

PSCI 4817A
The International Politics of Forced Migration

Fridays, 11:35am to 2:25pm
Confirm location on Carleton Central

Instructor: [James Milner](#)
Office hours: Fridays, 2:30pm to 3:30pm or by appointment
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E-mail policy: 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. You can expect an email response within 24 hours during the week. The instructor will generally not be responding to emails over the weekend.

First class: 11 September 2026
Last class: 4 December 2026

NOTE: No class meeting on 30 October 2026 (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 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.

Learning outcomes

Through this course, students will:

1. Become familiar with the theory and practice of an example of a global regime
2. Develop an understanding of the origins and functions of the global refugee regime
3. Critically evaluate key questions and debates relating to the theory and practice of the global refugee regime
4. Apply this conceptual knowledge to the analysis of contemporary case studies
5. Develop a deeper knowledge of a specific issue affecting the global refugee regime
6. Demonstrate the ability to present a critical analysis of issues affecting outcomes for the global refugee regime in a specific national and regional context

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'. 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.

Section 3 will apply these concepts to case studies of particular refugee-hosting states in the Global South to examine how the themes and issues raised during the course are applied in the context of the resolution of specific contemporary refugee situations. Students will prepare individual analyses of specific case studies, then work in small groups to contrast cases within a region and develop proposals on regional approaches to deliver on the commitments of the UN High Commissioner for Refugees, as presented to states in February 2026. Students will also examine the challenge of implementing examples of global refugee policy in particular national contexts.

Texts/Readings

All required readings will be made available at no cost to students through the ARES tool on Brightspace, through the Carleton Library or through links listed on Brightspace.

Requirements

News reflection (due: 16 October 2026):	10%
Event reflection (due: 4 December 2026):	10%
Case study proposal (due: 9 October 2026):	10%
Case study report (due: 20 November 2026):	30%
Group presentation (weeks 11 and 12):	15%
Group report (due: 11 December 2026):	10%
Seminar participation (on-going):	15%

As per **early feedback** guidelines, the case study proposal is due on **9 October 2026**. Proposals will be graded and comments posted on Brightspace before 19 October 2026.

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

1. Individual research and reflection (60% of the final grade). A significant requirement of the course relates to individual research and reflection by students:

News reflection assignment (10%): This assignment asks that you choose a story in the news (from the past year) and analyze how the material from the course helps explain the outcomes observed. It is an opportunity to connect events unfolding in local, national and global contexts with the readings and discussions taking place in class. For this assignment, students will prepare a 500-to-800-word reflection piece in response to a current affairs event. The reflection piece should answer the following questions: What are the key elements of the current affairs issue or event you are discussing? What is the connection (or connections) with readings and discussions we have covered in PSCI4817? How did the readings and / or discussion shape your sense of this current affairs issue? Or vice versa? Please provide an overarching thesis statement in your submission and include the link to the news story or social media item in your reflection. Your news reflection assignment can be submitted at any point in the first half of term, but it must be submitted by the assignment link on Brightspace no later than 11:30am on Friday, 16 October.

Event reflection assignment (10%): During the Fall Term, students are expected to attend public lectures and on-line or in-person events that relate to the themes of the course. Details of possible events will be shared with the class by e-mail on an on-going basis, but students can also write to the instructor with details of an event they have found to confirm that it is eligible for the assignment. Following the event, students will write a 500-to-800-word reflection piece in response to their experience of the event. The reflection piece should answer the following questions: What was the focus and content of the event? Who attended the event? What was interesting or new about the event? How did the event relate to specific themes and topics discussed in the course? How did course material help your engagement with the event, or how did the event help shed light on aspects of the course? Your event reflection assignment can be submitted at any point during the course, but it must be submitted by the assignment link on Brightspace no later than 11:30am on Friday, 4 December.

Case study proposal (10%) and report (30%): The main research requirement for the course is for students to develop a case study from a list of countries provided on Brightspace on the factors that will condition UNHCR's work in that country. The requirements of this assignment will be discussed in detail in class, but there are two core elements:

By 9 October, students will submit a 5-page, single-spaced **proposal** via the assignment link on Brightspace. The proposal will provide a general overview of the case study, a summary of displacement situations in that country, an overview of the factors that condition displacement responses, and an outline of the sources that will be used to develop the case study report. Students will receive feedback on their proposals by 19 October.

Students will then use a case study report template (to be posted on Brightspace) to prepare a 10-to 12-page, single-spaced **report** on the factors conditioning UNHCR's work in the country, ending with recommendations on how UNHCR can advance its priorities in that country, specifically in relation to the commitments made by the UN High Commissioner for Refugees in his address to Member States in February 2026. The report will include visuals, such as maps and graphs. It will

also include a list of references, which is not included in the page limit. The report will be submitted via the assignment link on Brightspace by 11:30am on Friday, 20 November.

