Course time: Wednesdays 11:35am – 2:25pm
5 September – 5 December

Course location: 3328 Mackenzie Building

- Knowledge of the content of this syllabus is your responsibility, although this syllabus is subject to minor modification throughout the term at my discretion.
- It is your responsibility to check cuLearn regularly and to be aware of announcements posted to cuLearn.
- Audio- and/or video- recording of lecture is not permitted without special permission.
- Headphones/earphones should be removed for the duration of class.
- When class is in progress, all electronic devices (such as smartphones, laptops, tablets) should be used exclusively for course-related purposes. You will be asked to stow your electronic device out of sight if you are using it for activities that are not related to the course.

Pre-Requisites by Section:

For SOCI 3027: Third year standing plus [SOCI 1001 and 1002] or [SOCI 1003] or [ANTH 1001 and 1002] or [ANTH 1003]

For ANTH 3027: 0.5 credit 2000-level ANTH, or [SOCI 1001 and SOCI 1002], or SOCI 1003, or HUMR 1001

For PSCI 3802: Third-year standing plus one of: GPOL 1500, SOCI 1010, ANTH 1003, ANTH 1010, ISSC 1001, PSCI 2601, PSCI 2602, LAWS 2105, PHIL 2103 or [ANTH 1001 and ANTH 1002], or [SOCI 1001 and SOCI 1002]

Precluded Courses: None.
Course Description and Objectives

In the post-Cold War era, war has been characterised by human rights and humanitarian violations on a massive scale. This course examines how armed conflict has been shaped by global forces, focusing specifically on how illicit and licit global economies fuel or flourish in situations of organised political violence. Thus, despite the globalisation of the human right regime, globalisation also represents a central context for human rights catastrophes. Moreover, the course will examine how globalisation shapes the emergence of new political identities that may give rise to conflict. Yet, the globalisation of human rights discourse has also prompted the rise of a formidable apparatus of strategies to address the atrocities associated with political violence. In particular, this course examines the reinvigoration of cosmopolitanism, various modes of transitional justice and statebuilding interventionism, while engaging the debate on universalism versus cultural relativism.

Course Readings

Required readings: All of your required readings can be located through Ares library reserves.

Recommended readings: The only recommended reading for this course is in Week 1. Thereafter, you may see me to discuss further readings on topics that interest you.

Reference material: All assignments must be submitted using APA referencing style. Students should access this useful guide: http://library.concordia.ca/help/howto/apa.php.

Course Requirements and Methods of Evaluation

Evaluation System

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>Below 50</td>
</tr>
<tr>
<td>WDN</td>
<td>Withdrawn from the course</td>
</tr>
<tr>
<td>DEF</td>
<td>Deferred</td>
</tr>
</tbody>
</table>

Course Grading Scheme

<table>
<thead>
<tr>
<th>Item for Evaluation</th>
<th>Value</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Continuous throughout the term</td>
</tr>
<tr>
<td>Presentation of Readings</td>
<td>20%</td>
<td>Various (weeks 3-12)</td>
</tr>
<tr>
<td>Midterm Analytic Essay Assignment</td>
<td>25%</td>
<td>17 October, 11:30am</td>
</tr>
<tr>
<td>Final Analytic Essay Assignment</td>
<td>35%</td>
<td>7 December, 11:30am</td>
</tr>
</tbody>
</table>
Option to Reduce Value of Midterm and/or Final Analytic Essay Assignments

Some students prefer not to have the midterm and final assignments weighted so heavily. Therefore, you have the option to do a second presentation of readings to reduce the value of the midterm and/or final assignments. The options are to do 1 additional presentation of readings (on top of your required presentation) valued at 15%, and either:

- Reduce the value of your midterm assignment by 5% and the value of your final assignment by 10%. To take this option, you must receive my permission in writing before you receive your midterm assignment instructions.
- Reduce the value of only your final assignment by 15%. To take this option, you must receive my permission in writing by no later than 31 October (week 8).

For either option, I will select and assign your presentation date; and, all instructions, expectations and policies pertaining to the presentation assignment will apply. If you receive permission to-, but do not complete the additional presentation assignment, the regular evaluation scheme for the course will hold, per above. You may not take this option more than once.

Assignments

Participation

What? Participation, in this course, is comprised of:

- (1) Constructive, relevant, informed spoken contributions to discussions in small and large group settings. Active engagement with your peers’ presentations of readings is especially valuable in this course;
- (2) Active and attentive listening. In-class use of electronic devices for activities unrelated to the course signals a lack of active and attentive listening and will negatively impact your participation mark. The onus is on you to demonstrate your use of electronic devices is related to the course.

