

PSCI 3608 (A)

Migration Governance

Monday 11:35 am - 14:25 pm

This course will be held remotely online

Instructor: Dr. Ola G. El-Taliawi

On-line Office Hours: Tuesday 11 am – 1 pm. Office hours will be held via Zoom. Please take an appointment with the instructor to schedule a specific time slot for you.

Email: ola.eltaliawi@carleton.ca

Teaching Assistant: TBD

Course Description

International migration is a phenomenon that is as old as time. While human mobility is not new, attempts to regulate migrants are closely linked to the rise of the nation state model. It is part and parcel of today's system of globalization. Today, migration remains a highly contested policy issue on many national agendas with political, economic and social ramifications for states, societies and individuals. Many actors have also infiltrated the scene over the years, including human rights organizations, international organizations, and others, and migration governance regimes have evolved over time. This course will provide an advanced introduction to the politics of human mobility and migration, including attempts by states and other actors to influence migration and mobility and emerging types of governance at the national, regional and global levels. Its objective is to equip students with the necessary knowledge to think critically about migration trends, and the politics and policy issues surrounding the cross-border movement of people. This course will be divided into two broad sections. The first section will deal with migration governance at large. The second will focus on the governance of forced migrants and refugees.

Some of the central questions this course will expose students to are: how do governments regulate migrant flows? What tools and instruments do they use to achieve their objectives (ex. laws, contracting out)? Why do governments adopt specific policies (ex. security and economic priorities)? Who sets the agenda? Who formulates and implements policies? What are some of the implications of adopted policies to governments, migrants, NGOs and other stakeholders? What international and regional legal frameworks exist to govern migration? What tensions lie between different values that influence government decision making on forced migration issues, such as humanitarianism and national interest?

Course Format

This 12-week course will adopt a blended approach to teaching. Every week there will be a synchronous lecture at regular class time that students attend on Zoom. Attendance of synchronous lectures is mandatory for all students.¹

Virtual interaction with the instructor and class peers is an integral component of this module. This will be facilitated in several ways. Besides the synchronous lectures, students will be required to participate in asynchronous online discussion forums and to watch pre-recorded guest lectures (when available). Further, every week there will be synchronous online office hours with the instructor via Zoom for which students can take an appointment.

Learning Outcomes and Course Objectives

By the end of the course, students should be able to demonstrate familiarity with fundamental concepts and theories related to migration governance. They should be able to critically think about the complex issues surrounding the regulation of voluntary and forced migration. This course will equip them with knowledge about the key debates surrounding transnational mobility and the implications of migration. It will also expose them to a more nuanced understanding of the actors involved in decision making regarding migration policy and their different stakes involved.

By the end of this module, they should be able to answer questions about the major factors influencing state policy responses to different types of migrant flows. Using country and region-specific examples and case studies, they will come to reflect on who formulates and implements migration policies, and what factors influence decision making related to migration, including how migration data and statistics are used by actors to frame narratives. This will enable them to participate in scholarly and policy debates about migration including its social and political effects and the politics of citizenship.

In terms of skills, this course will equip students with the ability to write reflectively and to develop their critical thinking abilities. Throughout this module, students will learn to advance their academic writing skills and to undertake extensive literature review. Further, they will be trained to conduct stakeholder analysis and to write policy briefs. Finally, they will engage in collaborative learning through teamwork, and will be trained in effective oral communication and other forms of written knowledge dissemination including participating in online dialogues and debates.

¹ Please note that synchronous lectures, including group presentations, will be video recorded to be made accessible to students who are unable to attend for exceptional reasons only. If you do not wish to be recorded or do not possess the necessary technology, please notify the instructor in advance.

Course Policies

- Please note that all email communication is to be via official Carleton university e-mail accounts and/or Brightspace; not personal emails.
- You are responsible for periodically checking your Carleton email and Brightspace accounts for any course related updates.
- You are expected to submit assignments on time. Late assignments will be downgraded by 5% of the total assignment grade per 24 hours. Exceptions to this will only be made for academic accommodations, as outlined below, or other emergencies substantiated with official documentation.
- All written assignments need to be properly cited and referenced. Make sure to check your assignments for grammatical or spelling errors.
- You are encouraged to take responsibility for your own learning experience, and you are welcome to consult the instructor for feedback at any time throughout the course.

