

EURR 4304 – EURR 5304

EUROPE and INTERNATIONAL MIGRATION

Thursday, 2:35 p.m. – 5:25 p.m.

Location: Please confirm location on Carleton Central

Instructor: Dr. Martin Geiger
Office: Loeb Building, 6th floor – D Tower – Room D696
Office Hours: By appointment (email): Tuesdays, 15:00 – 16:00
Phone: Please use email and office hours instead
Email: martin.geiger@carleton.ca

Important Remarks:

First class: Thursday, January 11th – Last class: Thursday, March 29th

No classes: February 22nd (reading week) and April 5th (to accommodate extra work of students providing feedback notes/acting as rapporteurs/providing optional co-teaching in PSCI 3608).

The use of laptops, tablets and phones during class time will only be permitted for purposes closely related to the course, including note-taking, accessing readings and other course materials. There will be a break during which students can send text messages, use their phones and access Facebook and other social media sites. The instructor may apply a one-time penalty (five percent, to be deducted from the final grade) for any unsanctioned and not class-related use of electronic devices.

As a student enrolled in this course, you are expected to: (1) read and understand this course outline; (2) not distract others in class (e.g. by eating in class, having side conversations with other students, using mobile devices and social networking sites -unless permitted to do so by your instructor); (3) come to class prepared with your work completed (including documenting your research, and not plagiarizing); (4) fully commit to collective learning and dissemination of knowledge; (5) be aware of the resources available to you at Carleton University that can help you reach your academic goals.

Students in this class can earn 2% bonus points (applied to their final grade at the end of the course) when they volunteer to present their research findings to a specialized undergraduate course on migration governance (PSCI 3608). Detailed information and a list of possible dates for this 'co-teaching' opportunity will be provided in class, at the beginning of the term.

1) Course format and thematic description

This course provides students with the opportunity to conduct intensive literature research, to compile a synthesis of existing scholarly knowledge and to effectively disseminate the understanding acquired to class colleagues and senior peers in the format of small group presentations ('sharing circles'). Regular attendance, active participation and major individual research efforts, including independent and extensive research of scholarly literature and materials, will be required.

Following an introduction to the topic of migration and the example of international migration in, to, and from Europe (provided by the instructor) early in the term (January 11th – February 15th), the remaining class sessions will be conducted in the format of 'sharing circles'. Students will first receive guidance on how to conduct extensive literature research. They will then compile a knowledge synthesis report (existing state of knowledge, knowledge strengths and gaps of knowledge/needs for future research). Later, their synthesis will be shared with other class colleagues and invited guests. Students will present their main findings in the format of small, group-based 'sharing circles' that will provide them with feedback. Other students will comment on their synthesis report in the format of rapporteurs (oral summaries to class) or in the format of written summaries and constructive feedback (feedback notes). Incorporating the feedback received from sharing circles and through feedback notes written by other students, students will finalize their knowledge synthesis in the format of a take-home research paper, and submit their final synthesis at the end of the term (April 26th).

International mobility, migration, and other closely related issues (e.g. border security, rights of migrant workers, irregular migration, trafficking and refugee movements) receive significant attention from policy-makers, media and the public, particularly in the case of Europe and what concerns international migration in, to, and from different parts of Europe. This course offers a deep insight into some of the key themes concerning, and related to, cross-border movements of people. While focusing on Europe and the European Union, this course will also be global in scope, with reference given to specific cross-regional/global themes and specific regional and country case studies (e.g. neighbourhood countries of Europe and the European Union). The goal is to link the field of mobility/migration studies with discussions about Europe and its future (e.g. impact of Brexit), to other global themes and broader political discussions.

This course also critically engages with policies and approaches to migration and cross-border mobility emerging under the umbrella of migration governance/management since the early 1990s, and the proliferation of stakeholders (international organizations, NGOs, private companies, etc.) 'beyond the state' that have become involved in shaping and contributing to migration governance/management. Europe and the European Union represent by global comparison, a highly interesting region and case. 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, governance or management of migration provide 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 contemporary migration governance and management, while highlighting the unfavourable effects new policies and approaches entail for migrants and societies.

