

Carleton University
 Department of Political Science
<https://carleton.ca/polisci/>

Fall 2024

FYSM 1611B
First-Year Seminar: Global Politics of Refugees
Thursdays, 8:35 a.m. – 11:25 a.m.
Location: Confirm location on Carleton Central

I General information

Instructor: Rachel McNally
Office Hours: Mondays 1-3pm or by appointment (Loeb B642)
Email: rachel.mcnally@carleton.ca

Contacting the Instructor

For general questions about the course, please post in the “Ask the Instructor” forum on Brightspace so I can answer the question for everyone. If you have specific or personal questions that can be answered quickly, please send an email from your Carleton account. I will answer emails from 9-5 on weekdays. If you want to discuss something in detail, please come to office hours or email me to set up a meeting.

Learning about Forced Migration on Indigenous Lands

This class meets on the traditional, unceded territories of the Algonquin nation. As we learn about refugees who have been forcibly displaced from their homelands, let us also remember the centuries of forced displacement of Indigenous peoples across what is now called Canada.

II Course description

This course for first-year students aims to introduce students to the global politics of refugee issues. Part 1 of the course (before reading week) introduces students to the international and Canadian refugee systems. Part 2 of the course (after reading week) looks at specific issues and gaps in the global refugee regime. The course also teaches research and writing skills to set up students for success throughout their degrees, through weekly research and writing topics, in-class activities, and assignments.

III Course Format

This course is in person. This is a seminar class, so in-class time will be dedicated to short lessons, activities, and small group discussions instead of lectures. Students will be expected to complete about 1 hour of activities each week to prepare for class (doing readings, watching videos, etc.). Each class will normally be divided into four sections:

8:35-9:00 – Refugees in the news presentations

9:00-10:00 – Weekly refugee topic lesson + activity or small group discussion

10:00-10:10 – Break

10:10-11:25 – Weekly research and writing topic lesson + activity

IV Learning outcomes

1. **Write** an academic research paper.
 - a. **Formulate** and **defend** an argument using evidence.
 - b. **Navigate** available library resources for research and writing.
 - c. **Find** suitable academic books, peer-reviewed journal articles, and other sources through the library website and other online tools.
 - d. **Use** Zotero software to organize and cite sources.
 - e. **Model** academic integrity through appropriate paraphrasing and citation practices.
2. **Analyze** news articles about refugees.
3. **Explain** how power and politics affect responses to refugees.
4. **Evaluate** the strengths, weaknesses, and gaps of the current global refugee regime.

V Texts

There is one required textbook for this course:

Loescher, Gil. *Refugees: A Very Short Introduction*. First edition. Very Short Introductions 673. Oxford: Oxford University Press, 2021.

To get this textbook, you can rent a digital copy from the Carleton bookstore (\$5.19), buy a physical copy from the Carleton bookstore (\$15.89), buy from Amazon in paperback (\$13.50), or buy a Kindle edition (\$7.99). All other course materials will be available for free via the Carleton library or online.

VI Evaluation at a glance

Except for the take-home exam and in-class presentation, all assignments in this course will be due Wednesdays at 10pm.

Assignment	Due date	Grade value
Class Participation	Ongoing – best 10 out of 13	20%
Plagiarism tutorial	September 18 th	5%
Refugees in the News Presentation	Weeks 3-12 Sign up for a presentation timeslot during the first class	15%
Annotated Bibliography	October 2 nd	10%
Paper Outline	October 16 th	10%
Final Research Paper	December 4 th	20%
Take-home Exam	December 21 st (end of exam period)	20%
		100%

VII Evaluation in detail

Course Policies

Marking Timelines

I will aim to return work to students with feedback and grades before class the following week, except for the final research paper and take-home exam at the end of the semester. You are welcome to come to office hours if you have questions about an assignment or you would like further feedback.

Reusing Work

Please do not submit work that you previously submitted to another course. For the purposes of this course, that will be considered a violation of academic integrity.

Artificial Intelligence

You can use AI tools to get a general idea of a topic. You cannot use AI tools to write your assignments, since successfully achieving the learning outcomes of this course requires you to demonstrate that you can write a paper, etc. independently.

Late Policy

The deadlines for the take-home exam and the in-class presentation are firm deadlines. For the take-home exam, the deadline is set by the university, so late submissions will not be accepted and will receive a grade of zero (0). The in-class presentation (Refugees in the News presentation) must be completed on the scheduled date unless an alternative arrangement has been made with the instructor in advance to change the date. Missed presentations will be awarded a grade of zero (0).

