

Preliminary Course Outline
EURR 4304 and EURR 5304
“Europe and International Migration“

Friday, 11:35 p.m. – 2:25 p.m.
Please confirm location on Carleton Central

Instructor: Dr. Martin Geiger
Office: Loeb Building, D Tower, 6th floor – Room D 696
Office Hours: By appointment (email).
Preferred day and time for meetings: Fridays, 3:00 p.m. – 5:00 p.m.
Phone: (613) 520-2600 ext. 3232 (Emails preferred)
E-mail: martin.geiger@carleton.ca

First class: 13 January 2017
Last class: 07 April 2017 (also submission of final assignment)
No classes: 06 January 2017 (*to accommodate extra work of students in preparation of project presentation at an international workshop at Carleton University on March 30th and 31st, and to encourage students to attend and participate in (all) other workshop sessions on March 30th and 31st)*
24 February 2017 (winter break)

While course-related e-mails will usually be answered within two business days, meeting during office hours (by appointment) is preferred for longer conversations.

Online components of this course will be managed through [cuLearn](#). Please visit the cuLearn site at least once a week.

As a student enrolled in this course, you are expected to:

- read and understand this course outline;
- not distract others in class (e.g. by eating in class, avoiding side conversations with other students, not using mobile devices and social networking sites unless permitted to do so by your instructor);
- come to class prepared and 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 reach your academic goals, the learning outcomes of this class, and the program you are enrolled in.

1) Course Description

The displacement, migration and mobility of people across state borders currently dominate the news, especially in and as concerns Europe. The discussions and assumptions about the potential “threats” of (mass) migration have culminated yet again to such an extent that some leaders, and,

as well, the general public in Europe started (again) to openly question and even to lobby for an abolishment of integral elements and historical achievements of the European integration process such as the Schengen system, and for the re-erection of borders and walls that once had been abolished.

Hence, this course touches on highly politically salient and sensitive issues of the EU integration process and the future of an united, common Europe. However, while this course is “topical” and will be able to respond to a selection of at least some of the (daily changing) discourses, political actions taken and certain events, the principal aim of this course lies first and foremost not in discussing day-to-day politics, but in delivering a deeper and academic understanding of migration and displacement as processes in world society.

In the winter of 2017, the course takes aim to interrogate four key areas and overarching themes related to the course title “Europe and international migration”: (1) Border Security and Deterrence (anti-migration); (2) Root Causes of Migration and the link between Migration and Development; (3) the European Association Process and Migration-Partnerships between countries in Europe and neighboring regions (South/-Eastern Europe, Central Asia and Northern Africa); (4) Replacement Migration and the Competition for Talent (in the context of e.g. demographic change and intensifying economic competition/globalization).

The course will devote special attention to other international actors (namely intergovernmental organizations and UN institutions), non-governmental entities and private corporations that are able to influence politics and flows of mobility today almost in the same way (sometimes even more strongly) as the EU and individual states do.

This course is, as a special feature, closely linked with an international workshop at Carleton University (March 30th and 31st, 2017). Students will present their class work at this workshop to an international and local audience and will have the unique chance to learn from experts and emerging scholars in the field.

2) Learning Outcomes, Content and Objectives

Border security, the governance or management of migratory flows, including the reception of refugees, mark strongly debated and contested fields of political practice. Researchers, migrant advocates, support groups and human rights organizations criticize the unfavorable effects migration control often entail for migrants and societies. At the same time, political leaders and experts are pressured to reconsider their policies and find more effective and adequate approaches to control, regulate and facilitate the international mobility and migration of people. By the end of this course, students will be familiar with fundamental concepts and theories in migration studies. They will be able to identify different types of mobility, be competent in evaluating political responses of European states, the EU and the international system as they relate to mobility and migration movements in different thematic and country-related case studies. Students will also be able to evaluate the underpinning political causative factors and the implications of cross-border mobility and migration for individuals, societies, states, the EU and the international system. This will help participants in this course in justifying their own informed position with reference to human and migrant rights, state sovereignty, evolving governance structures beyond the state, and on the security and wellbeing of citizens and non-citizens. This will enable students to take part in academic and policy-oriented debates about migration, mobility and closely related themes and issues (including e.g. development or the protection of

human rights), the social and political effects of migration and mobility-related politics, and the future of migration governance in Europe and globally.

