

PSCI 4817B
The International Politics of Forced Migration

This course will be held remotely online

Synchronous meetings via ZOOM (link posted on cuLearn):
Monday, 2:35pm to 4:30pm (Ottawa time)

Additional instruction to be delivered through pre-recorded lectures and on-line activities.

Instructor: [James Milner](#)
Office hours: Mondays, 1pm to 2pm or by appointment
e-mail: James.Milner@carleton.ca

Please use your Carleton e-mail address or the e-mail function of cuLearn to send an e-mail to the instructor and always include the course code in the subject line.

First class: 11 January 2021
Last class: 12 April 2021

NOTE: No class meeting on 15 February 2021 (Reading Week)

cuLearn: This course will be managed through cuLearn. Please visit the cuLearn site regularly to receive the most current information pertaining to the delivery of the course.

Course objectives:

The prolonged presence of sprawling and insecure refugee camps in Africa and Asia, the plight of those seeking refuge in Europe and North America, and controversies surrounding asylum seekers in the global North are but three examples of the tensions between human rights principles and domestic, regional and international politics. While a UN Agency was established in 1950 to ensure protection for refugees and to find solutions to their plight, these objectives are frequently frustrated by political constraints. How can this tension be reconciled? How can global standards for refugee protection be implemented more consistently in national and local contexts?

The objective of this course is to introduce students to the major themes and tensions that currently affect the global refugee regime. Through the course, students will be expected to develop an understanding of the origins and elements of the global refugee regime, current issues it is seeking to resolve, the significance of these issues in the resolution of contemporary refugee situations, and the role that local, national, regional and global politics play in the origins and development of these issues.

Working through a series of lectures, seminars and case studies, the course will present a history of the global refugee regime, focusing on its functions and components, before considering issues that currently confront the regime. The course will conclude by applying these concepts to contemporary refugee situations and examining the local, national, regional and international obstacles to ensuring the protection of refugees and to finding a solution to their plight in specific contexts.

Course outline:

The course is divided into three sections:

Section 1 provides an overview of the global refugee regime, including an introduction to core instruments such as the *1951 Convention relating to the Status of Refugees* and organizations such as the Office of the United Nations High Commissioner for Refugees (UNHCR). Section 1 will also consider the meaning of international refugee protection, definitions of refugees and understandings of protection, and the functioning of the global refugee regime.

Section 2 will turn to a more specific examination of contemporary issues confronting the global refugee protection regime, including the politics of asylum in the global North and South, the range of solutions available to refugees, protracted refugee situations, the relationship between security and refugee movements, global refugee policy, and challenges of international cooperation and so-called 'burden sharing'.

This section will include case studies of particular refugee-hosting states to examine how the themes and issues raised during the course are applied in the context of the resolution of specific historical and contemporary refugee situations. Working as a class, we will examine the politics of asylum countries in the global North and South and the factors that both enable and constrain UNHCR's ability to pursue its mandate in a range of contexts. Students will also examine the challenge of implementing examples of global refugee policy in particular national contexts.

Section 3 will conclude the course by considering responses at the global level to the challenges confronting the global refugee regime and a consideration of how the global refugee regime, especially UNHCR, can respond to these challenges in the coming years, especially through the Global Compact on Refugees, affirmed by the UN General Assembly in 2018.

Requirements:

Individual research

Essay proposal (due: 1 February 2021):	10%
Research presentation (weeks 8 to 12):	15%
Final essay (due: 12 April 2021):	35%

Participation

Postings on discussion forum:	20%
Posts: 6 posts X 3% = 18%	
Replies: 2 replies X 1% = 2%	
Leading seminar discussion:	10%
Seminar participation:	10%

As per **early feedback** guidelines, the essay proposal is due on **1 February 2021**. Proposals will be graded and comments returned by e-mail before 12 February 2021.

There is **no final exam** for this course. Instead, students are required to actively engage in reading, writing and participation throughout the term through two elements:

Individual research (60% of the final grade)

A significant requirement of the course relates to individual research by students, leading to a final paper. In consultation with the course instructor, students should select a research topic that relates to one of the weekly topics or the theme of the course. Students are especially encouraged to work on a **case study** (country, theme or issue) that can be used to critically engage with the literature relating to the topic or theme. Ideas for possible topics and case study methodology will be discussed in a short video to be posted on cuLearn prior to the class meeting in Week 2.

