

SCPA 450 – Fall 2015

Neoliberal Globalisation and the Global Justice Movement

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Time slot : Wednesdays, 1:15 – 4pm, SCl 104

Office hours (S-CI-205): by appointment

SEMINAR DESCRIPTION

Political crisis, economic crisis, ecological crisis, refugee crisis. Crises are everywhere. This seminar is about grappling with their some of their underlying causes - capitalism and liberal democracy. It is also about resistance and revolution. It is about better understanding the praxis of contemporary anti-capitalist social movements. The first half of the seminar is about anti-capitalisms: the anti (or alter) globalization movements that emerged at the turn of the century, the post-2008/2011 uprisings in Europe, North America, North Africa and the Middle East and ongoing Indigenous resistance to enclosure and ecological destruction. The second half is about J.K. Gibson-Graham's project of enacting post-capitalist worlds. It is about taking back the economy by learning a new language of economics. It is about creating community economies centered on the practice of economic self-determination. It is about interdependence and caring for the earth. It is about transforming our livelihoods and lives.

As this course is a seminar, students will play an active role in their own learning. Students are thus expected to be prepared for each session; that is, they will come to class having *thoroughly* read the required texts and prepared to thoughtfully and actively contribute to discussion and debate. Most sessions will follow the same format. During the first half students will view a film or listen to a talk by the professor or a guest speaker on the topic of the day. During the second half, students will self-facilitate and participate in small group discussions during which they will explore key questions that emerge out of the talk or film, relating them to their reading of required texts. This will be followed by a plenary discussion facilitated by the professor.

Objectives:

- ★ Develop an understanding of capitalism and liberal democracy.
- ★ Explore different forms of resistance to capitalism.
- ★ Develop a language of economics centered on economic self-determination and post-capitalist futures.
- ★ Develop critical reading and writing skills.
- ★ Experiment with small group participatory and deliberative process.



SCHEDULE OF DISCUSSION TOPICS AND READINGS (may be subject to change)

1. Introduction and small group facilitation training (September 9th)

After a presentation of the syllabus, the professor will facilitate a training on facilitation of small groups. She will do so by modeling, using the fishbowl technique, the facilitation of a small group discussion on proposed changes to the syllabus. At the end of the session, students should be equipped with the necessary tools to engage in constructive discussions for the rest of the semester

Tools for facilitation and team work:

- ★ Seeds for Change (2013). *A Consensus Handbook: Co-operative decision-making for activists, co-ops and communities*. Seeds for Change Lancaster Co-operative Ltd. On-line: <http://www.seedsforchange.org.uk/handbook>. Consulted on August 4th 2015)

2. What is capitalism and liberal democracy? (September 16th)

Film: *The Fourth World War*, a Big Noise Film, 2004, 75 minutes.

Required reading:

- ★ Adamovsky, Ezequiel, illustrated by Ilustradores Unidos (2011). What is Capitalism? In *Anti-Capitalism* (pp.3-46). New York, Seven Stories Press. 176 pages. ISBN: 978-1-60980-087-1.
- ★ D'Souza, Radha (2012). Rights, Action, Change: Organize for What? In Aziz Choudry, Jill Hanley and Eric Shragge (Eds.), *Organize! Building the local for Global Justice* (pp. 71-81), Oakland, CA: PM Press. 313 pages. ISBN: 978-1-60486-433-5. Coursepack.

3. From resistance to anti-capitalism (September 23rd)

Film: *This is what democracy looks like*, a Big Noise film shot by over 100 media activists, 2000, 68 minutes.

