

**PSCI 4801/PSCI 5915**  
**Selected Problems in Global Politics**  
**Global Labour Mobility**  
Thursday, 1135-225  
Confirm location on Carleton Central  
(Revised)

**Instructor:** Professor Christina Gabriel  
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**Office Hours:** Thursday, 930-1130 or by appointment

**Course Description:**

This seminar focuses on the connection between workers, migration and the dynamics of the global economy. It uses concepts such as globalization, neo-liberalism and state sovereignty to explore various issues. We will address questions such as: What are the political and economic dynamics implicated in cross border labour flows? What is the relationship between labour migration and broader social relations including gender and racialization? How do states facilitate (or contain) different streams of labour migration? What role do new private intermediaries play in migration governance? How have migrants advanced claims for social and economic justice? In doing so, we will review various case studies and draw on a range of interdisciplinary perspectives.

**Course Objectives:**

- To review debates within the theoretical literature on migration and citizenship
- To map and assess current developments in the governance of labour migration.
- To consider the ways in which cross-border labour mobility raises questions about social justice and political membership
- To understand how broader social relations find expression in the politics of international migration and citizenship

**Course Format:**

This class is structured as a weekly three-hour seminar. The instructor will begin each three-hour session with a short presentation (10-15 minutes) to introduce key themes and ideas associated with each topic. Students will also be required to make one oral presentation based on a seminar topic. Each student is expected to come to all classes and must be prepared to actively participate. All required readings must be completed prior to each class.

**Course Materials:**

Course material is available through the Ares System on BrightSpace. Many readings are available electronically.

**Evaluation:**

Students will be evaluated on the following basis

- ***Essay Proposal\**** **15%**  
Students will be required to write an essay proposal based on a research topic of their choosing. The topic must be relevant to the broad themes and questions covered by this course. Each proposal should be seven - nine pages long, including an annotated bibliography.  
**Due Date: October 13, 2022.**
  
- ***Research Essay\**** **35%**  
Students will submit a research paper based on their essay proposal. The paper must be 12-15 pages, double-spaced, standard margins, and 12pt font, times new roman.  
**Due Date: December 8, 2022.**
  
- ***Short Annotations*** **25%**  
Each student will submit five annotated entries (each entry worth 5%) based on course readings. Each annotation must be no longer than three-quarters of a page, single-spaced. A hard copy is due on the same day as the relevant reading. Details attached.
  
- ***In-Class Presentation:*** **10%**  
Each student will make a class presentation based on a required reading. Students will sign up in class on September 8 and 15. First presentation on September 15. Marked presentations will be returned in the last class of the term.
  
- ***Attendance & Participation:*** **15%**  
Students will be evaluated on the basis of their active, informed and thoughtful oral participation in class discussions. Attendance will be taken at every class; late arrivals and early departures will not receive full credit for participation.

**\*Policies on Assignments:**

All assignments in this course (with the exception of the single-space annotation) must be 12 pt. font, double-spaced and have standard one-inch margins. Please refer to specific words counts on the assignment sheet. As much as possible they should be free of spelling and grammatical errors. They must include appropriate citations (endnotes or footnotes) and a bibliography. Please review details on each assignment carefully.

With the exception of the written annotations all assignments are due no later than 11 p.m on the due date specified through Brightspace.

**\*\* Late Penalties**

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of **5%** a day not including weekends. No work will be accepted after the last day of term.

Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement). If you anticipate a problem with one of the above deadlines please approach me as soon as you can in advance of the assignment.

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In this course it is not acceptable to submit an assignment (or part of an assignment) that you have produced for another course. Please consult the course instructor if you need further clarification.

### **E-mail Policy**

E-mail will be answered within two business days. Please use e-mail only for quick questions and to make appointments with the Instructor.

Do not submit any class assignments by e-mail unless you have made an arrangement with the instructor.

### **Note:**

“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.”

## **Schedule of Classes**

### **I**

#### **Sept. 8 Introduction to Course**

- Introductions
- Overview of course themes and requirements
- Assignment of presentations

#### **Sept. 15 Global Governance, Neoliberalism and Migration**

- Stephen Castles .2011. “Migration, Crisis, and the Global Labour Market” *Globalizations*, 8:3. pp 311-324
- Leila Simona Talani. 2021. “Three Paradoxes of Globalization and Migration.” *The International Political Economy of Migration in the Globalization Era*. UK: Palgrave. Pp27-67
- Raúl Delgado Wise. 2015. “Migration and Labour Under Neoliberal Globalization: Key Issues and Challenges.” In *Migration, Precarity, and Global Governance*. Editors Carl Ulrick Schierup, et. al. Oxford: Oxford University Press. Pp. 25-45

