

**PECO 5001:
Methodology of Political Economy**

Institute of Political Economy
Carleton University
Winter 2020

v. December 16, 2019

Instructor: Karen Hébert
Seminar: Wednesdays, 11:35 am - 2:25 pm
Location: Dunton Tower 1524

Office: Loeb Building, A325
Office Hours: Mondays 3-4 pm, and by appointment

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Course Description

This seminar prepares students to undertake a significant independent research project at the graduate level. Designed largely as a workshop, the course provides hands-on training in how to carefully design, conduct, and produce scholarly research, with the aim of generating a research proposal at the end of the term. Course materials—including readings, discussions, guest presentations, activities, and assignments—provoke students to think critically about methodology and their own methodological choices as researchers. As a class, we will consider the relationship of methodology to matters of theory and evidence, as well as to epistemology and the ethics and politics of knowledge production. We will also link these concerns to more nuts-and-bolts issues, including how to turn a broad project topic into one or more researchable questions. While the course sets out to expand students' awareness of the range of methodologies they might enlist in their work, it does not offer comprehensive training in any particular method used in the interdisciplinary field of Political Economy. Rather, its goal is to provide students with background and tools for rigorously exploring and evaluating the research methods best suited to their own questions, training, and objects of inquiry.

This seminar is centered in the lively and focused discussion of course readings as well as in iterative writing exercises intended to hone each student's project ideas and research plans. Peer feedback will be a central part of this process. As such, the course demands extensive student participation. Through this sustained work, students will not only become more capable and confident researchers, but also more skilled and constructive readers of one another's work. Major course requirements—including leading class discussion, a critical review essay, a Research Design Spine, and a final presentation—are intended to support the final submission of a solid and compelling thesis (or research essay) research proposal, to be developed in conjunction with the student's supervisor.

Course Goals

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

- Examine the relationship of methodology to theory and evidence;
- Understand the process involved in designing a research project, from the selection of a topic, to the design of research questions and choice of methods, to the ethical and political issues involved in the production of knowledge;
- Explore key epistemological debates and to understand the production of knowledge as a contested practice;
- Reflect on the ethical issues that may arise in the research process;
- Think critically about one's positionality, including the ways in which it mediates the research process and the production of knowledge;
- Examine various ways of practicing political economy research, and to consider the possibilities and limits of various methods and methodologies;
- Exhibit greater capability and confidence as researchers;
- Provide more skilled and constructive readings of others' work;
- Develop a solid and compelling draft thesis research proposal (in conjunction with their supervisor).

Required Texts

All readings will be accessible on the course website at cuLearn. *Please note that assigned texts and class activities and guest presentations may be adjusted somewhat over the course of the term depending on how our conversations develop.* No minor changes to readings will be made within less than a week of the class session in question.

Course Outline – Winter 2020

Week	Topic and Readings	Assignment
1. Jan 8	Course Introductions No reading for today.	Paragraph about your research and prior research background, posted to cuLearn
2. Jan 15	Introduction to Research Design What is research, and what is a “research design”? How does one transform a general topic into one or more researchable questions? What does a “research proposal” actually look like? Finally, how can we learn to better assist one another in offering feedback in the research development process, and beyond? Readings: • Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. <i>The Craft of Research</i> (Third Edition). Chicago:	* Option #1 to submit critical review essay

