Stencil Design, plus 500-word analysis. (You won’t actually paint on any public walls for this!).
4. Podcast Segment (eight nicely-edited minutes)
5. Video Segment (five nicely-edited minutes)
6. Peace Summit Testimony written speech (1500 words) (from the perspective of your role)

Simulation Creative Assignment #1 Due: Anytime between Week 5-9 (Oct. 5 – Nov. 13, by 11 pm)

Simulation Creative Assignment #2 Due: Anytime between Week 5-9 (Oct. 5 – Nov. 13, by 11 pm)

More detail on these creative assignments will be given closer to the time.

C. You will find one student who is playing a role from the “other” community (if you are an Israeli character you will find a Palestinian, and vice versa) and exchange your creative assignments. You will write a 500 word reflection on the other assignment *through the lens of your character*. Use the discussion board to find one another. (You may trade in groups of three if need be, Person A sharing with Person B; Person B sharing with Person C, and so on.)

Exchange Reflection Due: Nov. 20 by 11 pm.

D. At the conclusion of the five-week role-play simulation, you will submit a 1,000 word personal reflection on the entire five-week experience. In this short essay, you are required to reflect on the experience of the simulation in light of your own subjectivity, however defined. This may be through the lens of your own political commitments, your own heritage, your own family narratives, your experience with learning and/or activism, your own exposure to narratives filtered through the news media or social media, etc.

Post-Simulation Reflection Due: Nov. 27 by 11 pm.

MORE INFORMATION ON THE SIMULATION WILL BE GIVEN CLOSER TO THE TIME.

Op-Ed

You will write a 750-word op-ed (which stands for opposite the editorial page, and which is also known as an opinion piece). This is a hybrid assignment. The argument of the actual op-ed text needs to stand on its own. But you must also provide extended footnote citations and commentary (including additional data, context and evidence) in the footnotes. In your footnotes, draw on readings and films from the syllabus as well as additional readings (both scholarly and news-style sources) you uncover on your own. Each op-ed must have a clear question identified and a clear argument (which is your answer to the question). Topic: a contemporary Israeli-Palestinian issue which you will attempt to explain/assess/illuminate based on some historical event or theme we are covering in the course. Identify a prescriptive argument: who should do what and why? The “who” may refer to Canadian, American, Israeli or Palestinian Authority (or Hamas) policy or actions, or else might refer to popular practices or ideas. A prescriptive argument focuses on the “ought” (what should happen?) based on an understanding of the “is” (what’s going on right now?). Draw on at least 8 sources, at least half of which should be scholarly ones.

Due: December 11 by 11 pm

Late Penalties: one percentage point deduction per day late.

VIII Course schedule

Week 1: (Sept. 9-11): Intro

Textbooks	Caplan, chapter 1 and 2
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Article and Poems	<p>Jeremy Pressman, “A Brief History of the Arab-Israeli Conflict” http://web.uconn.edu/polisci/people/faculty/doc/history_pressman.pdf</p> <p>Nathan Alterman, “The Silver Platter” (poem): http://www.phy6.org/outreach/poems/alterman.htm</p> <p>Mahmoud Darwish, “Identity Card” (poem): https://electronicintifada.net/content/remembering-mahmoud-darwish/7663</p>
Videos	n/a

Week 2 (Sept. 14-18): Zionist & Palestinian Narratives

(Reading reflection assignments begin this week. See instructions above.)

