



Western University

From the Selected Works of Jason Dyck

2021

LACS1002A (Introduction to Latin American Studies I)

Jason Dyck



COURSE:	Introduction to Latin American and Caribbean Studies II LACS 1002A
TERM:	Winter 2021
PRECLUSIONS:	none
CLASS:	Day & Time: Delivered asynchronously online in cuLearn
INSTRUCTOR:	Jason Dyck (pronouns: he/him/his)
CONTACT:	Virtual Office Hours: Mondays, 19:00–20:00 EDT (or by appointment) Email: jason.dyck@carleton.ca

Territory Acknowledgement:

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation.

Sensitive Content Warning:

The nineteenth and twentieth centuries were difficult times for many people in Latin America and the Caribbean. During these centuries, they experienced slavery, wars, revolutions, dictatorships, and various other forms of state violence. This is not the entire story, of course, but students need to be aware that the past is not always a pretty place and that the past affects us differently in the present. Please be sensitive with the material we are studying and remember that we are given the privilege of looking into the lives of real people. If you have any questions or concerns about the content of any given week, feel free to contact the instructor.

I. Course Description:

This course surveys the history of Latin America and the Caribbean between the early nineteenth and twenty-first centuries. Specific emphasis is given to the ways in which men and women of all ethnic backgrounds participated in both nation-building and in determining the shape of their daily lives. To test this thesis, the activity of creole elites, presidents, caudillos, intellectuals, and artists will be analyzed alongside that of Indigenous peoples, Afro-Latin Americans, slum-dwellers, peasants, and transmigrant workers in Canada. This multiethnic conversation will be followed through independence, caudillo rule, progress and modernization, populism, revolution, the Cold War, and neoliberal reforms. To analyze larger themes characteristic of the region, lessons and forums will primarily concentrate on Mexico, Argentina, Brazil, Chile, Cuba, Guatemala, and Nicaragua.

II. Learning Outcomes

At the end of this course, you will be able to:

- Understand and explain historical events, people, institutions, movements, and ideas related to Latin America and the Caribbean between the early nineteenth and twenty-first centuries
- Analyze and assess primary sources from modern Latin America and the Caribbean
- Evaluate historical arguments and scholarship on modern Latin America and the Caribbean
- Conduct independent research online using primary sources and scholarly materials
- Express in writing the results of historical thinking and research

III. Course Materials

The syllabus, marking guide, forum readings, important handouts, internet links, document exercises, and video lectures will all be available for consultation in cuLearn. Weekly readings – which consist of book chapters and excerpts of primary sources – are all available through [ARES](#), Carleton's course reserves.

IV. Course Format

Delivery. This course will be delivered asynchronously online through Carleton's learning management system cuLearn. Students need to be independent learners and effectively manage their time, a useful skill to succeed in this course and one all employers are looking for.

Emails. Throughout this course, students will receive emails every Sunday evening outlining what they are expected to do each week. While this form of communication is a courtesy, students should frequently review the syllabus to make sure they are keeping up with all their deadlines.

Breakdown. There are 12 weeks of instruction in this course, which is divided into 6 modules and 24 lessons. Each week runs from Monday 00:05 EDT to Sunday 23:55 EDT, starting on January 11, 2021 and ending on April 12, 2021. Lessons will be made available by 00:05 EDT each Monday and then will be available for the rest of the term.

Lessons. Weekly lessons will be delivered through video lectures by the instructor, document exercises of primary sources, and other learning activities. Put in other words, students will be actively engaged in the learning process together with the instructor.

Forums. There are 12 forums in this course, one for each week. Students are required to regularly participate in forums, which includes reading the required reading, writing posts, and then reading and responding to posts by their fellow classmates and instructor.

Research Modules. There are three research modules integrated into this course that are related to your research skills quiz and your research proposal. These modules are short and designed to help you succeed in this course, specifically your research paper and take-home final exam.

