

**PSCI 4610A**  
**POLITICS OF MIGRATION MANAGEMENT**

**Friday, 11:35 a.m. – 14:25 p.m. (September 4 ONLY)**

**Monday, 11:35 a.m. – 14:25 p.m.**

**Please confirm location on Carleton Central**

Instructor: Dr. Martin Geiger, Assistant Professor  
Office: Loeb Building, 6<sup>th</sup> floor – D Tower – Room D696  
Office Hours: Mondays, 03:00 p.m. – 05:00 p.m. and by appointment  
Phone: Please use email and my office hours (also skype is possible) instead  
Email: [martin.geiger@carleton.ca](mailto:martin.geiger@carleton.ca)  
Skype: geiger.carleton

**Important Remarks:**

- First class: Friday, September 4<sup>th</sup> (all classes at Carleton University follow a Monday schedule on this day. This means our first class will be on the Friday).
- Last class: Monday, December 7<sup>th</sup>
- No classes: 07 September, 12 October and 26 October (two statutory holidays and fall break)
- No office hours: 07 September, 12 October, 26 October, 07 December (two statutory holidays, fall break and last day of class)  
Additional office hours will be provided, if necessary and during peak times by using doodle poll.
- On-line components of this course will be managed through cuLearn. Please visit the cuLearn site at least once a week to receive the most current information pertaining to the scheduling of the course and required readings.
- As a student enrolled in this course, you are expected to: read and understand this course outline; come to class prepared; not distract others in class (e.g. by mobile devices, social networking sites and side conversations, unless permitted to do so by your instructor); complete your own work (including documenting your research, and not cheating or plagiarizing); be aware of the resources at Carleton University that are available to help you to reach your academic goals and the learning outcomes of this class and the program you are enrolled in.

**1) Course Description**

This seminar course critically engages with innovative policies and instruments under the umbrella of 'migration management', and the proliferation of stakeholders (states, international organizations, NGOs, private companies, etc.) involved in shaping and contributing to migration governance.

Migration management marks a new, and strongly contested, field of political practice, as well as theoretical and empirical inquiry. In the opinion of its proponents, it provides more effective and efficient solutions to tackle manifold and complex challenges and situations related to migration and mobility. Researchers, migrant advocates, support groups and human rights organizations, in contrast, often criticize the technocratic and apolitical nature of migration management while highlighting the unfavourable effects migration management entails for migrants and societies.

## **2) Learning Outcomes, Content and Objectives**

By the end of the course, you will be able to identify the roles and activities of states, international organizations and non-state actors in the field of migration politics, discuss the implications of border and migration management for migration studies, political theory and international relations. You will be able to evaluate practices relating to migration management. You will also be able to justify your own informed position with reference to human and migrant rights, state sovereignty, the security and wellbeing of citizens and non-citizens, and evolving governance structures beyond the state. This will allow you to take part in academic and policy-oriented debates about migration management, the social and political effects of migration management, and the future of migration governance.

The course is divided into two sections: Section 1 (04 September-05 October) familiarizes you with important concepts, theories and discussions. We will focus on the role of states and the political regulation of mobility and migration before turning to the internationalization of migration politics, the concept of migration management, its main proponents, and the new narratives (discourses) and practices of migration management. This section concludes with a mid-term test (in-class, see below). The following section 2 (19 October-07 December) consists of a series of “project workshops” focusing on specific empirical cases and components of migration management. You will be assigned to one of these projects, then together with other students, work in a project team. In addition to the class contribution you make as a group, you will also give an individual input to your project workshop/to the class. With the help of our series of different project workshops, you will learn about different migration scenarios or challenges of migration management, get in-depth insights into how, why and to what effects stakeholders collaborate with other actors in these specific country or thematic cases. Our last workshop (07 December) will discuss the critique of migration management, how certain stakeholders respond to “anti-migration management” and what might be the future of migration management.

## **3) Course Readings**

Please consult the attached course schedule to find out about the texts required for each individual session. Some of these texts might change and be replaced. In case this happens, you will receive timely information from your course instructor. All of the material listed will be available electronically *at no cost to you* through cuLearn and Ares. Some literature will also be available, in hardcopy version, through the Reserve Collection at Carleton Library. In case you are interested in purchasing some of the material, your instructor will suggest a selection of edited books, monographs and textbooks at the beginning of the course.