2) Learning Outcomes, Content and Objectives

By the end of the course, students will be familiar with fundamental concepts and theories in migration studies. Focusing on the case of Europe and the European Union, and international migratory movements to, in, and from Europe/the EU, students will also be trained in conducting literature research, compiling comprehensive knowledge synthesis reports, and be able to speak to existing strengths and gaps of scholarly knowledge and understanding, and trained in effective oral and written knowledge dissemination. Specifically, students will be able to identify different types of mobility, be competent in evaluating political responses of European states and the European Union, the international/global system and additional actors (e.g. intergovernmental organizations and NGOs), as they relate to mobility and migration movements in Europe and other regions that are closely associated with Europe, and 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 and the international system. This will help students justify 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. In turn, this will enable students to take part in academic and policy-oriented debates about migration, mobility and closely related themes and issues (including, for example, the 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 the global context.

3) Course Readings

The textbook which will be used in this course is available for free download from the Carleton library website (you need to be signed in on campus or logged in from home):

Mavroudi & Nagel (2016), *Global migration. Patterns, processes and politics*, London & New York: Routledge, <https://www-taylorfrancis-com.proxy.library.carleton.ca/books/9781317225881>

This book will also be available for purchase from Carleton University's bookstore.

In addition to the mentioned textbook, some other texts will be required (see attached schedule). Some of these readings might change or be replaced. In case this happens, you will be notified by the instructor. All additional readings will be provided electronically, at no cost for students, through Carleton's ARES system.

4) Requirements and Evaluation

4.1 Evaluation at a Glance

Grading will be done on the following basis (note: you must complete all elements of evaluation to receive a passing grade):

- **Attendance and Participation – 20%**
 - Regular feedback is provided throughout the term. At the end of the term, once all assignments are submitted, students receive a grade for this section.
- **Preliminary knowledge synthesis – 20%**
 - Submission deadline: February 27th (4 p.m.). Students will receive feedback and grades by March 6th.
- **EURR 4304 students: written summary and feedback – 20%**
 - Individual deadlines apply. Students provide a written summary and feedback on the knowledge synthesis of other students (acting as ‘feedback providers’).
 - Students will receive feedback and grade within seven business days following their assignment.
- **EURR 5304 students: oral summary and feedback (rapporteur) – and – written summary and feedback – 10% + 10%**
 - Individual deadlines apply. Students act as rapporteurs and provide an oral summary. They also provide a written summary and feedback on the knowledge synthesis of other students (acting as ‘feedback providers’).
 - Students will receive feedback and grade within seven business days following their assignment.
- **Final knowledge synthesis (take-home exam) – 40%**
 - Submission deadline: April 26th (4 p.m.). Students will receive feedback and grades by May 7th.
- **Bonus percentage – 2%**
 - Voluntary ‘co-teaching’ in PSCI 3608 (present your research results to undergraduate students; detailed information will be provided by the instructor at the beginning of the course). The bonus percentage will be added to your final grade at the end of the term (once all assignments have been graded and received).

4.2 Evaluation in Detail

Attendance and Participation (20%)

Students will be evaluated on the basis of their active, constant, informed and thoughtful participation in class. Students are expected to do all assigned readings and come to class prepared. Attendance and participation will be taken and noted at every class. Students who fail to actively participate in class, miss seminars, arrive late or leave early, will lose attendance and participation marks. Students that cannot attend a class for credible reasons (e.g., medical issues) 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-the key arguments of 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 helps to facilitate class discussion and individual learning progress.

Preliminary knowledge synthesis (20%)

Submission deadline: February 27th (4 p.m.). Students will receive feedback and grades by March 8th.

Each student will be assigned an individual topic for a knowledge synthesis project. This project will involve and depend on the following elements: (1) an independent and extensive scholarly literature research (training and guidance provided by instructor, teaching assistants, library professionals); (2) the identification of the existing state of scholarly understanding and discussion on the topic, strengths, gaps of knowledge, and potential future research; (3) the compilation of a written preliminary knowledge synthesis report (a template will be provided by the instructor); and (4) in the following, the preliminary report will be presented during a 'sharing circle' (see further below for details) and become finalized at the end of the term (submission of final report on April 26th, see below for more details).

The preliminary knowledge synthesis report needs to be submitted in electronic format (readable pdf) to the instructor in the week following reading week. It is due on February 27th, 2018, at 4 p.m. (at the latest). The assignment needs to be submitted by email, the recipient is the instructor of this course (martin.geiger@carleton.ca). Only submissions from the personal Carleton email-account of the student submitting the assignment will be accepted.