#### ***Presentations Start***

#### **Sept. 22 Migration and Labour**

- Robin Cohen. 2006. “The Proletariat at the Gates: Migrant and Non-Citizen Labour, 1850-2000”. In *Migration and its Enemies: Global Capital, Migrant Labour and the Nation State*. London: Routledge.
- Tom Lusi and Harald Bauder. 2010. “Immigrants in the Labour Market: Transnationalism and Segmentation” *Geography Compass* 4:1 pp. 28 -44
- Guy Standing. 2021. “Migrants: Victims, Villains or Heroes?” In *The Precariat: The New Dangerous Classes* London: IB Taurius.

#### ***First Annotation Due (A-K)***

#### **Sept. 29 Citizens, Non-Citizens and Precarious Status**

- Linda S. Bosniak. 2001. “Denationalizing Citizenship: Global Perspectives and Practices” In *Citizenship Today: Global Perspectives and Practices* (pp. 237–252). Carnegie Endowment for International Peace. <https://doi.org/10.7282/00000155>
- Nicholas De Genova. 2021. “Denizenship”. In *Precurity and Belonging. Labor, Migration and Noncitizenship*. Editors Catherine S. Ramírez et. Al. New Brunswick, USA: Rutgers University Press. pp. 227- 242.
- Goldring, Luin Goldring, L., Berinstein, C., & Bernhard, J. K. (2009). “Institutionalizing Precarious Migratory Status in Canada”. *Citizenship Studies*, 13:3. Pp. 239–265
- Nandita Sharma. 2019. “The Political Economy of Belonging: The Difference that Canadian Citizenship and Immigration Policies Make”. In *Change and Continuity. Canadian Political Economy in the New Millennium*. Kingston-Montreal: McGill-Queens pp.60-76.

### ***First Annotation Due (L-Z)***

#### **Oct. 6 Governance, Labour and Migration Regimes**

- Josiah Heyman. 2022. “Border Walls and Passages. Effects on Labor Exploitation”. In *The Routledge Handbook on the Anthropology of Labor*”. Editors Sharryn Kashmir and Lesley Gill. Abingdon, UK: Routledge. Pp. 259-270.
- Philip Martin. 2011. “International Labor-Migration: The Numbers-Rights Dilemma”. In *Global Mobility Regimes*. Editor Rey Koslowksi
- Shoshana Fine and Antoine Pecoud. 2018. “International Organizations and the multilevel governance of migration” *Globalization and Migration. An Introduction*. Editor Anna Triandafylliou. UK: Edward Elgar pp. 38-54

#### **Oct. 13 Intermediaries**

- Linn Axelsson, Charlotta Hedberg, Nils Pettersson & Qian Zhang. 2022. “Re-visiting the ‘Black Box’ of Migration: State-intermediary Co-production of Regulatory Spaces of Labour migration” *Journal of Ethnic and Migration Studies*, 48:3., pp. 594-612,
- Fabiola Mieres. 2018. “Migration, Recruitment and Forced Labour in a Globalizing World.” In *Handbook of Migration and Globalization*. Editor Anna Triandafylliou UK: Edward Elgar Publishing. Pp 155-170
- Gammeloff-Hansen, Thomas and Ninna Nyberg Sorensen. 2013. “Introduction”. In *The Migration Industry and the Commercialization of International Migration*. Editors Thomas Gammeloff and Ninna Nyberg Sorensen. New York: Routledge

### ***Proposal Due***

#### **Oct. 20 Skilled Migration (1)**

- Anna Katherine Boucher. 2020. “How ‘Skill’ Definition Affects the Diversity of Skilled Immigration Policies”. *Journal of Ethnic and Migration Studies*, 46:12. pp. 2533-2550.
- Michael C. Ewers, Nabil Khattab, Zahra Babar & Muznah Madeeha (2022) Skilled Migration to Emerging Economies: The Global Competition for Talent Beyond the West, *Globalizations*, 19:2, 268-284,
- Gracia Liu-Farrer, Brenda S. Yeoh & Michiel Baas (2021) Social Construction of skill: An Analytical Approach Toward the Question of Skill in Cross-Border Labour Mobilities, *Journal of Ethnic and Migration Studies*, 47:10. Pp. 2237-2251.
- Ayelet Schacher. 2016. “Selecting by Merit: The Brave New World of Stratified Mobility” In *Migration and Political Theory*. Editors Sarah Fine and Lea Ypi. Oxford: Oxford Press. Pp. 175-204

