

Carleton University
Winter 2018
Department of Political Science

PSCI 3802(B) / ANTH 3027(B) / SOCI 3027(B)
Globalization and Human Rights
Fridays, 2:35 pm – 5:25 pm
Please confirm location on Carleton Central

Instructor: Sophie Marcotte-Chenard
Office: Loeb D690
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Contact Policy: The best way to contact me is via email. You can expect a reply within 48 hours (weekends excluded). Do not forget to include the course code in the subject line of the email. If your question cannot be answered by a short email, please stop by during office hours. If you are unable to come during my regular office hours, send me an email to set up an appointment or feel free to speak with me before or after class.

Course Description

This course examines the scope, meaning and effects of globalization on the theory and practice of human rights. It is based on the premise that both globalization and human rights are *essentially contested concepts*. Indeed, the different and conflicting interpretations of these two fundamental notions impact the way in which we analyze social, political and cultural issues related to the implementation and violation of fundamental human rights. In the course of our investigation, we will address several fundamental questions such as: Is globalization the vehicle of progress in monitoring human rights enforcement? Or is it rather a contributing factor in the violation of political and civil rights as well as economic, social and cultural rights? In what way does the international human rights regime impact local populations? Is it, as many authors and activists claim, a mechanism of social change or is it rather, as some others contend, an expression of Western imperialism?

In examining these issues, we will explore the foundations and the legitimacy of international law and investigate the norms, institutions, applications of – and challenges to – human rights in a context of globalization. In addition, this course will address key issues such as ethnic violence and humanitarian intervention, environmental rights, indigenous rights and culture, globalization and gender and the role of transnational civil society. Since our object of inquiry – human rights – is interdisciplinary in nature, our method will combine a diversity of approaches and analytical frameworks as well.

Ultimately, the aim of this course is to investigate how different forms of globalization affect the emergence, development and protection of human rights in world politics. This course will bring together the theoretical and practical aspects of the study of human rights and will be divided in

three parts: i) Historical and Conceptual Foundations, ii) Theoretical Approaches and Critical Perspectives, and iii) Contemporary Issues.

Learning Objectives:

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

- Provide an elaborate account of the analytical frameworks and theoretical approaches to the study of human rights in an era of globalization;
- Understand and explain central concepts such as globalization, cultural relativism, security, international law, crimes against humanity;
- Demonstrate good knowledge of the major human rights declarations and treaties, institutions and challenges of the international human rights regime;
- Identify and evaluate important social, political and cultural issues pertaining to human rights;
- Develop analytical tools to interpret international processes, organizations and structures;
- Assess the impact and effects of globalization;
- Use academic resources to explore and test ideas and to critically assess generalizations about human rights.

Required Texts (available for purchase at the Carleton University Bookstore)

- Michael Goodhart (eds.), *Human Rights: Politics and Practice*. Third Edition (Oxford: Oxford University Press, 2016)
- Additional required readings will be available through the Carleton University library website and through ARES

Course Requirements and Grading Scheme

Research Proposal/Annotated Bibliography	10%	Due February 2nd
Mid-Term	20%	February 16th
Final Research Paper	30%	Due April 6th
Final Examination	35%	TBD: Exam Period
Participation/Attendance	5%	

Use of cuLearn: Important course announcements, course materials and resources (syllabus, required readings, guidelines for the assignments) will be posted on cuLearn. Please ensure that you have access to cuLearn and consult it regularly. Since we are dealing with topics that are constantly evolving, minor changes to the readings might occur to reflect current issues.

Technology Policy: Computers are allowed during class, but I encourage you to turn off your electronic devices in the classroom. Several studies have demonstrated that taking notes by hand improve attention, memory and understanding. Please turn off your cell phone during

class, as it cannot serve any other purpose than to distract you (you can send texts to your friends about globalization and human rights after class).

