

**PSCI 4807A**  
**Migration and Mobility: The Politics of Citizenship and Identity**  
Friday, 11:35-2:25  
Confirm location on Carleton Central

**Instructor:** Christina Gabriel  
**Office:** Loeb D692  
**Phone:** 520-2600 x. 1413  
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**Office Hours:** Friday, 9:30-11:00 or by appointment

**Course Description:**

This seminar focuses on how the movements of people – including labour migrants, family members and temporary workers, - across borders challenge our understandings of state sovereignty, territory and citizenship. The first portion of the course provides an overview of some key debates within citizenship and migration studies. The second portion of the course examines different types of cross border mobility.

**Course Objectives:**

- To review debates within the theoretical literature on migration and citizenship
- To map and assess current developments in the governance of migration.
- To consider the ways in which cross-border 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

**Format:**

This class is structured as a weekly three-hour seminar. The instructor will begin each three-hour session with a short presentation (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 topics. 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 cuLearn and through the Reserve Desk at the library. 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. Details attached. Due Date: **October 23, 2015**

- **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, 12pt font, times new roman. Details attached. Due Date: **December 4, 2015.**
- **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 and is due on the same day as the relevant reading. There will be no exceptions for late or missing annotations. Details and schedule attached.
- **In-Class Presentation:** **10%**  
 Each student will participate in a three person group presentation. These presentations will be based on an assigned policy report. Students will sign up in class on September 11 and 18. Details attached.
- **Attendance & Participation:** **15%**  
 Students will be evaluated on the basis of their active, informed and thoughtful oral participation in class discussions. See details attached. Attendance will be taken at every class; late arrivals and early departures will not receive full credit for participation.

**STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS IN ORDER TO OBTAIN A FINAL GRADE**

**\*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. As much as possible they should be free of spelling and grammatical errors. They must include appropriate citations (endnotes or footnotes) and bibliography.

The University takes instructional offences (including plagiarism) very seriously. Please make sure that you are familiar with the regulations regarding instructional offences, which are outlined in the Undergraduate Calendar. Also, it is not acceptable to submit the same assignment in two different courses.

Assignments are due at the beginning of class on the date specified. They should be submitted directly to the Professor in class. If this is not possible use the Political Science Drop Box located on the sixth floor of the Loeb Building. The Drop Box is emptied daily at 4:00 p.m. Papers received after this time will be date stamped the following working day.

Please do not submit papers to the staff in the Political Science Office or anyone else in the office. Late papers without a date stamp will be assessed a penalty based on the date the Professor actually receives the paper.

Do not slip assignments under my office door, post them on my office door or place them in my mailbox. Do not submit assignments by e-mail or fax. It is the student's responsibility to ensure that the Professor receives papers and it is the student's responsibility to collect the graded paper in a timely fashion. Students should make a copy of all of their assignments before submitting

them and are advised to keep all notes and drafts of work until after the final grade has been assigned and awarded.

**\*\* 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. The essay proposal will not be accepted two weeks after the due date. Late research essays will not be accepted after December 9, 2015.

No retroactive extensions will be permitted. Do not ask for an extension on the due date of the assignment. Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement) and where the student has verifiable documentation. If you anticipate a problem with one of the above deadlines please approach me as soon as you can in advance of the assignment.

**E-mail Policy**

E-mail will be answered within two business days. Do not submit any class assignments by e-mail unless you have made an arrangement with the instructor.

**Schedule of Classes**

**Sept. 11 Introduction to Course**

- Introductions
- Overview of course themes and requirements
- Sign up for class presentation

**Sept. 18 Framing Migration Debates and Issues: Migrants and Citizens**

- Joseph Carens. 2014. "An Overview of the Ethics of Immigration". *Critical Review of International Sociology and Political Philosophy*. 17:5.
- Stephen Castles (2014). "International Migration at a Crossroads". *Citizenship Studies* 18:2. Pp.190-207.
- Peter Nyers. 2015. "Migrant Citizenships and Autonomous Mobilities". In *Migration, Mobility and Displacement*. 1:1 (June). Pp 23-38.
- Ayelet Shachar. 2007. "The Worth of Citizenship in an Unequal World". In *Theoretical Inquiries in Law* 8:2 pp. 367-388.

