

Local Leadership and Social Change in Brazil

FSS3210 / FSS4210 / ECH4210

Prof. Meg Stalcup

Summer 2023



Class schedule:

I. Saturday Preparation Meetings (online)

1st - March 11th 1-3 PM Required

2nd – TBD, 1-4 PM Required

3rd – TBD, 1-3 PM Optional Methods Workshop

II. In the field: August 1st–August 22nd

Professor's office hours:

Tuesday online 1:30-2:30 PM

<https://calendly.com/mstalcup/office-hours>

Thursday in person 2:30-3:30 PM

Office FSS 10008

613-562-5800 ext. 7679

E-mail:

mstalcup@uottawa.ca

Please put 'Brazil course' and your name in the subject heading.

On virtual campus: Yes. See also cammac.space for the publicly available work of prior students.

OFFICIAL COURSE DESCRIPTION

This three-week field research course brings students to Brazil's Cacao Coast, in the northeastern state of Bahia, to understand the changes that are happening in the region. Students put anthropological research techniques into practice working with local leadership (*lideranças*) in five arenas: agroecology, race and gender, women's health, education, and migration and tourism. Each student pursues an individual research question, while contributing to the team's task of documenting recent history, activities, and challenges, and returning the results to their interlocutors. Supported by tutor-translators who are also subject matter experts, in the first half of the course, the teams undertake participant observation and interviews at different sites. Time is reserved for daily fieldnotes, readings and classroom discussion. The second half of the course centers research analysis and presentation. Teams produce a video and posters, which are shared at a final community networking event for all participants and the public.

GENERAL COURSE OBJECTIVES



The Cacao coast is part of the Mata Atlântica Biosphere Reserve, which protects 3000 km of rainforest and coastal land in 14 states. While some of the largest cities in Brazil are included, the Itacaré-Serra Grande area in Bahia is rural, with enormous biodiversity and a parallel wealth of strong community initiatives. Named for its production of cacao, from which chocolate is made, cultivation was devastated by a fungus epidemic that began in 1989. Nearly 30,000 farms folded, and an estimated 250,000 rural workers lost their livelihood. Yet plantation work had been backbreaking, and the cacao tree itself grows most sustainably not in monocultures but under the canopy of a thriving forest. In the time since, grassroots associations have emerged to address local needs and opportunities. Agroforestry initiatives coordinated with chocolate production, traditional trades such as fishing, and community tourism are examples of arenas in which local leadership are working towards long-term flourishing. In a region profoundly shaped by the legacy of slavery, notably including communities founded by afro- and indigenous descendants who escaped, this also means tackling significant racial, economic, gender, and health inequalities, and the ramifications of migration related to all of these elements of life in the region.



Reserves, as UNESCO's *Man and the Biosphere* programme puts it, need to draw on "the natural and social sciences with a view to improving human livelihoods and safeguarding natural and managed ecosystems." In contrast to "salvage ethnography" that historically aimed to document peoples before they disappeared, we are interested in change. On one hand, we aim to understand the kinds of changes that are happening in this region, related to the pressures of development projects, land demarcation disputes, climate events, and fallout from the Covid-19 pandemic. On the other, those who live and work in the region are actively engaged in producing positive social change.

We will spend three weeks in the region learning from the local leaders of grassroots associations, NGOs, and those in government, and business, with the goal of providing our findings to our interlocutors. Some have the time and resources to document their own practices, while others do not, and the press of daily life along with patchy transportation and communication infrastructure are barriers to knowing the work of fellow associations and actors even in the same region. Toward the end of producing useful documentation of histories, practices, and current challenges, and sharing them with each other, our course is welcomed for a short but intensive period of data collection. Students will develop an individual research question, which they will pursue in this collaborative context. Fieldwork will be conducted predominantly in the first half of the course, and for each team will include participant observation at relevant sites, and interviews with preselected interlocutors. During the second half of the course, the students will do any necessary follow-up, and work to analyze their individual and team material. Oral presentations will allow students to get feedback, preliminary to writing their final anthropological research papers due at the end of the course. The fieldwork experience will culminate in a knowledge mobilization event to which all interlocutors and the public will be invited. Findings will be accessibly presented in the form of a [video](#) (which may combine photography, audio recording, and videography) and, for each team, an [illustrated poster](#) (images and text).