Being a good social scientist also means knowing about what's going on. Students are responsible for keeping informed of current events. Among good news sources are:

- <http://www.independent.co.uk/>
- <http://foreignpolicy.com/>
- <https://www.theguardian.com/world>
- <https://www.washingtonpost.com/>
- <http://www.aljazeera.com/>
- <http://www.theglobeandmail.com/>
- <http://www.bbc.com/news/world>
- <https://www.nytimes.com/>

Tests & Examinations

Participation/Attendance (5%): It goes without saying that attendance to class is required. Attendance will be taken in class periodically. I expect active participation in class; this includes contributing in an informed manner to small group discussions, raising questions related to the readings as well as questions about the issues discussed with the whole class.

Research Paper Proposal/Annotated Bibliography (10%): The aim is to get you started as soon as possible on your final research paper.

- Specifications: It should be 2 pages in length (**1 page single-spaced**, Times New Roman, 2,5 cm margins for the proposal/**1 separate page** for the bibliography).

The proposal should aim at answer the following questions:

- 1) **What** issue or problem are you addressing and investigating?
- 2) **How** do you plan to research it? (This should include your thesis statement and a brief description of how your argument will unfold. Be specific about the main elements you will be addressing).
- 3) **Why** does this research matter? (why it is important with respect to the topic of the course; why it is important in the field of human rights studies). This part should be brief: a short paragraph about the relevance of this research within the broader field of social sciences will suffice).

The **annotated bibliography** should include 5 scholarly sources. You should provide (in max. 1-2 sentences) an explanation of the relevance of each source with respect to your research question and thesis statement. The purpose of the annotation is to justify the relevance, accuracy, and quality of the sources that will be used.

Mid-Term (20%): There will be an in-class midterm test on February 16th. The test will be two hours in length and will cover all lectures and mandatory readings. It will consist of short answers and a choice of long essay questions.

Final Exam (35%) (Exam Period: TBD): A comprehensive final exam is scheduled during the exam period and will cover all lectures and mandatory readings. A final review is scheduled for the last day of class.

Final Research Paper (30%) (Due *April 6*)

You will be required to write a final essay (9-12 pages, double-spaced, 12-point Times New Roman, 2,5 cm margins) that deals with one of the themes covered in the course. Further details and guidelines about the final assignment will be posted on cuLearn in the first few weeks of the term, giving you ample time to reflect on your essay as the course progresses.

How to Submit Essays

Essays should be submitted on the due date as a **hard copy** at the beginning of the lecture and as an **electronic copy** on cuLearn before class. No email submission; no submissions in the drop box at the Political Science department. The essay should include a title page, page numbers and bibliography. All references should be indicated with in-text citations or footnotes. You will be required to go beyond the material seen in class and incorporate **at least five (5) external sources**, one of which should be a book.

Policy on late assignments:

- Essays submitted on the due date after the beginning of the lecture will be considered as late submissions (immediate penalty of 1 mark).
- Late assignments will be penalized by 1 mark per day, including weekends. For example, a student who would have received a grade of 29/30, but submitted her essay two days after the deadline will have a grade of 27/30.
- Papers that have not been submitted seven days after the deadline will not be accepted.
- Extensions **will be granted upon presentation of medical certificate or other appropriate document only**. Medical certificates cannot be retroactive: if you are ill or have any other legitimate reason for not being able to submit your assignment in time, you need to come see me **before** the deadline. It is important to note that extensions will not be granted for computer-related problems or for any other personal reasons such as participation in social events or assignments in other courses.
- Late assignments must be submitted in the **Political Science Department drop-box (beside reception)** to be date stamped.

These rules are enforced to ensure fairness across students registered in the course.

Course Schedule

Week 1 (Jan 12): **Introduction and Overview: Human Rights in a Globalized World**
Distribution and presentation of the syllabus

Required readings:

- Document: Universal Declaration of Human Rights (1948) (on cuLearn)

- Amartya Sen, “How to Judge Globalism”, *The American Prospect* (2002)
<http://prospect.org/article/how-judge-globalism>

Suggested readings:

Anthony G. McGrew, “Human rights in a global age: coming to terms with globalization”, in Tony Evans (eds.), *Human Rights Fifty Years On: A Reappraisal* (New York: St. Martin’s Press, 1998).
 John W. Meyer, “Globalization: Theory and Trends”, *International Journal of Comparative Sociology*, 48, 4 (2007), pp. 261-273
 Anthony Giddens, *Runaway World. How globalization is reshaping our lives* (London: Profile Books, 2002).
 Dani Rodrik, *The Globalization Paradox* (W. W. Norton, 2011), chapter 9.
 Moises Naim, “Five Wars of Globalization,” *Foreign Policy*, November 3, 2009.
 Jan Aart Scholte, “Globalization Debates”, in *Globalization: A Critical Introduction*, 2nd edn. (Palgrave Macmillan, 2005) Chap. 1, pp. 13-48.
 John Micklethwait and Adrian Wooldridge, “The Globalization Backlash”, *Foreign Policy* 126 (2001), pp. 16-26.

