

## **PECO 5002: Political Economy of Work and Labour**

Institute of Political Economy, Carleton University

**Fall 2024 Wednesdays 6:05 pm-8:55 pm**

Sept 4 – Friday Dec. 4, 2024,

In Person or by Zoom for out-of-town students

**See Brightspace for Class Location**

<i>This seminar class will be based on student engagement in group discussions. Each class is 2 hours and 50 minutes with a break in the middle.</i>	Instructor: Jane Stinson
	Email: <a href="mailto:JaneStinson@cunet.carleton.ca">JaneStinson@cunet.carleton.ca</a>
	Office Hours: Wednesday 4-6 p.m. and by appointment. Location posted in Brightspace
Brightspace link for the Political Economy of Work and Labour (PECO 5002, SOCI 5805G): <a href="https://brightspace.carleton.ca/d2l/home/292718">https://brightspace.carleton.ca/d2l/home/292718</a>	

### **Carleton Calendar course description: PECO 5002 [0.5 credit]**

#### **Political Economy of Work and Labour**

Interdisciplinary survey of core concepts, contexts, and debates in the study of work and labour; critical and historical approach addressing inequalities of class, race, and disabilities; relational perspective on labour including technological change, care, political action, and the environment.

#### **Detailed Course Overview**

Students will learn about key developments in the history of Canadian work and labour, current concerns and emerging challenges through a political economy lens that recognizes paid and unpaid work. Class identity, solidarity, and equity at work and in the labour movement, will be explored through readings and discussions about trade unions' efforts to organize workers, mobilize and build broad-based movements. Intersectional analytical skills will be developed to note and address inequalities of class, gender, race, abilities and sexual orientation in work and labour. Attention will be paid to the role of unions in challenging the growth of inequality and precarious employment and to the future of work post-pandemic. This course will also introduce frameworks for experiential learning and methods for reflective practice. Questions for seminar discussions include: Why is political economy important for analyzing work and labour? How is capitalism changing and how is this affecting workers? How can the union movement challenge the 'Uberization' of jobs and build solidarity with and between precarious workers? What are inclusive strategies for mobilizing and making workplace and social change

#### **Learning outcomes**

By the end of this course, students will be able to identify and critically evaluate key elements of mobilizing strategies, methods for building solidarity and alternatives to the current organization of capitalist labour markets.

Students will:

- Demonstrate the ability to analyze the social, political and economic conditions within which capital and labour interact in Canada,
- Practice intersectional analytical skills to note and address inequalities of class, gender, Indigeneity, race, abilities and sexual orientation in work and labour,
- Critically evaluate organizing, bargaining and political action strategies focussing on core concepts of mobilization and solidarity,
- Explain the role of unions in challenging the growth of inequality and precarious employment and shaping the future of work.

### **Course Format**

This course will be held in person and on Zoom for those participating from out-of-town and for those who suspect or know that they have COVID. Please advise me a minimum of 3 hours in advance of the class (by 3:00pm) if you are ill and wish to participate via Zoom.

### **Assigned material and submitting assignments**

All assigned materials are available on electronic reserve and are accessible via ARES in Brightspace. Additional supplementary readings for each week may also be listed in Brightspace. Students are required to submit their assignments through Brightspace and by email. Students should have access to an online system (computer, laptop or tablet) that supports the use of Brightspace. If there are any technical problems with access, please contact the support resources available from the university at the ITS Help Centre. (see: <https://carleton.ca/its/contact/>)

### **Seminar Requirements:**

Students are expected to read, view or listen to the required material in advance of the class, attend class regularly, participate in seminar discussions, and submit assignments on time. It's essential to keep up with the required readings and other media. ***Taking notes on assigned materials and having them on hand for class is important to support your participation in class discussion.***

Participatory methods will be used to foster active student engagement and discussion in this seminar related to the class topic and required materials. Participants are expected to listen, pay attention to each other and respect other views, participate regularly without talking over others, and avoid turning to other work or tasks in the middle of the session. Questions about the course material that don't come up in seminar may be handled in office hours or over email.

**Class participation (10%)** Students are expected to review the required materials before the class to actively participate in class discussions. The quality of participation will be graded, including demonstrated comprehension of the assigned material and the ability to identify the main argument, key themes and significant elements, the ability to be actively engaged without dominating the discussion as well as the ability to listen to and respond to other students. Participation will be assessed over the entire semester. Students must attend at least 10 of the 13 classes to pass the course, unless permission an exception by the instructor.