Students will be asked for their interests and preferences regarding the five available topics, but due to the inevitable contingency of fieldwork on the ground, must be willing to accept the team they are ultimately assigned. Five topics will be available: agroforestry; racial and gender empowerment; education and knowledge (traditional practices, professional training, and state and alternative schools); community tourism and

migration; and women's health, with a focus on the local expertise in maternal health. At the first pre-departure meeting, teams with 3 students will be created and assigned their topics.

SPECIFIC COURSE OBJECTIVES

The four interrelated goals of this course are for students to 1) learn about social, economic, and environmental challenges in the south of Bahia, Brazil; 2) study firsthand how local leadership have organized into associations to address these challenges, including alleviating poverty and other forms of social injustice; 3) hone core fieldwork skills including observation, practical learning, interviewing (informal conversations, discussion with groups, one-on-one, etc.), writing fieldnotes, and, for our purposes, working in a team and with translators; 4) develop confidence and expertise in oral and written communication by giving an individual presentation, which will be the basis for the final research essay, and producing a team audio-visual report (poster and video).

TEACHING METHODS



This class combines teaching and learning strategies, with two required pre-departure classes that will include lecture, discussion, and practice exercises (observation and fieldnotes), and a third optional pre-departure methods workshop that will focus on interviewing; an exploratory essay on assigned and chosen texts, aimed at developing students' individual research topics; field research that will include participant observation and interviewing at community associations, along with small team and individual work on presenting results.

The embedded research context and the condensed format is also a chance for students to engage in lively and provocative discussions with each other about approaches to social, economic, and environmental challenges, toward critical analysis of what they are learning in the field and the interdisciplinary scholarship addressing social change.

ASSESSMENT METHODS

- 25% Exploratory Essay. Prior to departure for Brazil, watch *The Edge of Democracy* and *From the Bottom Up: Revolutionary Change in Brazil*, and read accompanying texts: Bittencourt's film review, and Warren's "Introduction: Maxakali Creation Story" and "Chapter 1: Posttraditional Indians" (see Required Texts). Write a 750-1000 word exploratory essay (further instructions on Brightspace) that puts these materials in relation to your association's topical concern, through which you develop a question that you wish to address in the upcoming field experience. The goal of the essay is to pose the question, which you will aim to answer in your final essay. The essay should cover but is not limited to the assigned materials. Please upload to Brightspace by 13h on July 24th (the Monday a week before departure). Graded.
- 10% Lead Group Discussion. Once during the course, your group (not the same as your field team) will be responsible for leading discussion on the assigned readings. Aim to equitably divide the labour. Each of you is expected to talk for the same amount of time, working to engage your peers in a sustained discussion of the material. There is a discussion handout on Brightspace for additional guidelines. For credit (pass/no pass).
- 20% Audio-visual presentation of team findings for final community event. For credit (pass/no pass).
- 10% Individual Oral Presentation. You will keep daily fieldnotes for each day of our trip, which include but are not limited to when you are at your association or talking to its members. This is a space to document your experience, including observations and unstructured interviews, to reflect on what you're feeling and learning, and to explore the question that you posed in your exploratory essay. Drawing on these notes, in the final week of the course, students will give individual oral presentations. This will be approximately 10-minute speaking to the class, followed by a 10-minute Q&A. Think of it as an oral first draft of your final research essay. For credit (pass/no pass).
- 35% Final Essay. Write up your oral presentation, based on observations and fieldnotes, into an essay, which must be typed and uploaded to Brightspace no later than September 4th. The essay should be between eight and ten double-spaced pages. Drawing on your fieldwork material, develop one insight or observation into a finding. Refer to other literature as needed. There is a handout on Brightspace with additional guidance. Graded.

Components of Final Grade

Note: All evaluation components must be completed to receive a grade in the class. If any component is missing, the student will receive an incomplete (EIN), regardless of the point total.

Evaluation format	Weight	Date
Exploratory Essay	25 %	July 24 th on Brightspace.
Lead Group Discussion	10%	Once during course, as assigned.
Team Presentation	20 %	August 18 th at final event.
Individual Oral Presentation	10 %	Once during course, as assigned.
Final Essay	35 %	September 5 th on Brightspace.