Week 2 (Jan. 19) The Foundations of Human Rights: Conceptual and Historical

Required readings:

- Goodhart, Chap. 1: “Normative and Theoretical Foundations of Human Rights”
- Micheline Ishay, “What are human rights? Six historical controversies”, *Journal of Human Rights*, 3(3), 2004, pp. 359-371.

Suggested readings:

Goodhart, Chap. 2: “Feminist and Activist Approaches to Human Rights”
 Marie-Bénédicte Dembour, “What are Human Rights? Four Schools of Thought”, in Thomas Cushman (eds.), *Handbook of Human Rights* (London and New York: Routledge, 2011), pp. 137-145.
 Micheline Ishay, “What are human rights? Six historical controversies”, *Journal of Human Rights*, 3(3), 2004, pp. 359-371.
 Jeremy Waldron, *Nonsense Upon Stilts. Bentham, Burke and Marx on the Rights of Man* (London and New York: Methuen, 1987), Chap.1-2, pp. 7-25.
 R. J. Vincent, “Chapter 2: Human rights in Western political thought”, in R. J. Vincent, *Human Rights and International Relations* (Cambridge: Cambridge University Press, 1986), p. 19-36.

Week 3 (Jan. 26): Universalism and Cultural Relativism in Tension: Debates and Criticisms

Required readings:

- Karen Engle, “From Skepticism to Embrace: Human Rights and the American Anthropological Association from 1947-1999”, *Human Rights Quarterly* 23 (2001), pp. 536-559.

- Sally Engle Merry, “Changing rights, changing culture”, in Jane Cowen, Marie-Benedicte Dembour, and Richard A. Wilson (eds.) *Culture and Rights: Anthropological Perspectives* (New York: Cambridge University Press, 2001), pp. 31-55.

Case Study: Female Genital Cutting (FGC) and the “Asian Values” Debate

Suggested readings:

Andreas Follesdal, “Human Rights and Relativism,” in A. Follesdal, T. Pogge (eds.), *Real World Justice: Grounds, Principles, Human Rights, and Social Institutions* (Dordrecht: Springer, 2005), pp. 265-286.

John Donnelly, *Universal Human Rights in Theory and Practice*, Chap. 7: “Universality in a World of Particularities”, pp. 106-118

Bhikhu Parekh, “Non-ethnocentric Universalism”, in Tim Dunne and Nicholas J. Wheeler (eds.), *Human Rights in Global Politics* (Cambridge : Cambridge University Press, 1999), pp. 128-159.

Fuyuki Kurasawa, “Human Rights as Cultural Practices”, in Thomas Cushman (eds.), *Handbook of Human Rights* (London and New York: Routledge, 2011), pp. 155-163.

Fran Markowitz, “Talking about Culture: Globalization, Human Rights and Anthropology”, *Anthropological Theory* 4, 3 (2004), pp. 329-352.

Clifford Geertz, “Anti Anti-Relativism” in *Available Light Anthropological: Reflections on Philosophical Topics*, pp. 42-67.

Marie-Bénédicte Dembour: “Following the Movement of a Pendulum: Between Universalism and Relativism”, in *Culture and Rights: Anthropological Perspectives* (New York: Cambridge University Press, 2001), pp. 56-79.

Week 4 (Feb. 2): Political and Civil Rights: State Repression and Migrations

Required readings:

- Goodhart, Chap. 14: “Political Democracy and State Repression”
Chap. 18: “Human Rights and Forced Migration”

Case Study: Democracy and Repression in the US + Syrian crisis and forced migration

Documentary: 13th (Netflix)

Suggested readings:

Emilie Hafner-Burton et al., “International Human Rights Law and the Politics of Legitimation: Repressive States and Human Rights Treaties”, *International Sociology* 23, 1 (2008), pp. 115-141.

