

PSCI5209
Forced Migration and Global Politics

This course will be held remotely online

Synchronous meetings via ZOOM (link posted on Brightspace):
Mondays, 12:30pm to 2:30pm

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

While face-to-face classes at Carleton remain suspended because of COVID-19, this course will meet in a synchronous online format via Zoom. Please find access information on Brightspace.

Instructor: James Milner
Office hours: Mondays, 11am to 12pm (by appointment via ZOOM)
e-mail: James.Milner@carleton.ca

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

First class: 10 January 2022
Last class: 11 April 2022

NOTE: No class meeting on 21 February (Reading Week)

Brightspace: This course will be managed through [Brightspace](#). Please visit the Brightspace site regularly to receive the most current information pertaining to the delivery of the course.

Course objectives:

The purpose of this course is to critically examine the relationship between forced migration and debates within global politics. Forced migration has been a major theme within global politics for more than a century. Dynamics within global politics – especially conflict, decolonization, and the dissolution of empires – have contributed significantly to the causes of forced migration, including the displacement of people within their borders and the movement of refugees across borders. The consequences of forced migration are illustrative of a range of issues that lie at the core of global politics, especially security and human rights. Finally, efforts to respond to forced migration provide important case studies for global governance, international organizations and international cooperation, especially through a focused consideration of the work of the global refugee regime and the UN's refugee agency, UNHCR.

Despite these many connections, the field of refugee and forced migration studies has only recently drawn on the tools of global politics and international relations to better understand the causes, consequences and possible responses to forced migration. Likewise, global politics and international relations have only engaged with the phenomenon of forced migration in limited ways as an opportunity to speak to key theoretical debates within the field. In fact, the gap between refugee studies and global politics has been described as a “deep chasm” (Morris and Stedman, 2008, 69).

In response, and in recognition of the potential contributions to both refugee studies and the study of global politics, a scholarly debate and literature has emerged that seeks to more systematically examining the connections between the two fields.

The objective of this course is to engage with these debates and to more systematically and critically examine the relationship between particular aspects of forced migration and key debates within global politics and international relations. This course is structured around a number of key themes within the global politics literature:

- global public policy
- power
- agency and participation
- sovereignty and the state system
- (g)local politics
- reconciliation and justice
- global governance and international organizations
- security and securitization

The course will ask two questions of each topic:

1. What does the global politics literature contribute to our understanding of this aspect of forced migration?
2. What does the example of forced migration contribute to this debate within global politics?

Through this course, students will actively engage with these questions through on-line activities and discussion, presentations and individual research.

Students will be expected to develop an understanding of various types of forced migration, the functioning of the global refugee regime, and how the causes, consequences and responses to forced migration speak to core debates within the global politics and international relations literatures.

Course outline:

There are three parts to this course:

Part 1 (weeks 1 and 2) provides a foundation to the course by introducing students to the study of forced migration and global politics, definitions of various categories of forced migrants, and the elements and functioning of the global refugee regime. Students will be expected to watch on-line lectures, complete on-line activities, and discuss required readings.

Part 2 of the course (weeks 4 to 10) examines the relationship between forced migration and key debates within global politics and international relations. Readings for each week will include selections from both the global politics/IR literature and the refugee studies literature that relate to the theme. Students will be expected to critically engage with tensions and connections between the readings and perspectives. On-line activities will also ask students to apply these readings and perspectives to a contemporary case study.

Part 3 of the course looks at the future of the refugee regime (week 11) and features student presentations of their own research to further examine dimensions of the course theme (weeks 12 and 13).

Requirements:

As discussed in our first meeting, there are three requirements for the course:

Reflection papers **25%**

Reflection paper 1 (with leading discussion):	15%
Reflection paper 2:	10%

Research paper **60%**

Paper proposal (due 7 February 2022):	10%
Paper presentations (4 or 11 April 2022):	15%
Paper (18 to 20 pages; due 28 March 2022):	35%

Participation **15%**

As per **early feedback** guidelines, the essay proposal due on **7 February 2022** will be graded and returned to students the following week.