2. Group synthesis exercise and presentation (25% of the final grade). Building on the results of their individual case studies, students will then work in small groups to synthesize their results and develop a strategy to be used at a regional level through:

Group presentations (15%): Class meetings in Weeks 11 and 12 will be dedicated to hearing presentations where students synthesize the results of their individual case studies to present a regional strategy for UNHCR in one of the following regions:

- The Americas
- Asia and the Pacific
- Eastern and Southern Africa
- North Africa and the Middle East (MENA)

Presentations will provide an overview of displacement in the region, opportunities for engagement, interests that are present at the regional level, and interests that could be leveraged to advance protection and solutions for refugees. Presentations will be followed by an active time of question and discussion.

Elements for the group presentation will be discussed in class on 6 November. Students will have the second half of class on 13 November to meet in their groups to discuss the division of labor for the group presentation and report.

Group report (10%): Groups will then be required to submit a 5-page, single-spaced report that outlines a regional strategy for UNHCR in the region. Requirements for the group report will be discussed in class on 6 November. Following the group presentations, groups will have time to finalize their group report, which must be submitted through the assignment link on Brightspace by 2:30pm on Friday, 11 December.

3. Participation (15% of the final grade). Participation is the third 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.

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 a class meeting, preferably prior to the class meeting. Students are also expected to actively engage in class discussion by raising questions about class readings and connecting the weekly material to course themes, past readings and current events.

Students may also contribute to the weekly discussion forum on Brightspace. 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? Posts should be in the area of 200 to 250 words long and should be posted by 5pm on the day before the relevant class. Discussion posts may then be used to help animate class discussion.

Late penalties: Assignments 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.

Use of Artificial Intelligence (AI)

Any use of generative artificial intelligence tools (e.g. ChatGPT) to create work is considered a violation of academic integrity standards. Students may, however, use AI tools for basic word processing functions, including grammar and spell checking (e.g. Microsoft Word Editor). Students may not use generative or agential AI to submit work in this course.

Documenting AI use: For all written assignments, you are required to include a description of your writing process, including any AI use. This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI. In order to use AI effectively, you must be able to measure whether the corrections suggested by AI are correct.

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.

Week 1

11 September 2026: Introduction: The politics of the global refugee regime

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

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>

Richa Shivakoti and James Milner, "Beyond the Partnership Debate: Localizing Knowledge Production in Refugee and Forced Migration Studies", *Journal of Refugee Studies*, 35(2), 2022.

Barham Salih, "All Member State briefing with the High Commissioner", 9 February 2026, <https://www.unhcr.org/news/speeches-and-statements/all-member-state-briefing-high-commissioner>

Week 2

18 September 2026: Who is (not) a refugee?

Note: Class to meet on Zoom this week (link in weekly Brightspace module)

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

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

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

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

Week 3

25 September 2026: UNHCR and the politics of the refugee regime

1950 Statute of the Office of the United Nations High Commissioner for Refugees:
<https://www.unhcr.org/sites/default/files/legacy-pdf/4d944e589.pdf>

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).

Randy Lippert, "Governing refugees: The relevance of governmentality to understanding the international refugee regime." *Alternatives*, Vol. 24, no. 3, 1999.

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.

Week 4

2 October 2026: The global refugee regime during the Cold War

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.

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

9 October 2026: The global refugee regime after the Cold War
Due: Case study proposal

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.

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.

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.

Week 6

16 October 2026: Solutions
Due: News reflection

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).

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/RSCPB6-RespondingToProtractedRefugeeSituations.pdf>).

Week 7

23 October 2026: The global refugee regime in Geneva

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, Mustafa Alio, and Rez Gardi, "Meaningful refugee participation: An emerging norm in the global refugee regime", *Refugee Survey Quarterly* Vol 41, no. 4, 2022.

James Milner, "Canada's Refugee Diplomacy and the Pursuit of Interests in a Contested Regime" in Nathan Benson, James Milner and Delphine Nakache (eds), *Canada in the Global Refugee Regime*, McGill-Queens University Press, 2026.

Reading Week: No class meeting on 30 October 2026

Week 8

6 November 2026: Refugee protection in the Global North

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).

Tamirace Fakhoury, "The external dimension of EU migration policy as region-building? Refugee cooperation as contentious politics." *Journal of Ethnic and Migration Studies* Vol. 48, no. 12, 2022.