Required readings:

- ★ Adamovsky, Ezequiel (2011). From resistance to anti-capitalism, In *Anti-Capitalism* (pp.47-84). New York, Seven Stories Press. 176 pages. ISBN: 978-1-60980-087-1.
- ★ McNally, David (2006). From the Mountains of Chiapas to the Streets of Seattle: This is What Democracy Looks Like. In *Another World is Possible: Globalization and Anti-Capitalism* (pp. 1-26). Winnipeg, Manitoba: Arbeiter Ring Publishing. 408 pages. ISBN: 978-0-85036-585-6. Coursepack.
- ★ Katsiaficas, George (2004). Seattle was not the Beginning, In Eddie Yuen, Daniel Burton-Rose and George Katsiaficas (Eds.), *Confronting Capitalism: Dispatches from a Global Movement* (pp. 3-10). Brooklyn, NY: Soft Skull Press. 404 pages. ISBN: 1-932360-02-6. Coursepack.

4. Contemporary anti-capitalisms (September 30th)

Talk: The professor will do a lecture on contemporary anti-capitalisms, focussing on renegades, radicals and revolutionaries, using, in particular the example of anti-authoritarian organizing in Montreal.

Required reading:

- ★ Adamovsky, Ezequiel (2011). Ten differences between the traditional left and new anti-capitalisms and Anti-capitalism's new movements, networks and actions, In *Anti-Capitalism* (pp. 85-169). New York, Seven Stories Press. 176 pages. ISBN: 978-1-60980-087-1.
- ★ Breton, É., Jeppesen, S., Kruzynski, A., & Sarrasin, R. (2015). Anti-racist, Queer, and Radical Feminisms in the Quebec Antiauthoritarian Movement. *Zapruder World: Transformations without revolutions? How feminist and lgbtqi movements have changed the world*, 2. On-line: <http://www.zapruderworld.org/content/emilie-breton-sandra-jeppesen-anna-kruzynski-and-rachel-sarrasin-anti-racist-queer-and>. Consulted on August 7th 2015.

5. Uprisings in the Middle East and North Africa (October 7th)

To be discussed: given the complexity of the topic and the presence of invited guests, I propose we add 30 minutes to this class

Film: *The Square: The Egyptian Revolution – Behind the Headlines*, a film by Jehane Noujaim, 2013, 104 minutes.

Invited guests:

- ★ **Lillian Bactor** is an independent journalist, community organizer and a recent graduate of the McGill Faculty of Law. She is part of a Montreal collective that organizes in solidarity with Egyptians who initiated and were part of the 2011 revolutionary uprisings and are still fighting for justice and freedom.
- ★ **Rena Saad** participated in the initial 2011 revolutionary uprisings in Egypt and in several major events in the years that followed. Currently, she is an organizer working with a Montreal collective acting in solidarity with Egyptian activists in their struggle for freedom and social justice. She is pursuing master's level work in the area of law and society in the Middle East.

Required readings:

- ★ Rasmussen, Mikkel Bolt (2015). Break and Counterrevolution. In *Crisis to Insurrection: Notes on the ongoing collapse* (pp. 73-130). New York: Minor Compositions. 160 pages. ISBN: 978-1-57027-305-6. Library electronic reserves: <http://reserves.concordia.ca/ares/>.
- ★ Hanieh, Adam (2011). Egypt's Uprising: Not Just a Question of 'Transition'. *MR Zine*, online: <http://mrzine.monthlyreview.org/2011/hanieh140211.html>. Consulted on August 7th 2015.

6. Uprisings in Europe and North America and consent workshop (October 14th)

In order to create intellectual space for integration of the material from previous classes with the content from this class, the session will be entirely discussion based (small group, followed by plenary facilitated by the professor).

During this class, 1 hour is reserved for a consent workshop hosted by the SCPASA. The workshop will be facilitated by two health educators from the Dean of Student's office. It will go over consent and sexual assault as well as power dynamics and consent in academic and professional settings.