Textbooks	<p>Caplan, chapter 3 and 4</p> <p>Sucharov chap 3</p> <p>Hahn Tapper & Sucharov, Chapter 3 (“Settler Colonialism”)</p>
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<p>Op-Eds and a document</p>	<p>Ruth Gruber, “The Birth of a Nation, 1948,” New York Times (18 May 2008) https://www.nytimes.com/2008/05/18/opinion/18gruber.html</p> <p>Ayman Odeh, “Israel Celebrates Our Independence; We Mourn our Loss,” New York Times (18 April 2018) https://www.nytimes.com/2018/04/18/opinion/israel-independence-palestine-nakba.html</p> <p>The Balfour Declaration https://www.britannica.com/event/Balfour-Declaration</p>
<p>Videos</p>	<p>“The Mirror” (short film – in class) Israeli TV comedy-sketch show called Eretz</p> <p><i>Note: I will send you a screener link this week.</i></p> <p>Nehederet (“Kindergarten” sketch) – https://www.youtube.com/watch?v=M9SdkpsoQuo</p> <p><i>Walk on Water (iTunes.)</i></p>

Week 3 (Sept. 21-25): Israel’s Independence & The Nakba

<p>Textbooks</p>	<p>Caplan, chapter 5 and 6</p>
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Essays and Document	<p>Hussein Ibish, https://www.theatlantic.com/international/archive/2018/05/the-meaningof-nakba-israel-palestine-1948-gaza/560294/</p> <p>“The Declaration of the Establishment of the State of Israel (1948)”: https://www.myjewishlearning.com/article/the-declaration-of-the-establishment-of-the-state-of-israel/</p> <p>Ari Shavit, “Lydda, 1948,” <i>The New Yorker</i> (21 October 2013). http://www.newyorker.com/magazine/2013/10/21/lydda-1948</p>
Videos	<i>Promises</i> (iTunes)

Week 4 (Sept. 28-Oct. 2): Arab-Israeli Wars and Camp David

Textbooks	<p>Caplan, chapter 7</p> <p>Sucharov, chapters 5</p>
Documents	<p>UN Resolution 242 (Nov. 22, 1967) https://unispal.un.org/unispal.nsf/o/7D35E1F729DF491C85256EE700686136</p> <p>UN Resolution 338 (October 22, 1973) http://unscr.com/en/resolutions/338</p> <p>Document: The PLO charter (1968): http://avalon.law.yale.edu/20th_century/plocov.asp</p>
Videos	n/a

Week 5 (Oct. 5-9): Camp David The First Intifada (1987-93), Oslo (1993), Camp David II (2000), The Second Intifada (2000-2005)

Textbook	Caplan, chapter 8 and 9 Sucharov, chapter 6
Speech	Document: Arafat's speech to the UN in Geneva (1988): http://mondediplo.com/focus/mideast/arafat88-en
Videos	n/a

Week 6 (Oct. 12-16): Oslo (1993), Oslo II (1995), Camp David II (2000), The Second Intifada (2000-2005)

Textbooks	Caplan, chapter 10 Sucharov, chapter 7
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<p>Article, Op-Eds, Documents</p>	<p>Letters of Mutual Recognition between Yasser Arafat and Yitzhak Rabin (1993) https://ecf.org.il/media_items/300</p> <p>The Declaration of Principles (known as Oslo) https://mfa.gov.il/mfa/foreignpolicy/peace/guide/pages/declaration%20of%20principles.aspx</p> <p>“The Israeli-Palestinian Interim Agreement (known as Oslo II),” http://ecf.org.il/media_items/624</p> <p>Jeremy Pressman, "Visions in Collision: What Happened at Camp David and Taba?" <i>International Security</i> 28, 2 (Fall 2003). (Go to library.carleton.ca and search for the article.)</p> <p>Ehud Barak, “Israel Needs a True Partner for Peace,” <i>New York Times</i>, July 30, 2001. http://tinyurl.com/67599n</p> <p>Marwan Barghouti, “Want Security? End the Occupation,” <i>Washington Post</i>, January 16, 2002. http://electronicintifada.net/v2/article1986.shtml</p>
<p>Videos</p>	<p><i>Omar</i> (iTunes)</p> <p><i>Bethlehem</i> (iTunes)</p> <p>COMPARE/CONTRAST the two films.</p>

