

**PECO 5503**  
**Labour and Environmental Policy**  
**Fall 2021**  
**Carleton University**

**Time: Wednesdays 2.30pm-5.30pm**  
**Online**

**Course Director: Dr. John Peters**  
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**Office Hours: Friday afternoons by appointment**

### **Course Description**

This course addresses the climate crisis – one of many problems facing working people today. It explores some of the key drivers of global warming, and how workers and unions are currently tied to systems that are destroying the earth’s climate. It also considers the proposals for a ‘Green New Deal’ - new policies and investments that aim to achieve environmental sustainability, economic stability, and equality. The course concludes by examining how new political alliances between labour, citizens, and environmental actors (or ‘blue-green alliances’) can be forged to push governments towards developing policies that meet the scale and urgency of the climate crisis in Canada and the world.

### **Course Structure**

Every class will involve a lecture covering relevant key issues in the climate crisis, and how these affect workers, unions, and environmental policy. We will then use active in-class work to further develop concepts and to enhance your understanding of major debates and issues. Every class will involve a combination of lecture, individual and group assignments, seminar discussions, reading exercises, and multimedia material.

### **Learning Objectives**

The course aims to provide students with an understanding of the climate crisis and the role of workers and labour unions in attaining sustainable solutions. By the end of the course students will be able to:

- Identify key causal factors of climate change and other environmental problems and their impact on labour markets and employment;
- Evaluate and assess key alternative environmental solutions for renewable energy, energy efficiency, a clean energy economy, and green jobs;

- Explain the role of labour organizations – as well as the problems they face - in attaining alternative environment solutions and green jobs;
- Examine key political challenges to achieving a Green New Deal and a Just Transition.

## Readings

**All readings are on BrightSpace.** Readings are to inform your understanding of the theories and issues, serve as a basis for in-class activities, and will be a foundation for your final research project.

You are therefore responsible for:

- 1) completing at least 3 readings before class
- 2) preparing to discuss the readings during class time
- 3) preparing to use supplementary readings as the basis to complete in-class assignments

## Assignments

### *Review Summaries*

**Four times** during the course (twice before the study break, twice after), you will complete a review summary/review brief for 2 of the week's readings. I will post the format for these on **Brightspace**.

For these summaries/briefs, you should be able to write up your answers in two to three single-spaced pages. The goal is that students demonstrate a basic knowledge of the problems, processes, and basic causal forces behind political economic change. The review assignments are primarily intended to help you learn how to take notes, summarize major points, and use this for later research and writing. You are to submit your reading summaries/briefs to BrightSpace on the day of the week's lecture topic.

### *Seminar Discussion*

**Four times** during the course, you will help take the lead on the discussion on your chapters/articles – that is the articles/chapters you have chosen to provide a quick review summary for that week. In helping lead the discussion, you are expected to: quickly summarize the reading, provide an overview of its main conclusion, and lay out some of the implications of its argument.

### *Building a Knowledge Centre*

**Each week** you are responsible for adding **two** new resources to the knowledge centre. These can be reports, statistics, or non-governmental agencies covering climate change and Green New Deal recovery policies in Canada or internationally. Each entry must also include a 50-word summary of what the resource provides and why you consider it important. Over time, students must also categorize resources: data, subject matter, policy report, country etc.

### *Short Policy Blogs*

The first and second written assignments will be **blog posts based on a group of readings in one week**. The goal in this assignment is for you to develop an argument that takes a position, effectively demonstrates your knowledge and understanding of some of the key labour and political issues at hand, and uses this information to back up your conclusion in an effective and convincing fashion. I will post the blog questions and the information on how to do a blog post on BrightSpace. **First blog post due October 8. Second blog post due November 12. Approximately 1500-1700 words. Submit on BrightSpace.**

### *Research Assignment*

**You will be responsible for the completion of 1 research assignment (6000-7000 words/20-25 pages)**. In this research assignment, the goal is for you to develop an analysis of the major problem/issues, what solutions are available, and what actors would be willing to advocate and work for their implementation.