**Oct. 24 – 28: Fall Reading Week (No Scheduled Class, No Office Hours)**

**Nov. 3            No Class – Professor Away**

**Nov. 10           Skilled Migration (II) – Case Health Workers**

- Clemence Mercay. 2014. “Managing the International Migration of Health Workers: The Development of the WHO Code of Practice”. *Journal of Ethnic and Migration Studies* 40:6 pp.865-887
- Jan Korder et. Al. 2020. “Analyzing Migration Management: On the Recruitment of Nurses to Germany. *Social Sciences* 9:2 pp
- Parvati Raghurum. 2014. “Brain Circulation or Precarious Labour? Conceptualizing Temporariness in the United Kingdom’s National Health Service”. In *Liberating Temporariness*. Editors Leah Vosko et. al. Kingston-Montreal: McGill-Queens.
- Margaret Walton-Roberts. 2020. Occupational (Im)mobility in the Global Care Economy: The case of Foreign-Trained Nurses in the Canadian context, *Journal of Ethnic and Migration Studies*, 46:16. Pp. 3441-3456

**Nov. 17           Temporary Labour Migration (1)**

- Catherine Dauvergne and Sarah Marsden. 2014. “The Ideology of Temporary Labour Migration in the Post-global era” *Citizenship Studies*, 18:2, 224-242,
- Dimitria Groutsis and Lina Venturas. 2016. “Guest Worker Schemes Yesterday and Today” In *Routledge Handbook of Immigration and Refugee Studies* Ed. Anna Triandafyllidou. Oxford: Routledge. Pp
- G. Polanco. 2019. “Migration Regimes and the Production of (Labor) Unfreedom”. *Journal of Asian American Studies* 22:1 pp 11-30
- Lea Ypi. 2016. “Taking Workers as a Class: The Moral Dilemmas of Guestworker Programs” In *Migration and Political Theory*. Editors Sarah Fine and Lea Ypi. Oxford: Oxford Press. Pp.151-174

**Nov. 24           Temporary Labour Migration (2) Case: Farm Work**

- Madeline Eriksson and Aina Tollefsen. 2013. “Of Berries and Seasonal Work: The Swedish Berry Industry and the Disciplining of Labour Migration from Thailand”. In *Disciplining the Transnational Mobility of People*. Editors Martin Geiger and Antoine Pécoud. UK: Palgrave. Pp. 185-206
- Domenico Perrotta. 2015. “Agricultural Day Labourers in Southern Italy: Forms of Mobility and Resistance. *South Atlantic Quarterly* 114:1 pp. 195-206
- Kerry Preibisch & Evelyn Encalada Grez. 2013. “Between Hearts and Pockets: Locating the Outcomes of Transnational Homemaking Practices Among Mexican Women in Canada's Temporary Migration Programmes. *Citizenship Studies*, 17:6-7, 785-802.
- Leah F. Vosko. 2016. “Blacklisting as a Modality of Deportability: Mexico's Response to Circular Migrant Agricultural Workers' Pursuit of Collective Bargaining Rights in British Columbia, Canada. *Journal of Ethnic and Migration Studies*, 42:8, 1371-1387,

**Dec. 1            Migrant Care Work**

- Juanita Elias. 2018. “Governing Domestic Worker Migration in Southeast Asia: Public–Private Partnerships, Regulatory Grey Zones and the Household”, *Journal of Contemporary Asia*, 48:2. Pp. 278-300,
- Judy Fudge. 2011. “Global Care Chains, Employment Agencies, and the Conundrum of Jurisdiction: Decent Work for Domestic Workers in Canada”. *Canadian Journal of Women*

*and the Law* 23, p. 235.

- Romero, Mary. “Reflections on Globalized Care Chains and Migrant Women Workers.” *Critical Sociology* 44.7-8 (2018)
- Silvey, Rachel, and Rhacel Parreñas. 2020. “Precarity Chains: Cycles of Domestic Worker Migration from Southeast Asia to the Middle East.” *Journal of ethnic and Migration Studies* 46.16 or kafala

**Dec. 8            Looking Forward**

- Anderson, Bridget, Friedrich Poeschel, and Martin Ruhs. 2021. “Rethinking Labour Migration: Covid-19, essential work, and systemic resilience”. *Comparative Migration Studies* 9:45
- Nicola Piper and Jean Grugel. 2015. “Global Migration Governance, Social Movements and the Difficulties of Promoting Migrant Rights” In *Migration, Precarity, and Global Governance*. Editors Carl Ulrick Schierup, et. al. Oxford: Oxford University Press. 261-278.