3) Required Class Readings

There is no required textbook for this course. Course readings will be provided to students through Carleton's 'ARES' system. Please consult the attached course schedule; some of the texts we will be using might change and be replaced. In case this happens, you will receive timely information from your course instructor.

4) Requirements

4.1 General Remarks

This class is work-intensive and places emphasis on strong student participation, strong commitment to individual project and close and effective group work. It provides students with the unique chance to contribute to an international workshop and get (perhaps their first ever) conference paper on their resume. Students are asked to read and study the assigned readings for each week. They are also required to read, study and use material related to the completion of your assignments, to attend all course sessions and to actively participate in each session.

4.2 Assignments and Evaluation

4.2.1 At a glance overview

Note: Students must complete all evaluative elements to receive a passing grade.

- Oral summary of class reading in class – 10%
- Individual class presentation – 15%
- Test of group presentation in class – 15%
- Group presentation at int'l workshop (March 31st), during regular class time – 10%
- Final Paper – 35%
- Attendance and Participation – 15%

+ Bonus for attending additional sessions of an international workshop, Carleton University and Impact Hub Ottawa, March 30th and March 31st, 2017: up to 2%.

4.2.2 Detailed description

There is no final exam. Instead, students are required to (a) write a final paper, (b) prepare and provide an oral summary of a class reading to the class (individual deadlines apply), (c) prepare and provide an individual class presentation (individual deadlines apply) and (d) prepare and provide together with other students an oral presentation during the international workshop on March 31st (during regular class time). Students are also required to do all of the assigned class readings, attend all sessions, participate and contribute to class actively throughout the term. Students must complete all evaluative elements to receive a passing grade. They may receive a bonus of up to 2% on the basis of attending additional sessions of the international workshop at Carleton University (March 30th – March 31st). Detailed information will be provided in class.

Oral summary of class reading in class – 10%

- Individual deadlines will apply (based on schedule, section 5): Each student will be individually assigned a reading during the first class meeting – or, in exceptional cases,

during office hours or in one of the next subsequent class sessions. Students who fail to report, and/or are not assigned a reading by January 30th, 2017 will receive a failing grade and will not pass the course.

- While undergraduate students enrolled in EURR 4304 can be assigned with a reading that is related to their individual class presentation and their group project, graduate students enrolled in EURR 5304 will be assigned a class reading that is unrelated to their individual class and group presentation.
- Each student will be asked to provide a brief summary of her/his assigned reading to the class (max. 5 minutes). Powerpoint, prezi etc. are not permitted, alternate forms of presentation that trigger active student involvement are strongly recommended. This summary should not simply “re-tell” the whole assigned reading, but instead concentrate on specific themes, critically interrogate the assigned reading and situate it in the context of previous readings, class talks and other class content.
- Class talks that do not meet academic standards or do not address the assigned topic will be penalized.

Individual Class Presentation – 15%

- Individual deadlines will apply (based on schedule, section 5): Each student will be individually assigned a topic during the first class meeting – or, in exceptional cases, during office hours or in one of the next subsequent class sessions. Students who fail to report, and/or are not assigned a topic by January 30th, 2017 will receive a failing grade and will not pass the course.
- Students are asked to provide a brief oral presentation of max. 15 minutes to the class and answer questions. Powerpoint, prezi etc. are permitted, however alternate forms of presentation that trigger active student involvement are strongly recommended.
- Class talks that do not meet academic standards or do not address the assigned topic will be penalized.
- The individual class presentation will form the basis of a group presentation and the final research paper.

Test of Group Presentation in Class – 15%

Group Presentation at international workshop on March 31st (during regular class time) – 10%

- Following up on their individual class presentations, students will be assigned to thematic groups. These groups will involve 2-5 students and include both undergraduate and graduate students. The joint undergraduate-graduate student team will have to work very closely and effectively together.
- Group meetings without the instructor, as well as consultations with the instructor during his office hours are required. To accommodate this extra work one of the class sessions (January 6th, 2017) has been excluded from our schedule.
- Each group will prepare a joint presentation that will be presented during the international workshop on March 31st during regular class time.
- On March 17th (cohort 1) and March 24th (cohort 2) the groups will test their presentations in class and receive feedback from the instructor, student peers from the Mobility & Politics Research Collective and two visiting scholars (Ms. Dorit Happ, Leipzig, Germany

and Mr. Tilmann Scharf, Berlin, Germany). The test presentation will be graded and account for 15% of the final grade.