	<p>The University of Chicago Press.</p> <ul style="list-style-type: none"> - Part II, “Asking Questions, Finding Answers,” pp. 29-67 (includes Chapter 3, “From Topics to Questions”; and Chapter 4, “From Questions to a Problem”). <ul style="list-style-type: none"> • Watts, Michael. 2001. <i>The Holy Grail: In Pursuit of the Dissertation Proposal</i>. Berkeley: Institute of International Studies, University of California. Available at https://dusk.geo.orst.edu/prosem/PDFs/InPursuitofPhD.pdf. • Cronon, William. N.d. <i>Learning to Do Historical Research: A Primer for Environmental Historians and Others</i>. Available at http://www.williamcronon.net/researching/index.htm. Explore the website and read the following two short entries: <ul style="list-style-type: none"> - Hung, Po-Yi, and Popp, Abigail. N.d. <i>How to Frame a Researchable Question: Putting Boundaries on Your Research</i>. Available at http://www.williamcronon.net/researching/questions.htm. - Dart, Liese, and Brian Hamilton. N.d. <i>Positioning Your Argument in a Wider Literature</i>. Available at http://www.williamcronon.net/researching/positioning.htm. • Belcher, Wendy L. 2009. <i>Giving, Getting, and Using Others’ Feedback</i>. In <i>Writing Your Journal Article in 12 Weeks</i>. Thousand Oaks, California: Sage Publications. Pp. 221-234 <p>In class:</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings. • Roundtable presentation on lessons learned, reflections, tips, and advice, featuring recent Political Economy MA graduates. 	
<p>3. Jan 22</p>	<p>Thinking Methodology</p> <p>What is methodology? What is the relationship of methodology to questions, theory, and evidence? How do scholars go about their research craft?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Becker, Howard. 1996. <i>The Epistemology of Qualitative Research</i>. In <i>Essays on Ethnography and Human Development</i>, Richard Jessor, Anne Colby, and Richard Schweder, Eds. Chicago: University of Chicago Press. Pp. 53–71. • Clement, Wallace. 2007. Chapter 2: <i>Methodological Considerations: Thinking about Researching Works</i>. In <i>Work in Tumultuous Times: Canadian Perspectives</i>, Vivian Shalla and Wallace Clement, Eds. Montreal: McGill-Queen’s 	<p>Quick bullet points that identify a few research models for your project, and why you are drawn to those, posted to cuLearn</p> <p>* Option #2 to submit critical review essay</p>

	<p>University Press. Pp. 30-51.</p> <ul style="list-style-type: none"> • Mills, C. Wright. 2000 [1959]. On Intellectual Craftsmanship (Appendix). In <i>The Sociological Imagination</i>. Oxford: Oxford University Press. Pp. 195-226. <p>In class:</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings. • Roundtable presentation on methodology, featuring faculty appointed in Political Economy. 	
<p>4. Jan 29</p>	<p>Producing Knowledge</p> <p>How do scholars link questions, theory, methods, and evidence as they produce new knowledge through empirical research? How do they frame their projects, and how do they make the critical choices that enable them to delineate focused studies that develop coherent arguments from research findings? This week, we will review scholarship with an eye to how academic knowledge is composed. We will also consider how the finished form research takes tends to smooth over elements of confusion, uncertainty, and even anxiety—at the same time we explore how such experiences of unease can prove quite generative.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hoover, Elizabeth. 2017. Introduction: Environmental Justice, Political Ecology, and the Three Bodies of a Mohawk Community. In <i>The River Is in Us: Fighting Toxics in a Mohawk Community</i>. Minneapolis: University of Minnesota Press. • Auld, Graeme. 2014. The Puzzle. In <i>Constructing Private Governance: The Rise and Evolution of Forest, Coffee, and Fisheries Certification</i>. New Haven: Yale University Press. • Cameron, Emilie. 2015. Summer Stories. In <i>Far Off Metal River: Inuit Lands, Settler Stories, and the Making of the Contemporary Arctic</i>. Vancouver: UBC Press. • Wainwright, Joel. 2008. Introduction: Capitalism qua Development. In <i>Decolonizing Development: Colonial Power and the Maya</i>. Oxford: Wiley-Blackwell. Pp. 1-38. • Cerwonka, Allaine. 2007. Nervous Conditions: The Stakes in Interdisciplinary Research. In <i>Improvising Theory: Process and Temporality in Ethnographic Fieldwork</i>, Allaine Cerwonka and Liisa Malkki, Eds. Chicago: The University of Chicago Press. Pp. 1-40. <p>In class:</p>	<p>Draft research question + ideas for evidence, posted to cuLearn and hard copies brought to class</p> <p>* Option #3 to submit critical review essay</p>