Each student in this course will be assigned to a theme-specific, small group 'sharing circle'. All preliminary knowledge synthesis reports submitted will become assigned mandatory readings for the participants of these theme-specific discussion groups. Other students and guests attending the sharing circles (including students from PSCI 3608) will read the preliminary knowledge synthesis in advance of the sharing circles and then comment on the student's findings during these sharing circles. Students who have prepared the knowledge synthesis report will provide a short oral contribution, summary and reflection on key findings of their preliminary knowledge synthesis, before each sharing circle. Following their presentation, they will receive oral and written feedback provided by a student rapporteur and other participants of their sharing circle (see further below). This feedback will be designed to help students in finalizing their knowledge synthesis report (final report to be submitted April 26th, see below).

The preliminary knowledge synthesis accounts for 20% of the final grade. It needs to be well prepared, and extensive and comprehensive literature research is required. The written preliminary knowledge synthesis should be 3,000-4,000 words long in the case of EURR 4304 students, and in the case of EURR 5304 students 4,000-5,000 words long, including all references, footnotes/endnotes and chapter headings etc. The purpose of this knowledge synthesis is to provide students with an opportunity to discuss the existing knowledge, the gaps and strengths of understanding, and propose future research needs in a comprehensive, scholarly format. It is expected that students conduct intensive academic research on the topic selected, that they critically engage with the existing scholarly literature and make use of the knowledge they have acquired in this course.

The preliminary synthesis must be based on students' own intellectual work. It is not permitted that students work together with others on their knowledge synthesis report; 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 preliminary knowledge synthesis will be marked along the following criteria:

- Argument, organization and logic (existing knowledge, the gaps and strengths in the literature, future research needs; presented in a logical and convincing manner); and
- Research and use of evidence (extensive and effective use of available research sources and academic literature; proper footnotes/endnotes and bibliographic style); and
- Communication (organized and written as clearly and concisely as possible).

The preliminary and the final knowledge synthesis report should also be free of spelling and grammar errors. Knowledge syntheses 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.

Written summary and feedback (20%) (EURR 4304)

Oral summary and feedback (10%) + Written summary and feedback (10%) (EURR 5304)

(1) EURR 4304 students: written summary and feedback

Students receive 20% of their final grade for providing a written summary and feedback on the knowledge synthesis of another student (individual deadlines will apply for the submission of these feedback notes; these deadlines will be communicated at the beginning of the term in class). Students receive feedback and the grade on their assignment as rapporteur or feedback-provider within seven business days following the respective assignment.

Students will attend one of the sharing circles and provide in the following a brief written summary including feedback, to the presenter of one of the synthesis reports. The written summary and feedback note (maximum 1,500 words) needs to be submitted by a deadline agreed at the beginning of the term, when assignments are handed out. These notes are meant to provide peer/student advice to a fellow student, helping them to finalize their knowledge synthesis report.

The evaluation of this assignment will be based on: (1) success in identifying, presenting and assessing relevant information on basis of knowledge syntheses disseminated and presented in oral format by other students; and (2) effective, succinct and smart communication of a summary and constructive feedback in the format of a written feedback-note.

(2) EURR 5304 students: oral summary and feedback (rapporteur) + written summary and feedback

Each student in this class will be assigned to a thematic, small group sharing circle, either as rapporteur or as 'feedback-provider'. EURR 5304 students will act (1) as 'rapporteurs' of one of the assigned sharing circles. They will receive the preliminary knowledge synthesis report of students presenting in this sharing circle, then attend their presentation and summarize and provide feedback on the other student's presentation to the plenum (to the whole class)

on the day of the sharing circles. For this part of the assignment, students will receive 10% of their final grade.

In addition, EURL 5304 students will (2) provide a written summary including constructive feedback that will help another student in this course to finalize his/her knowledge synthesis report. The written summary and feedback (maximum 1,500 words) needs to be submitted by a deadline agreed upon at the beginning of the term, when assignments are handed out (see course schedule for more details). This assignment is worth another 10% of the final grade. The summary and feedback note are meant to provide peer/student advice in addition to the feedback each student receives from the instructor.

The evaluation of these two assignments for EURL 5304 students will be based on: (1) success in identifying, presenting and assessing relevant information on basis of knowledge syntheses disseminated and presented in oral format by other students; and (2) effective, succinct and smart communication of this information to the class (rapporteurs) and in format of a written summary and feedback-note.

Final knowledge synthesis – take-home exam (40%)

Submission deadline: April 26th, 2018 (Ottawa, 16:00, by the latest). Students receive feedback and grades by May 7th. The final knowledge synthesis accounts for 40% of the final grade and is based on the previous knowledge synthesis compiled by the student (see above for more details), the presentation of this report to a sharing circle and the incorporation of feedback and advice received from rapporteurs, 'feedback-providers', teaching assistants, the instructor and other participants in sharing circles.