Linda C. Reif, “Building Democratic Institutions: The Role of National Human Rights Institutions in Good Governance and Human Rights Protection,” *Harvard Human Rights Journal*, 13, Spring 2000, pp. 1-69.

Gordon DiGiacomo, “3. Political Institutions and the Protection of Human Rights”, in Gordon DiGiacomo (eds.), *Human Rights. Current Issues and Controversies* (Toronto: University of Toronto Press, 2016), pp. 57-82.

Tony Evans, “Chapter 5: Globalization, Democracy and Human Rights”, in *The Politics of Human Rights*, pp. 101-125.

Michael Goodhart, “Democracy as Human Rights”, in Thomas Cushman (eds.), *Handbook of Human Rights* (London and New York: Routledge, 2011), pp. 68-76.

Rhoda Howard-Hassmann, *Can Globalization Promote Human Rights?* (University Park, PA: The Pennsylvania State University Press, 2010), Chapter 6: "Global Human Rights Governance".

Week 5 (Feb. 9): Economic and Social Rights: Global Inequalities and Social Justice

Required readings:

- Gerald J. Beyer, "Chapter 26. Economic Rights: Past, Present and Future", in Thomas Cushman (eds.), *Handbook of Human Rights* (London and New York: Routledge, 2011), pp. 291-310.
- Amalia Ifantia et al., "Financial crisis and austerity measures in Greece: Their impact on health promotion policies and public health care", *Health Policy*, 113 (2013), pp. 8-12.

Document: International Covenant on Economic, Social Rights

Case Study: Austerity Measures in Spain and Greece

Suggested readings:

A. Chapman, B. Carbonetti, "Human Rights Protection for Vulnerable and Disadvantaged Groups: The Contributions of the UN Committee on Economic, Social and Cultural Rights," *Human Rights Quarterly*, 33 (3), July 2011.

Susan Kang and Jennifer Rutledge, "Whither Economic and Social Rights? Assessing the Position of Economic and Social Rights in the Neoliberal, Post-Crisis Context", in Gordon DiGiacomo (eds.), *Human Rights. Current Issues and Controversies* (Toronto: University of Toronto Press, 2016), pp. 359-380.

Pam Christie, "The complexity of human rights in global times: The case of the right to education in South Africa", *International Journal of Educational Development*, 30 (2010), pp. 3-11.

Dorothy J. Solinger, "Globalization and Human Rights for Workers in China Convergence or Collision?" in Mahmood Monshipouri et. al. (eds.), *Constructing Human Rights in the Age of Globalization* (Armonk, NY; M.E. Sharpe, 2003), pp. 178-213.

Charlton, Mark, "Can Trade Liberalization Benefit Both Rich and Poor?" in *Crosscurrents: International Relations* (Toronto: Nelson, 2010), pp.184-199.

Week 6 (Feb. 16): MIDTERM TEST

Week 7 (Feb 23): *Winter BREAK* (No lecture)

Week 8 (Mar. 2): International Law and International Norms: Toward Global Justice?

Required readings:

- Henry Kissinger, "The Pitfalls of Universal Jurisdiction", *Foreign Affairs* 80, 4 (2001), pp. 86-96.
- Kenneth Roth, "The Case for Universal Jurisdiction", *Foreign Affairs* 80, 5 (2001), pp. 150-154.

Case Study: Prosecutor v. Thomas Lubanga Dyilo, The International Criminal Court (ICC)

Suggested readings:

Christine Chinkin, "International Law and Human rights" in Tony Evans (eds.), *Human Rights Fifty Years On: A Reappraisal* (New York: St. Martin's Press, 1998).

William D. Coplin, "International Law and Assumptions About the State System" in Williams, Phil, Donald M. Goldstein and Jay M. Shafritz (eds). *Classic Readings and Contemporary Debates in International Relations* (Belmont: Wadsworth, 2006), pp. 302-320.

Mark Charlton, "Do We Need an International Criminal Court?" *International Relations* (Toronto: Nelson, 2010), pp. 375-393.