REQUIRED TEXTS

All required texts and films are available through the uOttawa library or free online, with the exception of *The Edge of Democracy*, which is on Netflix (available with a free trial or by subscription).

Bittencourt, Ela. 2019. 'The Edge Of Democracy' Offers An Intimate Look At Brazilian Politics In Flux, <https://www.npr.org/2019/06/20/733419744/the-edge-of-democracy-offers-an-intimate-look-at-brazilian-politics-in-flux>

Bowen, Merle L. 2021. *For Land and Liberty: Black Struggles in Rural Brazil*. Cambridge: Cambridge University Press.
<https://doi-org.proxy.bib.uottawa.ca/10.1017/9781108935968>

Costa, Petra. 2019, *The Edge of Democracy*, 121 min.

DeVore, Jonathan D. 2014. "Cultivating Hope: Struggles for Land, Equality, and Recognition in the Cacao Lands of Southern Bahia, Brazil." PhD, Ann Arbor, MI: University of Michigan. Selected Chapters
https://deepblue.lib.umich.edu/bitstream/handle/2027.42/109023/devorejd_1.pdf?sequence=1

Green, James N., Victoria Langland, and Lilia Moritz Schwarcz, eds. 2019. *The Brazil Reader: History, Culture, Politics*. Duke University Press.
<https://doi-org.proxy.bib.uottawa.ca/10.1017/9781108935968>

Munz, Elizabeth A. 2017. "Ethnographic Interview." In *The SAGE Encyclopedia of Communication Research Methods*, edited by Mike Allen. 2455 Teller Road, Thousand Oaks California 91320: SAGE Publications, Inc. <https://sk-sagepub-com.proxy.bib.uottawa.ca/reference/the-sage-encyclopedia-of-communication-research-methods/i4891.xml>

Musante-Dewalt, Kathleen. 2018. "Fieldwork." In *The International Encyclopedia of Anthropology*, 1–4.
<https://doi-org.proxy.bib.uottawa.ca/10.1002/9781118924396.wbiea2192>

Macklin, Angelica and Jonathan Warren. 2016. *De Baixo Para Cima - From The Bottom Up: Revolutionary Change in Brazil*. <https://youtu.be/HHvFSx8CfFA>

Warren, Jonathan W. 2001. *Racial Revolutions: Antiracism and Indian Resurgence in Brazil*. Durham and London: Duke University Press. Selected Chapters. <https://read-dukeupress-edu.proxy.bib.uottawa.ca/books/book/553/Racial-RevolutionsAntiracism-and-Indian-Resurgence>

Watkins, Case. 2021. *Palm Oil Diaspora: Afro-Brazilian Landscapes and Economies on Bahia's Dendê Coast*, Cambridge: Cambridge University Press.
<https://doi-org.proxy.bib.uottawa.ca/10.1017/9781108778893>

Williamson, K. Eliza. 2021. "The Iatrogenesis of Obstetric Racism in Brazil: Beyond the Body, beyond the Clinic." *Anthropology & Medicine* 28 (2): 172–87.
<https://doi-org.proxy.bib.uottawa.ca/10.1080/13648470.2021.1932416>

RECOMMENDED TEXTS

Junge, Benjamin, and Sean T. Mitchell, eds. 2021. *Precarious Democracy: Ethnographies of Hope, Despair, and Resistance in Brazil*. New Brunswick, NJ: Rutgers University Press.
<https://doi-org.proxy.bib.uottawa.ca/10.36019/9781978825697>

Sanabria, Emilia. 2016. *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil*. Durham and London: Duke University Press.
<https://doi-org.proxy.bib.uottawa.ca/10.1215/9780822374190-005>

Sangaramoorthy, Thurka, and Karen A. Kroeger. 2020. *Rapid Ethnographic Assessments: A Practical Approach and Toolkit for Collaborative Community Research*. London and New York: Routledge. <https://doi-org.proxy.bib.uottawa.ca/10.4324/9780429286650>



ADDITIONAL RESOURCES

The Brazil Reader (2nd edition, Duke University Press, 2019) is an edited volume with **primary** documents from Brazilian history, literature, and scholarship, and excerpts of those documents. I've selected a number of entries which I consider good introductory knowledge about Brazil, and compiled them into a PDF for you, available on Brightspace. A few of these are required reading, but the selections as a whole are intended to help you develop background knowledge to better understand the texts and films that are assigned and it may be useful for your final paper. The [whole reader is available online](#) through the library.