	<ul style="list-style-type: none"> • Presenter-led discussion of readings. • In-class workshop session on draft research question + ideas for evidence assignment. 	
5. Feb 5	<p>Decolonizing Knowledge and Methodologies</p> <p>What is the relationship between power, knowledge, and discourse? How might insights drawn from postcolonial, Indigenous, and other critical-theoretical literatures alter the way we conceptualize the enterprise and the ends of research?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Mohanty, Chandra Talpade. 1988. Under Western Eyes: Feminist Scholarship and Colonial Discourses. <i>Feminist Review</i> 30(1): 61-88. • Smith, Linda Tuhiwai. 1999. Imperialism, History, Writing, Theory. In <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. London: Zed Books. Pp. 19-41. • Robbins, Paul. 2009. Research is Theft: Environmental Inquiry in a Postcolonial World. In <i>Approaches to Human Geography</i>, S. Aitken and G. Valentine, Eds. London: Sage. Pp. 311-324. • Tuck, Eve. 2009. Suspending Damage: A Letter to Communities. <i>Harvard Educational Review</i> 79(3): 409–28. <p>Please also familiarize yourself with:</p> <ul style="list-style-type: none"> • Siltanen, Janet. N.d. Teaching Research Design. Available at: http://www.janetsiltanen.ca/research.design.html <p>In class:</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings. • Discussion of exercise and in-class overview of the Design Spine activity. 	<p>Revision of research question + ideas for evidence / possible method(s) posted to cuLearn</p> <p>* Option #4 to submit critical review essay</p>
6. Feb 12	<p>Rethinking the Politics of Knowledge Production</p> <p>What are the contributions of feminist, post-positivist, and other critical scholars to questions of “truth” in knowledge production? What is the role of critique? How might we rethink our own research through reflection on matters of positionality, reflexivity, objectivity/subjectivity, and situated knowledges?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Haraway, Donna. 1988. Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. <i>Feminist Studies</i> 14(3): 575-599. 	<p>Draft Design Spine(s), posted to cuLearn and hard copies brought to class</p> <p>* Option #5 to submit critical review essay</p>

	<ul style="list-style-type: none"> • Latour, Bruno. 2004. Why Has Critique Run Out of Steam? From Matters of Fact to Matters of Concern. <i>Critical Inquiry</i> 30: 225-248. • Roulston, Katherine, and Stephanie Anne Shelton. 2015. Reconceptualizing Bias in Teaching Qualitative Research Methods. <i>Qualitative Inquiry</i> 21(4): 332-342. <p>In class:</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings. • Peer exchange of draft Design Spine(s). 	
Feb 19	Winter Reading Week – no class	
7. Feb 26	<p>Research and Ethics</p> <p>What are the ethical considerations involved in constructing and representing knowledge? What kinds of ethical challenges emerge in the process of designing, conducting, and writing research? What does it mean to be “ethical”?</p> <p>Readings:</p> <ul style="list-style-type: none"> • Guillemin, Marilys, and Lynn Gillam. 2004. Ethics, Reflexivity, and ‘Ethically Important Moments’ in Qualitative Research. <i>Qualitative Inquiry</i> (10) 2: 261-280. • Jazeel, T., and C. McFarlane. 2010. The Limits of Responsibility: A Postcolonial Politics of Academic Knowledge Production. <i>Transactions of the Institute of British Geographers</i> 35(1): 109-124. • Khan, Shahnaz. 2005. Refiguring the Native Informant: Positionality in the Global Age. <i>Signs: Journal of Women in Culture and Society</i> 30 (4): 2017-2037. • Kleinman, Arthur, and Joan Kleinman. 1996. The Appeal of Experience; The Dismay of Images: Cultural Appropriations of Suffering in Our Times. <i>Daedalus</i> 125(1): 1-13. <p>In class:</p> <ul style="list-style-type: none"> • Presenter-led discussion of readings. • Guest presentation by Carleton Office of Research Ethics. 	<p>* Design Spine, posted to cuLearn before class *</p> <p>* Option #6 to submit critical review essay</p>
8. Mar 4	<p>Methods I</p> <p>Readings:</p> <ul style="list-style-type: none"> • TBA, based on student interests. 	