- The student groups are then asked to include the feedback and finalize their presentation in preparation of the international workshop March 31st.
- On March 31st, during regular class time, each student group will provide a presentation of max. 15 minutes to the international workshop at Carleton University. This will give them the chance to present their class work to a local and international audience and to receive valuable feedback while at the same time building connections with other emerging scholars and students from Canada and other parts of the world. The group presentation at the international workshop will be graded and contribute 10% towards the final grade.
- Students who fail to commit and contribute to this group project will receive a failing grade and will not pass the course.

Final Paper – 35%

- Students will write an individual final assignment in the form of a research paper that is based on their individual class talk and their group presentation during the international workshop.
- The final research paper is due on April 7th, 2017, at midnight. Students are required to submit their paper electronically, in pdf version, to the instructor via email (address: martin.geiger@carleton.ca). Only submissions from Carleton email accounts will be accepted.
- The research paper will be graded within seven business days.
- The research paper should be maximum 3,000 words long in the case of undergraduate students enrolled in EURL 4304, and should be no more than 5,000 words long in the case of graduate students enrolled in EURL 5304. Both word limits include all references, footnotes/endnotes, chapter headings, etc. All final papers need to include a word count.
- The assignment must be based on your own intellectual work and it must be written by yourself. It is not permitted that you work together with others on your paper; group work is not permitted in this assignment.
- The paper will be marked along the following criteria:
 1. Argument, organization and logic (Is the paper presented in a logical and convincing manner?);
 2. 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? The minimum number of sources is 10. Does the paper contain proper footnotes/endnotes and bibliographic style?);
 3. 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.
- Papers that do not address the topic of your individual class presentation and your group project will receive a failing grade and will not pass this course.

Attendance and Participation (15%)

- 15% of the final grade is for attendance and participation.

- Students are expected to attend all classes and to actively engage – to participate in a meaningful and thoughtful way – in all class discussions.
- Students have to be prepared to discuss all readings, lectures and inputs provided by other students or guest speakers invited to the lecture.
- They also have to be prepared to summarize in class the key arguments of the assigned readings, lectures and discussions.
- There may be quizzes and group exercises based on course readings, lectures and other inputs (e.g. guest talks, video clips, newspaper reports and other material).
- It is recommended that students take notes when reading the mandatory texts, during class discussions and throughout the lecture. This facilitates discussion and individual learning progress.
- Students will be evaluated on the basis of their active, constant, informed and thoughtful participation in class.
- Attendance will be taken at every class; missed classes, late arrivals and early departures will not receive full credit for attendance and participation.

Bonus for attending additional sessions of an international workshop (March 30th and March 31st, 2017) (up to 2%):

- In addition, there is a bonus of up to 2% available for students to earn by attending additional sessions of the international workshop (Impact Hub Downtown Ottawa and Residence Commons, Carleton Campus, March 30th and March 31st, 2017).
- Detailed information on this event and how to earn the extra percentage will be provided in class, once the conference program for this event is finalized.

4.3 General Policies on Assignments

- 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. Also, it is not acceptable to submit the same assignment in two different courses. Students can learn about academic integrity by means of online training provided through cuLearn (log-on to cuLearn first, then follow this link: <https://culearn.carleton.ca/moodle/enrol/index.php?id=36148>).
- 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 a 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).