Students will be required to submit a 3 to 5-page **proposal**, single spaced and inclusive of a bibliography, on their selected issue before the start of class on **1 February 2021**. The proposal will include an outline of the topic to be addressed, the specific analytical question the paper will pose, an outline of how the paper proposes to answer the question, a point-form outline of the expected sections of the paper, and a bibliography listing a minimum of six sources beyond required course readings. Students should note that the purpose of the proposal is to initiate a dialogue with the course instructor about the direction of their paper. Students will receive written feedback on their proposal within 10 days and are encouraged to meet with the instructor to discuss the feedback and direction of their research. The requirements for the proposal will be discussed in a short video to be posted on cuLearn prior to the class meeting in Week 2.

Based on the feedback on the proposal, students will give a 10-minute **presentation** on their evolving research. Presentations will be organized into panels of related themes based on the topics included in the proposals and will take place between weeks 8 and 11. Students should indicate on their proposal if there is a week when they **cannot** give their presentations. Presentation requirements will be discussed in a short video to be posted prior to Week 5.

Building from the proposal and presentation, students will be required to write a **final paper**. Papers should be 15 to 18 pages long (excluding the bibliography), double-spaced, and fully referenced. The essay is due before the start of class on **12 April 2021**.

Participation (40% of the final grade)

Participation is the second area of course requirements. As a senior undergraduate seminar, the course provides a space for all students to engage in the themes and debates raised by the course. Taking advantage of the on-line format of the course, this participation will be through various means.

First, students are expected to contribute to the **weekly discussion forum** on cuLearn. For each week, students will be able to post comments and responses to the weekly readings in response to core questions: How do the readings speak to each other? How do the readings speak to the theme of the week? How do the readings speak to the themes of the course? Students are expected to write **six posts** over the course of the term. Posts should be in the area of 250 to 300 words long and should be posted by 5pm on the Friday prior to the relevant class. For example, if a student is writing a post for the Week 8 class on 8 March, she should ensure that she posts her contribution on the Week 8 discussion forum by 5pm on Friday, 5 March. Each post is worth 3% of the final grade of the course (6 posts X 3% = 18% for forum posts).

Students should also write a minimum of **two replies** to the posts of other students. Replies should be respectful of the perspective of the author of the original post, but offer a reflection, response, or follow-up question. Replies should be posted by 1pm on the day of the relevant class meeting. Each reply is worth 1% of the final grade (2 replies X 1% = 2%). Additional requirements for participating in the discussion forum will be discussed in a short video to be posted on cuLearn before class in Week 1.

Second, students will participate in the seminar by taking a turn to help start a weekly seminar discussion by giving a **5-minute presentation** on one of the required readings for the week, starting in Week 3. Students should sign-up for their preferred week by **18 January 2021** via the sign-up sheet on cuLearn. There will be three student presentations per week, each of which will introduce **one of the required readings**, offer a reflection on the reading relative to the theme of the week, and discuss the contemporary relevance of the reading in relation to the themes of the course. Requirements for the seminar presentations will be discussed in a short video to be posted on cuLearn before class in Week 1.

Third, all students are expected to participate in the weekly seminar meetings, both through their attendance and their participation in the general discussion. A portion of this grade will be a reflection of attendance. Students should therefore notify the course instructor if they are unable to participate in the synchronous class meeting in a given week, preferably prior to the class meeting. Students are expected not only to attend class meetings, but actively engage in class discussion. Students who post on the discussion forum in a given week will be particularly expected to actively participate in that week's class discussion.

Late penalties: Forum postings and replies submitted late will not be graded. Paper proposals and final papers submitted after the due date will be penalized by 5% of the 100% assignment grade per 24 hours. Exceptions to this policy will only be made for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by official documentation.

All assignments must be submitted electronically to the instructor using the e-mail function on cuLearn or posted via the relevant link on cuLearn.