**Sept. 25 Problematizing Migration Studies**

- James Hollifield and Tom Wong. 2015. "The Politics of International Migration: 'How Can We Bring the State Back In?'" In *Migration Theory*. Caroline B. Brettell and James Hollifield, eds., Third Edition. New York: Routledge. pp. 227-268.
- Martin Manalansan IV. 2006. "Queer Intersections: Sexuality and Gender in Migration Studies". In *International Migration Review* 40:1 pp.224-249.
- Gabriella Sanchez and Mary Romero. 2010. "Critical Race Theory in the US Sociology of Immigration". In *Sociology Compass* 4:9 pp. 779-788
- Nicholas Van Hear. 2014. "Reconsidering Migration and Class". *International Migration Review* (September) S100-S121.

***First Annotation Due***

## **Oct. 2 Making Citizens**

- Christian Joppke. 2013. "Through the European Looking Glass: Citizenship Tests in the USA, Australia and Canada." In *Citizenship Studies* 17:1. Pp. 1-15.
- Will Kymlicka. 2003. "Immigration, Citizenship, Multiculturalism: Exploring the Links." In *Political Quarterly* 74:Supplement s1 (August) pp. 195-2008.
- Laura Tonon and Tracey Raney. 2014. "Building a Conservative Nation: An Examination of Canada's New Citizenship Guide, Discover Canada". In *International Journal of Canadian Studies*. 47: 201-219.
- Elke Winter. 2014. "Becoming Canadian: Making Sense of Recent Changes to Citizenship Rules". *IRPP Study* No. 44 pp. 1-25

### **Presentation #1:**

Environics Institute, Maytree et. Al. 2012. *Canadians on Citizenship*. Toronto: Environics Institute. 27pp

## **Oct. 9 Migration, Security and Borders**

- Louise Amoore. 2006. "Biometric borders: Governing Mobilities in the War on Terror". *Political Geography* 25. pp. 336-351.
- Tariq Amin-Khan. 2015. "Security and Its Impact on Migrants and Refugees." In *Immigrant Experiences in North America*. Eds. Harald Bauder and John Shields. Toronto: CSP. Pp. 118-114.
- Kim Rygiel. 2013. "Mobile Citizens, Risky Subjects. Security Knowledge at the Border". In *Mobilities, Knowledge and Social Justice*. Editor Suzan Ilcan. Montreal-Kingston: McGill-Queens. Pp. 152-176.
- Jane Helleiner. 2013. "Unauthorized Crossings, Danger and Death at the Canada-US Border". In *Journal of Ethnic and Migration Studies* 39:9 pp. 1507-1524.

### **Presentation #2:**

Randall Hansen and Demetrios Papademetrios. 2014. *Securing Borders. The Intended, Unintended and Perverse Consequences*. Washington: Migration Policy Institute. 16pp

## **Oct. 16 Migration and Development**

- Rahel Kunz. 2008. "'Remittances are Beautiful?': Gender Implications of the New Global Remittances Trend." In *Third World Quarterly* 29:7 pp.1389-1409.
- Robyn M. Rodriguez and Helen Schwenken. 2013. "Becoming a Migrant at Home". In *Population, Space and Place*. 19:4 pp. 375-388.
- Samid Suliman. 2014. "The Politics of Migration and the North American Free Trade Agreement". In *The Politics of Development. A Survey*. London: Routledge. pp. 193-220.
- Raul Delgado Wise. 2013. "Reframing the Debate on Migration, Development and Human Rights". In *Population, Space and Place* 19:4.

### **Presentations #3**

Kathleen Newland, Aaron Terrazas and Roberto Munster. 2010. *Diaspora Philanthropy*. Washington: Migration Policy Institute. 31pp

**Oct. 23 Migration and Climate Change**

- Romain Felli. 2013. "Managing Climate Insecurity by Ensuring Continuous Capital Accumulation 'Climate Refugees' and "Climate Migrants". In *New Political Economy* 18:3 pp.337-363.
- Lori Hunter and Emmanuel David. "Climate Change and Migration: Gender Dimensions". In *Migration and Climate Change*. Editors Etienne Piguet, Antoine Pecoud and Paul de Guchteneire. UK: Cambridge. Pp. 306-358.
- Susan Martin. 2010. "Climate Change, Migration and Governance." *Global Governance* 16:3 pp.397-414.
- Etienne Piguet, Antoine Pecoud and Paul de Guchteneire. 2011. "Climate Change: An Overview." *Journal of Refugee Studies* (June).