All other assignments in this course will be due Wednesdays at 10pm. These deadlines are intended for you to submit the assignment and come to class well-rested the following morning, given the importance of attendance and participation in this class. However, these deadlines are flexible, meaning they can be extended for up to 48 hours (Fridays at 10pm), no questions asked, without a late penalty. Deadlines cannot be extended further except in special circumstances after consultation with the instructor. Assignments must be received by the extended deadline (Fridays at 10pm) to be eligible for marks. After that, the grade is zero (0), pending a check-in with the instructor. I am happy to offer feedback on your work at any point during the semester, regardless of an assignment's deadline. If you anticipate having an issue submitting an assignment on time, please let me know as soon as you know. I will do my best to work with you if enough notice is given.

Formatting Guidelines

All assignments will be submitted via Brightspace. Please submit assignments as Microsoft Word documents to make it easy for the instructor to comment on your work (as a student at Carleton, you can [get Microsoft Word for free](#)). Please use 12-point font, double-spaced text, and standard margins. A cover page is not required, as the assignment will show up under your name on Brightspace.

Assignments

Class Participation (20%) – Ongoing, best 10 out of 13

In-class activities and small group discussions are central to this course, so it is especially important to come to class and participate. Good participation looks like:

- Attending class
- Being fully present in class, not distracted by technology
- Preparing for class in advance by doing assigned pre-class activities
- Contributing to small group discussions or large group discussions – Contributing to discussions might look like answering a discussion question, reflecting on class materials, or sharing experiences. If you have a personal connection to forced displacement, you are welcome but not pressured to share these experiences. I realize that some experiences may be difficult, so you may not feel comfortable sharing in a class setting.
- Listening actively to peers
- Approaching discussions with openness and curiosity for diverse perspectives – Some issues we discuss in class will be sensitive or controversial. We will have people from diverse lived experiences in class, so let's take the opportunity to learn from each other.
- Participating in activities

At the end of the semester, your best 10 out of 13 weekly grades will go towards your final grade. As a result, you can miss up to 3 classes without an impact on your grade. If you will be missing class, you do not need to let me know in advance or give a reason. If you will miss more than three classes for a documented issue, please let me know as soon as possible and we can discuss accommodations to make up participation grades.

Plagiarism Tutorial Certificate (5%) – due September 18th

This assignment requires you to complete the online [Indiana University Plagiarism Tutorial and Test](#). Once you pass the Certification Test, you will receive a certificate that you can upload to the assignment folder on Brightspace. It will take about 2 hours to complete the tutorials and take the Certification Test. Every student who uploads their certificate to Brightspace will receive the full 5% grade.

Refugees in the News Presentation (15%) – Weeks 3-12

The goal of this assignment is for you to critically analyze news articles related to refugees, a skill you will also need for the final take-home exam. In the first two weeks, I will demonstrate a presentation. In the first class, you will sign up for an individual presentation timeslot in weeks 3-12. Each week for those 10 weeks, 3 students will present. You can choose to present about any event related to refugees that happened in the previous week, anywhere in the world, so long as it was covered by at least two English-language news agencies. Your presentation should be **between 5 and 7 minutes** long. Your PowerPoint **slides will be due Wednesday at 10pm** the day before your presentation.

Your presentation should:

- Summarize the event or news story
- Provide brief context for the story (e.g. historical context, stats on refugee situation)
- Identify the terminology or categories used to describe people (e.g. refugee, migrant, asylum seeker) and explain the implications of this choice – as a resource, see the UNHCR Canada Journalism Guide <https://www.unhcr.ca/journalism-guide/>.

- Compare and contrast how two different news agencies portrayed the event (e.g. CBC news, BBC news, Al Jazeera)
- Discuss the politics of the event or story

Research Paper on Climate Displacement (total 40% for all three parts)

The major assignment for this course is a final research paper. Students who write great papers can submit them to the [annual essay contest of the Canadian Association for Refugee and Forced Migration Studies](#) in the undergraduate category. To learn the skills required for the paper, each week we will be covering a topic related to research and writing with a short lesson and an activity to practice. To help students succeed, we will build towards the paper with two smaller assignments: an annotated bibliography and a research paper outline. For additional help with writing, Carleton's Centre for Student Academic Support (CSAS) offers one-on-one [Writing Consultation Sessions](#).