Provisional outline of course topics:

Below is a **tentative** weekly breakdown of the course and **possible** readings. Please consult cuLearn regularly for updates to this list of weekly topics and readings, in addition to information about the course.

Students are expected to complete the required readings listed on cuLearn. Students should also watch the pre-recorded videos and complete weekly on-line assignments prior to the synchronous class meeting.

In total, students should expect to commit an average of **6 hours per week** to complete the course requirements, including the synchronous weekly class meeting, in addition to the time required to complete the individual research requirement for the course.

Week 1

11 January 2021: Introduction: The politics of the global refugee regime

Pre-recorded videos (on cuLearn):

- Welcome to the course! What's it all about?
- Course requirements
- A tour of the cuLearn site
- How to write discussion forum posts and replies
- Leading seminar discussions and class participation
- Studying the politics of the global refugee regime

On-line activities (on cuLearn to be completed before the class meeting):

- After watching the introductory videos, e-mail the instructor to introduce yourself
- Post comments or questions about the readings on the weekly discussion forum

Readings:

Alexander Betts, "Global Governance", *Forced Migration and Global Politics*, Oxford: Wiley-Blackwell, 2009 (on cuLearn).

Alexander Betts and James Milner, "Governance of the Global Refugee Regime", World Refugee Council, Research Paper No. 13, 2019, <https://www.cigionline.org/publications/governance-global-refugee-regime>

Gil Loescher, "The UNHCR and World Politics: State interests vs. institutional autonomy", *International Migration Review*, Vol. 35, no. 1, Spring 2001 (available through electronic journals).

Week 2

18 January 2021: Who is (not) a refugee?

Pre-recorded videos (on cuLearn):

- Essay proposals, case study methodology and essay topics
- Where we are in the course and introduction to the weekly theme
- Who is (not) a refugee?
- Case studies

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

1951 Convention relating to the Status of Refugees (included in: <http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf>)

Alexander Betts, "Chapter 1: Survival Migration", *Survival Migration: Failed Governance and the Crisis of Displacement*, Ithaca: Cornell University Press, 2013 (available via Ares on cuLearn).

Roger Zetter, "Labelling Refugees: Forming and Transforming a Bureaucratic Identity", *Journal of Refugee Studies*, Vol. 4, no. 1, 1991 (available through electronic journals).

Week 3

25 January 2021: Global refugee policy and the challenge of implementation

Pre-recorded videos (on cuLearn):

- Where we are in the course
- Studying global refugee policy
- Case study: Burundian refugees in Tanzania

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

James Milner, "Introduction: Understanding Global Refugee Policy", *Journal of Refugee Studies*, Vol. 27, no. 4, 2014 (available through electronic journals).

Alexander Betts, "From Persecution to Deprivation: How Refugee Norms Adapt at Implementation" in Alexander Betts and Phil Orchard (eds.) *Implementation and World Politics: How International Norms Change Practice*, Oxford: Oxford University Press, 2014: Chapter 2 (p. 29-49) (available on Ares via cuLearn)

James Milner, "Can Global Refugee Policy Leverage Durable Solutions? Lessons from Tanzania's Naturalization of Burundian Refugees", *Journal of Refugee Studies*, Vol. 27, no. 4, 2014 (available through electronic journals).

Week 4

1 February 2021: The global refugee regime during the Cold War

Pre-recorded videos (on cuLearn):

- Where we are in the course
- Refugees and the Cold War
- Case study: Afghan refugees in Pakistan

On-line activities (on cuLearn):

- **Due:** Essay proposal
- Post and replies on the weekly discussion forum

Readings:

Gil Loescher, "Chapter 7: The New Cold War and the UNHCR under Poul Hartling", *The UNHCR and World Politics: A Perilous Path*, Oxford: Oxford University Press, 2001 (available as an e-book).

Rüdiger Schöch, "UNHCR and the Afghan Refugees in the early 1980s: Between humanitarian action and Cold War politics", *Refugee Survey Quarterly*, Vol. 27, no. 1, 2008 (available through electronic journals).