Your research paper will draw on course material, and other case study resources – some that I provide in the ‘background’ sections of the course outline, others from our course ‘Knowledge Centre.’ It should have footnotes and a proper bibliography. **The research assignment will be due December 15.** You may of course hand it in early. But for those who procrastinate, keep in mind that late papers will be marked down. **You will submit your paper on BrightSpace. Approximately 20 pages 6/7000 words.**

### *Presentation*

**In the final week of classes, students will do a 10-15 minute presentation on your research.** The goal of the presentation is to provide an overview of your case study, theories and principles at stake, and conclude by suggesting alternatives or alternative political paths forward. For your presentation, you will use Powerpoint, and slides should include a title, key trends, and information on the policy and alternatives.

## **Evaluation**

Participation	10%
Review Summaries/Seminar Discussion	15%
Knowledge-Centre	5%
Policy Blogs - 2	30%
Presentation	5%
Research Paper	35%

## Contact Information and E-mail

If you want to get in touch, please make sure to:

- Send your email from your Carleton university account
- Include your full name
- Include the course number PECO 5503 in the subject line

I'll then do my best to get back to as soon as I can – but not on weekends. Also if you want to chat further, just drop me a line and we'll set up a time on Friday afternoons (or another time if that can't work).

## Lecture and Assignment Schedule

**September 8**            **Introduction**

**September 15**        **Understanding the Climate Crisis**

- Naomi Klein. 2019. "Introduction – We Are the Wildfire" in *The Burning Case for a Green New Deal*.
- Jeremy Brecher. 2016. *Climate Insurgency* chp. 1 "Discovering the Inconvenient Truth"
- Erik Olin Wright and Joel Rogers. *American Society*. Chp. 5 "The Environment"
- Andreas Malm. 2021. *How to Blow Up a Pipeline*. "Preface" chp. 1 "Learning from Past Struggles" pp. 5-30.

### Background

- Bill McKibben, "Global Warming's Terrifying New Math" Rolling Stone July 12, 2012
- Danny Chivers. 2010. *The No-Nonsense Guide to Climate Change*. Chp. 1 "How Do We Know Climate Change is Happening"
- Mark Maslin. 2014. *Climate Change: A Very Short Introduction*. 3<sup>rd</sup> edition. Chps 1-3.
- Elmar Altvater. 2007. "The Social and Natural Environment of Fossil Capitalism" *The Socialist Register* 2007.
- Peter Newell. 2021. *Power Shift. The Global Political Economy of Energy Transitions*. "Introduction"
- Erik Olin Wright. 2019. *How to be an Anti-Capitalist*. Chp. 1 "Why Be an Anti-Capitalist" and chp. 2 "Diagnosis and Critique of Capitalism"
- Fred Magdoff and John Bellamy Foster. 2010. "What Every Environmentalist Needs to Know about Capitalism", *Monthly Review*, Vol. 61. Pp 1-15.
- Kate Aronoff. 2020. "We Didn't Start the Fire" in *Winning the Green New Deal* eds. Varshini Prakash and Guido Girgenti.

## September 22            The Evolution of Environmental Policy Solutions

- Jeremy Brecher. 2016. *Climate Insurgency – A Strategy for Survival*. Prologue. Chp. 2 “Climate Protection from Above”, Chp. 3 “Climate Protection from Below”
- Angela Carter. 2020. *Fossilized. Environmental Policy in Canada’s Petro-Provinces*. Chps Introduction & 4 “From Boom to Bust: Doubling Down on Oil.”
- Seth Klein. 2020. *A Good War. Mobilizing Canada for the Climate Emergency*. Chp. 2 “What We’re Up Against: The New Climate Denialism in Canada.”
- Sean Sweeny. 2015. *Climate Change and the Great Inaction*. New York: Trade Unions for Energy Democracy