Time. Every lesson takes roughly one hour to complete, and forum participation should take roughly one hour as well, which totals three hours of “class time” a week. Every week you have required readings, which totals roughly forty pages (with no readings for Week 1 and 12). If you read twenty pages an hour, you need roughly two hours to prepare for your forum posts. The time it takes you to complete your quizzes and assignments depends on how long you study, how much research you do, and what type of writer you are. Start planning at the beginning of the semester to avoid running into problems in March.

Office Hours. You can feel free to email the instructor about anything concerning the course and expect to receive a response within 24 hours. Virtual office hours are also a possibility, which are offered via BigBlueBotton in cuLearn Mondays between 19:00 EDT and 20:00 EDT. If this time is not suitable, you can make alternative arrangements by emailing the instructor.

Behaviour. Much like in face-to-face settings, you must be courteous with your fellow classmates and with the instructor. People write nasty things online because they feel invisible, but this type of virtual behaviour will not be tolerated in this course. It is okay to respectfully disagree with someone; it is not okay to use vulgar, racist, sexist, or other forms of discriminatory language. Those who do not maintain the behavioral standards of a respectful learning environment may be subject to discipline.

V. Technological Requirements for the Course

This course is delivered entirely online, which means you need regular access to a computer and a reliable internet connection. You will need to know how to navigate cuLearn, complete online quizzes, use your Carleton email account, connect to and use BigBlueBotton, play videos, use Google Docs, upload papers, and download and view pdf files. Given that this course concentrates on the research process, you will need to learn how to search MacOdrum Library’s search tool, specialized databases, and historical websites on the World Wide Web.

VI. Course Calendar

Module A: Introduction

WEEK 1: *Preparing for the Journey (January 11–17)*

Lesson #1: Review of the Course Outline

Lesson #2: Packing the Backpack

Forum #1: Autoethnographies

Forum Deadlines

- Posts open: January 11
- Posts due: January 15
- Comments open: January 15
- Comments due: January 17

Reading:

- Jason Dyck, Course Outline for LACS 1002A, 2021.
- Jason Dyck, Marking Guide for LACS 1002A, 2021.

Assignment:

- [Syllabus Quiz \(due January 17\)](#)

Module B: Imagining New Nations

WEEK 2: *The End of Colonialism? (January 18–24)*

Lesson #3: The Haitian Revolution

Lesson #4: The Wars for Independence

Forum #2: Independence

Forum Deadlines

- Posts open: January 18
- Posts due: January 22
- Comments open: January 22
- Comments due: January 24

Forum Reading:

- James A. Wood and John Charles Chasteen, "Independence and Its Consequences," in *Problems in Modern Latin American History: Sources and Interpretations*, 3rd ed. (Lanham: Rowman & Littlefield Publishers, 2009), 3–24.
- Alexander Dawson, "Independence Narratives, Past and Present," in *Latin America Since*

Independence: A History with Primary Sources (New York: Routledge, 2011), 9–17.

WEEK 3: Postcolonial Construction (January 25–31)

Lesson #5: Imagined Communities

Lesson #6: Caudillo Rule

Forum #3: Travel Narratives

Forum Deadlines

- Posts open: January 25
- Posts due: January 29
- Comments open: January 29
- Comments due: January 31

Forum Reading:

- John Charles Chasteen, “Visiting New Nations,” in *Born in Blood and Fire: Latin American Voices* (New York: W. W. Norton & Company, 2011), 54–77.
- Teresa A. Meade, “Fragmented Nationalisms,” in *A History of Modern Latin America: 1800 to the Present* (Malden: Wiley-Blackwell, 2010), 81–104.

Assignment:

- [Research Skills Quiz \(due January 31\)](#)

Module C: Modernization and Social Change

WEEK 4: Neocolonial Blues (February 1–7)

Lesson #7: The Poverty of Progress

Lesson #8: The “Indian Problem”

Forum #4: Modernizing Goods

Forum Deadlines

- Posts open: February 1
- Posts due: February 5
- Comments open: February 5
- Comments due: February 7

Forum Reading:

- Manuel Antonio Carreño, “Diverse Rules,” in *Manual of Civility and Good Manners* [1853], trans. Jason Dyck, unpublished manuscript.
- Arnold J. Bauer, “Chapter 5: Modernizing Goods: Material Culture at the Crest of the First Liberalism,” in *Goods, Power, History: Latin America’s Material Culture* (Cambridge: Cambridge

University Press, 2001), 129–164.