Participation may involve various activities or conventional discussions. Please focus on the quality of your contribution, not simply the quantity.

Purpose: Participation is core to learning for advanced students, both for one’s own learning and for teaching one’s peers. Participation is also an opportunity to practice oral communication skills.

Evaluation: Improvements or progress made over the course of the term will be taken into account. There are no marks allocated for attendance; however, successful participation requires regular attendance. If you do not attend regularly, or if you regularly arrive late or leave early, you cannot effectively participate. Being prepared to discuss readings will be central to meaningful participation since small group activities will normally involve discussion or application of the readings.
Note:
- If you are concerned about your participation mark, approach me early in the term to discuss ways in which we can make the class a more comfortable space for you to be actively involved.
- Under rare circumstances (such as documented severe, sustained illness) that chronically prevent course attendance, an alternative assignment may be negotiated to replace the participation requirement. Alternative assignment arrangements will not be made for chronic absence resulting from scheduling conflicts (including for employment or course conflicts).

Policy:
- Submission: In-class participation.
- Return: N/A.
- Late Policy: N/A.
- Extensions: N/A.
- Submission Format: Verbal contributions and active listening in class.
- Appeals: Participation is not subject to appeal or petition.

Presentation of Readings

What? Each week, for weeks 3-12 inclusive, students will lead discussion of the assigned readings in small groups. The student presenters will provide a critical analysis of the readings and lead discussion based on prepared questions. This is an individual (not a team) assignment.

Purpose: Presenting the readings in small groups enables students to learn from and teach peers. It also provides each student with an opportunity to practice public speaking and facilitation/leadership skills in a small group setting, while developing a detailed knowledge of a selection of course texts. Preparing the presentation is an opportunity for students to practice close reading of qualitative research and theoretical texts.

Instructions: On weeks 1 and 2, each student is required to sign up for one presentation date. Students who do not sign up by the end of break on week 2 will be signed up to any unfilled spots at my discretion and will be required to present on the date I have assigned. In each of weeks 3-12, approximately six students will individually present the assigned readings and lead discussions in small groups of approximately 10 peers. Each presentation should be based on the readings assigned for the class in which the presentation is taking place (i.e., in week 3, student presenters will lead discussions on the readings for week 3).

Each presentation involves three parts:

1. **Part I:** Identify the main arguments of the texts. Explain the main arguments, including any theoretical concepts employed. Describe how the authors empirically evidence each argument. Do not provide point-by-point summaries. This component should take approximately 5 minutes of your oral presentation.

2. **Part II:** Provide a critical analysis of the arguments, including an evaluation of the logic of the argumentation, theoretical concepts and empirical evidence. In this section of the presentation, explain strengths and weaknesses, and how convincing you find the argument...
and the conclusions drawn by the authors. Focus on the content of the texts rather than stylistic issues (e.g., avoid criticisms like “the writing was hard to follow”). This component should take approximately 5-10 minutes of your oral presentation.

(3) Part III: Facilitate small group discussion with no less than 5 discussion questions prepared in advance, based on the readings. Avoid questions that elicit “yes/no” responses, or that ask for purely factual responses. Instead, aim to guide and stimulate informed debate. By facilitating small group discussion, you should aim to produce opportunities for your peers to participate. Participation in the discussion component of the presentation of readings is very valuable for students’ participation grades.

Parts I and II (i.e., explanation of arguments and critical analysis) should be presented in approximately 10-15 minutes. Part III (i.e., facilitating small group discussion) will be allocated 15-20 minutes. In total, student presentations should take approximately 30 minutes.

Most weeks have two assigned readings. Presenters may choose to treat each reading individually, or may choose to combine treatment of the texts (e.g., placing the texts in dialogue, focusing on key connections etc.). However, Parts I, II and III must be completed for each assigned reading for the day. (Tip: I strongly recommend separating the critical analysis from the explanation of arguments to facilitate marking.)

Evaluation: The presentation of readings will be evaluated on the basis of three criteria: (1) the quality of the explanation of arguments: accuracy in identifying arguments, sophistication in explaining the logic of the argumentation, concepts and empirical evidence; (2) the quality of the critical evaluation: maturity of engagement with the issues in the text, logical support for criticisms etc.; and, (3) the quality of the prepared questions, i.e., were the questions designed to stimulate engagement with the texts and address significant aspects of the texts?

For your presentation to be marked, you are required to deliver your presentation orally in class on the scheduled date. However, the evaluation of your presentation will be based on your prepared written script (Parts I and II) and questions (Part III). You will not be evaluated on the basis of your spoken performance, although I will circulate to each group during presentations to join in on your discussions.