- The written assignments in this course will be submitted electronically, through email (martin.geiger@carleton.ca), to the instructor (they must be readable, not password protected, accessible PDF versions only).
- Assignments are due on the dates specified in the course outline or communicated when the assignment is handed out to you. Late assignments will be subject to a penalty of 5% of the 100% assignment grade per 24 hours (not including weekends), starting the day and time the assignments were due. Assignments will not be accepted five business days after the due date.
- It is the student's responsibility to ensure that the instructor receives all assignments. Students should keep the original copy of their assignments and are advised to keep all notes and drafts of work until after the final grade has been assigned and awarded.
- Exceptions to all these rules and policies will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation. If you anticipate a problem with one of the above deadlines or rules please approach the instructor as soon as you can and well in advance of the assignment. This rule applies to all students, including students with PMC accommodations.
- When 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

January 6th: no class (to accommodate extra work of students in preparation of group and individual contributions to an international workshop at Carleton University on March 30th and 31st, and to encourage students to attend and participate in workshop sessions on March 30th and 31st)

January 13th: Course Overview and Introduction: Europe and International Migration. Policy Stakeholders and Current State of Affairs

January 20th: Border Security and Deterrence (I)

- Introduction/Lecture
- Mandatory readings in preparation for this class:
 - (1) Bigo, D. (2002), Security and Immigration: Toward a Critique of the Governmentality of Unease, *Alternatives Global, Local, Political* 27: 63-92 – ARES.
 - (2) Castles, S. (2004), Why Migration Policies Fail, *Ethnic and Racial Studies* 27(2): 205-227 – ARES.

- (3) Walters, W. (2004), *Secure Borders, Safe Haven, Domopolitics*, *Citizenship Studies* 8 (3): 237-260 – ARES.
- Reading summaries and discussion of readings
- Class talks

January 27th: Border Security and Deterrence (II)

- Introduction/Lecture
- Mandatory readings in preparation for this class:
 - (1) Geiger, M. (2016), *Identity Check: Smart Borders and Migration Management as Touchstones for EU Readiness and EU Belonging*“, in: Amelina, A. et al. (eds.), *An Anthology of Migration and Social Transformation: European Perspectives* (IMISCOE Research Series), Dordrecht et al.: Springer, pp. 135-149 – ARES.
 - (2) Walters, W. (2008), *Anti-Policy and Anti-Politics. Critical Reflections on Certain Schemes to Govern Bad Things*, *European Journal of Cultural Studies* 11 (3): 267-288 – ARES.
 - (3) Walters, W. (2010), *Rezoning the Global: Technological Zones, Technological Works and the (Un-)Making of Biometric Borders*, In: Squire, V. (eds.), *The Contested Politics of Mobility: Borderzones and Irregularity*, New York, pp. 51-73 – ARES.
- Reading summaries and discussion of readings
- Class talks

February 3rd: Root Causes – Migration & Development (I)

- Introduction/Lecture
- Mandatory readings in preparation for this class:
 - (1) Bakewell, O. (2007), *Keeping Them in Their Place: the Ambivalent Relationship between Development and Migration in Africa*, *IMI Working Papers* – ARES.
 - (2) Raghuram, P. (2009), *Which Migration, What Development? Unsettling the Edifice of Migration and Development*, *Population, Space and Place* 15(2): 103-117 – ARES.
 - (3) Walters, W. (2011), *Foucault and Frontiers: Notes on the Birth of the Humanitarian Border*, in: Bröckling, U. et al (eds.), *Governmentality: Current Issues and Future Challenges* . London, pp. 138-164 – ARES.
- Reading summaries and discussion of readings
- Class talks

February 10th: Root Causes – Migration & Development (II)

- Introduction/Lecture
- Mandatory readings in preparation for this class:
 - (1) Black, R. (2001), *Environmental Refugees: Myth or Reality?*, UNHCR Working Paper, <http://www.jha.ac/articles/u034.htm>
 - (2) Hnatyuk, T. O. (2014), *Internally Displaced Persons: A New Challenge for Ukraine, Демографія та соціальна економіка* (2): 187-197 – ARES.
 - (3) Micinski, N. R. / Weiss, T. G. (2016), *The European Migration Crisis. Can Development Agencies do Better?*, *Future United Nations Development System Briefing No. 37*,

http://www.futureun.org/media/archive1/briefings/FUNDS_Brief37_European_Migrant_Crisis_Jan2016.pdf

- Reading summaries and discussion of readings
- Class talks

February 17th: Association Process and Migration-Partnerships (I)