The paper question will be: **Is expanding the refugee definition in the 1951 Convention the most effective way to deal with climate-related displacement?**

This is an ongoing debate within refugee studies, with important real-world implications. Students will need to take a side in the debate (yes or no) with a clear thesis statement, explain their position, and support their arguments with evidence and academic, peer-reviewed sources.

Beyond academic sources, here are some other resources you can use in your papers:

- [The Nansen Initiative](#) – State-led initiative to build consensus on responses to people displaced across borders because of climate change.
- [Internal Displacement Monitoring Centre](#) – Tracks internal displacement from natural disasters.
- [The Conversation](#) – An outlet that publishes articles by academics, including many related to climate displacement. Search “climate refugees” in the search bar to find some of these posts.
- [The Big Climate Movement: Migration & displacement in times of climate change](#) – Video series

1. Annotated Bibliography (10%, due October 2nd)

This assignment will require you to find 1 academic book, 3 peer-reviewed journal articles, 1 article from *The Conversation*, and 1 webpage. A template and grading rubric will be posted on Brightspace. On the first page, describe each of your sources and justify your choices of sources, using Chicago in-text citations. On the second page, provide a properly formatted bibliography in Chicago style. The assignment will be graded based on the appropriateness of the chosen sources, the formatting of the citations, and the justifications of why you chose each source. For this assignment, there will be a revise and resubmit option allowing you to correct any errors and be marked on the resubmitted assignment.

2. Research Paper Outline (10%, due October 16th)

A template and grading rubric will be posted on Brightspace. The paper outline should be one page (bullet point form) and include a thesis statement, supporting arguments, and at least two points of supporting evidence for each supporting argument.

3. Final Research Paper (20%, due December 4th)

A grading rubric will be posted on Brightspace. The paper should have an abstract of up to 150 words, a thesis statement, supporting arguments, and supporting evidence. The paper should be between 6-8 pages, 12-point font, double spaced, including the bibliography. It should cite a minimum of 1 academic book, 3 peer-reviewed journal articles, 1 article from *The Conversation*, and 1 webpage (ideally the same

sources from your annotated bibliography), plus at least one source from the course (reading, book chapter, etc.). It should cite sources with Chicago style in-text citations and a bibliography. Bring a draft of your paper to class on **November 28th**, since you will exchange drafts with a peer and give feedback.

Take-Home Exam (20%, due December 21st – end of exam period)

The take-home exam will be an open-book exam covering the entire course, to be completed individually during the exam period and submitted on December 21st, the last day of the exam period. The exam will require students to analyze a news article, write about gaps in the global refugee regime, and reflect on various aspects of the course. The last class on December 5th will be dedicated to going over the take-home exam. More details will be provided at that time.

VIII Course schedule

Part 1: Introduction to the International and Canadian Refugee Systems

Class 1: September 5th – Introduction

Pre-Class Activities

- Review the course page on Brightspace
- **Watch** (5 minutes) [Introduction to Forced Migration by Christina Clark-Kazak part 1: Forced Migration in Canada](#) This bilingual series of videos by Professor Christina Clark-Kazak from University of Ottawa goes over the basics of forced migration in Canada and around the world. We will be watching all the videos over different weeks of the course. Feel free to [watch in French](#) if that is more comfortable for you.

Research and Writing Topic: Plagiarism and Academic Integrity

- What is plagiarism and how can I avoid it?
- Why should I cite sources?

In-Class Activities

- Learning about forced migration on Indigenous lands ([Whose Land](#) map and [re:LOCATION map](#))
- Introductions
- Syllabus review
- Resources at Carleton activity
- Refugees in the News demo presentation
- Sign up for presentation timeslots

Class 2: September 12th – Who Is a Refugee?

Pre-Class Activities

- **Watch** (6 minutes) [Introduction to Forced Migration by Christina Clark-Kazak part 2: Definitions, Labels and Borders](#)
- **Watch** (7 minutes) video on 2024 refugee statistics [What happens when people are forced to flee?](#)

- **Read** chapter 1 (pages 1-21) “Who are refugees and other forced migrants?” from *Refugees: A Very Short Introduction*
- **Read** the first part (pages 73-81) of chapter 5 from *Refugees: A Very Short Introduction* “Perceptions and misperceptions about refugees”
- **Read** the section “Using proper terminology” from the [UNHCR Canada Journalism Guide](#)

Research and Writing Topic: Library Resources – with guest librarian Ryan Tucci

- What supports are available at the library?
- What information is on the library website?
- How do I use the library website search tool?