## **4) Requirements and Evaluation**

### **4.1 General Remarks and Evaluation at a Glance Overview**

As a research seminar, this weekly three-hour course greatly differs from a lecture course. Regular attendance, active participation and major individual research efforts, including independent research of additional literature and materials, will be required.

Following an introduction to the course and some lectures provided by the instructor early in the term, the remaining class sessions will be conducted as “project workshops”. These will centre on student teamwork, individual class presentations, discussions based on readings, and the input provided by project teams, individual students, the class and the instructor.

**There is no final exam for this course. Please note that you must complete all elements of evaluation to receive a passing grade.** Grading will be done on the following basis:

- **Summary and Discussion of One Course Reading – 10%**
  - Oral summary provided to class (5%)
  - Preparation and presentation of two questions for discussion (3%)
  - Lead class discussion (2%)
  - Students who fail to report, and/or are not assigned a course reading by October 5<sup>th</sup>, 2015 will receive a failing grade and not pass the course
  - Students will receive the preliminary grade for this section at the end of the term
  
- **Mid-Term Test (in-class) – 20%**
  - October 5<sup>th</sup>, 2015. During the second half of the class session (30mins)
  - Students will receive their preliminary grade for this section within the two weeks following the test
  
- **Group Project and Individual Contribution – 25%**
  - Individual contribution (20%)
  - Contribution as a group (5%)
  - Students who fail to report, and/or are not assigned a project workshop by October 5<sup>th</sup>, 2015 will receive a failing grade and not pass the course
  - Students who fail to report, and/or have not defined and declared their participation or contribution to a workshop by October 5<sup>th</sup>, 2015 will receive a failing grade
  - Students can receive feedback on their contribution and workshop once the workshop has been held. Students will receive their preliminary grade for this section at the end of the term
  
- **Take-Home Research Paper – 30%**
  - Voluntary submission of an outline for feedback – due November 30<sup>th</sup>, 2015 in class
  - Take-Home Research Paper – due December 22<sup>nd</sup>, 2015 (at the latest) via email
  - Students who are not assigned a topic by November 9<sup>th</sup>, 2015 will receive a failing grade
  - Students will receive feedback and a preliminary grade from the instructor within seven business days after submitting their research paper
  
- **Attendance and Participation – 15%**
  - Attendance and participation will be taken and noted at every class
  - Students can receive feedback at any point during this course. Students will receive their preliminary grade for this section at the end of the term

## **4.2 Evaluation in Detail**

### Summary and Discussion of One Class Reading

Each student will be required to give an oral summary of one of the course readings in one of the class sessions. He/she will also prepare two questions for discussions and then lead the class discussion on the respective reading and the two prepared questions. Readings will be assigned during the first class session (04 September) and, if needed, in subsequent sessions. However, students who fail to report and/or are not assigned a course reading by October 5<sup>th</sup>, 2015 will receive a failing grade (exceptions may apply).

You should familiarize yourself with the assigned reading and take notes. In case you need assistance, approach the instructor for further advice/guidance ahead of the assignment. On the day of the class, you first need to provide to the class a short oral summary of the reading, its main points/arguments/themes and how the text relates to the course in general, other (previous) course readings and our discussions in class. This summary intentionally needs to be kept brief in order to allow further input by other students and the instructor. It should be no longer than five to seven minutes. You should give this presentation without using any powerpoint, prezi etc., but you can definitely use your written notes (however, don't read them, prepare to talk freely to the class).

Following your summary, you will present (one by one) the two questions you have prepared on the basis of the text for our class discussion. The other students are then invited to answer and discuss these questions. Your task is to lead and moderate class discussion. These questions should be kept succinct and precise so that they can be answered (realistically) by the class within 10 minutes.

The oral summary provided to the class will give you 5%, the preparation and presentation of two questions for discussion will give you 3%, and leading and moderating the class discussion successfully will give you another 2% of the grade (in total 10% for this assignment). You can find out about the preliminary grades for this section at the end of the term, once all students have provided their summaries.