Reflection papers: Between weeks 3 and 10 of the course, students are required to submit two reflection papers that critically engage with the required readings for that week. On one of the weeks for which students have prepared a reflection paper, students will be required to help lead the discussion of the readings to start the on-line class meeting. These weeks will be scheduled on Brightspace. Students are free to submit their second reflection paper on a week of their choice. The mechanics of this process will be discussed in a short video to be posted on Brightspace prior to the class meeting in Week 1.

Reflection papers should be a maximum of 1 page long, single spaced, with 1" margins. The objective of the reflection paper is **not** to summarize the readings, but to offer a critical engagement with required readings of the week through the core questions of the course, detailed above. In addition, papers should ask if there are explicit or implicit tensions or debates between the readings. How do the readings speak to the theme of the week, other weeks or the overarching themes of the course? How do the readings speak to contemporary issues or cases in the study of forced migration?

Reflection papers should be sent to all members of the course, including the instructor, via the e-mail function of Brightspace no later than 5pm (Ottawa time) on the Thursday prior to the week when the readings are scheduled to be discussed. For example, if a student prepares a reflection paper for Week 5, she should send the reflection paper no later than 5pm on Thursday, 3 February, ahead of the class meeting on Monday, 7 February.

The insights of the reflection papers will form an important part of weekly seminar discussion. As such, all students are expected to have read the submitted reflection papers before attending class, in addition to the required readings. It is for this reason that there only a limited number of readings assigned for each week, as detailed below.

Research paper: 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 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 weekly topic. Ideas for possible topics and case study methodology will be discussed in a short video to be posted on Brightspace 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 at the start of class on **7 February 2022**. 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 6 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 a week, and are encouraged to meet with the instructor to discuss the feedback and direction of their research.

Building from the proposal, students will be required to write a final paper. Papers should be 18 to 20 pages long (excluding the bibliography), double-spaced, and fully referenced. The essay is due at the start of class on **28 March 2022**.

Students will then present their papers as part of a **research showcase**, to be arranged for the last two classes of term (**4 and 11 April 2022**). Panels of 3 or 4 papers will be organized to allow papers with a similar focus to present in the same panel and to foster a conversation between papers. Presentations will be a *maximum* of 10 minutes long, thus allowing time for discussion.

The presentation schedule will be posted on Brightspace by 14 February. Students should include a note in their essay proposal if there is a day when they **cannot** give their presentation. Requirements and mechanics for the presentations will be discussed in a short video to be posted on Brightspace prior to the class meeting in Week 7.

Participation: 15% of the final grade is for participation. 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 submit reflection papers in a given week will be expected to actively participate in class discussion, even in weeks when they are not responsible for leading class discussions.

To support and encourage participation, students should post questions, reactions and comments on the weekly discussion forum on Brightspace **at least 4 times** during the course.

Late penalties: Reflection papers submitted late will receive a grade of 0%. 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 Brightspace.

Readings and required texts:

There is no required textbook for this course. Instead, required readings will be posted as files on Brightspace or will be available through the Carleton University Library system or through ARES. On-line journals and e-books may be accessed through the Carleton Library portal:

<http://www.library.carleton.ca>

Provisional outline of course topics:

Below is a **tentative** weekly breakdown of the course and **possible** readings. Please consult Brightspace 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 Brightspace, **in addition to** the reflection papers sent to them by e-mail ahead of the weekly class meeting. 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 to 7 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

10 January 2022: Studying the politics of the global refugee regime

Pre-recorded videos (on Brightspace):

- Welcome to the course! What's it all about?
- Course requirements
- How to write reflection papers
- A tour of the Brightspace site
- Studying the politics of the global refugee regime

On-line activities (on Brightspace 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 and Gil Loescher, "Refugees in International Relations", in Alexander Betts and Gil Loescher (eds.), *Refugees in International Relations*, Oxford: Oxford University Press, 2011.