WEEK 5: Afro-Latin America and the Caribbean (February 8–14)

Lesson #9: Abolition and Emancipation

Lesson #10: Slave Legacies

Forum #5: Bondage in Brazil and Cuba

Forum Deadlines

- Posts open: February 8
- Posts due: February 12 (will not be considered late if submitted by February 14)
- Comments open: February 8
- Comments due: February 12 (will not be considered late if submitted by February 14)

Forum Reading:

- Aviva Chomsky, Barry Carr, and Pamela Smorkaloff, eds., “Sugar, Slavery, and Colonialism,” in *The Cuba Reader: History, Culture, Politics*, (Durham: Duke University Press, 2003), 37–43, 49–64.
- Robert M. Levine and John J. Crocitti, eds., “Slavery and Its Aftermath,” in *The Brazil Reader: History, Culture, Politics* (Durham: Duke University Press, 1999), 121–124, 131–147.

Assignment:

- Primary Source Blog (due February 12; will not be considered late if submitted February 14)

READING WEEK (February 15–19)

No Lessons

No Forums

WEEK 6: Nationalism (February 22–28)

Lesson #11: The Mexican Revolution

Lesson #12: Mestizaje and Indigenismo

Forum #6: The Golden Age of Cinema

Forum Deadlines

- Posts open: February 22
- Posts due: February 26
- Comments open: February 26
- Comments due: February 28

Forum Reading:

- Mark Wasserman, “Introduction: The Causes, Course, and Consequences of the Mexican Revolution,” in *The Mexican Revolution: A Brief History with Documents* (Boston: Bedford/St.

Martin's, 2012), 1–12.

- Joanne Hershfield, "Screening the Nation," in *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920–1940*, eds. Mary Kay Vaughan and Stephen E. Lewis (Durham: Duke University Press, 2006), 259–278.

Assignment:

- Research Proposal (due February 28)

WEEK 7: Populist Politics (March 1–7)

Lesson #13: The Estado Novo

Lesson #14: Peronism

Forum #7: Urban Poverty

Forum Deadlines

- Post open: March 1
- Post due: March 5
- Comments open: March 5
- Comments due: March 7

Forum Reading:

- Carolina Maria de Jesus, *Child of the Dark: The Diary of Carolina Maria de Jesus*, trans. David St. Clair (New York: Signet Classics, 2003), 3–33.
- Robert M. Levine, "Carolina Maria de Jesus: From Ragpicker to Best-Selling Author and Back Again," in *Human Tradition in Modern Brazil*, ed. Peter M. Beattie (Wilmington: Scholarly Resources Inc., 2004), 231–247.

Module D: Cold War Conflicts

WEEK 8: Revolutionary Ferment (March 8–14)

Lesson #15: US Intervention

Lesson #16: The Cuban Revolution

Forum #8: Granma Rebels

Forum Deadlines

- Posts open: March 8
- Posts due: March 12
- Comments open: March 12
- Comments due: March 14

Forum Reading:

- Aviva Chomsky, Barry Carr, and Pamela Smorkaloff, eds., “Neocolonialism,” in *The Cuba Reader: History, Culture, Politics*, (Durham: Duke University Press, 2003), 143–145, 306–320.
- Aviva Chomsky, “Cuba through 1959,” in *A History of the Cuban Revolution* (Malden: Wiley-Blackwell, 2011), 18–43.

WEEK 9: Memories of Dictatorship (March 15–21)

Lesson #17: Military Rule in Chile

Lesson #18: The Dirty Wars in Argentina

Forum #9: The Tlatelolco Massacre

Forum Deadlines

- Posts open: March 15
- Posts due: March 19
- Comments open: March 19
- Comments due: March 21

Forum Reading:

- Elena Poniatowska, “The Student Movement of 1968,” in *The Mexico Reader: History, Culture, Politics*, eds. Gilbert M. Joseph and Timothy J. Henderson (Durham: Duke University Press, 2002), 555–569.
- Gilbert M. Joseph and Jürgen Buchenau, “The ‘Perfect Dictatorship,’ 1940–1968,” in *Mexico’s Once and Future Revolution: Social Upheaval and the Challenge of Rule since the Late Nineteenth Century* (Durham: Duke University Press, 2013), 141–166.