Beth A. Simmons and Allison Danner, "Credible Commitments and the International Criminal Court", *International Organization*, 64, Spring 2010, pp. 225–56.

Week 9 (Mar. 9): Genocide, Ethnic Violence and Humanitarian Intervention

Required Readings:

- Goodhart, Chap. 20: "Genocide and Human Rights"

Case Study: "Ethnic Cleansing" in Myanmar
Genocide in Rwanda

Recommended: Philip Gourevitch, *We wish to inform you that tomorrow we will be killed with our families*.

Suggested readings:

Samantha Power, 2001. "Bystanders to Genocide: Why the United States let the Rwandan Tragedy Happen", *The Atlantic Monthly* 288 (2), 2001, pp. 84-108.

Ian Hurd, "Is Humanitarian Intervention Legal? The Rule of Law in an Incoherent World," *Ethics and International Affairs* 25, 2 (2011), pp. 293-313.

Jacques Semelin, "Toward a vocabulary of massacre and genocide." *Journal of Genocide Research*, 5 (2), 2003, pp. 193-210

Ereshnee Naidu and John Torpey, "Reparations for Human Rights Abuses", in Thomas Cushman (eds.), *Handbook of Human Rights* (London and New York: Routledge, 2011), pp. 476-490.

Jack Donnelly, *Universal Human Rights in Theory and Practice*, Chap. 15: "Humanitarian Intervention Against Genocide", p. 254-273.

Falk, Richard, "The challenge of genocide and genocidal politics in an era of globalization" in Tim Dunne and Nicholas J. Wheeler (eds.), *Human Rights in Global Politics* (Cambridge: Cambridge University Press, 1999), pp. 175-195.

Week 10 (Mar. 16): "Peoples' Rights" as Human Rights: Culture, Diversity and Indigenous Rights

Required readings:

- Goodhart, Chap. 19: "Indigenous Peoples' Human Rights"

Documents: UN Declaration on the Rights of Indigenous Peoples (cuLearn)
UNESCO - Convention on the Protection and Promotion of the Diversity of

Cultural Expressions (Link on cuLearn)

Suggested readings:

Rachel Sieder and Jessica Witchell: "Advancing indigenous claims through the law: reflections on the Guatemalan peace process", in Cowen, Dembour, Wilson (eds.) *Culture and Rights: Anthropological Perspectives* (New York: Cambridge University Press, 2001), pp. 201-225.
S. James Anaya, *Indigenous Peoples in International Law* (Oxford: Oxford University Press, 2000)

S. James Anaya, "Indigenous Rights Norms in Contemporary International Law", *Arizona Journal of International and Comparative Law*, 8 (2), 1991, p. 1-39.

Will Kymlicka, "The Good, the Bad and the Intolerable: Minority Group Rights" in *Human Rights: An Anthropological Reader*

Geertz, Clifford, "Thick Description: Toward an Interpretive Theory of Culture"

Arzey, Sylvia and Luke McNamara, "Invoking International Human Rights Law in a 'Rights-Free Zone': Indigenous Campaigns in Australia." *Human Rights Quarterly*, Vol. 33, No. 3 (2011), pp. 733- 766.

Gordon DiGiacomo and Tracie Scott, "Aboriginal Rights: The Right to Self-Government versus the Right to Self-Determination", in Gordon DiGiacomo (eds.), *Human Rights. Current Issues and Controversies* (Toronto: University of Toronto Press, 2016), pp. 218-239.

Week 11 (Mar. 23): Globalization and Gender: Women's Rights as Human Rights

Required Readings:

- Martha Nussbaum, "Women's Progress and Women's Human", *Rights Human Rights Quarterly* 38, 3 (2016), pp. 589-622.
- Ann Tickner, "The Gendered Frontiers of Globalization," *Globalization* 1,1 (2004), pp. 15-23.

Case Study: Women, Health and Reproductive Rights

Documentary: A Quiet Inquisition

Suggested readings:

Anna Griffiths, "Gendering culture: Toward a plural perspective on Kwena women's rights", in Cowen, Dembour, Wilson (eds.) *Culture and Rights: Anthropological Perspectives* (New York: Cambridge University Press, 2001), pp. 102-126.