In-Class Activities

- **Guest speaker 9am-10am** – Ryan Tucci – specialist librarian for Political Science
- **Refugee status activity** – Each student will be given an identity, with a short description of their personal situation and the reasons why they are leaving their home. The class will need to work together to determine whether each person should be granted Convention refugee status or not.
- **Small group discussion** – Who is left out of formal refugee definitions? Why might that be problematic in today’s world?

Class 3: September 19th – The United Nations Refugee Agency (UNHCR)

Pre-Class Activities

- **Finish** the plagiarism tutorial (due September 18th)
- **Watch** (3 minutes) [Who We Are: 70 Years of the UN Refugee Agency](#)
- **Watch** (5 minutes) [Introduction to Forced Migration by Christina Clark-Kazak part 3: International Refugee Protection System](#)
- **Watch** (7 minutes): [Introduction to Forced Migration by Christina Clark-Kazak part 4: Key Actors in Forced Migration](#)
- **Read** chapter 2 (pages 22-41) “Refugees: a short history” from *Refugees: A Very Short Introduction*

Research and Writing Topic: Finding Peer-Reviewed Articles and Academic Books

- What is the peer review process?
- How can I find peer-reviewed journal articles and academic books using the library website?
- How do I find and check out a book from the library?
- How do I find all the sources I need for my annotated bibliography?

In-Class Activities

Please bring a laptop to this class if possible.

- **Timelapse United Nations members**
- **Refugee statistics online scavenger hunt** – In small groups, you will search for statistics related to refugees from UNHCR and other sources, for example in UNHCR’s annual Global Trends report.
- **Finding sources** – We will spend some time in class finding sources for the annotated bibliography assignment using the library website.
- **Library book** – Each student will receive the title of a library book to check out and bring to class.

Class 4: September 26th – Causes of Refugee Movements

Pre-Class Activities

- **Check out** your assigned book from the library and bring it to class
- **Watch** (5 minutes) [Introduction to Forced Migration by Christina Clark-Kazak part 6: Migrants' rights](#)
- **Watch** (4 minutes) [What should we call people who migrate because of climate-related reasons?](#)
- **Read** chapter 3 (pages 42-53) “Causes of refugee movements” from *Refugees: A Very Short Introduction*

Research and Writing Topic: Citations & Zotero Citation Software

- What are citation styles and how can I use them?
- How can I use Zotero to organize and cite sources?

In-Class Activities

Please bring a laptop to this class if possible.

- **Children on the Run Experience** – This interactive online experience allows players to step in the shoes of two children fleeing gang violence in Central America and to make decisions about what to do along the way.
- **Zotero citation software workshop** – We will practice using Zotero citation software.

Class 5: October 3rd – Solutions for Refugees

Pre-Class Activities

- **Finish** the annotated bibliography (due October 2nd)
- **Read** chapter 4 (pages 54-72) “Responding to refugee movements” from *Refugees: A Very Short Introduction*
- **Watch** (22 minutes) Home Free – Full Movie (ENG) https://www.youtube.com/watch?v=wytXEW_FgTs (also [in French](#)). Pay special attention to the three solutions (integration & citizenship, voluntary repatriation/return, resettlement).

Research and Writing Topic: Thesis Statements

- What is a thesis statement and how do I write one?
- How can I support my thesis statement using evidence?

In-Class Activities

- **ExCom meeting re-enactment** – To learn about the governance of UNHCR and the perspectives of different actors on solutions for refugees, as a class, we will re-enact the October 2023 meeting of the Executive Committee of the UNHCR, by taking on the roles of different country representatives and reading their statements.
- **Finding the thesis statement** – We will use articles from *The Conversation* to practice finding the thesis statement.
- **Class debate** – Using the question for the final research papers (Is expanding the refugee definition in the 1951 Convention the most effective way to deal with climate-related displacement?) we will practice taking a position and defending it. The class will be split in half into the “yes” side and the “no” side. Each side will discuss their arguments and use evidence to defend them.

