

PSCI 3608 (A)

Migration Governance

Monday 2:35 p.m. – 5:25 p.m.

This course will be held remotely online

Instructor: Dr. Ola G. El-Taliawi

On-line Office Hours: Thursday 10 am – 12 pm. Office hours will be held via Zoom. Please take an appointment with the Instructor to schedule a specific time slot for you.

Email: ola.eltaliawi@carleton.ca

Course Description

International migration is a phenomenon that is as old as time. While human mobility is not new, attempts to regulate migrants are closely linked to the rise of the nation state model. It is part and parcel of today's system of globalization. Today, migration remains a highly contested policy issue on many national agendas with political, economic and social ramifications for states, societies and individuals. Many actors have also infiltrated the scene over the years, including human rights organizations, international organizations, and others, and migration governance regimes have evolved over time. This course will provide an advanced introduction to the politics of human mobility and migration, including attempts by states and other actors to influence migration and mobility and emerging types of governance at the national, regional and global levels. Its objective is to equip students with the necessary knowledge to think critically about migration trends, and the politics and policy issues surrounding the cross-border movement of people. This course will be divided into two broad sections. The first section will deal with migration governance at large. The second will focus on the governance of forced migrants and refugees. Some of the central questions this course will expose students to are: how do governments regulate migrant flows? What tools and instruments do they use to achieve their objectives (ex. laws, contracting out)? Why do governments adopt specific policies (ex. security and economic priorities)? Who sets the agenda? Who formulates and implements policies? What are some of the implications of adopted policies to governments, migrants, NGOs and other stakeholders? What international and regional legal frameworks exist to govern migration? What tensions lie between different values that influence government decision making on forced migration issues, such as humanitarianism and national interest?

Course Format

This 12-week course will adopt a blended approach to teaching. Every week there will be pre-recorded mini lectures that you can access at your own time during the week. Lectures will be posted on cuLearn by Monday 12 p.m. of every week. Interacting with your Instructor and peers is an integral component of this module. This will be facilitated in several ways. On designated weeks, you will be required to participate in synchronous online presentations via Zoom during regular class time. *A schedule of these synchronous meetings will be provided at the start of term.* You will also be participating in online discussion forums, and other forms of online engagement throughout the term. Further, every week there will be synchronous online office hours with the Instructor via Zoom for which students can take an appointment.

Learning Outcomes and Course Objectives

By the end of the course, students should be able to demonstrate familiarity with fundamental concepts and theories related to migration governance. They should be able to critically think about the complex issues surrounding the regulation of voluntary and forced migration. This course will equip them with knowledge about the key debates surrounding transnational mobility and the implications of migration. It will also expose them to a more nuanced understanding of the actors involved in decision making regarding migration policy and their different stakes involved. By the end of this module, they should be able to answer questions about the major factors influencing state policy responses to different types of migrant flows. Using country and region specific examples and case studies, they will come to reflect on who formulates and implements migration policies, and what factors influence decision making related to migration, including how migration data and statistics are used by actors to frame narratives. This will enable them to participate in scholarly and policy debates about migration including its social and political effects and the politics of citizenship.

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

Course Policies

- Please note that all email communication is to be via official Carleton university e-mail accounts and/or cuLearn; not personal emails.
- You are responsible for periodically checking your Carleton email and cuLearn accounts for any course related updates.

- You are expected to submit assignments on time. Late assignments will be downgraded by 5% of the total assignment grade per 24 hours. Exceptions to this will only be made for academic accommodations, as outlined below, or other emergencies substantiated with official documentation.
- All written assignments need to be properly cited and referenced. Make sure to check your assignments for grammatical or spelling errors.
- You are encouraged to take responsibility for your own learning experience, and you are welcome to consult the Instructor for feedback at any time throughout the course.

Teaching Text and Course Readings

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

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

Evaluation at a Glance

Task	Grading
Weekly 1 Page Reflection Statements	15%
Mid Term Take Home Exam	25%
Group Presentations	10%
Student Discussion Forum Participation	5%
Two Policy Briefs	15%
Individual Research Essay	30%
Total	100%

Course Requirements and Grading in Detail

Weekly 1-Page Reflection Statements

15%

Lectures will be posted by Monday 12 noon each week. Prior to that time, each student will be required to submit a short reflection statement in which they comment critically and concisely on the week's readings. The purpose of these statements is to prepare you effectively for the lecture and develop your critical thinking skills. Each statement should be max. 400 words, 12 inch, 1.5 spacing. Statements are to be submitted via cuLearn. 10 statements are expected at 1.5 points each. A grading rubric will be provided to help students assess how statements will be evaluated. At the end of week 5, each of you will receive your marks for your weekly statements so far to get an idea of where you stand, including some 'feed-forward' on how to improve (if applicable).