Teaching References

The following sources will be relied on for the teaching of this module. Reading materials will either be available for free download through the Carleton Library or ARES system. *All students are expected to regularly check their Brightspace accounts in case extra readings are assigned or changed.*

1. Mavroudi, E., & Nagel, C. (2016). Global migration: Patterns, processes, and politics. 1st edition. Routledge (*online resource*).
2. Gold, S., & Nawyn, S. (2013). Routledge international handbook of migration studies. Routledge. 1st edition (*relevant chapters will be provided on ARES*)
3. Betts, A. (Ed.). (2011). Global migration governance. Oxford University Press (*online resource*).
4. Kunz, R., Lavenex, S., & Panizzon, M. (Eds.). (2011). Multi-layered migration governance: The promise of partnership (Vol. 89). Taylor & Francis (*online resource*).
5. The Politics of Global Migration. Betts, A. (2016) (*available online via Carleton Library*).
6. The Dynamics of Regional Migration Governance. Geddes, A. et al (2019) (*online resource*).
7. *Additional readings will be assigned by the instructor.*

Evaluation at a Glance

Task	Grading
1-Page Reaction Statements	10%
Mid Term Take Home Exam	20%
Group Presentation	10%
Discussion Forum Participation	10%

Policy Brief	15%
Individual Research Essay	25%
Attendance and Class Participation	10%
Total	100%

Course Requirements and Grading in Detail

1-Page Reaction Statements

10%

On designated weeks, you will be required to submit a short reaction statement in which you comment critically and concisely on the week's readings. The purpose of these statements is to prepare you effectively for the lecture and develop your critical thinking skills. Each statement should be 400 - 500 words max. (excluding references), 12-inch font, 1.5 inch spacing.

Statements are to be submitted via Brightspace. A total of 4 statements are expected at 2.5 points each. A grading rubric will be provided to help students assess how statements will be evaluated. With mid-term marks, you will receive your marks for your statements so far to get an idea of where you stand, including some 'feed-forward' on how to improve (if applicable). A schedule of due dates of reaction statements will be provided on Brightspace at the start of term.

Mid Term Take Home Exam

20%

Students will be provided with exam questions and given a timeframe in which to complete them. Instructions for the midterm exam will be shared with the class beforehand. Students will be tested on all course content including readings, lectures, and group presentations and discussions. The exam will be composed of short essay answers.

Group Presentation

10%

Students will be divided into groups, where they will present on a topic relevant to the week's theme. Students will be allowed to choose their topics and group members at the start of term. Students should inform the instructor on their topic choice. Number of group members will depend on class size.

Every presentation should not exceed 15 minutes and will be followed by Q&A. Students should go beyond the week's required readings and are encouraged to be creative / use multimedia tools to engage their audience (if applicable). A grading rubric will be provided to help students assess how their presentations will be evaluated. Free riding is not allowed. During Q&A, students may

be asked individually about the presentation content or work process. A schedule of group presentations will be announced at the start of term.

Discussion Forum Participation

10%

Students will be graded for participation based on engagement with 4 online discussion forums, which will also be set up on Brightspace and spread out throughout the course. To get the full 10 grade points, students have to participate in all the forum discussions. Each forum will have a timespan in which students have to participate substantially (min. 100 words) before the instructor will close the forum. Further instructions on forum participation including due dates will be provided on Brightspace at the start of term.

Policy Brief

15%

For this assignment, students will be given topics of policy relevance to migration governance at the start of term, for which they will be required to conduct desk-based research and write a policy brief that addresses the key problem and the student's policy recommendations. This brief will be max. 1500 words, 12-inch font, 1.5 spaced. Students are encouraged to discuss the development of their briefs with the instructor any time during office hours.

Brief due Nov. 8

Individual Research Essay

25%

For this assignment, you will be required to develop a 15-page essay (Times New Roman, 12-inch font, double spacing). You *are encouraged to* develop this essay on the same topic of your policy brief. As opposed to the policy brief, which is targeted for decision-makers and aims to develop students' policy relevant research, writing and argumentation, this essay is meant to develop students' academic writing skills, research abilities, and critical thinking.

You are also welcomed to write your essay on a different topic or to take a different approach to the same topic, in consultation with the instructor. For instance, you may analyze a country's migration governance profile; outlining the migration governance regime in place and critiquing it in terms of the issues discussed in class, while discussing the implications for the different stakeholders. You may also choose a region-specific policy issue or any other thematic issue to examine in depth. You may also take a comparative approach to your research.

A 3-page outline will be required worth 10% of the grade in which you propose your research topic, essay structure, key research questions, main argument, and the tentative body of literature you will consult (bibliography of minimum 10 scholarly sources is required).