**Presentation #4**

International Organization for Migration (IOM). 2014. *IOM Outlook on Migration, Environment and Climate Change*. Geneva: IOM. [note: introduction plus three briefs]

**Proposal Due**

**Oct. 26 – 30**

**Fall Reading Week (No Office Hours)**

**Nov. 6 Global Labour Markets (1): Skilled Labour Migration**

- Monica Boyd. 2014. "Recruiting High-Skilled Labour in North America: Policies, Outcomes and Futures. In *International Migration* 52:3 pp. 40-54.
- Stephen Castles. 2011. "Migration, Crisis and the Global Labour Market". In *Globalizations* 8:3. pp. 311-324.
- Eleonore Kofman. 2013. "Gendered Labour Migrations in Europe and Emblematic Migratory Figures. In *Journal of Ethnic and Migration Studies*. 39:4 pp. 579-600.
- Ayelet Shachar. 2006. "The Race for Talent: Highly Skilled Migrants and Competitive Immigration Regimes. *New York University Law Review* 81. Pp. 148-206

**Presentation #5**

Herbert Grubel. 2013. *Canada's Immigration Selection Policies: Recent Record, Marginal Changes and Needed Reforms*. Vancouver: Fraser Institute. 56pp

**Nov. 13 Global Labour Markets (2): Temporary Workers**

- Tanya Basok, "Post-national Citizenship, Social Exclusion and Migrant Rights: Mexican Seasonal Workers in Canada". In *Citizenship Studies* 8:1 (2004) pp. 47-64.
- K. Preibisch and J. L. Hennebry. 2012. "Buy Local, Hire Global Temporary Migration in Canadian Agriculture". In *Legislative Inequality. Temporary Labour Migration in Canada*. Editors Patti Lenard and Christine Straehle. Montreal-Kingston: McGill-Queens. Pp. 48-72.
- K. Preibisch, and E. Encalada. (2010) "The other side of 'El Otro Lado': Mexican Migrant Women and Labor Flexibility in Canadian Agriculture," Special Issue on Women in Agriculture. *Signs: Journal of Women in Culture and Society* 35:2. pp. 289-316.
- James Walsh. 2014. "From Nations of Immigrant to States of Transience: Temporary Migration in Canada and Australia". *International Sociology*. 29:6 pp. 584-606.

**Presentation: #6**

Fay Faraday. 2012. *Made in Canada. How the Law Constructs Migrant Workers Insecurity [Summary Report]*. Toronto: Metcalf. pp. 54

**Film:** *el Contrato (2003) 50 minutes [261202] – tba*

**Nov. 20 Gender, Migration and Care**

- Sabaa A. Khan. 2009. “From Labour of Love to Decent Work: Protecting Human rights of Migrant Caregivers in Canada” in *Canadian Journal of Law and Society* 24:1. pp. 23-45.
- Joya Misra and Sabine Merz. 2007. “Neoliberalism, Globalization and International Division of Care”. In *The Wages of Empire*. Eds. Amalia L. Cabezas, et. Al. US: Paradigm. pp.113-126.\*
- Rhacel Salazar Parrenas. 2012. “Partial Citizenship and the Ideology of Women’s Domesticity in State Policies on Foreign Domestic Workers”. In *Transnationale Vergesellschaftungen*. Editor Hans-Georg Soeffner. Springer.
- Francesca Scrinzi. 2010. “Masculinities and the International Division of Care: Migrant Male Domestic Workers in Italy and France” In *Men and Masculinities* 13:1. pp. 64-44.

**Presentation #7**

Jelena Atanackovic and Ivy Lynn Bourgeault. 2014. *Economic and Social Integration of Immigrant Live-In-Caregivers in Canada*. Montreal: Institute for Research in Public Policy. pp.26

**Nov. 27 Thinking about Citizenship, Immigration and Families**

- Brownyn Bragg and Lloyd Wong. “Cancelled Dreams: Family Reunification and Shifting Canadian Immigration Policy”. In *Journal of Immigrant and Refugee Studies* DOI: 10.1080/15562948.2015.10111364
- Gillian Creese et. al. “The ‘Flexible’ Immigrant: Human Capital Discourse and the Family Household and Labour Market Strategies” in *Journal of International Migration and Integration* 9:3 (2008) pp. 269-288.
- Megan Gaucher. 2015. “Attack of the Marriage Fraudsters. An Examination of the Harper Government’s Anti-Marriage Fraud Campaign”. In *International Journal of Canadian Studies*. Volume 50
- Sherry Thorpe and Xiaobei Chen. 2015. “Temporary Families? The Parent and Grandparent Sponsorship Program and the NeoLiberal Regime of Immigration Governance in Canada”. In *Migration, Mobility and Displacement*. 1:1 (June). Pp. 81-98.