Required readings:

- ★ Sitrin, Marina & Dario Azzellini (2014). Chapter 3: Greece and Chapter 4: Spain. In *They can't represent us! Reinventing democracy: from Greece to Occupy* (pp. 40-150). Brooklyn, NY: Verso. 250 pages. ISBN: 978-1-78168-097-1. Coursepack.
- ★ Graeber, David (2013). Chapter 2: Why did it work? *The Democracy Project: A History, a Crisis, a Movement* (pp. 55-149). New York, Spiegel & Grau. 326 pages. ISBN: 978-0-8129-9356-1. Library electronic reserves: <http://reserves.concordia.ca/ares/>.

7. First Peoples' resisting enclosure and ecological destruction (October 21st)

Film: *How to stop an oil and gas pipeline: The Unist'ot'en camp resistance*, a film by Franklin Lopez, Al Jazeera Plus, 2014, 9:42 minutes.

Invited guest: Clifton Arihwakehte Nicholas is a member of the Kanien'keha:ka community of Kanehsatake and a documentary filmmaker.

Required readings:

- ★ Gedicks, Al (2001). Chapter 1: Scouring the Globe. In *Resource Rebels: Native Challenges to Mining and Oil Corporations* (pp. 15-39). Cambridge, MA: South End Press. 241 pages. ISBN: 0-89608-640-2. Coursepack.
- ★ peter kulchyski (2007). *the red Indians: an episodic, informal collection of tales from the history of aboriginal people's struggles in canada*. Winnipeg, Manitoba: Arbeiter Ring Publishing. 158 pages. ISBN: 978-1-894037-25-9.
- ★ Walia, Harsha (2012). Moving Beyond a Politics of Solidarity toward a Practice of Decolonization, in Aziz Choudry, Jill Hanley and Eric Shragge (Eds.), *Organize! Building the local for Global Justice* (pp. 240-253), Oakland, CA: PM Press. 313 pages. ISBN: 978-1-60486-433-5. Coursepack.

Supplementary readings:

- ★ Ross, Alexander Reid (2014). Editor's Introduction: The Global Land Grab. In Alexander Reid Ross (Ed.), *Grabbing Back: Essays Against the Global Land Grab* (pp.9-35). Oakland, CA: AK Press. 358 pages. ISBN: 978-1-84935-194-2. The professor has the book if you wish to consult it.

Assignments:

- ★ Hand in your mid-term essay.

- ★ Bring completed peer-evaluations of your teammates to class (put it in the envelope with their name on it).

8. Taking back the economy (October 28th)

Workshop: using J.K. Gibson-Graham's conceptual framework, the professor will facilitate activities aimed at kicking capitalism out of the driver's seat, naming diverse alter and non-capitalism economic practices that exist in the here and now and on the process of becoming an economic subject. She will also introduce the notion of community economies.

Time will also be allotted during class to discuss peer evaluations, individual and group dynamics.

Required readings:

- ★ Gibson-Graham, J.K. (2006). Introduction to the New Edition: Ten Years On, In *The End of Capitalism (As We Knew It): A Feminist Critique of Political Economy* (pp.vii-xxxvi). University of Minnesota Press. 299 pages. ISBN: 978-0-8166-4805-4. Coursepack.
- ★ Gibson-Graham, J.K., Jenny Cameron & Stephen Healy (2013). Introduction: Take Back the Economy: Why Now? and Chapter 1: Reframing the Economy: Reframing Ourselves, In *Take Back the Economy: An Ethical Guide for Transforming Communities* (pp. xiii-15). University of Minnesota Press. 222 pages. ISBN: 978-0-8166-7606-4.

Supplementary reading:

- ★ Shannon, Deric, Anthony J. Nocella II., & John Asimakopoulos (2012). Anarchist Economics: A Holistic View. In Shannon, Nocella II. & Asimakopoulos (Eds.), *The Accumulation of Freedom: Writings on Anarchist Economics* (pp.11-39), Oakland, CA: AK Press. 375 pages. 978-1-84935-094-5. The professor has the book if you wish to consult it.