Week 9

13 November 2026: The politics of protection in the Global South

Note: Class to meet on Zoom this week (link in weekly Brightspace module)

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 Brightspace).

Ola El-Taliawi, "Similar but Different: Understanding Refugee-Policy Variation in the Global South" in *The Politics of Refugee Policy in the Global South*, McGill-Queen University Press, 2024.

Luisa F. Freier, Nicholas R. Micinski, and Gerasimos Tsourapas. "Refugee commodification: The diffusion of refugee rent-seeking in the Global South." *Third World Quarterly* Vol. 42, no. 11, 2021.

Week 10

20 November 2026: Canada's engagement in Global South regions

Due: Case study report

Luisa F. Freier and Nicola Parent, "Canada and its Changing role in Latin American Refugee Protection" in Nathan Benson, James Milner and Delphine Nakache (eds), *Canada in the Global Refugee Regime*, McGill-Queens University Press, 2026.

Martin Jones and Alice Nah, "Canada's influence on Refugee Protection in Southeast Asia" in Nathan Benson, James Milner and Delphine Nakache (eds), *Canada in the Global Refugee Regime*, McGill-Queens University Press, 2026.

Ali Abdullah, Nuseibah Shabaitah and Oroub El-Abed, "Canada, Refugeedom, and Responsibility in the Levant: Continuity and Change" in Nathan Benson, James Milner and Delphine Nakache (eds), *Canada in the Global Refugee Regime*, McGill-Queens University Press, 2026.

Week 11

27 November 2026: Regional presentations

- Eastern and Southern Africa
- The Americas

Week 12

4 December 2026: Regional presentations

Due: Event reflection

- North Africa and the Middle East (MENA)
- Asia and the Pacific

Reminder: Group reports are due by 2:30pm on Friday, 11 December 2026. Every member of the group should submit a copy of the final group report via the assignment link on Brightspace.

Political Science Course Outline Appendix

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:

Student Mental Health

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus):

<https://carleton.ca/safety/resources/>

Carleton Resources:

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Paul Menton Centre: <https://carleton.ca/pmc/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550,

<https://www.dcottawa.on.ca/>

Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>

Good2Talk: 1-866-925-5454, <https://good2talk.ca/>

The Walk-In Counselling Clinic: <https://walkincounselling.com>

Academic consideration for medical or other extenuating circumstances: Students must contact the instructor(s) of their absence or inability to complete the academic deliverable within the predetermined timeframe due to medical or other extenuating circumstances. For a range of medical or other extenuating circumstances, students may use the online self-declaration form and where appropriate, the use of medical documentation. This policy regards the accommodation of extenuating circumstances for both short-term and long-term periods and extends to all students enrolled at Carleton University.

Students should also consult the [Course Outline Information on Academic Accommodations](#) for more information. Detailed information about the procedure for requesting academic consideration can be found [here](#).

Pregnancy: 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 accommodation regarding a formally-scheduled final exam, please contact Equity and Inclusive Communities (EIC) at equity@carleton.ca or by calling (613) 520-5622 to speak to an Equity

Advisor.

Religious obligation: 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 [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

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: <https://carleton.ca/equity/sexual-assault-support-services>.

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 will be provided to students who compete or perform at the national or international level. Write to me 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.

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control may apply within **three working days** to the Registrar's Office for permission to write a deferred examination. The request must be fully supported by the appropriate documentation. Only deferral petitions submitted to the Registrar's Office will be considered. [See Undergraduate Calendar, Article 4.3](#)

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). Permissibility of submitting substantially the same piece of work more than once for academic credit. If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

Please reference the [Academic Calendar](#) for each term's official withdrawal dates

OFFICIAL FINAL EXAMINATION PERIOD

Please reference the [Academic Calendar](#) for each term's Official Exam Period (may include evenings & Saturdays or Sundays)

For more information on the important dates and deadlines of the academic year, consult the [Carleton Calendar](#).

GRADING SYSTEM

The grading system is described in the Undergraduate Calendar section [5.4](#).

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC INTEGRITY

Academic integrity is an essential element of a productive and successful career as a student. Students are required to familiarize themselves with the university's [Academic Integrity Policy](#).

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:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- reproducing or paraphrasing portions of someone else's published or unpublished material, 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

RESOURCES (613-520-2600, phone ext.)

Department of Political Science (2777)

Registrar's Office (3500)

Centre for Student Academic Success (3822)

Academic Advising Centre (7850)

Paul Menton Centre (6608)

Career Services (6611)

B640 Loeb

300 Tory

4th floor Library

302 Tory

501 Nideyinnàn

401 Tory