The edited volume [Emergent Brazil: Key Perspectives on a New Global Power](#) offers empirically grounded deep-dives into Brazil today. It's particularly successful in capturing junctures of change. The texts are organized into six parts with several chapters in each. If you're looking for a place to learn more about your research domain, take a look: **Brazil, today and yesterday**, combining a historical survey and an appraisal of the street movement of 2013; it then uses specific foci to get at Brazil's political scene; **Brazil's urban scene** (but this includes popular culture, which then appears in rural areas such as ours); **Brazil's religions in the modern world** (Neo-pentacostals, spread of Brazilian religions outside the country); **Environment**: the ongoing and potential global impact of Brazil's forests and fields; and **Brazil's diplomatic role in the world**.

[Understanding Contemporary Brazil](#) is a good textbook-style introduction to Brazil, with appropriate attention to important Brazilian scholars whose work is not widely available in English. It's less about specific Brazilian current events and more about the social contexts of events. This kind of work may prove helpful for setting up your research papers.

INDIGENOUS AFFIRMATION



ANISHINÀBE

Ni manàdjiyànàinig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj. Ni manàdjiyànàinig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisidawinawànàinig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig. Nigijeweninmànàinig ogog kà nìgàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.

Listen to the audio file

FRENCH

Nous rendons hommage au peuple algonquin, gardien traditionnel de cette terre. Nous reconnaissons le lien sacré de longue date l'unissant à ce territoire qui demeure non cédé.

Nous rendons également hommage à tous les peuples autochtones qui habitent Ottawa, qu'ils soient de la région ou d'ailleurs au Canada.

Nous reconnaissons les gardiens des savoirs traditionnels, jeunes et âgés.

Nous honorons aussi leurs courageux dirigeants d'hier, d'aujourd'hui et de demain.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land.

We acknowledge their longstanding relationship with this territory, which remains uncaded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

SCHEDULE

I. PRE-DEPARTURE

Saturday March 11, 13-15h, Meeting 1 (2 hours)

Recommended: Watch *The Edge of Democracy*, Petra Costa, 2019, 121 min (available on Netflix, free trial) before we meet. Take notes, as these will be useful to you for the first assignment, which is due before we leave.

- 13h-15h: Introduction to the course, course logistics, background on region, research and presentation groups

Saturday TBD (3 hours)

Recommended: Watch *From the Bottom Up: Revolutionary Change in Brazil*, Angelica Macklin, Jonathan Warren, 2016, 61 min (<https://youtu.be/HHvFSx8CfFA>) before we meet. Take notes, as these will be useful to you for the first assignment, which is due before we leave.

- Fieldwork workshop Part I – Observation and Fieldnotes
- Call-in Q&A with each research team's translator/ tutor.

Saturday TBD - Meeting 2 (2 hours)

- Fieldwork workshop Part II – Interviewing and other techniques

Monday July 24th 13h – exploratory essay due on Brightspace. If you have not yet watched the *The Edge of Democracy* and *From the Bottom Up*, watch them, read Bittencourt and Warren, Intro and Ch 1. Write an exploratory essay (instructions on Brightspace) culminating in a reasonable phrasing of the topic you wish to pursue during our three weeks in the field. This is not the final word on your research – we'll work on refining your question(s) the first couple of days on the ground, and, if appropriate, changing it all together. What you do in this essay, however, will give you something with which to start off.

II. IN THE FIELD 2023



Tuesday August 1. Depart Canada

WEEK 1

Wednesday August 2. Arrive São Paulo -> Flight to Ihéus, BA -> ground transport to Serra Grande. Orientation.

Thursday August 3. Morning -> Teams with tutor/translator at fieldsites. Lunch break. Individual work period – fieldnotes. 4 PM – classroom.