Mid Term Take Home Exam

25%

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

Group Presentations

10%

Students will be divided into groups, where they will present on a topic relevant to the week's theme. Students will be allowed to choose their topics and group members at the start of term. Groups will include 4 members each. Students have to consult with the Instructor on their topic choice beforehand. Every presentation should not exceed 15 minutes and will be followed by a 5-minute Q&A. A schedule for presentations will be posted at the start of term on CU Learn. All students need to be present online via Zoom for these synchronous meetings, which will be scheduled on the same day of class. A grading rubric will be provided for students. No free riding is allowed. During Q&A, students may be asked individually about the presentation content or work process. Students are encouraged to be creative and to use multimedia tools to engage their audience (if applicable).

Student Discussion Forum Participation

5%

Students will be graded for participation based on two tasks: (a) engagement with other students' group presentations either synchronously or via participation in the online discussion forum which will be posted after the presentation (2.5 grade points); (b) engagement with 4 online discussion forums, which will also be set up on cuLearn and spread out throughout the course (2.5 grade points).

To get the full 5 grade points, students have to participate in all the forum discussions. Each forum will have a timespan in which students have to participate before the instructor will close the forum. Further instructions on forum participation will be provided at the start of term.

Two Policy Briefs

15%

For policy brief 1, a case will be provided to students and they will be required to write a brief to decision makers addressing the problem and how to solve it. This first brief will be max. 1000 words, 12-inch font, 1.5 spaced. Students will be provided with a training on how to write effective policy briefs. This first brief will receive only 5% to allow students to develop their skills over the course of the module. A grading rubric will be provided to help you assess how your statements will be evaluated.

Brief 1 due Oct. 6

For policy brief 2, in collaboration with the Local Engagement Refugee Research Network (LERRN) and Oxfam Lebanon, students will be given policy relevant topics related to the governance of forced displacement in Lebanon. They will be required to conduct desk research and write a policy brief that addresses the key problem and the student's policy recommendations. This second brief will receive 10% of the grade. This brief will be max. 1500 words, 12 inch, 1.5 spaced. The top performing briefs will be sent to Oxfam Lebanon to circulate within their policy division. At the start of term, Oxfam's Policy Lead, will be introducing this exercise to the class via Zoom, including the topics that students will be choosing to work on. Students are encouraged to discuss the development of their briefs with the Instructor any time during office hours.

Brief 2 due Nov. 17

Individual Research Essay

30%

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

You are also welcome to write your essay on a different topic or to take a different approach to the same topic, *in consultation with the Instructor*. For instance, you may analyze a country's migration governance profile; outlining the migration governance regime in place and critiquing it in terms of the issues discussed in class, while discussing the implications for the different

stakeholders. You may also choose a region-specific policy issue or any other thematic issue to examine in depth. You may also take a comparative approach to your research.

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

Outline due Oct. 13

Final paper due Dec. 23

Course Outline and Schedule

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

Section A. Migration Governance

Topic 1: Fundamentals of Global Migration

[Sept. 15, 2020]

Mandatory reading

- Ch. 1 “Making sense of global migration” in Mavroudi and Nagel (online resource).
- Castles, S. (2013). The Forces Driving Global Migration. *Journal of Intercultural Studies*, 34(2), 122-140, <https://doi.org/10.1080/07256868.2013.781916>
- Ch. 12 “Root Causes” in Betts, A. (Ed.). (2011). *Global migration governance*. Oxford University Press (online resource).
- IOM (2020). “Chapter 2: Migration and Migrants: a global overview”. In *Global Migration Report*. <https://www.iom.int/wmr/>

Optional reading

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

Topic 2: Migration in Historical Perspective

[Sept. 22, 2020]

Mandatory reading

- Ch. 2 “Global migration in historical perspective” in Mavroudi and Nagel.
- Castles, S. (2018). Social Transformation and Human Mobility: Reflections on the Past, Present and Future of Migration. *Journal of Intercultural Studies*, 39(2), 238-251, <https://doi.org/10.1080/07256868.2018.1444351>
- Massey, D. S. (2003, June). Patterns and processes of international migration in the 21st century. In *Conference on African Migration in Comparative Perspective*, Johannesburg, South Africa (Vol. 4, No. 7), pp. 1-10.
- Castles, S. (1998). “Migration to Highly Developed Countries since 1945” in “The Age of Migration: International Population Movements in the Modern World”, pp. 67-103. (*Will be available on ARES*).