Assignments:

- ★ Come prepared for a discussion on individual and group dynamics (read the evaluations done by your peers of your participation and identify the elements you want to discuss with the group)

9. Taking back work (November 4th)

Workshop: using J.K. Gibson-Graham's conceptual framework, the professor will facilitate a workshop on the first ethical coordinate: taking back work or surviving together well and equitably.

Required readings:

- ★ Gibson-Graham, J.K., Jenny Cameron & Stephen Healy (2013). Chapter 2: Take Back Work: Surviving Well. In *Take Back the Economy: An Ethical Guide for Transforming Communities* (pp. 17-48). University of Minnesota Press. 222 pages. ISBN: 978-0-8166-7606-4.

10. Taking back business (November 11th)

Workshop: using J.K. Gibson-Graham's conceptual framework, the professor will facilitate a workshop on the second ethical coordinate: taking back business or distributing surplus to enrich social and environmental health.

Required readings:

- ★ Gibson-Graham, J.K., Jenny Cameron & Stephen Healy (2013). Chapter 3: Take Back Business: Distributing Surplus. In *Take Back the Economy: An Ethical Guide for Transforming Communities* (pp. 49-83). University of Minnesota Press. 222 pages. ISBN: 978-0-8166-7606-4.

11. Taking back markets (November 18th)

Workshop: using J.K. Gibson-Graham's conceptual framework, the professor will facilitate a workshop on the third ethical coordinate: taking back the market or encountering others in ways that supports their wellbeing as well as ours.

Required readings:

- ★ Gibson-Graham, J.K., Jenny Cameron & Stephen Healy (2013). Chapter 4: Take Back the Market: Encountering Others In *Take Back the Economy: An Ethical Guide for Transforming Communities* (pp. 85-123). University of Minnesota Press. 222 pages. ISBN: 978-0-8166-7606-4.

12. Taking back property (November 25th)

Workshop: using J.K. Gibson-Graham's conceptual framework, the professor will facilitate a workshop on the fourth ethical coordinate: taking back property or maintaining, replenishing and growing our natural and cultural commons.

Required readings:

- ★ Gibson-Graham, J.K., Jenny Cameron & Stephen Healy (2013). Chapter 5: Take Back Property: Commoning, Chapter 6: Take Back Finance: Investing in Futures and Conclusion: Any time, Any Place. In *Take Back the Economy: An Ethical Guide for Transforming Communities* (pp. 125-197). University of Minnesota Press. 222 pages. ISBN: 978-0-8166-7606-4.
- ★ Federici, Silvia (2010). Feminism and the politics of the commons in an era of primitive accumulation. In Team Colors Collective (Eds.), *Uses of a Whirlwind: Movement, Movements, and Contemporary Radical Currents in the United States* (pp. 283-293), Oakland, CA: AK Press. 400 pages. ISBN: 978-1-84935-016-7. Coursepack.

13. Wrap-up and evaluation (December 2nd)

During the last class, the professor will present a wrap-up and facilitate a collective evaluation of the course.

MATERIALS

Reading materials for this seminar include three books, a small course-pack and on-line texts. The links for **on-line texts** are indicated in the section “schedule of discussion topics and readings”. The **course-pack** is available for purchase at the Concordia Bookstore in the Library Building. Finally, **textbooks** are available at the Co-Op Bookstore (2150 Bishop Street):

- ★ Adamovsky, Ezequiel, illustrated by Ilustradores Unidos (2011). *Anti-Capitalism*. New York, Seven Stories Press. 176 pages. ISBN: 978-1-60980-087-1.
 - ★ Gibson-Graham, J.K., Jenny Cameron & Stephen Healy (2013). *Take Back the Economy: An Ethical Guide for Transforming Communities*. University of Minnesota Press. 222 pages. ISBN: 978-0-8166-7606-4.
 - ★ kulchyski, peter (2007). *the red Indians: an episodic, informal collection of tales from the history of aboriginal people’s struggles in canada*. Winnipeg, Manitoba: Arbeiter Ring Publishing. 158 pages. ISBN: 978-1-894037-25-9.
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COURSE REQUIREMENTS – ASSIGNMENTS

Item (details below)	Due date	Value
Participation and facilitation of small group discussions	Ongoing plus self- and peer-evaluations to be handed in during the last class	30%
Mid-term individual assignment: thesis-based paper	October 21 th (note: last day for academic withdrawal from course is November 8 th)	30%
Final group assignment: case-study report	December 7 th . Hand in your statement of contribution to teamwork in class on December 2 nd .	40%

Students may propose modifications to the course requirements. Any proposals will be discussed and voted upon during the first class.