	<p>In class:</p> <ul style="list-style-type: none"> • Discussion of readings. • Q&A-style discussion of current project dilemmas and challenges 	
9. Mar 11	<p>Methods II</p> <p>Readings:</p> <ul style="list-style-type: none"> • TBA, based on student interests. <p>In class:</p> <ul style="list-style-type: none"> • Discussion of readings. • Peer exchange of draft research proposals. 	Draft research proposals, posted to cuLearn and hard copies brought to class
10. Mar 18	<p>Individual consultations</p> <p>Each student will have a ten-minute meeting with me at a set time during our usual class period in my office, Loeb A325.</p> <p>Supplementary readings:</p> <ul style="list-style-type: none"> • Review Watts (2001). • Monk, Janice, and Richard Bedford. 2010. Writing a Compelling Research Proposal. In <i>Qualitative Research Methods in Human Geography</i>, Iain Hay, Ed. Oxford: Oxford University Press. Pp. 314-332. • Cerwonka, Allaine 2007. The Fulbright Proposal: Statement of Proposed Study of Research in <i>Improvising Theory: Process and Temporality in Ethnographic Fieldwork</i>. Allaine Cerwonka and Liisa Malkki, Eds. Chicago: The University of Chicago Press. Pp. 41-43. 	
11. Mar 25	<p>Research Proposal Presentations I</p> <p>No reading for today.</p>	
13. April 1	<p>Research Proposal Presentations II</p> <p>No reading for today.</p>	
Tuesday, April 7		* Research Proposal due by 5 pm *

Evaluation

Attendance and Participation: 30%

Leading Class Discussion: 7.5%

Critical Review Essay: 15%

Research Design Spine: 10%
Research Proposal: 30%
Research Proposal Presentation: 7.5%
Total: 100%

Course Requirements and Grading – Winter 2020

1. Attendance and Participation (30%): This seminar and what you learn in it depend on your regular attendance, preparedness, and engagement. Together, attendance and participation represent a significant percentage of your total mark; each makes up half of this component of your grade. I will take attendance at each class, and this part of your grade is based on a simple tally. If you need to miss class because of an illness or another unforeseen circumstance, please contact me as soon as you are aware of this situation. Any unexcused absence will result in a penalty from the final grade, and I may request documentation that supports your reason for missing class (e.g., a doctor's note). In terms of participation, you should come to class on time and prepared to make substantive, informed, and insightful contributions about course texts and topics during our discussions each week. This includes raising questions, engaging in discussion, bringing in relevant materials to share with your peers, and completing activities when requested. Your participation grade is based on my qualitative assessment of your active contributions in this regard; it also entails your respectful engagement with your classmates and their perspectives.

Please note that draft materials for peer feedback and workshop sessions are considered course assignments. Although these exercises will not be individually marked, your participation grade will absolutely suffer if they are not submitted by class time. More detail on these regular written exercises will be given in class.

2. Leading Class Discussion (7.5%): Each student is responsible for contributing to leading class discussion for one week of the course. All scheduled discussants for any given session should plan to coordinate their activities. The weekly discussion leaders should do the readings even more carefully than usual and ideally supplement this with some additional background reading on the assigned authors and texts. You are the experts for the week. At a minimum, leading class discussion involves formulating a few overarching questions to stimulate broad conversation. But you are encouraged to be creative with this assignment as well. Feel free to incorporate additional materials or prepare slides or handouts to facilitate discussion and debate. That said, the primary goal here is to stimulate engagement on the part of all students in the course; you are not meant to provide an extended lecture. I am available to meet with you beforehand if you want to review your plans for the session ahead.