### Mid-Term Test (in-class)

On October 5<sup>th</sup>, each student will write a short mid-term test. This test (30 mins) will be held during the second half of the class, as an in-class test. It will consist of multiple choice and short answer questions. The test is designed to evaluate your knowledge and understanding on key topics and issues, as well as your ability to interpret and critically discuss class contents.

The mid-term test will be based on the content found within the required readings of the three previous class sessions in September (14 September, 21 September and 28 September) and the content of the lectures provided by the instructor during these three class sessions and the class discussions on the readings, the lectures and additional material/content discussed during these three class sessions.

The test will be graded – it is worth 20% of your final grade – and you will receive your preliminary grade within two weeks following the day of our test.

### Group Project and Individual Contribution

During our first class session (September 4<sup>th</sup>) and, if needed, in subsequent sessions, each student will be assigned to a certain group project (in the context of project workshops, to be held 19 October-07 December, see schedule). Students who fail to report and/or are not assigned to a workshop by October 5<sup>th</sup>, 2015, and/or have not defined and declared their individual contribution to this workshop by October 5<sup>th</sup>, 2015 will receive a failing grade (exceptions may apply) – and in both cases they will not pass this course.

These projects focus on specific empirical cases and selected components of migration management (see schedule). While the main topic of the project workshop is assigned to all students participating in the group project, the concrete conceptualization, contents of the group workshop, and the individual contributions of students to the project will be discussed and agreed upon in close collaboration and coordination between all group members, as well as with the instructor. This discussion and preparatory process needs to start directly at the beginning of the term/course – as soon as students are assigned to specific groups. Students should be prepared to meet with their team colleagues and, as a group and individually, with the instructor early in the term, with enough time ahead of the mentioned deadline (05 October) and the start of the workshop phase in our class (19 October).

In preparation of their workshop, students, while researching the topics of their project in-depth (this will include personal, independent literature research and analysis of existing publications and other material), should also take note of the readings assigned to the respective workshop (see schedule). Students receive 25% of the final grade in this class through this assignment. Their input as a group will be worth 5% of the final grade, while their individual contribution will count for 20% of the final grade.

Different formats of presentation (alternatives to powerpoint, prezi, etc.) are strongly encouraged and welcome. The exact format needs to be discussed by the students and their instructor. The same applies to the individual timing, length and content of the group and individual contributions.

The evaluation of this assignment will be based on: success in identifying, presenting and assessing relevant information; effective, succinct and smart communication of this information to the class; success in generating class discussion. You can request feedback from the instructor once your workshop has been held. You can find out about the preliminary grades for this section at the end of the term, once all project workshops have been held.

### Take-Home Research Paper

Each student will be assigned an individual topic for a take-home research paper. This topic can be assigned early in the term: It is strongly encouraged that students communicate ideas for their research paper to the instructor early in the term, and meet with him to discuss their assignment. This discussion needs to be finalized and the topic needs to be declared (in its final version) to the instructor by November 9<sup>th</sup>, 2015, at the latest.

It is strongly recommended that students either take the same topic they have chosen for their individual group project (see above), or that they define a topic that is closely related to this project. However, they are also provided with the opportunity to work on another topic. This topic, however, still needs to be approved by the instructor and it should closely relate to the topic/theme and contents of the course. The November 9<sup>th</sup> deadline encourages all students to contemplate their final assignment earlier in the term, and start working on their paper as soon as possible. It is important that you meet this deadline, otherwise you will not receive a passing grade in this class and not pass this course.

Students have also the chance and are invited to voluntarily submit an outline of their paper by November 30<sup>th</sup>, 2015 (in class, hardcopy versions only). This guarantees that they can receive early feedback, and are still able to meet the instructor during the final weeks of the term and at the immediate beginning of the examination period.

The Take-Home Research Paper is due on 22<sup>nd</sup> December, 2015 (at the latest). It is the student's own responsibility to ensure that the instructor receives this assignment as a readable PDF-file via email (martin.geiger@carleton.ca) on 22<sup>nd</sup> December 2015 at the latest. Students will receive a confirmation of their submission shortly after they have submitted their paper. Only submissions from Carleton email-accounts will be accepted.