Outline due Oct. 12

Final paper due Dec. 23

Attendance and Class Participation

10%

Attendance of synchronous class meetings is mandatory for all students. Attendance and class participation and engagement will be assessed by the instructor at the end of term and will count towards 10% of the final grade.

Course Outline and Schedule

Below is a tentative weekly breakdown of the course and core readings. Students are responsible for regularly consulting Brightspace for updates to this list, in addition to other information about the course.

Section A. Migration Governance

Topic 1: Fundamentals of Global Migration

[Sept. 13, 2021]

Mandatory reading

- Ch. 1 “Making sense of global migration” in Mavroudi and Nagel (online resource).
- Castles, S. (2013). The Forces Driving Global Migration. *Journal of Intercultural Studies*, 34(2), 122-140, <https://doi.org/10.1080/07256868.2013.781916>
- Ch. 12 “Root Causes” in Betts, A. (Ed.). (2011). *Global migration governance*. Oxford University Press (online resource).
- Guides on Writing Good Reaction Statements <http://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Writing-a-Response-or-Reaction-Paper> AND <https://www.umgc.edu/current-students/learning-resources/writing-center/online-guide-to-writing/tutorial/chapter8/ch8-14.html>

Optional reading

- IOM (2020). “Chapter 2: Migration and Migrants: a global overview”. In *Global Migration Report*. <https://www.iom.int/wmr/>

- Castelli, F. (2018). Drivers of migration: why do people move? *Journal of Travel Medicine*, 25(1), 1-7, <http://doi.org/10.1093/jtm/tay040>
- Newland, Kathleen (2009): Circular Migration and Human Development. Published in: Human Development Research Paper (HDRP) Series, Vol. 42, No. 2009.
- “Chapter 1: Low skilled labour migration” and “Chapter 2: High skilled labour migration”. In *Global migration governance*. Oxford University Press (online resource).

Topic 2: Migration in Historical Perspective

[Sept. 20, 2021]

Mandatory reading

- Ch. 2 “Global migration in historical perspective” in Mavroudi and Nagel.
- Castles, S. (2018). Social Transformation and Human Mobility: Reflections on the Past, Present and Future of Migration. *Journal of Intercultural Studies*, 39(2), 238-251, <https://doi.org/10.1080/07256868.2018.1444351>
- Massey, D. S. (2003, June). Patterns and processes of international migration in the 21st century. In *Conference on African Migration in Comparative Perspective*, Johannesburg, South Africa (Vol. 4, No. 7), pp. 1-10.

Optional reading

- Castles, S. (1998). “Migration to Highly Developed Countries since 1945” in “The Age of Migration: International Population Movements in the Modern World”, pp. 67-103. (*Will be available on ARES*).
- Hansen, R. (2003). Migration to Europe since 1945: Its history and its lessons. *The Political Quarterly*, 74(s 1), 25-38.
- McNeil, W. (1984). Human Migration in Historical Perspective. *Population and Development Review*, 10(1), 1-18, <http://www.jstor.org/stable/1973159>
- Chapters 3-6 in *Routledge International Handbook of Migration Studies*. (*Will be available on ARES*).

Topic 3: Theories of Migration

[Sept. 27, 2021]

Mandatory reading

- Ch. 4 “Migration and development” in Mavroudi and Nagel.
- Massey, D. et al. (1993). Theories of International Migration: A Review and Appraisal. *Population and Development Review*, 19(3), 431-466, <http://www.jstor.org/stable/2938462>
- Arango, J. (2000). Explaining migration: a critical view. *International social science journal*, 52(165), 283-296.

Optional reading

- Portes, A. (1997). Immigration theory for a new century: Some problems and opportunities. *International migration review*, 31(4), 799-825. Castles et al. (2009). “Theories of migration” in “The age of migration”. pp. 25-54. (*Will be available on ARES*)
- Benería, L., Diana Deere, C., & Kabeer, N. (2012). Gender and international migration: Globalization, development, and governance. *Feminist Economics*, 18(2), 1-33.
- Castles, S. (2010). Understanding Global Migration: A Social Transformation Perspective. *Journal of Ethnic and Migration Studies*, 36(10), 1565-1586, <https://doi.org/10.1080/1369183X.2010.489381>
- Ch. 5 “Migrant labour in the economy” in Mavroudi and Nagel.