**Presentation #8**

Martin Collacott. 2013. *Canadian Family Class Immigration. The Parent and Grandparent Component Under Review*. BC: Fraser Institute. Pp. 32

**Dec. 4 Citizenship from Below?  
Conclusion and Wrap Up**

- Bridget Anderson, Nandita Sharma and Cynthia Wright. 2012. “We Are All Foreigners? No Borders as a Practical Political Project”. In *Citizenship, Migrant Activism and the Politics of Movement*. Editors Peter Nyers and Kim Rygiel. UK: Routledge. pp.73-91.
- Valerie Francisco and Robyn Magalit Rodriguez. 2014. “Countertopographies of Migrant Women: Transnational Families, Sapce and Labor as Solidarity. In *WorkingUSA; The Journal of Labor and Society*. 17:3 pp.357-372.

- Jean McDonald. 2012. "Building a Sanctuary City". In *Citizenship, Migrant Activism and the Politics of Movement*. Editors Peter Nyers and Kim Rygiel. UK: Routledge.

***Final Research Essay Due***

***Late Papers Will Not Be Accepted After Wednesday, Dec. 9***

• **PSCI 4807 – Migration and Mobility**  
**Short Annotations\***

**Worth: 25%** [Five annotations @ 5% each]  
**Length:** Between one half and three quarters of a page, single-spaced.  
**Due Date:** Due 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.

**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-J** 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 25	Problematizing Migration Studies
October 9	Migration, Security and Borders
October 23	Migration and Climate Change
November 13	Global Labour Markets (2)
November 27	Citizens, Immigrants & Family

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>
October 2	Making Citizens
October 16	Migration and Development
November 6	Global Labour Markets (1)
November 20	Gender, Migration and Care
December 4	Citizenship From Below

**Annotation Assessment Key:**

<b>Grade</b>	<b>Per-centage</b>	<b>Comments – General Guidelines</b>
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 4807 – Migration and Mobility**  
**In-Class Presentation Based on Required Course Reading**

**Worth: 10%**

**Dates of Presentations will be arranged in class September 11 and 18. Groups will also be able to meet briefly in class on September 18.**

**First Group Presentation Scheduled for October 2.**

**Task:**

Students will form groups of three. Each group will be responsible for reviewing and presenting one policy report. The formal presentation (not including discussion) should be 20 minutes.

It is expected that the oral group presentation will:

- Provide some information on the think tank that produced the report
- Highlight some key points
- Outline the report's policy recommendations / key findings / conclusions
- Offer a critique or analysis
- Draw links between report's themes/issues and weekly readings as well as broader course themes
- Develop a discussion question for the class

It is expected that each member of the group will participate in the presentation. Avoid doing a straightforward summary of the readings but keep in mind the rest of the class will not have read the report.

Think creatively. Presentations could take the form of a panel discussion or include a mini debate.

**Evaluation:**

The evaluation of this assignment will be based on:

- Success in identifying, presenting and assessing the policy brief.
- Communications skills
- How well each member of the group complements/coordinates with fellow group members
- Success in generating class participation

The grade assigned will be based on three factors (i) individual contribution to the presentation (ii) group mark (iii) group members' evaluation of their fellow group members (you will be asked to submit a grade for each of your fellow group members based on their contribution to the group effort. This evaluation will be kept confidential

**Written Summary:**

Each individual group member is also required to submit a two page summary (double spaced) of their oral presentation. This summary is due in the same class as your presentation. There is no separate grade for this requirement. Late submissions will be penalized.

Students will receive their presentation marks on December 4.

**PSCI 4807 Migration and Mobility**  
**Essay Proposal**

**Due Date:** October 23, 2015  
**Length:** 12 pt font, seven - nine pages  
**Worth:** 15%

**Purpose:**

The purpose of this assignment is to allow students an opportunity to do some preliminary research on an aspect of 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*

*Refuge*

## **PSCI 4807 Migration and Mobility**

### **Essay**

**Due Date:** Friday, December 4 2015\*

**Worth:** 35%

**Length:** 12 – 15 pages, double spaced, times new roman, 12 pt. font

#### **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 will be imposed on all papers submitted after the due date.
- Papers will not be accepted after Wednesday, December 9.

## PSCI 4807 – Migration and 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 attendance and participation erratic

## Academic Accommodations

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The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**For Religious Observance:** Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance ([www.carleton.ca/equity](http://www.carleton.ca/equity)).

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

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.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**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

**Approval of final grades:** 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 cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/>

or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.