General information

- ★ Students wishing to submit their written work in **French** may do so (the professor is bilingual).
- ★ If possible, please **send your assignments by email** to anna.kruzynski@concordia.ca. If you have not received a confirmation of receipt within 48 hours, please check in to see what is going on. If you cannot send your work by email, hard copies can be handed in to Victoria Pearson in the main office of the SCPA.
- ★ For all **written assignments, the following elements will be evaluated: synthesis** (conciseness, rigour, coherence, ordering from general to specific, etc.); **analysis** (going beyond description to explanations, application of theory to practice, presentation of different dimensions of the problem analysed: thesis, points of view, interests, power struggles, etc.);

the **quality of the reading** (or degree to which attention has been paid to the materials) or of the **research undertaken** (relevance and utility of the sources cited), **quality of the writing** and of the **presentation** (ease of readability, interesting to reader, clarity of sentence structure, spelling and grammar, properly formatted in-text citations, reference list for all citations is complete and follows correct format).

- ★ Students are encouraged to visit the **Student hub** in order to improve their **writing skills**: <http://www.concordia.ca/students/success/learning-support/writing-success.html>. The University offers one-on-one help with writing, but also provides a good number of on-line help and study skills handouts (note-taking, reading, academic writing, time management, etc., here: <http://www.concordia.ca/students/success/learning-support/handouts.html#Writing>).
- ★ Students who **hand in their work late** will lose 1% per day; for example, a paper that is graded 77% and that is handed in one day late will drop to 76%. However, if students are unable, for whatever reason, to meet deadlines they are encouraged to make arrangements with the professor ahead of time. **Students who use the Learning Services** to help with their writing may hand in their assignments in up to one week past the deadline without penalty, provided they inform the professor beforehand.
- ★ **Plagiarism will not be tolerated** – students are responsible for understanding what plagiarism is and what the consequences are for this academic offense (see rights and responsibilities section below).
- ★ Please note that if you are **unable to attend class** it is your responsibility to consult with fellow students to find out what you missed.

Detailed guidelines

1. Participation in and facilitation of small group discussions

30% of final grade

Given that this course is a seminar, students are expected to have read all required texts for the date they are assigned and to be prepared to engage in a discussion on the topic with their peers. Small groups (5-6 people) will be formed early in the semester and students will work with the same group throughout the course. During each session (except those with invited guests), small groups will work together for a period of time, discussing and debating the topic; that is, groups are expected to discuss the assigned readings and to relate them to the film or presentation of the day.

Students are expected to contribute to small group conversations, and if they feel up to it, large group discussions. This being said, the aim is to not speak up as much as possible, but instead, to engage in active listening and to participate in the making of a constructive, respectful and open dialogue. Students are also encouraged to experiment with hand signals to share their opinion without interrupting the flow of conversation.

In order to provide students with the opportunity to experiment with facilitation techniques, facilitation roles will be rotated from one week to the next: facilitator, public scribe, delegate to plenary and vibes-watcher. Each student will have the chance to take on each role at least once during the semester. The facilitator will use active listening, summarizing and synthesis to keep the discussion flowing, as well as any facilitation techniques they may find useful. The public

scribe will take notes on flipchart paper or a blackboard as the discussion moves along. The vibes-watcher will observe group dynamics and intervene if need be. The delegate to plenary will be responsible for sharing the highlights of the discussion with the other groups during the plenary session. In plenary, once each group has presented their ideas, the professor will facilitate a discussion with all students.