Topic 4: Multilayered Migration Governance

[Oct. 4, 2021]

Mandatory reading

- Betts, A. (2010), Global Migration Governance – the Emergence of a New Debate. The Global Economic Governance Programme, pp.1-4, https://www.migrationinstitute.org/files/news/global-migration-governance_paper_2010.pdf
- “Introduction: Governance through partnerships in international migration” in Kunz, R., Lavenex, S., & Panizzon, M. (Eds.). (2011). *Multi-layered migration governance: The promise of partnership* (Vol. 89). Taylor & Francis. (available online)
- Geiger, M. and Koch, M. (2018). World Organization in Migration Politics: The International Organization for Migration. *Journal of International Organization Studies*, 3(1), <http://journal-iostudies.org/sites/default/files/2020-01/3JIOSspr18.pdf>

Optional reading

- Castles, S. (2004). The factors that make and unmake migration policies. *International migration review*, 38(3), 852-884.
- “Chapter 11: Recent developments in the global governance of migration: An update to the World Migration Report 2018”. In IOM (2020), *Global Migration Report*. <https://www.iom.int/wmr/>
- Newland, K. (2018). The Global Compact for Safe, Orderly and Regular Migration: An Unlikely Achievement. *International Journal of Refugee Law*, 30(4), 657–660, <https://doi.org/10.1093/ijrl/eey058>
- “Chapter 3: Migration governance in South America: regional approaches versus national laws”. In “The Dynamics of Regional Migration Governance, Geddes, A. et al (2019). (available online)

- “Chapter 6: The ambivalent drivers of migration governance relations between the EU and Tunisia”. In “The Dynamics of Regional Migration Governance, Geddes, A. et al (2019). (available online)

Oct. 11 – University Holiday / No Class

Topic 5: Mid Term Take Home Exam **[Oct. 18, 2021]**

Reading Week / No Class **[Oct. 25, 2021]**

Topic 6: Migration Securitization and the Politics of Migrant Integration **[Nov. 1, 2021]**

Mandatory reading

- “Chapter 6: Immigration control and border politics”. in Mavroudi and Nagel.
- Lahav, G. (2003) “Migration and Security: the role of non-state actors and civil liberties in liberal democracies”. (*Available online*).
- “Chapter 7: The politics of citizenship and integration”. In Mavroudi and Nagel.

Optional reading

- “Chapter 4: National Identity and the Challenge of Immigration”. In the Politics of Global Migration. (*Available online via Carleton Library*).
- Geiger, M. (2016). Identity check: Smart borders and migration management as touchstones for EU readiness and EU belonging In: Amelina, A. et al. (eds.), An anthology of migration and social transformation: European perspectives, pp. 135-149, https://doi.org/10.1007/978-3-319-23666-7_9
- Casas-Cortes, M., Cobarrubias, S., & Pickles, J. (2016). ‘Good neighbours make good fences’: Seahorse operations, border externalization and extra-territoriality. *European Urban and Regional Studies*, 23(3), 231-251.
- “Chapter 6: Modernity, globalization and nationalism: The age of frenzied boundary-building”. In the Politics of Global Migration. (*Available online via Carleton Library*).
- “Ch. 32: Naturalization and nationality: community, nation-state and global explanations” in *Routledge International Handbook of Migration Studies*. (*Will be available on ARES*)

Section B. Governance of Refugees and Forced Migrants

Topic 7: Displacement: Trends, Types and Causes

[Nov. 8, 2021]

Mandatory reading

- “Chapter 5: Refugees”. In Mavroudi and Nagel.
- Betts, A. (2013). Survival Migration, In Betts, A. “Survival Migration: Failed Governance and the Crisis of Displacement”. pp. 10-28
<https://www.jstor.org/stable/10.7591/j.ctt32b5cd.6>
- “Chapter 8: Internally Displaced Persons”. In Global Migration Governance. Betts, A. (2011) (*available online*).

Optional reading

- UNHCR. (2019). Global Trends: Forced Displacement in 2019, 1-15, <https://www.unhcr.org/5ee200e37.pdf>
- Penz, P. (1997). The Ethics of Development-induced Displacement. *Refuge: Canada's Journal on Refugees*, 37-44.
- The 1951 Convention Relations to the Status of Refugees. <https://www.unhcr.org/1951-refugee-convention.html>
- “Chapter 6: Environmental Migration”. In Global Migration Governance. Betts, A. (2011) (*available online*).

Topic 8: Global Refugee Regime: Actors and Norms

[Nov. 15, 2021]

Mandatory reading

- Milner, J. (2014). Introduction: Understanding Global Refugee Policy. *Journal of Refugee Studies*, 27(4), 477-494, <https://doi.org/10.1093/jrs/feu032>
- Loescher, G. (2001). The UNHCR and World Politics: State interests vs. institutional autonomy. *International Migration Review*, 35(1), 35-56, <https://www.jstor.org/stable/2676050>
- “Chapter 7: UNHCR and the Global Governance of Refugees”. In Global Migration Governance. Betts, A. (2011) (*available online*).