Optional reading

- Hansen, R. (2003). Migration to Europe since 1945: Its history and its lessons. *The Political Quarterly*, 74(s 1), 25-38.
- McNeil, W. (1984). Human Migration in Historical Perspective. *Population and Development Review*, 10(1), 1-18, <http://www.jstor.org/stable/1973159>
- Chapters 3-6 in *Routledge International Handbook of Migration Studies*. (*Will be available on ARES*).

Topic 3: Theories of Migration

[Sept. 29, 2020]

Mandatory reading

- Ch. 4 “Migration and development” in Mavroudi and Nagel.
- Massey, D. et al. (1993). Theories of International Migration: A Review and Appraisal. *Population and Development Review*, 19(3), 431-466, <http://www.jstor.org/stable/2938462>
- Arango, J. (2000). Explaining migration: a critical view. *International social science journal*, 52(165), 283-296.
- Portes, A. (1997). Immigration theory for a new century: Some problems and opportunities. *International migration review*, 31(4), 799-825.

Optional reading

- Castles et al. (2009). “Theories of migration” in “The age of migration”. pp. 25-54. (*Will be available on ARES*)

- Benería, L., Diana Deere, C., & Kabeer, N. (2012). Gender and international migration: Globalization, development, and governance. *Feminist Economics*, 18(2), 1-33.
- Castles, S. (2010). Understanding Global Migration: A Social Transformation Perspective. *Journal of Ethnic and Migration Studies*, 36(10), 1565-1586, <https://doi.org/10.1080/1369183X.2010.489381>
- Ch. 5 “Migrant labour in the economy” in Mavroudi and Nagel.

Topic 4: Multilayered Migration Governance

[Oct. 6, 2020]

Mandatory reading

- Betts, A. (2010), Global Migration Governance – the Emergence of a New Debate. The Global Economic Governance Programme, pp.1-4, https://www.migrationinstitute.org/files/news/global-migration-governance_paper_2010.pdf
- “Introduction: Governance through partnerships in international migration” in Kunz, R., Lavenex, S., & Panizzon, M. (Eds.). (2011). *Multi-layered migration governance: The promise of partnership* (Vol. 89). Taylor & Francis. (available online)
- Geiger, M. and Koch, M. (2018). World Organization in Migration Politics: The International Organization for Migration. *Journal of International Organization Studies*, 3(1), <http://journal-iostudies.org/sites/default/files/2020-01/3JIOSspr18.pdf>
- Castles, S. (2004). The factors that make and unmake migration policies. *International migration review*, 38(3), 852-884.

Optional reading

- “Chapter 11: Recent developments in the global governance of migration: An update to the World Migration Report 2018”. In IOM (2020), *Global Migration Report*. <https://www.iom.int/wmr/>
- Newland, K. (2018). The Global Compact for Safe, Orderly and Regular Migration: An Unlikely Achievement. *International Journal of Refugee Law*, 30(4), 657–660, <https://doi.org/10.1093/ijrl/eev058>
- “Chapter 3: Migration governance in South America: regional approaches versus national laws”. In “The Dynamics of Regional Migration Governance, Geddes, A. et al (2019). (available online)
- “Chapter 6: The ambivalent drivers of migration governance relations between the EU and Tunisia”. In “The Dynamics of Regional Migration Governance, Geddes, A. et al (2019). (available online)

Topic 5: Migration Securitization and the Politics of Migrant Integration [Oct. 13, 2020]

Mandatory reading

- “Chapter 6: Immigration control and border politics”. in Mavroudi and Nagel.
- Lahav, G. (2003) “Migration and Security: the role of non-state actors and civil liberties in liberal democracies”. (*Available online*).
- “Chapter 7: The politics of citizenship and integration”. In Mavroudi and Nagel.
- “Chapter 4: National Identity and the Challenge of Immigration”. In the Politics of Global Migration. (*Available online via Carleton Library*).