The final synthesis report needs to be submitted electronically as a readable PDF-file via email (recipient: martin.geiger@carleton.ca). Students will receive a confirmation of their submission shortly after they have submitted their paper. Only submissions from Carleton email- accounts will be accepted.

The final synthesis report should be approximately 5,000 words (EURL 4304 students)/6,000 words long (EURL 5304 students), including all references, footnotes/endnotes and chapter headings etc. It must be based on each student's own intellectual work. It is not permitted that students work together with others on their final report. All students in this course will discuss and agree on an individual topic for their knowledge synthesis with the instructor.

The final report needs to be well prepared and extensive and comprehensive literature research is required. The final knowledge synthesis will take the preliminary knowledge synthesis into account and the progress made since the submission and presentation of this preliminary report.

The final synthesis report will be marked along the following criteria:

- Argument, organization and logic (existing knowledge, gaps and strengths; future research needs, all presented in a logical and convincing manner);
- Research and use of evidence (extensive and effective use of available research sources and academic literature; proper footnotes/endnotes and bibliographic style);
- Communication (organized and written as clearly and concisely as possible).

Also the final knowledge synthesis report should be free of spelling and grammar errors. Knowledge syntheses 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.

Bonus percentage (2%)

Students in this class have the chance to share their research findings and acquired knowledge undergraduate students enrolled in PSCI 3608 (optional 'co-teaching'). Detailed information will be provided at the beginning of the term. A bonus of 2% will be added to the final grade at the end of the term, once all assignments have been received and graded.

4.3 Classroom policies and policies on assignments and emails (see also cover page)

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.

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 Power Point 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 as they were agreed upon between instructor and student(s).

Late submissions will be subject to a penalty of 5% of the assignment grade per 24 hours (not including weekends). Assignments will not be accepted later than seven business days after their 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. Emails from other accounts might end up in spam folders and will also not be answered for security purposes. This also applies for forwarded messages to/from accounts other than Carleton's.

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.

5) Schedule

January 11th:

Course requirements and assignments

Thematic introduction to the course

What are strengths and what are the gaps in knowledge and understanding?

The case of Europe and international migration.

Migratory processes and what we know about political interventions and their effectiveness and outcomes.

Attendance is required. If you cannot attend today, contact the instructor immediately.

January 18th:

Making sense of migration, integration and political mobilization

Mandatory readings:

Mavroudi & Nagel (2016), "Making sense of global migration", in: Mavroudi & Nagel, *Global migration. Patterns, processes and politics*, London & New York: Routledge, pp. 1-27.

Castles et al (2009), "Theories of migration", in: Castles et al, *The age of migration.*

International population movements in the modern world, 5th edition, New York & London: The Guilford Press, pp. 25-54.

Mavroudi & Nagel (2016), "Migrant identities, mobilizations, and place-making practices", in: Mavroudi & Nagel, *Global migration. Patterns, processes and politics*, London & New York: Routledge, pp. 205-229.

Suggested further readings:

Mavroudi & Nagel (2016), "The politics of citizenship and integration", in: Mavroudi & Nagel, *Global migration. Patterns, processes and politics*, London & New York: Routledge, pp. 178-204.

Bertossi (2011), "National Models of Integration in Europe. A Comparative and Critical Analysis", *American Behavioral Scientist* 55(12): 1561-1580.

Attendance is required. Remaining class assignments will be handed out today. Students who wish to stay in this course but were not able to attend last week's meeting: you need to attend today or contact the instructor immediately. There are important deadlines all students are required to meet.

January 25th:

Denationalization and securitization of migration politics: The global and European picture

Mandatory readings:

Bigo (2002), "Security and immigration: Toward a critique of the governmentality of unease", *Alternatives: Global, Local, Political* 27: 63-92.

Castles (2004), "The factors that make and unmake migration policies", *International Migration Review* 38(3): 852-884.

Sassen (1996), "Immigration tests the new order", in: Sassen, *Losing Control? Sovereignty in the Age of Globalization*, New York: Columbia University Press, pp. 61-107.

Suggested further readings:

Hollifield et al (2014), "The dilemmas of immigration control" (and commentaries), in: Hollifield et al (eds), *Controlling immigration. A global perspective*, 3rd edition, Stanford: Stanford University Press, pp. 3-46.