WEEK 10: The Late Cold War (March 22–28)

Lesson #19: The Nicaraguan Revolution

Lesson #20: Trouble in the Andes

Forum #10: Rigoberta Menchú Tum

Forum Deadlines

- Posts open: March 22
- Posts due: March 26
- Comments open: March 26
- Comments due: March 28

Forum Reading:

- Rigoberta Menchú Tum, “The Family,” “First Visit to the Finca. Life in the Finca,” “An Eight-Year-Old Agricultural Worker,” “Attack on the Village by the Army,” “Political Activity in Other Communities. Contacts with Ladinos,” and “The Torture and Death of Her Little Brother, Burnt Alive in Front of Members of Their Families and the Community,” in *I, Rigoberta Menchú: An*

Indian Woman in Guatemala, trans. and ed. Elisabeth Burgos-Debray (London: Verso, 1984), 1–6, 21–27, 33–37, 141–149, 163–174.

- W. George Lovell, “Noble K’iche’,” in *A Beauty that Hurts: Life and Death in Guatemala*, 2nd rev. ed. (Austin: University of Texas Press, 2010), 17–25.

Assignment:

- Research Paper (due March 28)

Module E: Democratization

WEEK 11: Neoliberal Blues (March 29–April 4)

Lesson #21: Transnational Links

Lesson #22: The Pink Tide

Forum #11: The Seasonal Agricultural Worker Program

Forum Deadlines

- Posts open: March 29
- Posts due: April 2
- Comments open: April 2
- Comments due: April 4

Forum Reading:

- Vincenzo Pietropaolo, “Introduction,” “An Imaginary Letter to a Migrant Farm Worker,” and “Harvest Pilgrims,” in *Harvest Pilgrims: Mexican and Caribbean Migrant Farm Workers in Canada* (Toronto: Between the Lines, 2009), 5–7, 25–27, 32, 33, 58, 60, 64, 67, 69, 73, 105, 116.
- Ronald L. Mize and Alicia C. S. Swords, “Mexican Labor in Canada: From Temporary Workers to Precarious Labor,” in *Consuming Mexican Labor: From the Bracero Program to NAFTA* (Toronto: University of Toronto, 2011), 215–234.

Module F: Conclusion

WEEK 12: Arriving Home (April 5–11)

Lesson #23: Latin America and the Caribbean in Canada

Lesson #24: Unpacking the Backpack

Forum #12: Farewells

Forum Deadlines

- Posts open: April 5
- Posts due: April 9
- Comments open: April 9

- Comments due: April 11

Assignment:

- Take-Home Final Exam (due April 27)

VII. Evaluation

1. Forum Participation	30%	Weekly
2. Syllabus Quiz	1%	January 17, 2021
3. Research Skills Quiz	4%	January 31, 2021
4. Primary Source Blog	10%	February 12, 2021
5. Research Proposal	10%	February 28, 2021
6. Research Paper	25%	March 28, 2021
7. Take-Home Final Exam	20%	April 27, 2021

1. Forum Participation (30%) – Weekly

Description and Purpose. There are 12 forums throughout this course, which are online discussions that provide students with the opportunity to engage with each other and the instructor. Forums take the place of seminars in the face-to-face environment. Each week you need to read the required readings, reflect on them, and then craft a 200-word post in cuLearn by Friday (midnight) of that given week. Between Friday and Sunday (midnight) of that same week, you are required to comment on at least two other posts written by your classmates. The purpose of forums is to establish a social presence in the online environment, but it also allows you to critically engage with primary and secondary sources and to practice your writing skills.