**Three Reflection papers (30%):** Students must write 2 to 3 short (3-4 page, double-spaced) written papers reflecting on the required material assigned for a class. These **papers must be submitted to the instructor and posted on Brightspace for other students by 6pm one day before class (Tuesday at 6pm before the Wednesday class)**. Students must indicate whether they will be submitting 2 or 3 Critical Reflection Papers and on which dates by September 18 (Class #3). This can be indicated in Brightspace or in class.

Due dates: Students must submit their first reflection paper by Tuesday, Sept. 10 on the assigned materials for Class #2. The last critical reflection paper is due no later than Oct. 15. If three papers are submitted each is worth 10%; two papers are 15% each.

Purpose: Critical reflection papers provide students an opportunity to explain what they consider to be key points from the material for the week and its relevance to analyzing work and labour. ***Critical reflection involves questioning assumptions, focusing on power relations and relating the readings to events and/or personal experience.*** Students will be expected to contribute ideas from their critical reflection paper to the class discussion of the reading material.

**Major Project (10% + 15% + 35% = 60%):** Students will conduct a major research project based on an approved topic and proposal. By Monday, October 28 students must submit a 500 - 750-word written project proposal explaining the topic for their research paper, providing a draft outline of their paper and a preliminary bibliography. Students will make a 10-minute presentation to summarize their research project and then lead a 5-minute discussion with the class about it. The schedule for presentations must be approved by the Instructor by Mon. Nov. 4. Presentations will be graded on the ability to synthesize the research, present the main points clearly and succinctly, using images effectively, as well as the ability to stimulate a discussion about their topic. Research papers (15 pages plus bibliography) will be graded on the clarity of the argument, the complexity of the topic, demonstrated understanding of the issues, connections to course material, original thinking as well as clear writing.

#### **Evaluation at a glance:**

<b>Item</b>	<b>Due Date</b>	<b>% of Grade</b>
Class participation	Ongoing	10%
Critical Reflection papers. Student choice: 3 papers for 10% each or 2 papers for 15% each	1 <sup>st</sup> due Tuesday Sept. 10 2 <sup>nd</sup> & optional 3 <sup>rd</sup> due Sept. 17, 24 or Oct. 1, 8 or 15.	30%
Research proposal: Short, written research proposal (500-750 words) with a preliminary bibliography.	Topic to be approved by Oct. 16 Written proposal due Mon. Oct. 28 Proposal may require revision to be approved for development.	10%
Presentation & Discussion: 10-minute class presentation explaining your research project	Presentations of research project Nov. 13 (Class #10) - Dec. 4 (Class #13) based on a schedule	15%

and facilitate a 5-minute discussion.	established in advance by the instructor.	
Major research assignment (15 pages)	Fri. Dec. 6	35%

**Possible research topics:**

- Mobilizing and solidarity strategies for collective bargaining
- Analyzing a key event in labour history
- How to address employment precarity
- Global solidarity: strengths and challenges
- Labour's role in a green economy
- The future of work and unions
- Other topic with prior approval

**Paper Standards:** All written assignments are to be emailed to the Instructor as a Word document. All papers should be typed, proofread and written in a standard 12pt font using a consistent citation style using the Carleton University style guide <https://carleton.ca/socanth/information-for-students/undergraduate-students/style-guide/> or the Chicago Manual of Style.

Plagiarism is not acceptable—please ensure you have reviewed Carleton's policy on academic honesty (summarized near the end, below the class schedule). Reuse of the same piece of work previously submitted for credit in another course is not acceptable. Use of generative AI tools (e.g., Chat GPT) is not acceptable for writing papers. Students are expected write their critical reflection and research paper without those aids.

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

**Late Work:** A seminar format depends on students completing all assignments on time. Consultation with the instructor in advance of the deadline is a firm requirement for any personal problem that prevents assignments from being completed and submitted on time. Late work may result in a reduced mark.