Week 7 (Oct. 19-23): Hamas/Gaza and Refugees & Displacement

<p>Textbooks</p>	<p>Caplan, chapter 11</p> <p>Hahn Tapper & Sucharov, Chapter 5 (“Refugees and Displacement”)</p>
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<p>Articles, Op-Eds, Documents</p>	<p>“ Hamas in 2017: The Document in Full ” https://www.middleeasteye.net/news/hamas-2017-document-full</p> <p>“ UN General Assembly Resolution 194 ” (Dec. 11, 1948) https://en.wikipedia.org/wiki/United_Nations_General_Assembly_Resolution_194#Content (scroll to “ Full Text ” to read the text of the resolution. The key article of the resolution for our purposes is article 11.)</p> <p>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</p> <p>Mira Sucharov, “ Uncovering the Lost Palestinian Villages Underneath Glitzy Tel Aviv, ” <i>The Forward</i> (19 July 2016) https://forward.com/opinion/345430/uncovering-the-lostpalestinian-villages-underneath-glitzy-tel-aviv/</p> <p>A Different Kind of Memory: An Interview with Zochrot ” — Middle East Report 244 (Fall 2007): 34-38. “ Interviews with Palestinian Refugees in Lebanon ” (Zochrot) — https://www.youtube.com/watch?v=Dhy1N-aSGJY (16 minutes)</p> <p>Saeb Erakat, “ The Truth is Out About Israel’s Lethal Actions in Gaza: Will the World Listen? ” <i>The Guardian</i> (12 March 2019) https://www.theguardian.com/commentisfree/2019/mar/12/israel-gaza-un-2018-protestsoccupation</p>
<p>Videos</p>	<p>n/a</p>

****(Oct. 26-30): NO CLASS (Fall Reading Week)***

Week 8 (Nov. 2-6): Jerusalem, Settlements, Occupation

Textbooks	<p>Caplan, chapter 12</p> <p>Hahn Tapper & Sucharov, Chapter 4 (“International Law”)</p>
Articles and Op-Ed	<p>B’Tselem, What is Area C? http://www.btselem.org/area_c/what_is_area_c</p> <p>B’Tselem, Separation Barrier, http://www.btselem.org/topic/separation_barrier</p> <p>Ir Amim, “Jerusalem as a Political Issue,” http://www.ir-amim.org.il/en/issue/jerusalem-political-issue</p> <p>Dani Dayan, “Israel’s Settlers are here to stay,” <i>New York Times</i> (25 July 2012), http://www.nytimes.com/2012/07/26/opinion/israels-settlers-are-here-to-stay.html</p>
Videos	<p><i>The Gatekeepers</i> (available to rent on iTunes). Make sure you rent the documentary, not the other film by that name.</p>

Week 9 (Nov. 9-13): Israel as a “Jewish and Democratic State” / Palestinian Citizens of Israel

Textbooks	<p>Caplan, chapter 13</p> <p>Hahn Tapper & Sucharov, Chapter 6 (“Apartheid”)</p>
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Op-Eds	<p>Benjamin Pogrund, “Why Israel is Nothing Like South Africa,” The New York Times (31 March 2017) https://www.ny-times.com/2017/03/31/opinion/why-israel-is-nothinglike-apartheid-south-africa.html</p> <p>Yousef Jabareen, “What Israel Can Learn from Canada,” Toronto Star (28 November 2016), https://www.thestar.com/opinion/commentary/2016/11/28/what-israel-can-learnfrom-canada.html</p>
Videos	<p>Eretz Nehederet — Israeli parody of “demographic balance” clip — https://vimeo.com/223715289</p> <p>Film: <i>Junction 48</i> (iTunes)</p> <p>TV episode: <i>Arab Labor</i>, S1 episode 1. Purchase to stream the episode here: https://israelfilmcenterstream.org/film/arab-labor-2/arab-labor-season-1/arab-labor-season-1-episode-1-car/</p>