If an electronic submission is not possible, students can print a hardcopy version and submit it in person using the Political Science Drop Box located on the 6<sup>th</sup> floor of the Loeb Building, next to the door of the main department office (B640). Note however: The Drop Box is emptied daily at 4:00 p.m. Papers received after this time will be stamped the following working day and will be assessed with late penalties (see below). Students are asked not to submit papers through student colleagues, nor to the staff in the Political Science Office or anyone else in the office. Late papers without a date stamp will be given a late penalty based on the date the instructor actually receives the paper. Students are asked also not to slip their assignments under the instructor's office door, not to post it on his office door or to place it in his mailbox. It is the student's responsibility to ensure that the instructor receives this paper and it is the student's responsibility to collect the graded paper in a timely fashion.

The take-home research paper gives you 30% of your final grade. The paper will be graded in the days following your submission and you will receive an evaluation from the instructor via email within seven business days after the submission date. The research paper should be 3,500-4,000 words long, including all references, footnotes/endnotes and chapter headings etc. The purpose of the research paper is to provide you with an opportunity to discuss the topic in a comprehensive, scholarly research paper. It is expected that you research the topic selected, critically engage with the existing scholarly literature and make use of what you have learned during the course.

The take-home research paper must be based on your own intellectual work and it must be written by yourself – you alone. It is not permitted that you work together with others on your paper; group work is not permitted in this assignment and all students in this course will discuss and agree on an individual topic for their paper with the instructor. The instructor will decide with you on which topic you will be working.

The paper will be marked along the following criteria: argument, organization and logic (Is the paper presented in a logical and convincing manner?); research and use of evidence (Does the paper contain extensive and effective use of available research sources? Does the paper refer to class discussions, class talks and readings? Minimum number of sources 10. Does the paper contain proper footnotes/endnotes and bibliographic style?); communication (Is the paper organized and written as clearly and concisely as possible?). The research paper should also be free of spelling and grammar errors; Take-home research papers that do not address the topic which was previously discussed (see above) and assigned by the instructor will receive a failing grade and not pass this course.

### Attendance and Participation

15% of the final grade is for attendance and participation. Students will be evaluated on the basis of their active, constant, informed and thoughtful participation in class. Students are expected to do all their readings and come to class prepared.

Attendance and participation will be taken and noted at every class; not actively contributing to class, missing classes, late arrivals and early departures will cause students to lose attendance and participation marks. Students that cannot attend a class for valid reasons (e.g., medical reasons) need to provide the instructor with valid documentation that justifies their absence (e.g., doctor's note).

Students have to be prepared to discuss other students' presentations and to summarize in class the key arguments of current and previous course readings, contrast the perspectives of the readings, and respond to the readings within the context of the course. What contribution does the specific reading make? Is there a link/commonality/tension between the readings? Do you agree with their position? How do the arguments of the authors relate to the theme of the course and previous discussions in class? It is recommended that students take notes when reading the mandatory texts, this facilitates class discussion and individual learning progress. Students can receive feedback on their attendance and participation at any point during this course; they will be notified about their preliminary final grade for attendance and participation at the end of the term.

### **4.3 Policies on Assignments and Emails**

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. It is also not acceptable to submit the same assignment in two or more different courses.

Please also note: 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).

All assignments in this course should be free of spelling and grammar errors. They must include appropriate citations (endnotes or footnotes) and bibliography. Assignments are due on the dates specified in the course outline or, in the case of individually or group assigned tasks, as they were agreed upon between instructor and student(s).

Late submissions will be subject to a penalty of 5% of the 100% assignment grade per 24 hours (not including weekends). Assignments will not be accepted later than seven business days after the due date. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate any problems, please approach the instructor as soon as you can and well in advance of the respective assignment.

In case you are using email as a way of communication with the instructor and for submitting assignments, make sure that you always use your personal Carleton email address. All email communication to students will be via official Carleton university email accounts and/or cuLearn. As important course and University information is distributed this way, it is your own responsibility to monitor your Carleton and cuLearn accounts.