**Grading:** Assignments will receive letter grades according to the following scheme:

A	Outstanding, highly insightful work; demonstrates an excellent comprehension of the course material and ability to clearly explain its significance verbally and in writing; highly developed analytical and critical thinking skills.
B	Some good insights but with significant shortcomings too; demonstrates an understanding and engage with the course materials, but the work is uneven, with significant flaws and or oversights; ideas need to be more fully developed, explained or illustrated.
C	<b>At the graduate level, this is considered a failing grade.</b> Level of engagement with the material and overall quality of work falls below expectations. It is given when a piece of work reflects poor analytical skills, an inability to develop and clearly articulate a basic argument, and poor research and writing skills.

Each assignment will be graded according to the letter grading system above. A rubric outlining expectation for critical reflection papers, presentations and the final research project is provided in Brightspace. An average grade will be calculated at the end of the term based on all assignments.

Students have the right to appeal grades using the procedures developed by Carleton and accessible online at: <https://carleton.ca/registrar/appeal-of-grade/>

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.

**Communication and E-mail:** I will communicate important information about the course to you via Brightspace. Please be sure to check it at least each week. For all electronic correspondence about this course, please make sure that your e-mails to me include your full name and the course number, PECO 5002, in the subject line.

I will do my best to respond to all e-mail questions related to the course within 48 hours, not including the weekend. Please make an appointment for in-depth discussions. It's easy to arrange a meeting via Zoom outside of my Monday 4-6pm office hours.

## **Class schedule**

### **Class # 1 Wednesday, Sept. 4 – Intro, Overview of readings & assignments, experiential learning & reflective practice**

*Please be prepared to introduce yourself to the group and explain your interests in this class. We'll discuss the course outline, assignments, and expectations. Models of experiential learning and reflective practice will be introduced. We will spend time during the first class explaining the assignments and clarifying what is required for the first one in the following week.*

#### **Suggested:**

Hanson, Cindy (2013). Exploring Dimensions of Critical Reflection in Activist–Facilitator Practice. *Journal of transformative education*, 2013-01, Vol.11 (1), p.70-89.

Study Advice Study Guides. (2019) Practice-Based and Reflective Learning. (2019) University of Reading. 5 pages.

[https://libguides.reading.ac.uk/ld.php?content\\_id=32363105](https://libguides.reading.ac.uk/ld.php?content_id=32363105)

**Sept. 10** – Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

***Tuesday Sept. 10 – 1<sup>st</sup> Critical Reflection Paper due  
for Everyone***

## **Class #2 Wednesday, Sept. 11 - The Political Economy of Work & Labour**

*Overview of an evolving analytical framework of Canadian political economy applied to work and labour, including social reproduction and bringing the margins to the center.*

### **Required:**

Thomas, M.P. and Vosko, L. F. Introduction. pp. 3-24 in Mark P. Thomas, Leah F. Vosko, Carlo Fanelli and Olena Lyubchenko (eds.) 2019. *Change and Continuity, Canadian Political Economy in the New Millennium*. McGill-Queen's University Press.

Clement, W. Locating the New Canadian Political Economy. Chapter 1, pp 25-40 In Thomas, M. et. al. (2019) *Change and Continuity; Canadian Political Economy in the New Millennium*. McGill-Queen's University Press.

Braedley, S., & McWhinney, T. (2022). What's New about Social Reproduction? *Labour Le Travail*, 89, 269–284. <https://doi.org/10.52975/llt.2022v89.0011>

Pietrykowski, B. Work: What is political economy. Introduction. New York: Polity Books.

***Tues. Sept. 17 – Critical Reflection Paper***

## **Class #3 Wednesday, Sept. 18 – Historical Development of Work & Labour in Canada**

*The establishment of time-work discipline, the development of a capitalist labour market in Canada as well as Indigenous and mixed economies.*

### **Required:**

Thompson, E.P. (1967). Time, Work-Discipline, and Industrial Capitalism. *Past & Present*, No. 38 (Dec. 1967), Sections I 56-57, IV 70-79 and V 79-86.

Pentland, H. Clare. (1959) [The Development of a Capitalistic Labour Market in Canada. The Canadian Journal of Economics and Political Science / Revue canadienne d'Economie et de Science politique](#), Vol. 25, No. 4 (Nov., 1959), 450–461

Hall, Rebecca Jane. (2022) *Refracted Economies: Diamond Mining and Social Reproduction in The North*. University of Toronto Press. Chapter 2 – An Expanded Approach to Production. 27-47 and Chapter 3 – Wiiliideh's Mixed Economy. 48-75.