UNHCR, "Chapter 5: Proxy wars in Africa, Asia and Central America", *The State of the World's Refugees: Fifty Years of Humanitarian Protection*, Oxford: Oxford University Press, 2000. (<http://www.unhcr.org/publ/PUBL/3ebf9baf0.pdf>)

Week 5

8 February 2021: The global refugee regime after the Cold War

Pre-recorded videos (on cuLearn):

- Where we are in the course
- Research presentations
- Refugees in the post-Cold War world
- Case study: Rohingya refugees in Bangladesh

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

Alexander Betts, Gil Loescher and James Milner, "Chapter 3: UNHCR in the post-Cold War era", *UNHCR: The politics and practice of refugee protection*, New York, Routledge, 2012 (available via Ares on cuLearn).

Anne Hammerstad, "Whose security? UNHCR, refugee protection and state security after the Cold War", *Security Dialogue*, Vol. 31, no. 4, 2000 (available through electronic journals).

Tor Krever, "'Mopping-Up': UNHCR, Neutrality, and *Non-Refoulement* since the Cold War", *Chinese Journal of International Law*, Vol. 10, issue 3, 2011 (available through electronic journals).

15 February 2021 No class meeting (Reading Week)

Week 6

22 February 2021: Refugee protection in the global North

Pre-recorded videos (on cuLearn):

- Where we are in the course
- The politics of refugee protection in the global North
- Case study: Europe in 2015

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

Matthew J. Gibney, "Chapter 7: From ideal to non-ideal theory: reckoning with the state, politics and consequences", *The Ethics and Politics of Asylum: Liberal Democracies and the Response to Refugees*, Cambridge: Cambridge University Press, 2004 (available as an e-book).

Susan Martin and Elizabeth Ferris, "US Leadership and the International Refugee Regime", *Refugee*, Vol. 33, no. 1, 2017 (available through electronic journals).

James Milner, "Canada and the UN Global Compact on Refugees: A case study of influence in the global refugee regime" in Yiagadeesen Samy and Howard Duncan (eds). *Canada Among Nations: Migration and Canada's International Relations*, 2020, available on cuLearn.

Week 7

1 March 2021: The politics of protection in the global South

Pre-recorded videos (on cuLearn):

- Where we are in the course
- The politics of refugee protection in the global South
- Case study: Refugees in Lebanon (or Jordan)

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

James Milner, "A History of Asylum in Kenya and Tanzania: Understanding the Drivers of Domestic Refugee Policy", *Monde(s)*, no. 15, May 2019, 69-92 (available on cuLearn).

Alexander Betts, Ali Ali and Fulya Memişoğlu, *Local Politics and the Syrian Refugee Crisis: Exploring Responses in Turkey, Lebanon, and Jordan*, Refugee Studies Centre, Oxford, 2017, <https://www.rsc.ox.ac.uk/publications/local-politics-and-the-syrian-refugee-crisis-exploring-responses-in-turkey-lebanon-and-jordan>

Assefaw Bariagber, "States, International Organizations and the Refugee: Reflections on the Complexity of Managing the Refugee Crisis in the Horn of Africa", *The Journal of Modern African Studies*, Vol. 37, no. 4, December 1999 (available through electronic journals).

Week 8

8 March 2021: The politics of solutions and protracted refugee situations
Class begins with student research presentations

Pre-recorded videos (on cuLearn):

- Where we are in the course
- The politics of solutions for refugees

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

James Milner and Gil Loescher, "Responding to Protracted Refugee Situations: Lessons from a decade of discussion", *Forced Migration Policy Briefing*, No. 6, Refugee Studies Centre, University of Oxford, January 2011 (<http://www.rsc.ox.ac.uk/publications/policy-briefings/RSCP6-RespondingToProtractedRefugeeSituations.pdf>).

B. S. Chimni, "From resettlement to involuntary repatriation: Towards a critical history of durable solutions to refugee problems", *New Issues in Refugee Research*, Working Paper No. 2, Geneva: UNHCR, May 1999 (<http://www.unhcr.org/research/RESEARCH/3ae6a0c50.pdf>).

UNHCR, "Durable Solutions: Breaking the Stalemate", *The State of the World's Refugees: In Search of Solidarity*, Oxford: Oxford University Press, 2012 (available via Ares on cuLearn).