- Introduction/Lecture
- Mandatory readings in preparation for this class:
 - (1) Kunz, R. (2013), Governing International Migration through Partnership, Third World Quarterly 34(7): 1227-1246 – ARES.
 - (2) Lavenex, S. (2006), Shifting Up and Out: The Foreign Policy of European Immigration Control, West European Politics 29(2): 329-350 – ARES.
 - (3) Thouez, C. and Channac, F. (2006), Shaping International Migration Policy: The Role of Consultative Processes, West European Politics 29(2): 370-387 – ARES.
- Reading summaries and discussion of readings
- Class talks

February 24th: No class (winter break)

March 3rd: Association Process and Migration-Partnerships (II)

- Introduction/Lecture
- Mandatory readings in preparation for this class:
 - (1) Bal, P. G. (2016), The Effects of the Refugee Crisis on the EU-Turkey Relations: The Readmission Agreement and Beyond, European Scientific Journal 12(8): 1857- 7431 – ARES.
 - (2) Hamood, S. (2008), EU-Libya Cooperation on Migration: A Raw Deal for Refugees and Migrants?, Journal of Refugee Studies 21(1): 19-42 – ARES.
 - (3) Rygiel, K. et al (2016), The Syrian Refugee Crisis: The EU-Turkey 'Deal' and Temporary Protection, Global Social Policy 16(3): 315-320 – ARES.
- Reading summaries and discussion of readings
- Class talks

March 10th: Replacement Migration – Competition for Talent

Required readings:

- Introduction/Lecture
- Mandatory readings in preparation for this class:
 - (1) Bijak, J. et al (2008), Replacement Migration Revisited: Simulations of the Effects of Selected Population and Labor Market Strategies for the Aging Europe, 2002–2052, Population Research and Policy Review 27(3): 321-342 – ARES.
 - (2) Hercog, M./Siegel, M. (2011), Promoting Return and Circular Migration of the Highly Skilled, UNU-MERIT Working Paper Series No. 2011-015, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1949705

(3) Shachar, A./Hirschl, R. (2013), Recruiting 'Super Talent': The New World of Selective Migration Regimes, Indiana Journal of Global Legal Studies 71, <http://www.repository.law.indiana.edu/ijgls/vol20/iss1/4>

- Reading summaries and discussion of readings
- Class talks

March 17th: Preparations for International Workshop – Connect with Mobility & Politics (I)

- Testing group presentations (cohort 1). Feedback provided by peers and instructors in preparation of presentations at international workshop.
- Participation of visiting scholar Tilmann Scharf, Berlin (Germany)
- Review of class content

March 24th: Preparations for International Workshop – Connect with Mobility & Politics (II)

- Testing group presentations (cohort 2). Feedback provided by peers and instructors in preparation of presentations at international workshop
- Participation of visiting scholar Dorit Happ, Leipzig (Germany)
- Review of class content

Thursday, March 30th (optional)

- Opening Event International Workshop “Managing Migration in World Society” at the Impact Hub, Ottawa Downtown (evening)

March 31st: 11:35 a.m. – 2:25 p.m. – Class takes place at the international workshop

- Group presentations during the time of our regular class meeting (11:35 a.m. - 2:25 p.m.) in concurrent workshop sessions. Students in this class will present their class work to a local and international audience.
- Location: Residence Commons, Campus of Carleton University

Friday, March 31st: other workshop sessions (optional)

- Workshop is a catered, full-day event on Carleton Campus, Residence Commons
- Voluntary attendance of additional workshop sessions (students can earn up to 2% bonus towards their final grade)
- Students will have the opportunity to learn from international experts and scholars on migration politics in practice, the role of the European Union, international organizations and other stakeholders.

April 7th: Re-Connect with Mobility & Politics – Workshop Reflections

- Electronic submission of final paper (pdf version by email): April 7th, midnight

Academic Accommodations:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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).

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.

All suspicions of plagiarism will be dealt with according to the Carleton's Academic Integrity Policy (<http://carleton.ca/studentaffairs/academic-integrity/>). The Associate Dean of the Faculty will conduct a rigorous investigation, including an interview with the student. 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, Return and Grading of Term Work:

Written assignments must be submitted directly to the instructor(s) according to the instructions in the course outline. If permitted in the course outline, late assignments may be submitted to the drop box in the corridor outside room 3305 River Building. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructors. For written assignments 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.

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

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 Institute of European, Russian and Eurasian Studies 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.

Official Course Outline: The course outline posted to EURUS website is the official course outline.