Policy:
- Submission: Your presentation will be delivered orally in class on the appropriate date. In addition, the written version of your presentation comprised of the script (Parts I and II) and prepared questions (Part III) should be submitted via cuLearn by no later than 11:30am on the morning of your presentation. (For example, if you are presenting in week 3 on Wednesday 19 September, your written presentation is due that same morning by 11:30am).
- Return: Your marks will be returned to you via cuLearn as quickly as possible, but by no later than 3 weeks after your cuLearn submission.
- Late Policy: You are not permitted to deliver your oral presentation late. If you are unable to attend the class in which you are scheduled to present due to a documented medical or personal emergency, you may sign up for another presentation date. If you miss your presentation and do not sign up for a new presentation date, you will receive a mark of zero on this assignment. If you present as scheduled, but submit your script and questions late (i.e. after 11:30am the morning of your presentation), your late submission will be penalised at 5% per day, including each weekend day. For the purposes of assigning late penalties, 1
day is measured from 11:30am on a given day to 11:29am the next day. Any late presentation scripts and questions should be submitted via cuLearn.

- **Extensions:** There are no extensions for the oral or written components of this assignment. If, due to a documented medical or personal emergency, you are unable to present on your scheduled presentation date, you may sign up for another presentation date.

- **Submission Format:** Your presentation must be delivered orally in class. The written component of your presentation must be type-written. The style of font, spacing and margins are your choice, but your submission must be easily legible to the marker. There is no minimum or maximum page length as the level of detail is at the discretion of each presenter; however, an anticipated average total length for all texts collectively in a given week would be: 2-3 pages for Part I, 2-4 pages for Part II, and your questions are unlikely to take more than one page. Your script may be in point form or in full sentences. If you choose to submit point form notes, ensure that they are both adequately detailed and intelligible for the marker to evaluate your understanding of the text and interpret your critical engagement. Students are required to use APA referencing style. (See the guide listed on page 2 of this syllabus).

- **Appeals:** Grade appeals and petitions on your presentation are welcome, but will only be considered if accompanied by a reasoned argument in writing, demonstrating thoughtful reflection on the merits overlooked in your work. An appeal form will be provided when a student wishes to petition a mark. A student wishing to appeal a mark must notify me of this intention no later than one week after the mark for the assignment is returned. The written appeal must be submitted to me no later than one week after the student notifies me of intent to appeal (i.e., no later than two weeks after the assignment mark is returned). Any requests for re-evaluation may result in an increased mark, the status quo or a lowered mark.

### Midterm Analytic Essay Assignment

**What?** The midterm analytic essay assignment analyses and synthesises course material (lectures, readings and in-class media) covered beginning on 5 September up to and including 10 October (weeks 1-6 inclusive).

**Purpose:** The midterm analytic essay assignment is an opportunity for students to review course themes and issues. This assignment evaluates comprehension of course material (lectures, readings and in-class media), the ability to apply course concepts, as well as critical, sociological engagement with course themes.

**Instructions:** The midterm analytic essay assignment will be made available in class on 3 October (week 5). On that day in class, instructions will be provided on the assignment and I will answer questions relating to the assignment.

**Evaluation:** Criteria for evaluation will be provided with the assignment instructions.

**Policy:**

- **Submission:** The midterm analytic essay assignment should be submitted via cuLearn by no later than 11:30am on Wednesday 17 October (week 7).

- **Return:** Your marks will be returned to you via cuLearn as quickly as possible, but by no later than three weeks after the assignment deadline for on-time submissions. Marks will be returned for late submissions no later than 3 weeks after the submission date.
Late Policy: The late penalty for this assignment is 5% per day, including each weekend day without appropriate documentation of medical or personal emergency. For the purposes of assigning late penalties, 1 day is measured from 11:30am on a given day to 11:29am the next day. Any late assignments should be submitted via cuLearn. If relevant, scan and upload your documentation for a medical or personal emergency along with your assignment submission.

Extensions: Deadline extensions are granted only in cases of documented medical or personal emergency. You should notify me as soon as possible when requesting an extension. Do so prior to the deadline whenever possible.

Submission Format: Your midterm analytic essay assignment must be type-written. The style of font, spacing and margins are your choice, but your submission must be easily legible to the marker. Students are required to use APA referencing style. (Download the guide listed on page 2 of this syllabus).