The professor will base her evaluation on plenary discussions, as well as on an analysis of peer and self-evaluations that will be handed in on the last day of class (listening & communication; preparation; experimentation with roles). This being said, students will also get an opportunity to fill out self and peer-evaluation forms at mid-term and to discuss these with their group in order to take stock of their peers' perceptions of the quality of their participation and to work to improve the latter in the second part of the semester. These forms will be handed directly to the student who is being evaluated (and not to the professor).

Prior to finalizing the grade, the professor will send an email to each student explaining their mark, and students will have 1 week to indicate whether or not they agree with it. If they do not, students will have the opportunity to make a case for a higher mark (via email, phone or face-to-face discussion with the professor). The professor may choose to consult with the other members of the students' group in order to get their feedback on the situation. Although the professor has final say, every attempt possible will be made to come to consensus on the mark with the student being evaluated.

2. **Mid-term individual assignment: thesis-based paper**

Due October 21st 2015

8-10 pages, 12 point font, double-spaced

30% of final grade

Choose a contemporary anti-capitalist group, organisation or movement that you are interested in and that is actively engaged "against" (is antagonistic). Write a paper in which you demonstrate how the 10 differences between the traditional Left and new anti-capitalisms discussed by Adamovsky (2011, pp. 85-169) apply (or not).

The essay must be a thesis-based paper, researched and written according to the guidelines detailed in the "Brief Guide to Writing a Research Paper" (<http://www.concordia.ca/content/dam/concordia/offices/cdev/docs/writing/help-academic-writing/GuideWritingResearchPaper.pdf>; other writing resources here <http://www.concordia.ca/students/success/learning-support/handouts.html#Writing>). In short, students are expected to develop an argument (or thesis) that they will then work to demonstrate in their essay. To support their argument, in addition to the Adamovsky chapter, they are expected to use at least five sources, three of which must be from books or journals.

Papers must include, along with the thesis statement, introduction (opening statement, thesis statement, plan of the paper, explanation of the nature and importance of the topic), body of content paragraphs (development of thesis and supporting arguments backed up by supporting documentation), conclusion (summary of major points, no new information is introduced), footnotes or endnotes, proper title page, bibliography in APA

(http://www.concordia.ca/content/dam/concordia/offices/cdev/docs/writing/documentation-guide/APA_Overview.pdf) or Chicago Manual Style (http://www.concordia.ca/content/dam/concordia/offices/cdev/docs/writing/documentation-guide/MLA_Style.pdf).

Along with the general criteria for written assignments described above, the professor will evaluate the degree to which the student has followed guidelines for writing a research paper.

3. Final group assignment (groups of 2-3): case-study report¹

Due December 7th 2015

10-12 pages, 12-point font, double-spaced

40% of final grade

In groups of 2-3, **choose an “alternative” economic initiative** that you are interested in for your case study; make sure that you have enough details to draw from (personal experience, books, articles, websites, interviews, films, etc.). **Describe and analyze the case study using the most relevant ethical coordinates from Take back the economy:** surviving well; distributing surplus; encountering others; commoning; and/or investing in futures.

In the case study report you will:

- ★ Describe the economic practices used by the case study
- ★ Identify the ethical concerns that the case study is based on
- ★ Discuss how these ethical concerns are reflected in the economic practices
- ★ Identify how the case study contributes to post-capitalist worlds
- ★ Describe the challenges faced by the case study
- ★ Discuss how it adds to our knowledge about how people are taking back the economy.

Your case study report should include the **following sections:**

- ★ Title page
- ★ Table of contents
- ★ Introduction (a brief introduction to the case study and to the most relevant “Take Back” themes, as well as a brief synopsis of what follows)
- ★ Brief description of the chosen economic initiative
- ★ Main body (analysis of the case study in terms of the most relevant “Take Back” themes. How you organize your analysis will depend on the case study. Make sure you refer to the book and any other relevant readings and that you provide “proof” of your statements using external sources or your personal experience).
- ★ Conclusion (a final statement that provides a summary of how the case study contributes to post-capitalist worlds, what challenges it faces and how it adds to our knowledge about how people are taking back the economy).