***Final Research Essay Due***

**PSCI4801/PSCI 5915 – Global Labour Mobility**  
**Short Annotations\***

**Worth:** 25% [Five annotations @ 5% each]  
**Length:** Between one half and three quarters of a page, single-spaced.  
**Due Date:** Due in class on the same date as relevant reading in class.

**Note:** Missing or late annotations will not be accepted.

- **If you are absent from class, you are not permitted to submit the annotation. Exceptions will be made only in case of illness or other documentable circumstances.**
- **If you attend class but do not submit your annotation in class it will not be accepted later.**
- **Group collaboration is not permitted on this assignment.**

**Purpose:**

The purpose of the short, written annotations is:

- To engage with the required reading in a focused and critical manner
- To enhance your contributions to seminar discussions.

**Task:**

Throughout the term each student in the class will submit five written annotations based on the required readings. Be prepared, if called upon, to share the points in your annotation with the class. Each annotation should begin with relevant bibliographic details (author, title, source, publisher, year of publication). It should include the following information:

- Topic of the reading
- Key question or central argument
- Key supporting claims of the author
- Your identification of a strength and/or weakness of the reading
- One question for class discussion

Do not use point form. It is not necessary to use headings. Lastly, if you quote directly use appropriate citations.

**Choice of Annotations:**

Students are not permitted to write an annotation on the same reading as their in- class presentation.

Those students with the surname beginning with **A-K** may choose one reading/per week from the following weeks. You must complete one annotation based on one reading for each topic.

<b>Date</b>	<b>Topic</b>
September 22	Migration and Labour
October 6	Governance, Labour and Migration Regimes
October 20	Skilled Migration (I)
November 17	Temporary Labour Migration (1)
December 1	Migrant Care Work

Those students with the surname beginning **L-Z** may choose one reading/per week from the following weeks. You must complete one annotation based on one reading for each of the topics below.

<b>Date</b>	<b>Topic</b>
September 29	Citizens, Non-Citizens, and Precarious Status
October 13	Intermediaries
November 10	Skilled Migration (II)
November 24	Temporary Labour Migration (II)
December 8	Looking Forward

**Annotation Assessment Key:**

Grade	Per-centage	Comments – General Guidelines
A / A+	85 - 100	Excellent and succinct summary of topic and central argument. Key claims are clearly identified. There is a critical and original assessment. The annotation is very well-written and free of inaccuracy. The question is focused on the reading and is original.
A-	80-84	An excellent summary, key claims are identified and the assessment is very good. The annotation is clearly written and there are no inaccuracies. The question clearly addresses the specific reading.
B+	77-79	There is a very good summary of the reading and key claims are clearly noted. The assessment is solid and there are no inaccuracies. The question is on topic. The annotation is well written.
B	73-76	There is a good summary of the reading and some key claims are noted. There is some effort to make an assessment. There are no major inaccuracies but annotation may be vague. A discussion question is included. The annotation is clearly written.
C+/B-	67-72	There is an effort to meet the terms of the assignment. There is a competent summary but some key aspects of the argument and/or topic are overlooked. Or, the question posed is cast in too general terms.
C or less	66 or less	There is a weak summary of the reading and unclear identification of claims. The discussion question is vague. The annotation may be difficult to read.

**PSCI 4801/PSCI 5915 – Global Labour Mobility**  
**In-Class Presentation Based on Required Course Reading**

**Worth: 10%**

**Dates of Presentations will be arranged in class September**

**First Presentations on September 15.**

All students will make a short presentation (ten minutes long) based on one assigned reading. Presentations that are too long (or too short) will be assessed accordingly.

Guidelines:

- Do not provide a detailed summary of the reading.
- Highlight key debates or issues raised by the author
- Discuss the strengths and weaknesses of the reading
- How does the reading relate to the other weekly assigned course readings and the broader themes of migration and citizenship
- Raise one question for classroom discussion.

Written Summary

You are required to submit a two-page summary (double-spaced) of your oral presentation. It must include your discussion question. This summary is due in the same class as your presentation. Late submissions will be penalized.

Note: \*You cannot do an in-class presentation that is based on one of your required five short annotations.