### Background

- Rodney White. 2010. *Climate Change in Canada*. chp. 1 “Climate Change: What is Happening in Canada”; chp. 2 “How Did We Get in this Mess”; chp. 3 “Likely Impacts on Canada and Canadians”; chp. 9 “Canada’s Record on Greenhouse Gas Emissions
- Peter Newell. 2021. *Power Shift. The Global Political Economy of Energy Transitions*. Chp. 2 “Theorising Energy Transitions”
- Bill McKibben. 2019. *Has the Human Game Begun to Play Itself Out*. Part I “The Size of the Board”
- Mark Maslin. 2014. *Climate Change: A Very Short Introduction*. 3<sup>rd</sup> edition. Chps 1-3.
- Hadrian Mertins-Kirkwood and Clay Duncalfe. 2021. *Roadmap to a Canadian Just Transition Act*. Canadian Centre for Policy Alternatives
- Pembina Institute. 2021. *How to Get Net-Zero Right*.

## September 29            Effects of Climate Change on Work and Employment

- ILO. 2018. *Greening with Jobs. World Employment and Social Outlook*. Chp. 1 “Environmental Sustainability and Decent Work”
- ILO. 2018. *The Employment Impact of Climate Change Adaptation*. Chp. 1 “Negative Effects of Climate Change and Extreme Weather Events on Employment.”
- Carla Lipsig-Mumme ed. 2013. *Climate at Work*. Chp. 4 “The Impact of Climate Change on Employment and Skills Requirement in the Construction Industry’, chp. 5 “Climate Change and Labour in the Energy Sector’ chp. 6 ‘The Transportation Equipment Industry’

### Background

- Robert Pollin, “Green Economics and Decent Work: A Viable Unified Framework” Review of ILO. 2018. *Greening with Jobs*.
- Peter Newell. 2021. *Power Shift. The Global Political Economy of Energy Transitions*. Chp. 3 “Producing Energy Transitions”
- Robert Pollin et al. 2021. *A Program for Economic Recovery and Clean Energy Transition in California*. Chp. 1 “The Pandemic, Economic Collapse, and Conditions for Recovery”

- Guillermo Montt and Marek Harsdorff. 2018. *The Future of Work in a Changing Natural Environment: Climate Change, degradation, and sustainability*. ILO Future of Work.

## **October 6                      Workers, Unions, and Climate ‘Alienation’**

- Jeremy Brecher. 2017. *Climate Solidarity*. Chp. 1 “Introduction”, Chp. 2 “The World Order of Climate Alienation”, Chp. 3 “Worker Movements”, Chp. 4 “Organized Labor and Climate Protection”
- Tobias Schulze-Cleven and Todd Vachon eds. 2021. *Revaluing Work(ers). Toward a Democratic and Sustainable Future*. Ithaca: Cornell University Press. “Introduction” chps 1-2. 7-8.
- Sean Sweeney and John Treat. 2015. *Trade Unions and Just Transition*. New York: Trade Unions for Energy Democracy.
- Andreas Malm. 2021. *How to Blow Up a Pipeline*. Chp. 1 “Learning from Past Struggles” pp. 31-63

### Background

- Nora Rathzel and David Uzzell. 2011. “Trade Unions and Climate Change: the Jobs versus Environment Dilemma” *Global Environmental Change*. Vol. 21 1215-1223.
- Nora Rahtzel and David Uzzell. 2013. *Trade Unions in the Green Economy*. New York: Routledge.