Robert Keohane, "The demand for international regimes", *International Organization*, Vol. 36, no. 2, 1982.

James Keeley, "Towards a Foucauldian Analysis of International Regimes", *International Organization*, Vol. 44, no. 1, 1990.

B. S. Chimni, "The Geopolitics of Refugee Studies: A View from the South", *Journal of Refugee Studies*, Vol. 11, no. 4, 1998.

Week 2

17 January 2022: Who is (not) a refugee?

Pre-recorded videos (on Brightspace):

- 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?

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

- Post comments or questions about the readings on the weekly discussion forum
- Prepare answers to the case studies posted on Brightspace. Would they qualify for refugee status under UNHCR's mandate?

Readings:

1951 Convention relating to the Status of Refugees: <https://www.unhcr.org/3b66c2aa10>

Alexander Betts, "Chapter 1: Survival Migration", *Survival Migration: Failed Governance and the Crisis of Displacement*, Ithaca: Cornell University Press, 2013.

Emma Haddad, "Chapter 2: Who is (not) a refugee?", *The Refugee in International Society*, Cambridge: Cambridge University Press, 2008.

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

Week 3

24 January 2022: Global public policy responses
Start of student-led seminar discussions (sign-up sheet on Brightspace)

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme
- What is global refugee policy?

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

- Post comments or questions about the readings on the weekly discussion forum

Readings:

James Milner, "Introduction: Understanding Global Refugee Policy", *Journal of Refugee Studies*, Vol. 27, no. 4, 2014.

Marion Fresia, "Building Consensus within UNHCR's Executive Committee: Global Refugee Norms in the Making", *Journal of Refugee Studies*, Vol. 27, no. 4, 2014.

James Milner, "Can Global Refugee Policy Leverage Durable Solutions? Lessons from Tanzania", *Journal of Refugee Studies*, Vol. 27, no. 4, 2014.

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

Week 4

31 January 2022: Forms and spaces of power

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme

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

- Post comments or questions about the readings 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", *Refuge*, Vol. 33, no. 1, 2017 <https://refuge.journals.yorku.ca/index.php/refuge/article/view/40444> .

Dorothea Hilhorst and Bram Jansen, "Humanitarian Space as Arena: A Perspective on the Everyday Politics of Aid", *Development and Change*, Vol. 41, no. 6, 2010.

Loren Landau and Roni Amit, "Wither Policy? Southern African Perspectives on Understanding Law, 'Refugee' Policy and Protection", *Journal of Refugee Studies*, Vol. 27, no. 4, 2014.

J.A. Tickner, "You just don't Understand: Troubled Engagements between Feminists and IR Theorists", *International Studies Quarterly*, vol. 41, No. 4, 1997.

Week 5

7 February 2022: Individual agency and refugee participation

Due: Essay proposal

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme

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

- Post comments or questions about the readings on the weekly discussion forum

Readings:

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 Brightspace).

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

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 via Ares on Brightspace).

James Milner, "The Politics and Practice of Refugee Participation in the Governance of the Global Refugee Regime", Paper presented to Canadian Political Science Association Annual Conference, June 2021, <https://carleton.ca/lern/wp-content/uploads/Milner-CPSA-paper-refugee-participation-May-2021.pdf>

Week 6

14 February 2022: Forced migration, sovereignty and the state system

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme

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

- Post comments or questions about the readings on the weekly discussion forum

Readings:

Öyvind Österud, "The Narrow Gate: Entry to the Club of Sovereign States", *Review of International Studies*, Vol. 23, no. 2, 1997.

Robert Jackson, "Introduction" and "Chapter 1: States and Quasi-States", *Quasi-states: Sovereignty, International Relations and the Third World*, Cambridge: Cambridge University Press, 1990.

Emma Haddad, "Chapter 3: The refugee and the international states system", *The Refugee in International Society*, Cambridge: Cambridge University Press, 2008.