**Sept. 30 – Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.  
Oct. 1 - Last day for academic withdrawal from early fall courses.**

***Critical reflection paper due Tuesday Sept. 24***

## **Class #4 Wednesday, September 25 – The roots of the Canadian labour movement**

*We will dig up the historical roots of the trade union movement noting political differences, inclusions and exclusions.*

### **Required:**

Lipton, C. (1973). *The Trade Union Movement in Canada 1827-1959*. NC Press Ltd.  
- Chapter 4 Trade Union Movement 1890-1900, 79-83; 87-97  
- Chapter 6 Trade Unions and Public Life 1900-1914, 111-121  
- Chapter 14 Trade Unions vs. Class Collaboration 1919-1929, 237-242

Ross, S. and Savage, L. (2015). *Building a Better Union: An Introduction to the Labour Movement in Canada*. Fernwood Publishing. Chapter 3 – Early Union Struggles in Canada. 19-36.

Mills, S. and McCreary, T. (2021) in Ross, S. and Savage, L. (eds) *Rethinking the Politics of Labour in Canada*. 2<sup>nd</sup> edition. Chapter 7 – Which Side Are You On? Indigenous Peoples and Canada's Labour Movement. 133-151.

Optional: Creese, G. (1989). Exclusion or Solidarity? Vancouver Workers Confront the "Oriental Problem". *BC Studies*, No. 80, Winter 1988-89. 24-51.

***Critical reflection paper due Tuesday Oct. 1***

## **Class #5 - Wednesday, October 2 – Canadian Unions and Capitalism today**

*We will discuss trade unions' role in the context of contemporary capitalism, diversity and equality in unions, accomplishments and current challenges.*

### **Required:**

Jackson, A. and Thomas, M. (2017) *Work and Labour in Canada: Critical Issues*. (3<sup>rd</sup> Edition). Canadian Scholars Press. Chapter 9: The Impact of Unions. 193-222

Ng, Winnie, Khan, Salmaan and Stanford, Jim. The Importance of Unions in Reducing Racial Inequality: New data and best practices. Pp. 5 – 12 Summary, Introduction & pp. 35 – 55 Experiences and Best Practices. Centre for Future Work.  
[centreforfuturework.ca/powershare/](http://centreforfuturework.ca/powershare/)

Harvey, David. (2016) “Neoliberalism is a Political Project”, Jacobin  
<https://www.jacobinmag.com/2016/07/david-harvey-neoliberalism-capitalism-labor-crisis-resistance/>

Gindin, S. (2021). “Why Workers Don’t Revolt”, Jacobin.  
[https://jacobinmag.com/2021/06/working-class-revolt-competition-capitalism-exploitation?mc\\_cid=57bb7a4f86&mc\\_eid=5536295fa3](https://jacobinmag.com/2021/06/working-class-revolt-competition-capitalism-exploitation?mc_cid=57bb7a4f86&mc_eid=5536295fa3)

<b><i>Critical reflection paper due Tuesday Oct. 8</i></b>
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## **Class #6 Wednesday, Oct. 9 – Workers, Class and Intersectionality**

*We’ll look at what class relations look like in the 21<sup>st</sup> century, consider intersectionality and how both affect solidarity.*

### **Required:**

Panitch, L. (2020). Class theory for our time. *Catalyst*. Vol. 4, No. 1. 134-143.

Bohrer, Ashley J. (2019) *Marxism and Intersectionality Race, Gender, Class and Sexuality Under Contemporary Capitalism*. 1st ed. Bielefeld: transcript Verlag.  
- Chapter 1 – The Intersectional Tradition, 32-35; Section Three: Marxism and the Intersectional Tradition in the late Twentieth Century, 56-71, Section Four: Class and Capitalism in Intersectionality, 71-78.  
- Chapter 6 – Dialectics as Intersectional Relations, 220-225; Conclusion: Towards a Dialectic of Difference, 225-229.