Appeals: Grade appeals and petitions on this assignment are welcome, but will only be considered if accompanied by a reasoned argument in writing, demonstrating thoughtful reflection on the merits overlooked in your work. An appeal form will be provided when a student wishes to petition a mark. A student wishing to appeal a mark must notify me of this intention no later than one week after the mark for the assignment is returned. The written appeal must be submitted to me no later than one week after the student notifies me of intent to appeal (i.e., no later than two weeks after the assignment mark is returned). Any requests for re-evaluation may result in an increased mark, the status quo or a lowered mark.

Final Analytic Essay Assignment

What? The final analytic essay assignment analyses and synthesises course material (lectures, readings and in-class media) covered beginning on 5 September up to and including 28 November (weeks 1-12 inclusive).

Purpose: The final analytic essay assignment is an opportunity for students to review course themes and issues. It evaluates comprehension of course material (lectures, readings and in-class media), the ability to apply course concepts, as well as critical, sociological engagement with course themes.

Instructions: The final analytic essay assignment will be distributed in class 21 November (week 11). On that day in class, instructions will be provided on the final assignment and I will answer questions relating to the assignment.

Evaluation: Criteria for evaluation will be provided with the assignment instructions.

Policy:
- Submission: The final analytic essay assignment should be submitted via cuLearn by no later than 11:30am on Friday 7 December.
- Return: Your marks will be posted to cuLearn as quickly as possible. No comments will be provided. Students wishing for feedback may schedule a time to speak with me.
- Late Policy: The late penalty for this assignment is 5% per day, including each weekend day without appropriate documentation of medical or personal emergency. For the purposes of assigning late penalties, 1 day is measured from 11:30am on a given day to 11:29am the next day. Any late assignments should be submitted via cuLearn. If relevant,
scan and upload your documentation for a medical or personal emergency along with your assignment submission.

- **Extensions:** Deadline extensions will not be granted. If you require an extension, please speak with the registrar’s office to obtain an official deferral.

- **Submission Format:** Your assignment must be type-written. The style of font, spacing and margins are your choice, but your submission must be easily legible to the marker. Students are required to use APA referencing style. (Download the guide listed on page 2 of this syllabus).

- **Appeals:** Grade appeals and petitions on your final assignment are welcome, but will only be considered if accompanied by a reasoned argument in writing, demonstrating thoughtful reflection on the merits overlooked in your work. An appeal form will be provided when a student wishes to petition a mark. A student wishing to appeal a mark must notify me of this intention no later than one week after the mark for the assignment is returned. The written appeal must be submitted to me no later than one week after the student notifies me of intent to appeal (i.e., no later than two weeks after the assignment mark is returned). Any requests for re-evaluation may result in an increased mark, the status quo or a lowered mark. This appeals policy is superseded the University’s formal appeals process. It is your responsibility to be informed of the official process.

https://carleton.ca/registrar/special-requests/appeal-of-grade/

**Self-Evaluation**

*What?* The self-evaluation is a short form, which each student completes at the end of term to generate a score reflecting each student’s assessment of their own performance.

*Purpose:* The self-evaluation is designed for you to assess your own progress as an advanced student invested in your own learning.

*Instructions:* The evaluation will take place on the last lecture day of this course (28 November) in class and will consist of a series of questions on a form on how you view your own performance in the course, particularly relating to improvements over the term and effort you put into the course. I will step out of the room while you fill out your self-evaluations.

*Evaluation:* You will use your own criteria for evaluation.

*Note:* I will not lower a self-evaluation score, but in some cases may raise a score if I feel you have evaluated yourself too harshly. Self-evaluation forms will remain in a sealed envelope until all other marks have been generated for this course. You may choose to opt out of the self-evaluation; if you opt out, the missing 5% will be added to the value of your final assignment.

*Policy:*

- **Submission:** You will submit your completed self-evaluation form to an envelope in class on the last lecture day of the course.
- **Return:** N/A.
- **Late Policy:** You may not submit your self-evaluation form late. If you miss the self-evaluation in class, irrespective of the reason, the 5% will automatically be moved to the value of your final assignment.
- **Extensions:** There are no extensions for your self-evaluation. If you miss the self-evaluation in class, irrespective of the reason, the 5% will automatically be moved to the value of your final assignment.
Submission Format: A form will be provided.

Appeals: N/A.

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:
http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

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

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 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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall 2018 (December) exam period is November 9, 2018. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.

For Religious Obligations: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For 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 is 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: www.carleton.ca/sexual-violence-support

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. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf
Plagiarism
Plagiarism is the passing off of someone else’s work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsman 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.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- 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).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario’s Freedom of Information and Protection of Privacy Act (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would
send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting https://students.carleton.ca/