Class 6: October 10th – Seeking Refuge in Canada through Asylum

Pre-Class Activities

- **Watch** (5 minutes) [Introduction to Forced Migration by Christina Clark-Kazak part 5: Refugee Protection in Canada](#)
- **Watch** (28 minutes) [The Canadian Refugee Determination System](#) (by York University’s Centre for Refugee Studies)
- **Read** “[Statistics on Asylum-Seekers in Canada](#)”
- **Read** article in *The Conversation* (2024) “[Canada needs a national strategy for homeless refugee claimants](#)” by Professor Christina Clark-Kazak

Research and Writing Topic: Paper Structure

- How do I structure an academic research paper?

In-Class Activities

- **Paper outline workshop**
- **Guest speaker 10:30-11:25am:** David Botha from Matthew House Refugee Services Ottawa

Class 7: October 17th – Seeking Refuge in Canada through Resettlement

Pre-Class Activities

- **Finish** the paper outline (due October 16th)
- **Watch** (5 minutes) [How Communities Sponsor Refugees: Canada's Program](#)
- **Read** the blog post by Carleton History Professor Laura Madokoro “[ChatGPT and the History of Government Refugee Policies](#)” (2023)
- **Read** the chapter by Dawit Demoz. 2024. “Forced Migration into Canada from a Global Perspective.” In [Forced Migration in/to Canada: From Colonization to Refugee Resettlement](#), edited by Christina R. Clark-Kazak, 103–16. Montreal & Kingston: McGill-Queen’s University Press.

Research and Writing Topic: Academic Journal Articles

- How are academic journal articles structured?

In-Class Activities

- **Q&A on refugee sponsorship** – Since I am a refugee sponsor and I have researched refugee sponsorship in Canada for several years, you can ask me about refugee sponsorship.
- **Small group discussion** – What is the image or story that Canada portrays about its role with refugees? What is the story that ChatGPT promotes about Canada and refugees? After what you have read and learned the past two weeks, do you think this image is accurate? What is left out?
- **Deconstruct an academic article** – In small groups, we will search for the different components of an academic article, like the thesis statement and methods.

October 24th – No class for reading week

Finish the mid-term feedback survey (due October 23rd). I also encourage you to start your final research paper (due December 4th).

Part 2: Current Issues and Gaps in the Global Refugee Regime

Class 8: October 31st – Meeting the Needs of Diverse Refugees

Pre-Class Activities

- **Watch** (5 minutes): [Introduction to Forced Migration by Christina Clark-Kazak part 7: Intersectionality and Forced Migration](#)
- **Read** the section “Vulnerable refugee groups” (pages 82-87) in chapter 5 “Perceptions and misperceptions about refugees” from *Refugees: A Very Short Introduction*
- **Read** one chapter of your choice from the section “Intersectionalities of Forced Migration Experiences” (choose from chapters on gender, age, disability, race, and class) in the book [Forced Migration In/To Canada: From Colonization to Refugee Resettlement](#) (all chapters are available for free online). I encourage you to also browse some of the supplemental resources (videos, etc.) for the chapter you choose. Be prepared to present the chapter you chose to a small group in class.

Research and Writing Topic: Comparing Different Types of Writing

- What are the differences between a journal article, news article, policy brief, and op-ed?

In-Class Activities

- **Results of mid-term feedback survey**
- **Key takeaways from my chapter** – Students will present the chapter they chose to read with other members of their small group, sharing key takeaways and new things they learned.
- **Comparing different types of writing** – We will fill out a table comparing different types of writing.

Class 9: November 7th – Refugee Leadership

Pre-Class Activities

- **Read** chapter 6 (pages 88-100) “Civil society, NGOs, and refugees” from *Refugees: A Very Short Introduction*
- **Read** the 2024 blog by Refugees Seeking Equal Access at the Table reflecting on the December 2023 Global Refugee Forum “[Great leap forward or status quo?](#)”
- **Watch** (5 minutes) [Introduction to Forced Migration by Christina Clark-Kazak Part 8: Future Trends and Opportunities](#)

Research and Writing Topic: Paraphrasing and Quoting

- How do I incorporate sources into my paper?