Week 10 (Nov. 16-20): BDS (Boycott, Divestment & Sanctions) and Activism

Textbooks	Hahn Tapper & Sucharov, Chapter 8 (“BDS”)
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Article and Op-Ed	<p>Nathan Thrall, “How a Controversial Non-Violent Movement has Transformed the Israeli-Palestinian Debate,” https://www.theguardian.com/news/2018/aug/14/bds-boycott-divestment-sanctions-movement-transformed-israeli-palestinian-debate?fbclid=IwAR38IR1bLuHIeTJ4H5wvDVU97rhswf3pVuBwd4syLmN5yz--Qy3f6jfvjlo</p> <p>Omar H. Rahman, “Co-existence vs. Co-resistance: A case against normalization,” +972 Magazine (3 January 2012) https://972mag.com/co-existence-vs-co-resistance-a-case-against-normalization/32076/</p>
Videos	<p><i>Discordia</i> (Watch for free on the NFB.ca site. Search for <i>Discordia</i>).</p>

Week 11 (Nov. 23-27): Canadian and U.S. Foreign Policy & Intersectional Alliances

Textbooks	Hahn Tapper & Sucharov, Chapter 7 (“Intersectional Alliances”)
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<p>Articles & Document</p>	<p>Global Affairs Canada — Canadian Policy on Key Issues in the Israeli-Palestinian Conflict http://www.international.gc.ca/name-anno/peace_process-processus_paix/canadian_policy-politique_canadienne.aspx?lang=eng</p> <p>Ben Birnbaum and Amir Tibon, “The Explosive, Inside Story of How John Kerry Built an Israel-Palestine Peace Plan — and Watched It Crumble.” <i>The New Republic</i> (20 July 2014).</p> <p>Armin Rosen, “How the Republican and Democratic Platforms Differ on Israel,” <i>Tablet Magazine</i> (14 July 2016), http://www.tabletmag.com/scroll/208036/how-the-republican-and-democratic-platforms-differ-on-israel</p> <p>Alexia Underwood, “The Controversial U.S. Jerusalem embassy opening, explained,” <i>Vox</i> https://www.vox.com/2018/5/14/17340798/jerusalem-embassy-israel-palestinians-us-trump</p> <p>Democratic Candidate interviews on the subject of policy towards Israel, <i>New York Times</i> https://www.nytimes.com/interactive/2020/us/politics/2020-democrats-israel-foreign-policy.html</p> <p>Trump’s Peace Plan: https://www.whitehouse.gov/peacetoprosperty/</p> <p>Salam Fayyad, “Trump’s Peace Plan: What is there to be Upset About?” <i>Brookings</i> (21 February, 2020) https://www.brookings.edu/blog/order-from-chaos/2020/02/21/trumps-middle-east-peace-plan-whats-there-to-be-upset-about/</p>
<p>Videos</p>	<p>n/a</p>

Week 12 (Nov. 30-Dec. 4): Looking to the Future: One state versus Two State

Textbooks	Hahn Tapper & Sucharov, Chapter 2 (“Self-Determination”)
Op-Eds	<p>Musa al-Gharbi, “Israel and Palestinians Need a One-State Solution,” Al Jazeera (6 January 2015), http://america.aljazeera.com/opinions/2015/1/israel-palestineunited-statesunitednationsonestatesolution.html</p> <p>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</p> <p>Diana Buttu, “Why the Palestinian Authority Should be Shuttered,” The New York Times (26 May 2017) https://www.nytimes.com/2017/05/26/opinion/palestinian%2Dauthority%2Dmahmoud%2Dabbas.html?_r=0</p> <p>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-stateis-no-solution.html</p> <p>Dov Waxman and Dahlia Scheindlin, “Hope fades for a two-state solution. Is there another path to Middle East Peace?” The Guardian (8 May 2016). https://www.theguardian.com/commentis-free/2016/may/07/israel-palestine-two-state-solution-another-path-topeace</p> <p>Peter Beinart, “I No Longer Believe in a Jewish State,” <i>New York Times</i> (8 July 2020) https://www.nytimes.com/2020/07/08/opinion/israel-annexation-two-state-solution.html</p>
Videos	<i>Disturbing the Peace</i> (documentary); (iTunes). Make sure you rent the documentary, not the feature film, by that name.

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).