## **October 8                      First Blog Post**

## **October 13                     Sustainable Development**

- Kate Raworth. 2017. *Doughnut Economics*. “Preface – Who Wants to be an Economist” Chp. 2 “See the Big Picture” and chp. 6 “Create to Regenerate”
- James Speth. 2008. *The Bridge at the Edge of the World*. Chp. 5 “Economic Growth: Moving to a Post-Growth Society”; Chp. 6 “Real Growth: Promoting the Well-Being of People and Nature”.
- Peter Newell. 2021. *Power Shift. The Global Political Economy of Energy Transitions*. Chp. 5 “Governing Energy Transitions”

### Background

- Danny Chivers. 2010. *The No-Nonsense Guide to Climate Change*. Chp. 10 “What Might a Zero-Carbon Future Look Like?” chp. 11 “Ten Top Tips to Save the Climate”. Chp. 5 “How Much Do We Need to Cut?”, chp. 6 “What are the Solutions?”,
- Raphael Kaplinsky. 2021. s. Chp. 7 “Transformative Change in Practice” chp. 8 “What’s to be Done”

- Paul Hawken. 2021. *Regeneration. Ending the Climate Crisis in One Generation*. Chps 1-3.
- Riccard Mastini, Giorgos Kallis, and Jason Hickel. "A green new deal without growth?." *Ecological Economics* 179 (2021). Online.

## **October 20                      The Green New Deal**

- ILO. 2020. *Covid-19 and the World of Work*.
- Data for Progress. 2018. *A Green New Deal*
- ILO. 2018. *Greening With Jobs*. Chp. 4
- Seth Klein. 2020. *A Good War. Mobilizing Canada for the Climate Emergency*. Chp. 6 "Remaking the Economy: Then and Now"

### Background

- Ann Pettifor. 2019. *The Case for a Green New Deal*. Chp. 'Introduction', chp. 4 "The Green New Deal Economy", and chp. 5 "A Steady State Economy"
- Varshini Prakash and Guido Girgenti. 2020. *Winning the Green New Deal*. Chp. 6 Gunn-Wright "Policies and Principles of a Green New Deal"
- Kate Raworth. 2019. *Doughnut Economics*. Chp. 7 "Be Agnostic About Growth"
- Ray Galvin and Noel Healy. 2020. "The Green New Deal in the United States: What it is and how to pay for it," *Energy Research and Social Science*, Vol. 67
- Jon Bloomfield and Fred Steward. "The politics of the green new deal." *The Political Quarterly* 91, no. 4 (2020): 770-779.
- Hadrian Mertins-Kirkwood and Clay Duncalfe. 2021. *Roadmap to a Canadian Just Transition Act*. Canadian Centre for Policy Alternatives
- Pembina Institute. 2021. *How to Get Net-Zero Right*.

## **October 25-29                      Reading Week**

## **November 3                      Renewable Energy and Clean Energy Industrial Policy**

- Derek Chivers. 2016. *The No-Nonsense Guide to Renewable Energy*. Chp. 1 "Solar Power", chp. 2 "Wind Power", chp. 3 "Hydroelectric Power"
- OECD. 2020. *Building Back Better: A Sustainable Resilient Recovery after Covid-19*
- Jeremy Brecher. 2017. *Climate Solidarity*. Chp. 7 "A Worker Climate Action Plan"
- BlueGreen Alliance. 2020. *Manufacturing Agenda*
- J Mijn Cha and Lara Skinner. 2017. *Reversing Inequality, Combatting Climate Change*.
- Matt Huber. 2021. "Lifestyle Environmentalism will never win over workers" *Jacobin* Issue 42 Summer.

## Background

- Varshini Prakash and Guido Girgenti. 2020. *Winning the Green New Deal*. Chp. 7 Stiglitz “The Economic Case for a Green New Deal”
- Peter Newell. 2021. *Power Shift. The Global Political Economy of Energy Transitions*. Chp. 6 “Mobilising Energy Transitions”
- Bela Galgoczi. 2021. “Just Transition on the Ground: challenges and opportunities for social dialogue,” *European Journal of Industrial Relations* online.
- Paul Hawken ed. 2017. *Drawdown: the most comprehensive plan ever proposed to reverse global warming*.
- Robert Pollin et al. 2021. *A Program for Economic Recovery and Clean Energy Transition in California*. Chp. 2 “California’s Clean Energy Transition Project,” and chp. 3 “Clean Energy Investments and Job Creation”
- Seth Klein and Marc Lee. 2020. *Winding Down BC’s Fossil Fuel Industries*. Canadian Centre for Policy Alternatives. BC
- Seth Klein. 2020.. *A Good War. Mobilizing Canada for the Climate Emergency*. Chp. 6 “Remaking the Economy: Then and Now”