Mavroudi & Nagel (2016), "Immigration control and border politics", in: Mavroudi & Nagel, *Global migration. Patterns, processes and politics*, London & New York: Routledge, pp. 151-177.

February 1st:

Migration governance and management: The global and European picture

Mandatory readings:

Betts (2011), "Global migration governance", in: Betts (ed.), *Global migration governance*, Oxford: Oxford University Press, pp. 1-28.

Geiger (2013), "The transformation of migration politics: From migration control to disciplining mobility", in: Geiger & Pécoud (eds.), *Disciplining the transnational mobility of people*, Basingstoke et al.: Palgrave Macmillan, pp. 15-40.

Kalm (2012), "Liberalizing Movements? The Political Rationality of Global Migration Management", in: Geiger & Pécoud (eds.), *The Politics of International Migration Management*, Basingstoke et al.: Palgrave Macmillan, pp. 21-44.

Lahav (2003), *Migration and security: the role of non-state actors and civil liberties in liberal democracies*, http://www.un.org/esa/population/meetings/secoord2003/ITT_COOR2_CH16_Lahav.pdf

Students who have missed classes, failed to report and/or have not signed up for a knowledge synthesis assignment and as rapporteur/feedback-provider by today will receive a failing grade and not pass the course.

February 8th:

European integration and EU governance/management as answers to denationalization and migration?

Mandatory readings:

Lavenex (2006), "Shifting up and out: The foreign policy of European immigration control", *West European Politics* 29(2): 329-350.

Geddes (2014), "The European Union. Supranational governance and the remaking of European migration policy and politics", in: Hollifield et al. (eds.), *Controlling immigration. A global perspective*, 3rd edition, Stanford: Stanford University Press, pp. 433-451.

Geiger (2013), "The production of a safe neighborhood and the disciplining of international mobility", in: Walton-Roberts & Hennebry (eds.), *Territoriality and migration in the EU neighbourhood. Spilling over the Wall*, Dordrecht et al: Springer; pp. 225-243.

Mungianu (2013), "Frontex: Towards a Common Policy on External Border Control", *European Journal of Migration and Law* 15: 359-385.

February 15th:

Training on knowledge dissemination I (sharing circles feat. guest speakers; rapporteurs, feedback)

February 22nd

No class today (reading week).

February 27th

4 p.m.: Deadline for the electronic submission of a preliminary knowledge synthesis, via email:
martin.geiger@carleton.ca

March 1st:

European migration governance and management. Europe as the world's policy lab? (I)
Sharing circles based on preliminary knowledge syntheses
Mandatory readings to be provided by presenters (= knowledge syntheses)

March 8th:

European migration governance and management. Europe as the world's policy lab? (II)
Sharing circles based on preliminary knowledge syntheses
Mandatory readings to be provided by presenters (= knowledge syntheses)

4 p.m.: Deadline for written summary and feedback (meeting of March 1st), via email:
martin.geiger@carleton.ca

March 15th:

Migration to, from and in Europe: Policy outcomes for immigration and emigration countries, migrants and refugees (I)
Sharing circles based on preliminary knowledge syntheses
Mandatory readings to be provided by presenters (= knowledge syntheses)

4 p.m.: Deadline for written summary and feedback (meeting of March 8th), via email:
martin.geiger@carleton.ca

March 22nd:

Migration to, from and in Europe: Policy outcomes for immigration and emigration countries, migrants and refugees (II)
Sharing circles based on preliminary knowledge syntheses
Mandatory readings to be provided by presenters (= knowledge syntheses)

4 p.m.: Deadline for written summary and feedback (meeting of March 15th), via email:
martin.geiger@carleton.ca

March 29th:

From regional to global: Global migration governance and management in the making

Sharing circles based on preliminary knowledge syntheses

Mandatory readings to be provided by guest presenters enrolled in PSCI 3608 (specialized undergraduate class on migration governance)

**4 p.m.: Deadline for written summary and feedback (meeting of March 22nd), via email:
martin.geiger@carleton.ca**

April 5th

No class today (to accommodate extra work of students providing feedback notes and acting as reviewers/acting as rapporteurs/providing optional co-teaching in PSCI 3608).

April 26th

**4 p.m. – Deadline for the electronic submission of final knowledge synthesis, via email:
martin.geiger@carleton.ca**

Academic Accommodations:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: www.carleton.ca/csas.

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 (<https://carleton.ca/registrar/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 Richcraft Hall. 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.