Resources:

- See weekly forum readings under “Course Calendar,” which are all available through [ARES](#)

Submission Details:

- **Medium:** Forums in cuLearn
- **Length:** 200 words

2. Syllabus Quiz (1%) – January 17, 2021

Description and Purpose. Before you engage in the lessons and forums, you need to know what you will be studying, the learning outcomes, learning activities, the assignments, and how you will be assessed. You need to complete this quiz and score 100% before you can move on with the rest of the course (you have unlimited attempts to do so). The purpose of this quiz is to make sure you understand the contents of the syllabus (and the marking guide), which is a contract between the instructor and his students.

Resources:

- Jason Dyck, Course Outline for LACS 1002A, 2021.

- Jason Dyck, Marking Guide for LACS 1002A, 2021.

Submission Details:

- **Medium:** Quiz in cuLearn
- **Time:** 30 minutes
- **Attempts:** unlimited

3. Research Skills Quiz (4%) – January 31, 2021

Description and Purpose. To write an academic paper, you need to learn the difference between primary and secondary sources, the types of scholarly sources available in the library, the distinction between popular and scholarly works, and the criteria for peer-review. You also need to know how to properly cite a book, an article (chapter) from an edited volume, and a scholarly journal article for both footnotes and a bibliography. In preparation for the Research Skills Quiz, you should complete *Research Module 1 (Sources)* and *Research Module 2 (Citations)* in cuLearn. The purpose of this quiz is to ensure that you can both properly cite and distinguish between the types of sources scholars use to write about Latin America.

Resources:

- Jason Dyck, *Research Module 1 (Sources)*, 2021.
- Jason Dyck, *Research Module 2 (Citations)*, 2021.

Submission Details:

- **Medium:** Quiz in cuLearn
- **Time:** 45 minutes
- **Attempts:** 1

4. Primary Source Blog (10%) – February 12, 2021 (will not be considered late if submitted by February 14, 2021)

Description and Purpose. You will choose a primary source from a list in cuLearn to analyze in an informal blog. Ask yourself who the author is, why they were writing, when they were writing, and who they were writing for. As you read through and interpret the text, think about what it teaches us about the given historical context in which it was written. The purpose of the primary source blog is to provide you with an opportunity to critically engage with a primary source, an exercise that will nicely prepare you for your research paper.

Resources:

- One primary source of your choosing from the list of primary sources in cuLearn

Submission Details:

- **Medium:** WORD DOCUMENT in cuLearn
- **File Name:** surname_givename_blog_LACS1002A (e.g. smith_john_blog_LACS1002A)
- **Length:** 2 pages double-spaced (excluding title page and bibliography)

- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style* (both footnotes and the bibliography)

5. Research Proposal (10%) – February 28, 2021

Description and Purpose. You need to choose a manageable research topic of interest to you on Latin America and the Caribbean. Be specific by clearly identifying what you plan to investigate, the group of people you will be focusing on, the region you wish to cover, and the chronology of your study. After this, establish a research question from the topic that looks something like the following: “What were the rights of Mexican workers on Ontario farms from the 1970s to the 2000s?” Identify three of the most important concepts in your research question and then provide keywords for each of these three concepts. With your keywords, you need to search for books and edited volumes on the MacOdrum Library website and scholarly journal articles using JSTOR (or other scholarly databases). You are required to find one primary source, a monograph, an article (chapter) from an edited volume, and a journal article on your topic (with screenshots of the sources you found). Once you have located these four items, you need to craft an annotated bibliography. In preparation for the proposal, you should complete the *Research Module 3 (Searching)* in cuLearn. The purpose of the proposal is to teach you how to establish a manageable research topic, search terms, and how to find relevant materials in the library and specialized databases.

Resources:

- Jason Dyck, *Research Module 3 (Searching)*, 2021.