In-Class Activities

- **The pitch for refugee leadership** – You are making a presentation to a state that has not yet included a Refugee Advisor on their delegation to meetings of the global refugee regime. How will you make the case for including a Refugee Advisor?
- **Refugee-led organizations** – Each student will be given the name of a refugee-led organization to read about and share highlights with the class.
- **Paraphrasing practice**

Class 10: November 14th – Geographic Bias

Pre-Class Activities

- **Read** this 3-page commentary Abuya, Edwin O., Ulrike Krause, and Lucy Mayblin. 2021. “The Neglected Colonial Legacy of the 1951 Refugee Convention.” *International Migration* 59 (4): 265–67. <https://doi.org/10.1111/imig.12898>.
- **Read** this 2022 article in *The Conversation* “[Generous aid to Ukraine is diverting resources away from other refugee crises around the world](#)” by Tazreena Sajjad
- **Read** this 2022 article in *The Conversation* “[Canada needs to be as welcoming to Afghan refugees as it is to Ukrainians](#)” by Anthony Fong and Zamir Saar

Research and Writing Topic: Professional Language

- How do I make my writing sound professional?

In-Class Activities

- **Forgotten refugee situations** – Each group will become the expert on one forgotten refugee situation and share with the class.
- **Make it professional** – Students will practice re-wording sentences from colloquial to professional language suitable for an academic paper.

Class 11: November 21st – Gaps in Funding and Responsibility-Sharing

Pre-Class Activities

You have two options for this week:

Option 1) Play the computer game [Resilience](#). According to the game description: “you assume the role of refugee camp manager on a distant moon and are tasked with the livelihood of an alien race fleeing planetary disaster. Confront the day-to-day struggles of camp life and the structural problems of an underfunded aid system.” It will take about 1 hour to download the game (Windows or Mac), learn to play, and play the 20-minute demo game fully (there is also a 40-minute full game option). Pay close attention to the aspect of funding, including earmarked funds, and read the unlocked facts in your journal before quitting the game.

Option 2) Read James C Hathaway, “The Global Cop-Out on Refugees”, *International Journal of Refugee Law*, Volume 30, Issue 4, December 2018, Pages 591–604, <https://doi.org/10.1093/ijrl/ey062>

Research and Writing Topic: Zotero Additional Features

- How can I use the various features in Zotero?

In-Class Activities

Please bring a laptop to this class if possible.

- **Small group discussion** – If you played the Resilience game, share with your group what the experience was like. What struggles did you have as refugee camp manager? If you did the reading, what do you think of Hathaway’s assessment of the Global Compact on Refugees and suggestions for a new system?

- **Evaluate proposals for responsibility sharing between countries** – In a small group, you will evaluate and debate different proposals that various people have put forward about how a responsibility-sharing system could work.
- **Zotero workshop**

Class 12: November 28th – Preventing Displacement?

Pre-Class Activities

- **Read** chapter 7 (pages 101-112) “The challenges ahead” from *Refugees: A Very Short Introduction*

Research and Writing Topic: Giving and Responding to Constructive Feedback

- How can I give constructive feedback to my peers?
- How can I incorporate constructive feedback on my own work?

In-Class Activities

- **Small group discussion** – Is preventing displacement possible? What do you think about different ways to prevent displacement? How much should international actors intervene in a state to try to prevent displacement?
- **Final research paper feedback workshop** – Bring the draft of your final research paper to class (either on a laptop or printed). You will exchange the draft with a peer and provide feedback on each other’s drafts.

Class 13: December 5th – Wrap up and take-home exam overview

Pre-Class Activities

- **Finish** your research paper (due December 4th)

In-Class Activities

- **Take-home exam overview** – We will go over the details of the take-home exam which will be due at the end of exam period (December 21st).
- **Jeopardy review game**
- **5 things everyone should know about refugees** – Together we will come up with a list of 5 things everyone should know about refugees, based on everything we have learned in the class.

Appendix

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- **Carleton Resources:**
 - Mental Health and Wellbeing: <https://carleton.ca/wellness/>
 - Health & Counselling Services: <https://carleton.ca/health/>
 - Paul Menton Centre: <https://carleton.ca/pmc/>
 - Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
 - Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
 - Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- **Off Campus Resources:**
 - Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
 - Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
 - Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
 - Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
 - The Walk-In Counselling Clinic: <https://walkincounselling.com>

Requests for Academic Accommodation

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic consideration for medical or other extenuating circumstances: Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For

considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

Pregnancy accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious accommodation: Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Accommodations for students with disabilities: If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Sexual Violence Policy

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence

Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support.

Academic Integrity

Academic integrity is an essential element of a productive and successful career as a student. Carleton's [Academic Integrity Policy](#) addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

Plagiarism

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Use of Artificial Intelligence

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

Procedures in Cases of Suspected Violations

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

Intellectual property

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).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

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

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the 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 Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

Official Course Outline

The course outline posted to the Political Science website is the official course outline.