Emails from other accounts might end up in spam folders and will also not be answered because it is not possible to verify that it was really you writing, replying or submitting an assignment through this different email account. This also applies for forwarded messages to/from other accounts than Carleton accounts.

## 5) Schedule

### **Section I: Migration Management as a New Concept in International Migration Politics**

#### **04 September 2015: Introduction**

➔ This is a Friday, all classes at Carleton University on this day follow a regular Monday schedule, this means we have our first class meeting today

- Introduction to the course, main themes and components
- Assignment of course readings and project workshops

*Note: Students who wish to stay in this course but were not able to attend this first class meeting: you need to contact the instructor in the coming days: martin.geiger@carleton.ca - there are important course deadlines all students are required to meet.*

#### **07 September 2015: No Class and No Office Hours Today (statutory holiday today)**

#### **14 September 2015:**

#### **States Losing Control? Risks and Benefits of ‘Risking’ International Migration**

Readings:

- Overbeek, Henk (2002), “Neoliberalism and the Regulation of Global Labour Mobility”, *The Annals of the American Academy of Political and Social Sciences* 581: 74-90.
- Sassen, Saskia (1996), *Losing Control*, Columbia University Press: New York, Ch. 3 (Immigration Tests the New Order).
- Castles, Stephen (2011), “Migration, Crisis, and the Global Labour Market”, *Globalizations* 8(3): 311-324.
- Castles, Stephen (2004), “Why Migration Policies Fail”, *Ethnic and Racial Studies* 27(2): 205-227.

*Note: Students who wish to stay in this course but were not able to attend today’s second class meeting: you need to contact the instructor in the coming days: martin.geiger@carleton.ca - there are important course deadlines all students are required to meet.*

## **21 September 2015:**

### **Transnational Migration, Autonomy of Migration and the Critique of Migration Politics**

#### Readings:

- Faist, Thomas (2012), "Toward a Transnational Methodology: Methods to Address Methodological Nationalism, Essentialism, and Positionality", *Revue Européenne des Migrations Internationales* 28: 51-70.
  - Mezzadra, Sandro (2004), "The Right to Escape", *Ephemera* 4(3): 267-275.
  - Papadopoulos, Dimitris & Tsianos, Vassilis S. (2013), "After Citizenship: Autonomy of Migration, Organisational Ontology and Mobile Commons", *Citizenship Studies* 17 (2): 178-196.
  - De Genova, Nicholas (2013), "'We Are Of The Connections': Migration, Methodological Nationalism, and 'Militant Research'", *Postcolonial Studies* 16(3): 250-258.
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## **28 September 2015:**

### **Transformations in the Government, Governance and Management of Migration**

#### Readings:

- Geiger, Martin (2013), "The Transformation of Migration Politics: From Migration Control to Disciplining Mobility", in: Geiger, Martin & Pécoud, Antoine (eds.), *Disciplining the Transnational Mobility of People*, Basingstoke et al.: Palgrave Macmillan, pp. 15-40.
  - Betts, Alexander (2011), "Global Migration Governance", in: Betts, Alexander (ed.), *Global Migration Governance*, Oxford: Oxford University Press, pp. 1-28.
  - Kunz, Rahel (2013), "Governing International Migration through Partnership", *Third World Quarterly* 34(7): 1227-1246.
  - Hernández-León, Rubén (2013), "Conceptualizing the Migration Industry", in: Gammeltoft-Hansen, Thomas & Nyberg-Sørensen, Ninna (eds.), *The Migration Industry and the Commercialization of International Migration*, Oxon/New York: Routledge, pp. 24-44.
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## **05 October 2015: Migration Management, its Actors, Discourses and Practices**

### **→ Mid-Term Test (30min, during the second half of the class session, in-class)**

*Reminder:* Students who fail to report and/or are not assigned a course reading by today (October 5th, 2015) will receive a failing grade and not pass the course; also, students who fail to report or have not defined and declared their participation or contribution to a workshop by October 5th, 2015 will receive a failing grade and not pass the course.