Optional reading

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

Topic 6: Mid Term Take Home Exam [Oct. 20, 2020]

Reading Week / No Class [Oct. 27, 2020]

Section B. Governance of Refugees and Forced Migrants

Topic 7: Displacement: Trends, Types and Causes [Nov. 3, 2020]

Mandatory reading

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

- UNHCR. (2019). Global Trends: Forced Displacement in 2019, 1-15, <https://www.unhcr.org/5ee200e37.pdf>
- “Chapter 8: Internally Displaced Persons”. In Global Migration Governance. Betts, A. (2011) (*available online*).

Optional reading

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

Topic 8: Global Refugee Regime: Actors and Norms

[Nov. 10, 2020]

Mandatory reading

- Milner, J. (2014). Introduction: Understanding Global Refugee Policy. *Journal of Refugee Studies*, 27(4), 477-494, <https://doi.org/10.1093/jrs/feu032>
- Loescher, G. (2001). The UNHCR and World Politics: State interests vs. institutional autonomy. *International Migration Review*, 35(1), 35-56, <https://www.jstor.org/stable/2676050>
- “Chapter 7: UNHCR and the Global Governance of Refugees”. In Global Migration Governance. Betts, A. (2011) (*available online*).
- Betts, A. (2010). The refugee regime complex. *Refugee Survey Quarterly*, 29(1), 12-37.

Optional reading

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

Topic 9: Asylum Policymaking: Drivers, Process and Implications

[Nov. 17, 2020]

Mandatory reading

- Milner, J. (2009). “The Politics of Asylum in Africa”. In “Refugees, the State and the Politics of Asylum in Africa”. pp. 161-188, https://doi.org/10.1057/9780230246799_8 (*available online*)

- Fujibayashi, H. (2020). When public opinion drives national asylum policymaking: The case of Kurdish asylum seekers in Japan. *Asia & the Pacific Policy Studies*.
- Hartigan, K. (1992). Matching humanitarian norms with cold, hard interests: The making of refugee policies in Mexico and Honduras, 1980-89. *International Organization*, 709-730.
- Allsopp, J., & Chase, E. (2019). Best interests, durable solutions and belonging: Policy discourses shaping the futures of unaccompanied migrant and refugee minors coming of age in Europe. *Journal of Ethnic and Migration Studies*, 45(2), 293-311.

Topic 10: Durable Solutions and their Discontents

[Nov. 24, 2020]

Mandatory reading

- Crisp, J. and Long, K. (2016). Safe and Voluntary Repatriation: From Principle to Practice. *Journal on Migration and Human Security*, 4(3), 141-147, <https://doi.org/10.1177/233150241600400305>
- Ager, A. and Strang, A. (2008). Understanding Integration: A Conceptual Framework. *Journal of Refugee Studies*, 21(2), 166-191, <https://doi.org/10.1093/jrs/fen016>
- Lamba, N. K., & Krahn, H. (2003). Social capital and refugee resettlement: The social networks of refugees in Canada. *Journal of International Migration and Integration/Revue de l'integration et de la migration internationale*, 4(3), 335-360.
- Milner, J. (2014). Can global refugee policy leverage durable solutions? Lessons from Tanzania's naturalization of Burundian refugees. *Journal of Refugee Studies*, 27(4), 553-573.

Optional reading

- Moretti, S. (2015). The Challenge of Durable Solutions for Refugees at the Thai–Myanmar Border. *Refugee Survey Quarterly*, 34(3), 70-94.

Topic 11: Irregular Migration and Trafficking in Persons

[Dec. 1, 2020]

Mandatory reading

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

Optional reading

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

Topic 12: Course Recap

[Dec. 8, 2020]

Final Research Paper Submission

[Dec. 15, 2020]

Instructor Biography

Dr. El-Taliawi holds a Ph.D. from the Lee Kuan Yew School of Public Policy, National University of Singapore, and a Master’s degree in Public Policy and Administration from the American University in Cairo. Her doctoral research project focused on the comparative politics of refugee policymaking in the Middle East, with specific emphasis on Lebanon and Jordan. While working on this project, she conducted extensive fieldwork in both countries, where she was hosted as a Research Fellow at the University of Columbia’s Middle East Centre in Amman (Jordan) and at the American University of Beirut (Lebanon). Her research lies at the intersection between forced migration, gender and governance. She is currently writing a book on the governance of Syrian displacement in the Middle East for McGill-Queens University Press.



Academic Accommodations and Regulations

- **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/COVID-19_Self-declaration.pdf
- **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 is 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

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/>

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