Optional reading

- Betts, A. (2010). The refugee regime complex. *Refugee Survey Quarterly*, 29(1), 12-37.

- Karatani, R. (2005). How history separated refugee and migrant regimes: in search of their institutional origins. *International Journal of Refugee Law*, 17(3): 517-541, <https://doi.org/10.1093/ijrl/eei019>

Topic 9: Asylum Policymaking: Drivers, Process and Implications

[Nov. 22, 2021]

Mandatory reading

- El-Taliawi, Ola G. (2018). Governance of Mass Displacement in the Middle East: Lebanon and Jordan in Comparative Perspective. Chapter 2. (*available online at <https://scholarbank.nus.edu.sg/handle/10635/155563>*)
- Milner, J. (2009). “The Politics of Asylum in Africa”. In “Refugees, the State and the Politics of Asylum in Africa”. pp. 161-188, https://doi.org/10.1057/9780230246799_8 (*available online*)
- Fujibayashi, H. (2020). When public opinion drives national asylum policymaking: The case of Kurdish asylum seekers in Japan. *Asia & the Pacific Policy Studies*.
- Hartigan, K. (1992). Matching humanitarian norms with cold, hard interests: The making of refugee policies in Mexico and Honduras, 1980-89. *International Organization*, 709-730.

Optional reading

- Allsopp, J., & Chase, E. (2019). Best interests, durable solutions and belonging: Policy discourses shaping the futures of unaccompanied migrant and refugee minors coming of age in Europe. *Journal of Ethnic and Migration Studies*, 45(2), 293-311.

Topic 10: Durable Solutions and their Discontents

[Nov. 29, 2021]

Mandatory reading

- Crisp, J. and Long, K. (2016). Safe and Voluntary Repatriation: From Principle to Practice. *Journal on Migration and Human Security*, 4(3), 141-147, <https://doi.org/10.1177/233150241600400305>
- Ager, A. and Strang, A. (2008). Understanding Integration: A Conceptual Framework. *Journal of Refugee Studies*, 21(2), 166-191, <https://doi.org/10.1093/jrs/fen016>
- Milner, J. (2014). Can global refugee policy leverage durable solutions? Lessons from Tanzania’s naturalization of Burundian refugees. *Journal of Refugee Studies*, 27(4), 553-573.

Optional reading

- Lamba, N. K., & Krahn, H. (2003). Social capital and refugee resettlement: The social networks of refugees in Canada. *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale*, 4(3), 335-360.
- Moretti, S. (2015). The Challenge of Durable Solutions for Refugees at the Thai–Myanmar Border. *Refugee Survey Quarterly*, 34(3), 70-94.

Topic 11: Irregular Migration and Trafficking in Persons

[Dec. 6, 2021]

Mandatory reading

- Zhang, S., & Chin, K. L. (2002). Enter the dragon: Inside Chinese human smuggling organizations. *Criminology*, 40(4), 737-768.
- “Chapter 3: Irregular Migration”. In *Global Migration Governance*. Betts, A. (2011) (*available online*).
- “Chapter 9: Human Trafficking and Smuggling”. In *Global Migration Governance*. Betts, A. (2011) (*available online*).

Optional reading

- “Chapter 16: Vulnerability to exploitation and human trafficking: a multi-scale review of risk”. In *Routledge International Handbook of Migration Studies*. (*Will be available on ARES*)

Topic 12: Course Recap

[Dec. 10, 2021 – Class falls on Friday]

Final Research Paper Submission

[Dec. 23, 2021]

Instructor Biography

Dr. El-Taliawi holds a Ph.D. from the Lee Kuan Yew School of Public Policy, National University of Singapore, and a Master’s degree in Public Policy and Administration from the American University in Cairo. Her doctoral research project focused on the comparative politics of refugee policymaking in the Middle East, with specific emphasis on Lebanon and Jordan. While working on this project, she conducted extensive fieldwork in both countries, where she was hosted as a Research Fellow at the University of Columbia’s Middle East Centre



in Amman (Jordan) and at the American University of Beirut (Lebanon). Her research lies at the intersection between forced migration, gender and governance. She is currently writing a book on the governance of Syrian displacement in the Middle East for McGill-Queens University Press.

Appendix

Covid-19 Information

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf.

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 information, please visit carleton.ca/pmc.

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.

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.

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 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, 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. During the COVID-19 pandemic, 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.