- Musante-Dewalt, Kathleen. 2018. "Fieldwork."
- DeVore, Jonathan D. 2014. "Cultivating Hope: Struggles for Land, Equality, and Recognition in the Cacao Lands of Southern Bahia, Brazil." PhD, Ann Arbor, MI: University of Michigan. Selected Chapters https://deepblue.lib.umich.edu/bitstream/handle/2027.42/109023/devorejd_1.pdf?sequence=1 Read Introduction and Chapter 1:
 - "Introduction: Reckoning and Release from the Past", pp. 1-16 only (although you can read the rest if you wish to)
 - Chapter 1 "Narrating a World" pp. 26-46

Friday August 4. Morning -> Teams with tutor/translator at fieldsites. Lunch break. Afternoon -> continue fieldwork. Late afternoon/evening -> write up fieldnotes.

Saturday August 5. Cacau Experience + Fazenda Juerana with lunch.

Sunday August 6. Free day.

WEEK 2

Monday August 7. Morning -> Teams with tutor/translator at fieldsites. Lunch break. Individual work period – fieldnotes. 4 PM – classroom.



Tuesday August 8. Morning -> Teams with tutor/translator at fieldsites. Lunch break. Individual work period – fieldnotes. 4 PM – classroom.

Group 1 leads: three students – to be selected

- Munz, Elizabeth A. 2017. "Ethnographic Interview." In *The SAGE Encyclopedia of Communication Research Methods*, edited by Mike Allen. 2455 Teller Road, Thousand Oaks California 91320: SAGE Publications, Inc. <https://sk-sagepub-com.proxy.bib.uottawa.ca/reference/the-sage-encyclopedia-of-communication-research-methods/i4891.xml>
- Devore Chapter 2 "Forest and Hills" pp 47-73

Wednesday August 9 Morning -> Teams with tutor/translator at fieldsites. Lunch break. Individual work period – fieldnotes. 4 PM – classroom.

Group 2 leads: three students – to be selected

- Bowen, Merle L. 2021. *For Land and Liberty: Black Struggles in Rural Brazil*. Cambridge: Cambridge University Press. Read Chapter 5 and Conclusion:
 - "Ethnic Tourism and the Commodification of Quilombola Culture." pp. 182–210. <https://doi.org/10.1017/9781108935968.006>
 - "Conclusion." pp. 211–22. <https://doi.org/10.1017/9781108935968.007>

Thursday August 10 All teams: Full day site visits.

Friday August 11 Morning -> individual work period (fieldnotes from previous day), group discussion/additional fieldwork at your discretion. Lunch break. 1 PM – classroom: discuss and process previous day.

Saturday August 12. Optional (not included – to be paid for separately) Bike tour - Parque da Serra do Conduru, with visit to farm and brunch, 6 to 7 hours duration.

Sunday August 13. Free day

WEEK 3

Monday August 14 Morning - All-group session discussion, including five tutors. Lunch break. 4 PM – classroom.

Group 3 leads: three students – to be selected

- Watkins, Case. 2021. *Palm Oil Diaspora: Afro-Brazilian Landscapes and Economies on Bahia's Dendê Coast*, Cambridge: Cambridge University Press. Read:
 - "Epilogue: Decolonizing Dendê." pp. 260–84.
<https://doi.org/10.1017/9781108778893.009>.
 - Recommended: Ch. 7 "Complexity." pp. 218–59.
<https://doi.org/10.1017/9781108778893.008>.

Tuesday August 15 Morning -> Group work with tutors. Posters to printer. Lunch break. 4 PM – classroom

Group 4 leads: three students – to be selected

- Williamson, K. Eliza. 2021. "The Iatrogenesis of Obstetric Racism in Brazil: Beyond the Body, beyond the Clinic." *Anthropology & Medicine* 28 (2): 172–87. <https://doi.org/10.1080/13648470.2021.1932416>.
- Recommended: Sanabria, Emilia. 2016. "Hormonal Biopolitics: From Population Control to Self-Control." In *Plastic Bodies: Sex Hormones and Menstrual Suppression in Brazil*. Durham and London: Duke University Press. <https://doi.org/10.1215/9780822374190-005>

Wednesday August 16. Morning -> Classroom. **Group 5 leads** three students – to be selected

Excerpts from *The Brazil Reader: History, Culture, Politics*. 2019. Green, James N, Victoria Langland, and Lilia Moritz Schwarcz, eds. Durham and London: Duke University Press:

- Carl Friedrich Philipp von Martius [1844] "How to Write the History of Brazil." pp. 187-189
- Carolina Maria de Jesus [1960] "Child of the Dark" pp. 391-395
- Paulo Freire [1967] "Education as a Practice of Freedom" pp. 396-398

-> Lunch break. 2 PM -> Classroom. Individual presentations.