Detailed evaluation criteria will be handed out in class mid-way through the semester.

¹ I have borrowed this assignment from Jenny Cameron’s URSP3050 course (Special Topics in Urban Studies I). Thank you!

Team work:

Students are encouraged to **apply the tools** for small group discussion that they are learning to use in this course, including the tools for consensus decision-making process outlined in the Seeds for Change handbook.

Each student must submit a **statement** (max one page) describing what they contributed to the case study; what other group members contributed; their reflections on the group work process (e.g. what worked well/not so well and what they would do differently next time). This statement will be used to moderate group work marks and must be submitted in class (hard copy) for marks to be awarded (due December 2nd 2015). If the situation were to arise that self and peer declarations are in contradiction, the professor may decide to consult the student and/or the group to get at the root of the situation and to find a solution that is acceptable to all.

Grading system

Grade	Points	Percentage	
A+	4,3	90-100	Outstanding
A	4,0	85-89	
A-	3,7	80-84	
B+	3,3	77-79	Very good
B	3,0	73-76	
B-	2,7	70-72	
C+	2,3	65-69	Satisfactory
C	2,0	60-64	
C-	1,7	57-59	
D+	1,3	54-55	Marginal Pass
D	1,0	53-54	
D-	0,7	50-52	
F, FNS	0,0	35-49	Poor – Failure
R	0,0	0,0	Very Poor – Failure
NR	0		Grade not reported

RIGHTS AND RESPONSIBILITIES

The integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University (see Code of Conduct, <http://www.concordia.ca/students/academic-integrity/code.html>). Any form of cheating, plagiarism (see <http://www.concordia.ca/students/academic-integrity/plagiarism.html>),

impersonation, falsification of a document as well as any other form of dishonest behaviour related to the obtention of academic gain or the avoidance of evaluative exercises committed by a student is an academic offence.

If a student commits an academic offence, the professor is required to file an incident report and the student will then invited to come to an interview with the Associate Dean/Code Administrator. The Associate Dean, responsible for the administration of the code of conduct, will then determine the appropriate penalty; the latter varies according to the circumstances, and can include a simple reprimand, a fail for the course, or, in the worst case scenario, expulsion from the University.

Any student who is unable to meet course expectations – **for any reason whatsoever** – is encouraged to make an appointment to see the professor so that arrangements can be made. Also, students are encouraged to contact Advocacy and Student Support Services for access to many on campus services that are set-up to help students complete their degrees with success (see list at the end of the syllabus).

STUDENTS WITH DISABILITIES

Students who require academic adaptation or services may discuss their needs with the professor and/or contact the Access Centre for Students with Disabilities (<http://www.concordia.ca/offices/acsd.html>).

OTHER SERVICES OFFERED BY THE UNIVERSITY

- ★ The academic advisor at the SCPA is Perry Calce (514-848-2424, ext. 2579; perry.calce@concordia.ca).
- ★ Concordia Counseling and Development offers career services, psychological services, student learning services, etc. : <http://cdev.concordia.ca/>
- ★ The Concordia Library Citation and Style Guides: <http://library.concordia.ca/help/howto/citations.html>
- ★ Advocacy and Support Services : <http://supportservices.concordia.ca/>
- ★ Student Resources: <http://stc.concordia.ca/>
- ★ New Student Success : <http://newstudent.concordia.ca/>
- ★ The Academic Integrity Website : <http://provost.concordia.ca/academicintegrity/>
- ★ Financial Aid & Awards : <http://web2.concordia.ca/financialaid/>
- ★ Health Services : <http://www-health.concordia.ca/>