Submission Details:

- **Medium:** WORD DOCUMENT in cuLearn
- **File Name:** surname_givenname_proposal_LACS1002A (e.g. smith_john_proposal_LACS1002A)
- **Length:** See the sample proposal available in cuLearn for more details
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style* (both footnotes and the bibliography)

6. Research Paper (25%) – March 28, 2021

Description and Purpose. You will write a research paper on the topic you chose for your research proposal. To accomplish this task, you need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. Be passionate about the topic you have chosen by investigating a research question that matches both your intellectual interests and academic curiosity. Each essay must include at least 1 primary source and at least 5 secondary sources. As you carry out your research, you must look for work by reputable scholars in the library and other scholarly databases. The purpose of a research paper is to provide you with an opportunity to practice your ability to tell good stories with sound arguments and to exercise your research and analytical skills.

Resources:

- At least 1 primary source

- At least 5 secondary sources (at least 2 scholarly monographs and 3 scholarly journal articles)

Submission Details:

- **Medium:** WORD DOCUMENT in cuLearn
- **File Name:** surname_givenname_essay_LACS1002A (e.g. smith_john_essay_LACS1002A)
- **Length:** 6 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style* (both footnotes and the bibliography)

7. Take-Home Final Exam (20%) – April 27, 2021

Description and Purpose. The take-home final exam is an essay based upon the entire course that will be made available in cuLearn on the last week of the term. The purpose of the exam is not so much to test you as it is an opportunity for you to reflect on what you have learned in the course.

Resources:

- Lesson materials: video lectures, lesson activities, and document exercises
- See weekly forum readings under “Course Calendar,” which are all available through [ARES](#)

Submission Details:

- **Medium:** WORD DOCUMENT in cuLearn
- **File Name:** surname_givenname_exam_LACS1002A (e.g. smith_john_exam_LACS1002A)
- **Length:** 6 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** *Chicago Manual of Style* (both footnotes and the bibliography)

VIII. Grading Details

***For a complete look at how you will be evaluated in this course, please see the *Marking Guide* in cuLearn. You are responsible for being familiar with the contents of this document as it is an extension of the syllabus.**

1. Completion of Coursework and Late Policy

- Students who do not complete all assignments will be assigned a failing grade.
- Assignments handed in late will be penalized 2% of the assignment’s worth per day after the due date (including weekends). All extensions must be approved by the instructor beforehand and only valid excuses will result in permission to hand in an assignment late. To receive an extension, you need to fill out the [Self-Declaration for Academic Accommodation Form](#) and establish a new due date with the instructor.

2. Requirements for Forum Participation

- Participation is mandatory for all students for all forums and only proper excuses will be considered acceptable reasons for not participating. If you are unable to participate in a forum,

you should communicate with the instructor **beforehand** and not after the fact.

- Anyone who fails to post on a given forum will be given an **automatic zero** for their participation mark for that specific forum.
- While participation in forums is a requirement, you have the option of opting out of one of the forums between weeks 2 and 11. It would be wise to save this “pass” for a week in which you have a lot of assignments due.

3. Requirements for Written Assignments

- A title page with the title of your paper, your name, course code, instructor, and the date.
- An introduction clearly stating the theme of your paper and its general argument.
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar.
- A manageable topic and organized structure.
- An intelligent use of sources and signs of original research.
- A quality of analysis and a general demonstration of effort.
- An informative conclusion concisely summing up your paper.
- A bibliography and footnotes according to the Chicago Manual of Style.
- A format using 12-font and Times New Roman letters on double-spaced pages.
- A page number at the top or bottom of every page (excluding the title page).

4. Student Access to Assignments and the Take-Home Final Exam

- All written assignments for this course will be graded and returned to students with comments and track changes that will be available for viewing in cuLearn.
- The take-home final exam will be graded at the end of the course but will not be returned in cuLearn with comments and track changes.
- Students who ignore the instructions in the syllabus and submit their assignments as pdf files will not receive any comments on their work.

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

PLAGIARISM

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

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;

- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with 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.

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F= 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF Official deferral of final exam (see "Petitions to Defer")

- GNA** Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
- IP** In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
- WDN** Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

January 31, 2021: Last day for a fee adjustment when withdrawing from **winter** courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

April 14, 2021: Last day for academic withdrawal from **winter** courses.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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

Pregnancy obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Accommodation for Student Activities: write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.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: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already

registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1