Thursday August 17. Morning -> Individual presentations. Lunch break. 2 PM -> Classroom. Individual presentations.

Friday August 18. Finalize as needed presentation for the Feirinha do Bairro Novo in the afternoon/evening. -> Time TBD, presentation of work and celebration in bairro novo

Saturday August 19 Free day

Sunday August 20 Free day

RETURN Monday August 21st Morning -> ground transport to Ilhéus -> flight to São Paulo -> return flight to Canada -> arrive **August 22nd**.

September 5th. Final paper due (on Brightspace).



CLASSROOM GROUND RULES

Classroom Discussions and In-class Work

You learn a lot when you talk about things, question them, and rephrase ideas or claims in your words. I actively encourage student questions, and class discussions, and have included one individual oral presentation as part of your grade. Think about how you can use the periods of time we have together to help yourself learn the material, and to teach it to your peers. Participating in the class this way will make the class experience more effective, more interesting, more fun, and more meaningful for all involved.

Green Classroom

For ecological reasons and those of everyone's convenience, especially given travel, I avoid paper when possible. The syllabus will be available as a PDF on Brightspace, along with other course documents (such as assignment instructions), and your readings will be available online through the library (in general, you can search for the title and the article will pop up) or as indicated on the syllabus. I suggest downloading these ahead of time rather than waiting until we are in Brazil, where the internet may not be as accessible. You will turn in assignments (before and after Brazil) via our Brightspace site. You will also receive your comments and grades online. However, in-class work will often require a piece of paper and pen or pencil, so you should be prepared with both for our pre-departure sessions, and for our classes in Brazil.

Email Etiquette

Email is the quickest way to reach me, should you have a question about class materials or assignments. Include your name and put 'Brazil course' in the subject line. Do not use "hey" (avoid in correspondence, even if you use it orally) or "Miss" or "Ms." (this is

different in English than in French, which does use “Mlle” and “Mme”). Please begin your email with ‘Dear Professor Stalcup’, or, once we know each other, most of my students call me by first name.

Lecture PowerPoint Slides

You are required to attend the pre-departure classes. I will share my slides on Brightspace and you will be able to refer back to them there.

Laptop and Phone Use

Students have found that 1) the internet is slower and less reliable in Serra Grande than they are accustomed to; 2) this had the unexpected benefit of making them not be online as much and, according to their reports, relaxed and focused. There will be internet at your accommodations. If you need absolutely reliable access at all times, however, it’s probably best to get a plan from Canada.

Policy on language quality and late submissions

Class attendance is necessary to successfully complete this course. No way around it.

You will also be judged on your writing abilities. It is recommended to take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, inappropriate use of terms, etc. You may be penalized up to 15%, to the professor’s discretion.

Late submissions should be negotiated with the professor. I will accommodate requests whenever possible, but given the compressed timeline of the course, there are limits to what I can do. Notably, I cannot provide feedback on late submissions, and if you need more time than I can provide with my own deadlines, you will have to formally request a deferral. If you don’t discuss this with me and set up an agreement before the due date, and simply submit late, *there will be a penalty*. University regulations require all absences from exams and all late submissions due to illness to be supported by a medical certificate.

Absence for any other serious reason must be justified in writing, to the academic assistants of the Faculty, within five business days following the date of the exam or submission of an assignment. The Faculty reserves the right to accept or refuse the reason. Reasons such as travel, jobs, or any misreading of the examination timetable are not acceptable.

A penalty of 5% will be given for each subsequent day following the due date. This goes for assignments submitted on Brightspace as well.

We suggest that you advise your professor as early as possible if a religious holiday or a religious event will force you to be absent.