Week 9

15 March 2021: 2015 and the Global Compact on Refugees
Class begins with student research presentations

Pre-recorded videos (on cuLearn):

- Where we are in the course
- From 2015 to the Global Compact on Refugees
- Interview with Elizabeth Ferris: Negotiating the Global Compacts

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

Katharine Donato and Elizabeth Ferris, "Chapter 4: Pressure for Change", *Refugees, Migration and Global Governance: Negotiating the Global Compacts*, New York: Taylor and Francis, 2019 (available as an e-book).

Katharine Donato and Elizabeth Ferris, "Chapter 5: Negotiating the Global Compacts", *Refugees, Migration and Global Governance: Negotiating the Global Compacts*, New York: Taylor and Francis, 2019 (available as an e-book).

Emily Arnold-Fernández, "National Governance Frameworks in the Global Compact on Refugees: Dangers and Opportunities", *International Migration* Vol. 57, no. 6, 2019 (available through electronic journals).

Week 10

22 March 2021: Refugee participation
Class begins with student research presentations

Pre-recorded videos (on cuLearn):

- Where we are in the course
- The meaning of refugee participation

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

Megan Bradley, James Milner and Blair Peruniak, "Introduction: Shaping the Struggles of their Times: Refugees, Peacebuilding and Resolving Displacement" in Megan Bradley, James Milner and Blair Peruniak (eds.), *Refugees' Roles in Resolving Displacement and Building Peace: Beyond Beneficiaries*, Georgetown: Georgetown University Press, 2019 (available as e-book).

Michael Barnett, "Humanitarianism, Paternalism, and the UNHCR" in Alexander Betts and Gil Loescher (eds.), *Refugees in International Relations*, Oxford: Oxford University Press, 2011 (available via Ares on cuLearn).

Will Jones, "Refugee Voices", World Refugee Council Research Paper No. 8, February 2019, <https://www.cigionline.org/publications/refugee-voices>

Week 11

29 March 2021: Forms and spaces of power
Class begins with student research presentations

Pre-recorded videos (on cuLearn):

- Where we are in the course
- Power and influence in the global refugee regime

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

James Milner and Krystyna Wojnarowicz, "Power in the Global Refugee Regime: Understanding Expressions and Experiences of Power in Global and Local Contexts", *Refugee*, Vol. 33, no. 1, 2017 <https://refugee.journals.yorku.ca/index.php/refuge/article/view/40444>.

Alexander Betts "The Refugee Regime Complex", *Refugee Survey Quarterly*, Vol. 29, no. 1, 2010 (available through electronic journals).

Roger Zetter, "More labels, fewer refugees: Remaking the refugee label in an era of globalization", *Journal of Refugee Studies*, Vol. 20, no. 2, 2007 (available through electronic journals).

Week 12

5 April 2021: Gender and feminist encounters with the global refugee regime
Class begins with student research presentations

Pre-recorded videos (on cuLearn):

- Where we are in the course
- From gender to feminist encounters
- Karen Women's Organization & Inter Pares: A relationship based on shared values

On-line activities (on cuLearn):

- Post and replies on the weekly discussion forum

Readings:

Alice Edwards, "Transitioning Gender: Feminist Engagement with International Refugee Law and Policy 1950–2010", *Refugee Survey Quarterly*, Vol. 29, no. 2, 2010.

Jennifer Hyndman and Wenona Giles, "Waiting for what? The feminization of asylum in protracted situations", *Gender, Place & Culture*, Vol. 18, no. 3, 2011.

Jennifer Hyndman, "Feminist Geopolitics Meets Refugee Studies", in Alexander Betts and Gil Loescher (eds.), *Refugees in International Relations*, Oxford: Oxford University Press, 2011.

Week 13

12 April 2021: Conclusion: What is the future of the refugee regime?

Pre-recorded videos (on cuLearn):

- Where we are in the course

On-line activities (on cuLearn):

- **Due:** Final essay

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>

Academic Accommodations

Pregnancy

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 obligation

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

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, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its 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

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 compete or perform 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

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).

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.

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.

More information on the University's Academic Integrity Policy can be found at:

<https://carleton.ca/registrar/academic-integrity/>

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.