***All Graded Presentations will be returned on December .***

**PSCI 4801/PSCI5915 Global Labour Mobility**  
**Essay Proposal**

**Due Date:** October 13, 2022 [Proposals will not be accepted after October 27]  
**Length:** 12 pt font, ten double-spaced pages  
**Worth:** 15%

**Purpose:**

The purpose of this assignment is to allow students an opportunity to do some preliminary research on an aspect of labour migration and mobility. The proposal is intended to assist students to develop and frame their own research topic. Additionally, this assignment ensures that students are provided with some early feedback on their proposed topic and preliminary thesis. Your subsequent essay must reflect the topic outlined in the essay proposal. Essays that do not follow the initial proposal topic will be penalized. Please choose carefully.

**Task:**

Your essay proposal must include:

- A statement of topic. Why is this of interest to you and how does it relate to course themes.
- A preliminary thesis suggesting the directions you will pursue in this paper
- A brief statement of why your thesis and topic is significant. Why is it important?
- A brief summary of what you have learned regarding key issues and debates in the relevant scholarly literature.
- A brief statement of how you plan to carry out the rest of your research

**Annotated Bibliography:**

Your proposal must also include an annotated bibliography of **five scholarly sources**. Each entry must include: (a) complete bibliographic details (b) topic of source (c) purpose/thesis and (d) why is this particular source important or relevant to your proposed topic.

Do not use point form and pay close attention to (d).

**Note:**

The readings listed in your course outline provide a good starting point for identification of a topic and suggestions for other research sources. Where appropriate, course material should be integrated into your final essay. However, your annotated bibliography in the proposal should be a list of scholarly sources that do not appear on your course syllabus.

For the purposes of the proposal assignment scholarly sources are academic journal articles, chapters in edited volumes, and scholarly monographs.

**Suggested Journals**

*Canadian Ethnic Studies*

*Citizenship Studies*

*Ethnic and Racial Studies*

*Journal of Ethnic and Migration Studies*

*Journal of International Migration and Integration*

*International Migration*

*International Migration Review*

*Migration Studies*

## **PSCI 4801/5915 Global Labour Mobility**

### **Essay**

**Due Date:** Thursday, December 8, 2022\*  
**Worth:** 35%  
**Length:** PSCI 4801 - 12 pages – 3,000 words  
PSCI 5915 – 15 pages – 3,750 words

#### **Purpose:**

The purpose of the essay is to provide you with an opportunity to develop the topic identified in your initial research proposal into a comprehensive, scholarly research paper.

#### **Marking:**

The paper will be marked on three criteria:

- Argument, organization and logic. Is the thesis presented in a logical and convincing manner?
- Research and use of evidence: Does the paper contain extensive and effective use of available research sources? Minimum number of scholarly sources 10.
- Does it contain proper footnotes/endnotes and bibliographic style?
- Communication: Is the paper organized and written as clearly and concisely as possible?

#### **\*Note:**

- Late penalties (5% a day) will be imposed on all papers submitted after the due date.
- Late papers will not be accepted after December 22, 2022.

## PSCI 4801/5915 – Global Labour Mobility

### **Seminar Participation – 15%**

This class runs as a seminar based discussion. Students should come to class having completed the required reading in advance. Your active and thoughtful participation is important to the learning process. Attendance counts in the assessment of participation and attendance will be taken in each class. Seminar assessment will be based on the following broad guidelines

#### **Grades:**

##### **A +**

- Attendance – Always
- Completes all the readings and is well prepared for class
- Draws connections between readings and course themes
- Offers excellent assessment on individual readings
- Provides original ideas on weekly topic
- Generates topical class discussion
- Always has insights on topic but is careful not to dominate discussion
- Asks relevant and topical questions

##### **A/A-**

- Attendance – Perfect or Near Perfect
- Completed all the readings and is prepared for class
- Draws links between readings and course themes
- Offers very good assessments on individual readings and is a frequent participant
- Generates topical class discussion
- Asks relevant and topical questions

##### **B+**

- Attendance - Near Perfect
- Completed all the readings and is prepared for class
- Offers useful observations of weekly reading
- Regular participant in weekly discussions

##### **B/B-**

- Attendance – Regular
- Completed most of the readings
- Good understandings of the theme of the required readings but may not always draw links between them
- Regular participant in discussion

##### **C**

- Attendance – Regular (or erratic)
- Has completed some of the required readings
- Does not actively participate in class discussion (or participation may not always reference weekly topic and/or substantive themes of reading)
- Oral contributions are sometimes off topic

##### **D (or less)**

- Both participation and attendance are erratic

## Appendix

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### **Covid-19 Pandemic Measures**

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

### **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**

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

***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](mailto: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 for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://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](https://carleton.ca/sexual-violence-support).

### **Plagiarism**

Carleton's [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.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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).

### **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 an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or 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.