## November 10            Just Transition

- Jim Stanford. 2021. *Steady Path. How a Transition to a Fossil-free Canada is within reach of workers and their communities*. Environmental Defence
- ILO. 2018. *Just Transition for environmentally sustainable economies and societies for all*.
- Hadrian Mertins-Kirkwood and Clay Duncalfe. 2021. *Roadmap to a Canadian Just Transition Act*. Canadian Centre for Policy Alternatives
- Just Transition Commission - Scotland. 2020. *Interim Report*.

## Background

- Seth Klein. 2020. *A Good War. Mobilizing Canada for the Climate Emergency*. Chp. 3 “Ready to Rally” and chp. 4 “Making Common Cause: Inequality Then and Now”
- Sindu Nathan, Kavitha Chintam, Brooks Clingham, and Alexandra Johnson. 2021. “Best Practices for an Equitable Clean Energy Transition: A Toolkit” *Journal of Science Policy and Governance*, Vol .18, Issue 2.
- Robert Pollin et al. 2021. *A Program for Economic Recovery and Clean Energy Transition in California* chp. 6 “Contraction of California’s Fossil Fuel Industries and Just Transition for Fossil Fuel Workers,” and chp. 7 “County level Job Creation, Job Displacement, and Just Transition”

## November 12            Second Blog Post Due

## November 17            Environmental Action and Labour Movements



- ILO. 2018. *Greening with Jobs. World Employment and Social Outlook*. Chp. 2 “Employment and the Role of Workers and Employers in a Green Economy”
- John Calvert. In Press. “Labour and Climate Change in Canada” in *Canadian Labour Policy and Politics: Inequality and Its Alternatives* (UBC Press).
- Seth Klein. 2020. *A Good War. Mobilizing Canada for the Climate Emergency*. Chp. 7 “Mobilizing Labour: Just Transition, Then and Now”
- Jeremy Brecher. 2017. *Climate Solidarity*. Chp. 5. “The Emergence of Climate Solidarity”

### Background

- Varshini Prakash and Guido Girgenti. 2020. *Winning the Green New Deal*. Chp. 16 Master “Reviving Labour in New Deals Old and Green’
- Allen Hyde and Todd Vachon. 2019. “Running with or against the treadmill? Labour Unions, institutional context, and greenhouse gas emissions in a comparative perspective,” *Environmental Sociology*, Vol 5 issue 3.
- Todd Vachon. 2021. “Labor Unions, Jobs, and Climate Change in the US,” in *The World Scientific Encyclopedia of Climate Change*.
- Jane Parker, Sam Haggard. 2021. “Social Movement Unionism through Radical Democracy: The Case of New Zealand Council of Trade Unions and climate change,” *Industrial Relations Journal* Vol. 52 Issue 3: 270-285.
- Adrien Thomas and Nadja Doerflinger. 2020. “Trade Union Strategies on climate change mitigation: Between opposition, hedging and support,” *European Journal of Industrial Relations* Vol. 26 issue 4: 383-399.

### November 24 Political Action and Green Politics

- Jeremy Brecher. 2017. *Climate Solidarity*. Chp. 6 “A Climate Protecting Worker’s Movement”
- Varshani Prakash. 2021. “People Power and Political Power” chp. 11 in *Winning the Green New Deal*
- Seth Klein. 2020. *A Good War. Mobilizing Canada for the Climate Emergency*. Chp. 3 “Ready to Rally: Mobilizing Public Opinion,” chp. 10 “Civil Society Leadership’, and chp. 12 “Transforming Our Politics”
- Andreas Malm. 2021. *How to Blow Up a Pipeline*. Chp. 2 “Breaking the Spell” pp. 65-97.