3. Critical Review Essay (15%): Students are asked to write a critical review essay of 5-7 double-spaced pages on the weekly readings assigned for one course session (six options for submission between January 15 and February 26 are indicated above). This essay offers students a chance to respond to a given week's readings as a group and craft a critical analysis of how the texts engage the week's theme(s). Your response should include a brief summary of the readings' main arguments and your

own assessment of the relevance and validity of their claims and arguments; and you are of course encouraged to develop an original analysis about what these texts suggest when read together. You may discuss one of the articles in more depth; but it is expected that you will bring it into conversation with the readings as a whole (and any other course readings, discussions, or material you may choose to engage).

You can select the week in which you would like to write the essay, as long as it does not overlap with the week in which you will serve as a discussant. You are expected to submit the critical review essay by the start of class time for the readings assigned for that week. This essay will not be accepted late since it is meant to generate discussion during the class session in question (not respond to it afterwards). We will discuss the expectations and evaluation of this and other assignments at more length in class. **Please post this assignment by class time electronically to cuLearn.**

- 4. Research Design Spine (10%):** The Research Design Spine is a tool developed by Carleton faculty emerita Dr. Janet Siltanen with Riva Soucie to help with the thinking and decision-making that are part of the research design process. The tool uses the metaphor of a human spine to help organize key research choices, highlighting the significance of both flow and linearity (i.e., that there are logical connections between various aspects of your research, and that each aspect contributes to the whole). The Design Spine approach is meant to be flexible and adaptable to various stages in your thinking—like a spine, it moves. It may help you identify your research questions, theoretical approaches, methodological strategies, and any limits you may be facing. That said, you should be mindful that the elements to include (in concrete terms, the Design Spine headings) will vary at different stages and across different projects.

You will develop this assignment on the basis of a few prior course exercises, but the Design Spine represents the major marked assignment leading up to your Research Proposal. More details on this assignment will be provided in class. **Please post this assignment by class time on the due date electronically to cuLearn.**

- 5. Research Proposal (30%):** Students are expected to develop a solid and compelling draft of their research proposal (approximately 10 pages, single-spaced), in conjunction with their tentative supervisor for their MA Thesis or Master's Research Paper (MRP). The proposal should include: (i) a discussion of the selected research topic (including a problem statement, research question(s), and/or issues to be examined, as appropriate); (ii) a brief overview of relevant scholarly literatures and how this project's investigation is situated with respect to their key findings and arguments; (iii) a detailed plan of the proposed methodological approaches and strategies to answer the research question(s); and (iv) a brief reflection on ethical considerations, study limitations, and/or matters of positionality, among other considerations of this sort, relating to your research project. **Please post this assignment electronically to cuLearn by 5 pm on Tuesday, April 7.**
- 6. Research Proposal Presentation (7.5%):** During the final two course meetings, each student will give a brief (ca. 15-minute, exact timing TBA) presentation to the

class on their Research Proposal. Use of Powerpoint or slides is not required, though you may find having images helps you better convey your points and keep your thoughts organized. The goal is to provide your classmates with a succinct overview of your research project and the key points you cover in your major proposal sections.

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (see below)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Please note, however, that at the graduate level, a final grade of less than B- at the end of the term is considered a failure. As a result, the grading scheme will be as follows:

A: Excellent, high quality, and very insightful work; reveals a very solid engagement with the course materials and an outstanding capacity to articulate their significance; excellent communication skills (written/oral); highly sophisticated analytical and critical thinking skills.

B: Some good insights but with some significant shortcomings too; the capacity to understand and meaningfully engage with the course materials is visible, but the quality of the work is uneven and presents some important flaws or omissions. Some ideas could be more fully articulated, explained, illustrated, or developed.

C: At the graduate level, this is considered a fail. This means that the works does not meet the overall expectations for the assignment, including that it fails to meet the basic guidelines for the assignment, or that it reflects poor analytical or communication skills.

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

Deferred Assignments and/or Grades

In the interest of fairness to all students, any assignment turned in late without an extension will be subject to penalties, amounting to five points off (out of 100) for each day late. Please reach out early and communicate with me if you are having, or anticipate

having, problems completing course assignments on time. I am here to help you get the assistance you need to succeed in this course. Extensions may be granted in the event of extenuating circumstances. Any significant extension will require documentation. I would like to help you get into the habit of turning in work on time.