<b>12 October 2015: No Class and No Office Hours Today (statutory holiday today)</b>
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## **Section II: Workshops on Migration Management in Practice: Critical Perspectives**

### **19 October 2015:**

#### **Project Workshop 1: "International Organizations. Capacity Building and Country Strategies"**

#### Readings:

- Oelgemöller, Christina (2011), "Informal Plurilateralism: The Impossibility of Multilateralism in the Steering of Migration", *British Journal of Politics and International Relations* 13: 110-126.
- Geiger, Martin & Pécoud, Antoine (2014), "International Organizations and the Politics of Migration", *Journal of Ethnic and Migration Studies* 40(6): 865-887.

**26 October 2015: No Class and No Office Hours Today (fall break)**

**02 November 2015:**

**Project Workshop 2: “Border Security, Actors and Technologies in Border Management”**

Readings:

- Bigo, Didier (2002), “Security and Immigration: Toward a Critique of the Governmentality of Unease”, *Alternatives: Global, Local, Political* 27: 63-92.
- Lemberg-Pedersen, Martin (2013), ‘Private Security Companies and the European Borderscapes’. In: Gammeltoft- Hansen, Thomas & Nyberg-Sørensen, Ninna (eds.), *The Migration Industry and the Commercialization of International Migration*, Oxon/New York: Routledge, pp. 152-172.

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**09 November 2015:**

**Project Workshop 3: “Pre-Departure Orientation, Information Campaigns and Anti-Trafficking”**

Readings:

- Heller, Charles (2014), “Perception Management. Deterring Potential Migrants through Information Campaigns”, *Global Media and Communication* (10)3: 303-318.
- Andrijasevic, Rutvica (2007), “Beautiful Dead Bodies: Gender, Migration and Representation in Anti-Trafficking Campaigns”, *Feminist Review* 86: 24-44.

*Reminder:* Students who are not assigned a topic for their take-home research paper by today (November 9th, 2015) will receive a failing grade and not pass this course.

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**16 November 2015:**

**Project Workshop 4: “Migration Management and the Migration and Development Discourse”**

Readings:

- Nyberg Sørensen, Ninna (2012), “Revisiting the Migration-Development Nexus: From Social Networks and Remittances to Markets for Migration Control”, *International Migration* 50(3): 61-76.
- Gamlen, Alan (2014), “The New Migration-and-Development Pessimism”, *Progress in Human Geography* 1-17.

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**23 November 2015:**

**Project Workshop 5: “Facilitation of Labour Migration and Temporary Foreign Work Schemes”**

Readings:

- Rodriguez, Robyn & Schwenken, Helen (2013), “Becoming Migrants at Home: Subjectivation Processes in Migrant-Sending Countries Prior to Departure”, *Population, Space and Place* 19(4): 375-388.
- Gabriel, Christina & MacDonald, Laura (2011), “Citizenship at the Margins: The Canadian Seasonal Agricultural Worker Program and Civil Society Advocacy”, *Politics & Policy* 39(1): 45-67.

**30 November 2015:**

**Project Workshop 6: “Detention, Deportation and Assisted Voluntary Return”**

Readings:

- Rygiel, Kim (2012), “Governing Mobility and Rights to Movement Post 9/11: Managing Irregular and Refugee Migration through Detention”, *Review of Constitutional Studies* 16(2): 211-241.
- Collyer, Michael (2012), “Deportation and the Micropolitics of Exclusion: The Rise of Removals from the UK to Sri Lanka”, *Geopolitics* 17(2): 276-292.

*Reminder: Voluntary submission of an outline (of the take-home research paper) for feedback – due 30 November 2015 in class (hardcopies only)*

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**07 December 2015:**

**Project Workshop 7: “Protest and Resistance. Attempts of Reforming Migration Management”**

Readings:

- Walters, William (2006), “No Border. Games With(out) Frontiers”, *Social Justice* 33(1): 21-39.

*Note: No Office Hours Today*

*Reminder: Take-Home Research Paper due on December 22<sup>nd</sup>, 2015 (the latest) via email.*

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**Academic Accommodations**

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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](mailto: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*).

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting 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 Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

**Approval of final grades:** Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/> or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.