Moore, S., & Taylor, P. (2021). Class Reimagined? Intersectionality and Industrial Action – the British Airways Dispute of 2009–2011. *Sociology*, 55(3), 582–599.  
<https://doi-org.proxy.library.carleton.ca/10.1177/0038038520973603>

<b><i>Monday, October 14 – Statutory Holiday. University closed</i></b>
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<b><i>Final critical reflection paper due no later than Tuesday Oct. 15</i></b>
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## **Class #7 Wednesday Oct. 16 – Precarious Employment, Gig Work and Workers’ Rights**

*We will consider the growth of precarious and gig employment, the problems it creates for workers and strategies for strengthening these workers’ rights.*

### **Required:**

Vosko, L. (2019). Feminist Political Economy and Everyday Research on Work and Employment: The Case of the Employment Standards Enforcement Gap. Chapter 2 pp. 41-59 in Mark P. Thomas, Leah F. Vosko, Carlo Fanelli and Olena Lyubchenko (eds.) *Change and Continuity; Canadian Political Economy in the New Millennium*. McGill-Queen’s University Press.

Maccarrone, Vincenzo and Tassinari, Arianna. (2022). Worker Solidarity Among Gig and Precarious Workers. Chapter 13 in *The Routledge Handbook of the Gig Economy*. Immanuel Ness (ed.). Routledge. <https://doi-org.proxy.library.carleton.ca/10.4324/9781003161875>

Gray, P. C. (2022). “The Same Tools Work Everywhere”: Organizing Gig Workers with Foodsters United. *Labour Le Travail*, 90, 41–84. <https://doi.org/10.52975/lt.2022v90.003>

**October 21 – October 25 - Fall break – No classes**

***Mon. Oct. 28 - Research proposal due***

## **Class #8 –Wednesday Oct. 30 - Labour and the Law – Contested Terrain**

*We will examine how the state and laws seek to regulate and contain the collective action of workers, how legal challenges are shifting the terrain and how union action can circumvent legislative limitations.*

### **Required:**

Gomez, R. and Harmer, J. (2022) in *Canadian Labour Policy and Politics*. Chapter 7 – Why It’s Hard to Organize a Union and Negotiate a Decent Contract. University of British Columbia Press. 122-138.

Smith, Charles and Stevens, Andrew. (2019) The Architecture of Modern Anti-Unionism in Canada: Class Struggle and the erosion of workers’ collective freedoms. *Capital and Class*. Vol. 43 (3), 459-482.

Doorey, D. (2022) Standing Up to the Notwithstanding Clause: The Story of CUPE Education Workers' Day of Action. VIDEO. Time 31:47.

<https://www.youtube.com/watch?v=bYihl1nhVIE>

Beauchamp, N., Bickerton, G., Kennedy, C., McMillan, B. (2020). *Confronting precarious work: the struggle of Canadian rural and suburban mail carriers*. Canadian Union of Postal Workers.

**Or**

Justice and Dignity for All. (2020). FILM. Canadian Union of Postal Workers. (Link in Ares)

## **Class #9 – Wednesday Nov. 6 - Global Exploitation and Solidarity**

*The focus this week will be on (im)migrant labour in Canada and on developing global solidarity.*

### **Required:**

Ferguson, S. and McNally, D. (2014). Precarious Migrants: Gender, Race and the Social Reproduction of a Global Working Class. pp.1-23 in Panitch, L. and Albo, G. (eds.), *Socialist Register 2015: Transforming Classes*. Merlin.

Ramsaroop, C. (2023). Discipline and resistance in southwestern Ontario: Securitization of migrant workers and their acts of defiance. *Journal of Agrarian Change*, 23(3), 600–610. <https://doi.org/10.1111/joac.12541>

Tungohan, Ethel. (2023). Introduction: Care Activism and Communities of Care. pp. 14-33. *Care Activism: Migrant Domestic Workers, Movement-Building, and Communities of Care*, University of Illinois Press, ProQuest Ebook Central

<b>Nov. 13 - Dec. 4 – Student Presentations</b>
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## **Class #10 Wednesday, Nov. 13 – Building Power and Forging Solidarity**

*We will consider different models for building workers' power in the workplace and in communities to create deep and broad-based forms of solidarity.*

### **Required:**

McAlevy, Jane F. (2016). The Power to Win is in the Community, Not the Boardroom, Chapter 2 in *No Shortcuts: Organizing for Power in the New Gilded Age*. Oxford University Press, 2016. 28-37, 50-71.