If due to illness or circumstances beyond your control you are unable to submit essential assignments before the end of the term, only official deferrals petitioned through the Office of the Registrar will be honoured.

Additional Course Protocols and Policies

Course Materials: I will post any PowerPoint slides I show to the cuLearn site *after* the course session in which they have been delivered.

Communication and E-mail: I will communicate important information about the course to you via cuLearn. For all electronic correspondence about this course, please make sure that your e-mails to me:

- are sent from your Carleton University account
- include your full name
- include the course number, PECO 5001, in the subject line

In addition, please note that while I will do my best to respond to all e-mail inquiries related to the course, you should not expect an immediate reply, or a reply during the evenings or on weekends. So plan accordingly. If you have more in-depth questions about course materials and/or your performance, come see me during my office hours. You can drop by anytime then, though I recommend that you make an appointment for a specific time so that I can reserve that space for you. If you are not able to make my office hours, we can arrange for an appointment at another time during the week.

Copies of Work: Please retain backup copies of all coursework you submit.

Devices in the Classroom: You are permitted to use a computer, tablet, or other electronic device if and only if you are using it to take notes, connect to readings, or directly engage in some other way with course content and conversations. If you find you cannot resist doing non-course-related activities when your computer is open, then you are asked to please close your device out of politeness to your fellow students and to me. Please plan to put your cell phones away (ringers off) when you come into class.

Academic Regulations and Policies

Please take some time to acquaint yourself with Carleton University policies, regulations, and procedures. Rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know is available on the following website:
<https://calendar.carleton.ca/grad/gradregulations/>.

Consult the 2019-2020 Academic Calendar for key information, such as this year's course **drop/add/withdrawal dates**: <https://calendar.carleton.ca/academicyear/>

Requests for Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me 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 see the [Student Guide](#).

Religious obligation: write to me 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 see the [Student Guide](#).

Academic Accommodations for Students with Disabilities: 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).

You can visit the Department of Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>

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 where 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:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for 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. Write to me 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>

Academic Integrity

University regulations stipulate that any allegation of plagiarism, cheating, or other violation of conduct rules will be thoroughly reviewed. Academic dishonesty in any form will not be tolerated. To learn more about the university's policy on academic integrity (including what constitutes plagiarism, potential penalties, and procedures) see: <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

On Plagiarism: The University Senate defines plagiarism as “presenting, whether intentionally 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 that cannot be resolved directly by the course’s instructor.

What are the Procedures? By university policy, any instance in which plagiarism is suspected must be reported by course instructors, along with all documentation, to the relevant Dean. The Dean writes to the student and to the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

What Are the Penalties for Plagiarism? A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; the award of an F, FND, or ABS in the course.

We will discuss plagiarism in more detail in class and review methods for proper attribution and referencing of others’ work.

Copyright

Carleton University is committed to compliance in all copyright matters. Noncompliance

is a violation of the Canadian Copyright Act. In addition to any actions that might be taken by any copyright owner or its licensing agent, the University will take steps against any breach of this policy.

In Canada, copyright for a work is given automatically to the creator of the work. The work does not need to be marked or declared as copyrighted in order to be copyrighted. The majority of works in Canada are copyrighted.

It is important for students to understand and respect copyright. Copyright determines your usage rights for a particular work, which includes textbooks, web pages, videos, and images, both electronic and hard copy. Students may not photocopy entire or major portions of books or other works, even if it is only for their personal use. Carleton's Fair Dealing Policy makes some allowances for copying small portions of works (see <http://carleton.ca/secretariat/wp-content/uploads/Fair-Dealing-Policy.pdf>). If journal articles or portions of works are available through the library, either as hard copies or electronically, students may make a single copy for their personal use. Students may not distribute copies of works that are under copyright.

For more information, please consult the MacOdrum Library's copyright website: <https://library.carleton.ca/content/copyright-carleton>.