Resources for you

FACULTY MENTORING CENTRE - <http://socialsciences.uottawa.ca/mentoring>

The goal of the Mentoring Centre is to help students with their academic and social well-being during their time at the University of Ottawa. Regardless of where a student stands academically, or how far along they are in completing their degree, the Mentoring Centre is there to help students continue on their path to success.

A student may choose to visit the Mentoring Centre for very different reasons. Younger students may wish to talk to their older peers to gain insight into programs and services offered by the University, while older student may simply want to brush up on study and time management skills or learn about programs and services for students nearing the end of their degree.

In all, the Mentoring Centre offers a place for students to talk about concerns and problems that they might have in any facet of their lives. While students are able to voice their concerns and problems without fear of judgment, mentors can garner further insight in issues unique to students and find a more practical solution to better improve the services that the Faculty of Social Sciences offers, as well as the services offered by the University of Ottawa.

ACADEMIC WRITING HELP CENTRE - <http://www.sass.uottawa.ca/writing/>

At the AWHC you will learn how to identify, correct and ultimately avoid errors in your writing and become an autonomous writer. In working with our Writing Advisors, you will be able to acquire the abilities, strategies and writing tools that will enable you to:

- **Master the written language of your choice**
- **Expand your critical thinking abilities**
- **Develop your argumentation skills**

The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit www.uOttawa.ca/sexual-violence-support-andprevention

- **Learn what the expectations are for academic writing**

CAREER SERVICES - <http://www.sass.uottawa.ca/careers/>

Career Services offers various services and a career development program to enable you to recognize and enhance the employability skills you need in today's world of work.

COUNSELLING SERVICE - <http://sass.uottawa.ca/en/counselling>

There are many reasons to take advantage of the Counselling Service. We offer:

- Personal counselling
- Career counselling
- Study skills counselling

ACCESS SERVICE - <http://sass.uottawa.ca/en/access>

The University has always strived to meet the needs of individuals with learning disabilities or with other temporary or permanent functional disabilities (hearing/visual impairments, sustained health issues, mental health problems), and the campus community works collaboratively so that you can develop and maintain your autonomy, as well as reach your full potential throughout your studies. You can call on a wide range of services and resources, all provided with expertise, professionalism and confidentiality.

If barriers are preventing you from integrating into university life and you need adaptive measures to progress (physical setting, arrangements for exams, learning strategies, etc.), contact the Access Service right away:

- in person at the University Centre, Room 339
- online
- by phone at 613-562-5976

Deadlines for submitting requests for adaptive measures during exams

- midterms, tests, deferred exams: seven business days before the exam, test or other written evaluation (excluding the day of the exam itself)
- final exams:
 - November 15 for the fall session
 - March 15 for the winter session
 - Seven business days before the date of the exam for the spring/summer session (excluding the day of the exam itself).

STUDENT RESOURCES CENTRES -

<http://www.communitylife.uottawa.ca/en/resources.php>

The Student Resources Centres aim to fulfill all sorts of student needs.

Beware of Academic Fraud!

Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation.

Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions.

Here are a few examples of academic fraud:

- engaging in any form of plagiarism or cheating;
- presenting falsified research data;
- handing in an assignment that was not authored, in whole or in part, by the student;
- submitting the same assignment in more than one course, without the written consent of the professors concerned.

In recent years, the development of the Internet has made it much easier to identify academic plagiarism. The tools available to your professors allow them to trace the exact origin of a text on the Web, using just a few words.

In cases where students are unsure whether they are at fault, it is their responsibility to consult the "*Writing and Style Guide for University Papers and Assignments*." It can be found at:

<http://socialsciences.uottawa.ca/undergraduate/writing-style-guide>

Persons who have committed or attempted to commit (or have been accomplices to) academic fraud will be penalized. Here are some examples of the academic sanctions, which can be imposed:

- a grade of "F" for the assignment or course in question;
- an additional program requirement of between 3 and 30 credits;
- suspension or expulsion from the Faculty.

For more information, refer to the *Student's Guide to Academic Integrity*:

<http://web5.uottawa.ca/mcs-smc/academicintegrity/documents/2011/academic-integrity-students-guide.pdf>

and Academic Integrity Website (Office of the Vice-President Academic and Provost)

<http://web5.uottawa.ca/mcs-smc/academicintegrity/home.php>