Swartz, D. and Warskett, R. (2012). Canadian Labour and the Crisis of Solidarity. In Ross, S. and Savage, L. (Eds.). *Rethinking the Politics of Labour in Canada*. Fernwood Press. 18-31.

Henaway, Mustafa (2023) Chapter 9 – New Forms of Organizing pp. 112-127 In *Essential Work Disposable Workers: Migration, Capitalism and Class*. Fernwood Publishing.

## **Class # 11 Wednesday, Nov. 20 – Climate Change**

*How will work and employment change in future to address climate change? We'll look at the role of trade unions in addressing these challenges.*

### **Required:**

Klein, Seth. A Made-In-Canada Green New Deal. Chapter 18 in *Routledge Handbook on the Green New Deal*. (eds.) Kyla Tienhaara and Joanna Robinson pp.331-352.

Please review resources at:

Canadian Labour Congress. Making the Shift to a Green Economy.  
<https://canadianlabour.ca/research/issues-research-making-shift-green-economy/>

Canadian Centre for Policy Alternatives: <https://monitormag.ca/topics/climate-change/> and <https://policyalternatives.ca/projects/climate-justice-project>

York University website on Adapting Canadian Work and Workplaces to Respond to Climate Change (ACW).  
<https://yorkspace.library.yorku.ca/communities/169f9bbe-eea0-4b43-9014-158ea19a7e56>

## **Class #12 - Wednesday, Nov. 27 - The Future of Work**

*The nature and organization of work will continue to evolve. What will workplaces look like in future? We'll consider the implications of artificial intelligence and global corporations.*

Hilstob, K., & Massie, A. (2022). Artificial Intelligence and Labour: Perspectives from Organized Labour in Canada. *Labour Le Travail*, 90, 223–253.  
<https://doi.org/10.52975/lt.2022v90.009>

Henaway, Mustafa. (2021) Infiltrating Amazon: What I learned going undercover at the corporate giant. *The Breach*. <https://breachmedia.ca/infiltrating-amazon-what-i-learned-going-undercover-at-the-corporate-giant/>

## **Class 13 - Wednesday, Dec. 4 – The Future of Unions**

*In this final class we'll consider the themes and issues explored over the past weeks, explore reasons for the recent the rise in labour organizing and strike activity, and consider the future of unions in the ever-evolving context of work in global capitalism.*

Johnson, Jake. (2022) 'David Beats Goliath': Workers in New York Vote to Form Amazon's First-Ever Union in US. Common Dreams.

<https://www.commondreams.org/news/2022/04/01/david-beats-goliath-workers-new-york-vote-form-amazons-first-ever-union-us>

Ng, Winnie, Khan, Salmaan and Stanford, Jim. The Importance of Unions in Reducing Racial Inequality: New data and best practices. Pp. 60– 67 Priorities and Recommendations and Conclusion. Centre for FutureWork.  
[centreforfuturework.ca/powershare/](http://centreforfuturework.ca/powershare/)

Evans, B., Fanelli, C., Panitch, L. and Swartz, D. (2023) *From Consent to Coercion*. 4<sup>th</sup> edition. Chapter 9 – Labour's Last Gasp or Revival? Rebuilding Working-Class Resistance. 194-205, and 223-225. University of Toronto Press.

<b><i>Research Projects due Friday, Dec.6</i></b>
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### **Plagiarism**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting an 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.
- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an

instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### **Research resources**

**Aleksandra Blake**, [aleksandra.blake@carleton.ca](mailto:aleksandra.blake@carleton.ca) is the **MacOdrum Librarian liaison for political economy** who can help with questions regarding the library's electronic and print resources and she can offer individualized research consultations for students to help you to find materials that you are not able to locate.

Explore the new website with information about [Library Instruction](#).  
The subject guide for [Political Economy](#) may be useful for your research

**Graduate Professional Development** also offers writing resources and support - <https://carleton.ca/gradpd/writing-support/> - including a research project planner. <https://carleton.ca/gradpd/research-project-planner/>

### **Academic Accommodations**

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

### **Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.  
<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

### Pregnancy

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

### Religious obligation

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

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### Statement on Student Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

### **Emergency Resources (on and off campus)**

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

### **Carleton Resources**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

## **Off Campus Resources**

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>