Liisa Malkki, "National Geographic: The Rooting of People and the Territorialization of National Identity Among Scholars and Refugees", *Cultural Anthropology*, Vol. 7, no. 1, 1992.

21 February 2022: No class meeting (Reading Week)

Week 7

28 February 2022: (G)local politics

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme
- Research presentation format and requirements

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

- Post comments or questions about the readings on the weekly discussion forum

Readings:

Robert D. Putnam, "Diplomacy and domestic politics: the logic of two-level games", *International Organization*, Vol. 42, no. 3, Summer 1988.

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).

James Milner, "Chapter 1: Understanding the State and the Politics of Asylum in Africa" **and** "Chapter 8: The Politics of Asylum in Africa", *Refugees, the State and the Politics of Asylum in Africa*, Basingstoke: Palgrave Macmillan, 2009 (available as an e-book).

Week 8

7 March 2022: The politics of reconciliation in forced migration and Canada

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme

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

- Post comments or questions about the readings on the weekly discussion forum

Readings:

Megan Bradley, "Displacement, Transitional Justice and Reconciliation: Assumptions, challenges and lessons", Forced Migration Policy Briefing 9, Refugee Studies Centre, University of Oxford, April 2012, <https://www.rsc.ox.ac.uk/files/files-1/pb9-displacement-transitional-justice-reconciliation-2012.pdf>

Roger Duthie, "Reconciliation and Reintegration: Transitional Justice and the Resolution of Displacement" in Megan Bradley (ed.), *Forced Migration, Reconciliation, and Justice*, Montreal: McGill-Queen's University Press, 2015.

Hannah Wylie, "Towards a Genealogy of Reconciliation in Canada", *Journal of Canadian Studies*, Vol. 51, Issue 3, Fall 2017.

Sheryl Lightfoot, "A Promise Too Far? The Justin Trudeau Government and Indigenous Rights" in Norman Hillmer and Philippe Lagassé (eds.), *Justin Trudeau and Canadian Foreign Policy*, Springer International, 2018.

Week 9

14 March 2022: Forced migration, global governance and international organizations

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme

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

- Post comments or questions about the readings on the weekly discussion forum

Readings:

Michael Barnett and Martha Finnemore, "The Politics, Power and Pathologies of International Organizations", *International Organization*, Vol. 53, no. 4, Autumn 1999.

Allen Buchanan and Robert O. Keohane, "The Legitimacy of Global Governance Institutions", *Ethics and International Affairs*, Vol. 20, no. 4, 2006.

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

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.

Week 10

21 March 2022: Forced migration and (in)security
Last week of student-led seminar discussions

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme

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

- Post comments or questions about the readings on the weekly discussion forum

Readings:

Barry Buzan, "Rethinking security after the Cold War", *Cooperation and Conflict*, Vol. 32, no. 1, 1997.

Idean Salehyan and Kristian Skrede Gleditsch "Refugees and the Spread of Civil War", *International Organization*, Vol. 60, issue 2, Spring 2006.

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

Scott Watson, "Manufacturing Threats: Asylum Seekers as Threats or Refugees", *Journal of International Law and International Relations*, Vol. 3, 2007.

Week 11

28 March 2022: New directions for the refugee regime?
Due: Final essay

Pre-recorded videos (on Brightspace):

- Where we are in the course and introduction to the weekly theme
- Towards the Global Compact on Refugees

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

- Post comments or questions about the readings on the weekly discussion forum

Readings:

Readings and related activities will be posted later in the term.

Week 12

4 April 2022: Research showcase (Part 1)

Note: This week's synchronous meeting will run for the full class time of 11:35am to 2:35pm.

Week 13

11 April 2022: Research showcase (Part 2)

Note: This week's synchronous meeting will run for the full class time of 11:35am to 2:35pm.

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) When accessing campus you must fill in the [COVID-19 Screening Self-Assessment in cuScreen](#) each day before coming to campus. You must also check-in to your final destination (where you plan on being longer than 15 minutes) within a building using the [QR location code](#).

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.