### Background

- Derek Chivers. 2016. *The No-Nonsense Guide to Renewable Energy*. Chp. 11 “Whose Renewable Future?”, chp. 12 “Making it Happen”
- Peter Newell. 2021. *Power Shift. The Global Political Economy of Energy Transitions*. Chp. 7 ‘Conclusions”
- Derek Wall. 2010. *The No-Nonsense Guide to Green Politics*. “Introduction”, chp. 1 “Global Green Politics”, Chp. 4 “Need not greed”, and chp. 5 ‘Politics for Life’

- Stefania Barca. "Greening the job: trade unions, climate change and the political ecology of labour." In *The international handbook of political ecology*. Edward Elgar Publishing, 2015.
- Paul Hampton. "Trade unions and climate politics: prisoners of neoliberalism or swords of climate justice?." *Globalizations* 15, no. 4 (2018): 470-486.

**December 1                      Possible Futures – Sustainability or Climate Crisis**

- Naomi Klein. 2014. *This Changes Everything: Capitalism vs the Climate*. Conclusion: The Leap Years: Just Enough Time for Impossible
- John Peters. In Press. "Confronting the 'Monster:' the Covid-19 Pandemic and How to Build Back Better," in *Canadian Labour Policy and Politics: Inequality and Its Alternatives*. (Vancouver: UBC Press).
- Seth Klein. 2020. *A Good War. Mobilizing Canada for the Climate Emergency* Chp. 12 "Transforming Our Politics"
- Andreas Malm. 2021. *How to Blow Up a Pipeline*. Chp. 2 "Breaking the Spell" pp. 97-132.

**Background**

- Robert Pollin et al. 2021. *A Program for Economic Recovery and Clean Energy Transition in California* chp. 8 "Achieving a Zero Emissions Economy by 2045."
- Andreas Malm. 2021. *How to Blow Up a Pipeline*. Chp. 3 "Fighting Despair"
- Lara Skinner, J. Mijin Cha, Hunter Moskowitz, and Matt Phillips. 2021. *Combatting Climate Change, Reversing Inequality: A Climate Jobs Program for Texas*.

**December 8                      Final Presentations**

**December 15                    Final Paper Due**

## Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## 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/self-declaration.pdf>

## Academic Accommodation

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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**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 [click here](#).

**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](mailto: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).

### **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 will 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>

### **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 the instructor may be subject to revision. No grades are final until they have been approved by the Dean.”

Students are reminded to keep backup copies of all submitted coursework.

## **Plagiarism**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Academic Integrity

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of “F” for the course or even suspension or expulsion from the University.

### **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/>.

## **Zoom Etiquette and Use of Laptops and Other Electronic Devices During the Seminar**

Zoom sessions are difficult at the best of times. The more that you listen, pay attention, and engage, the better – and quicker – the seminar will be.

## **Diversity and Democracy**

Carleton University’s Institute of Political Economy has long embraced a notion of intellectual community committed to the values of democracy and equality, freedom and social justice, as well fairness and sustainability. It also has long recognized that the realization of these values has often been crippled and deflected by power, property, and privilege.

The perspective that animates this course seeks to realize the great promise of democracy by recognizing the importance of diversity along several dimensions, including class and race, ethnicity and national origins, as well as gender, sexuality, and religion. An inclusive learning environment where diverse perspectives are recognized and respected is a one small source of

strength for citizens and for creating a better future.

### **Land Acknowledgement**

Carleton University acknowledges it is on unceded territories of the Omàmiwininiwag (Algonquin Anishinaabeg). Carleton acknowledges it has a responsibility to the Algonquin people.