Amrita Basu (ed.), *Women's Movements in the Global Era: The Power of Local Feminisms*, (Westview Press, 2010).

Georgina Ashworth, "The Silencing of Women", in Tim Dunne and Nicholas J. Weeler (eds.), *Human Rights in Global Politics* (Cambridge : Cambridge University Press, 1999), pp. 259-276.

Caroline Andrew, "The Politics of Women's Rights", in Gordon DiGiacomo (eds.), *Human Rights. Current Issues and Controversies* (Toronto: University of Toronto Press, 2016), pp. 262-280.

Week 12 (Mar. 30): *Holiday – University Closed*

Week 13 (April 6): Environmental Rights and Climate Change in an Era of Globalization

****Final Essay due as a hard copy (and as electronic copy) at the beginning of the class****

Required readings:

- Goodhart, Chap. 23: "The Environment"
- Philip, Kavita, "Reflections on the Intersections of Environment, Development and Human Rights in the Context of Globalization" in Mahmood Monshipouri et. Al. (eds), *Constructing Human Rights in the Age of Globalization* (Armonk; M.E. Sharpe, 2003) pp. 35-55.

Suggested readings:

OHCHR, "Understanding Human Rights and Climate Change" (2015)

Stephen Humphreys (eds.), *Human Rights and Climate Change* (Cambridge: Cambridge University Press, 2010).

Paul Farmer and Nicole Gastineau, "Rethinking Health and Human Rights: Time for a Paradigm Shift." pp.148-166 in M. Goodale (eds.), *Human Rights: An Anthropological Reader* (MA: Wiley-Blackwell Publishing, 2009).

Joshua Busby, "Who Cares About the Weather? Climate Change and US National Security," *Security Studies* 17, 3 (2008), pp. 468-504.

Recommended Documentary: A World Without Water

Week 14 (April 11): Conclusion. Organizing for Change: Civil Society Between Local and Global + Final Review

(Wednesday follows Friday schedule)

Required readings:

- Goodhart, Chap. 9: "Global Civil Society and Human Rights"
- Ann Marie Clark, Elisabeth J. Friedman and Kathryn Hochstetler, "The Sovereign Limits of Global Civil Society: A Comparison of NGO Participation in UN World Conferences on the Environment, Human Rights, and Women", *World Politics* 51, 1 (1998), pp. 1-35.

Suggested readings:

Cullen S. Hendrix and Wendy H. Wong, "When Is the Pen Truly Mighty? Regime Type and the Efficacy of Naming and Shaming in Curbing Human Rights Abuses", *British Journal of Political Science*, 43 (3), July 2013, pp. 651-67.

Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (Cornell University Press, 1998).

Sidney Tarrow, *Power in Movement: Social Movements and Contentious Politics*, 2nd ed., (Cambridge University Press, 1998).

Mary Kaldor, "Transnational civil society", in Tim Dunne and Nicholas J. Wheeler (eds.), *Human Rights in Global Politics* (Cambridge : Cambridge University Press, 1999), pp. 195-213.

Wendy Wong, *Internal Affairs: How the Structure of NGOs Transforms Human Rights* (Ithaca, NY: Cornell University Press, 2012), Chapters 2 and 3.

Exam Period: Final Examination

Useful Resources and Links

- Amnesty International: <http://www.amnesty.org/>
- Center for Economic and Social Rights: <http://www.cesr.org/>
- Centre for Political and Civil Rights: <http://ccprcentre.org/>
- Freedom House: <https://freedomhouse.org/>
- Global Issues: <http://www.globalissues.org/>
- Human Development Reports (UN): <http://hdr.undp.org/en/>
- Human Rights Internet: <http://hri.ca/>
- Human Rights Watch: <http://www.hrw.org/>
- International Labour Organization: www.ilo.org
- UN High Commissioner for Human Rights: <http://www.ohchr.org/EN/Pages/WelcomePage.aspx>
- UN Human Rights News: <http://www.un.org/apps/news/subject.asp?SubjectID=5>
- Universal Periodic Review (OHCHR): <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>

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.

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).

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.