

PSCI 4807A
Politics of Citizenship and Migration
(Revised)
Tuesday, 8:35-11:25
Confirm location on Carleton Central

Instructor: Christina Gabriel
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Office Hours: Online Tuesday 230-330 by appointment

Course Description:

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

Course Objectives:

- To review debates within the theoretical literature on migration and citizenship
- To map and assess current developments in the governance of migration.
- To consider the ways in which cross-border mobility raises questions about social justice and political membership
- To understand how broader social relations find expression in the politics of international migration and citizenship

Format:

This class is structured as a weekly three-hour seminar. The instructor will begin each three-hour session with a short presentation (10-15 minutes) to introduce key themes and ideas associated with each topic. Students will also be required to make one oral presentation based on a seminar topic. Each student is expected to come to all classes and must be prepared to actively participate. All required readings must be completed prior to each class.

Course Materials:

Course material is available through the Ares System on BrightSpace. Many readings are available electronically.

Evaluation:

Students will be evaluated on the following basis

- *Essay Proposal** *15%*
Students will be required to write an essay proposal based on a research topic of their choosing. The topic must be relevant to the broad themes and questions covered by this course. Each

proposal should be seven - nine pages long, including an annotated bibliography. Details attached. **Due Date: October 19, 2021.**

- **Research Essay*** **35%**

Students will submit a research paper based on their essay proposal. The paper must be 12-15 pages, double-spaced, standard margins, and 12pt font, times new roman. Details attached. **Due Date: December 7, 2021.**

- **Short Annotations** **25%**

Each student will submit five annotated entries (each entry worth 5%) based on course readings. Each annotation must be no longer than three-quarters of a page, single-spaced and is due on the same day as the relevant reading.

- **In-Class Presentation:** **10%**

Each student will make a class presentation based on a required reading. Students will sign up in class on September 14 and 21. Details attached. Marked presentations will be returned in the last class of the term.

- **Attendance & Participation:** **15%**

Students will be evaluated on the basis of their active, informed and thoughtful oral participation in class discussions. See details attached. Attendance will be taken at every class; late arrivals and early departures will not receive full credit for participation.

***Policies on Assignments:**

All assignments in this course (with the exception of the single-space annotation) must be 12 pt. font, double-spaced and have standard one-inch margins. As much as possible they should be free of spelling and grammatical errors. They must include appropriate citations (endnotes or footnotes) and a bibliography. Please review details on each assignment carefully.

With the exception of the written annotations all assignments are due at the 4:30 p.m on the due date specified.

**** Late Penalties**

Assignments are due on the dates specified in the course outline. Late papers will be subject to a penalty of **5%** a day not including weekends.

Exceptions will be made only in those cases of special circumstances, (e.g. illness, bereavement). If you anticipate a problem with one of the above deadlines please approach me as soon as you can in advance of the assignment.

*****Plagiarism**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally 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 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 or even suspension or expulsion from the University.

Additionally, in this course it is not acceptable to submit an assignment (or part of an assignment) that you have produced for another course. Please consult the course instructor if you need further clarification.

E-mail Policy

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

Note:

"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."

Schedule of Classes

I

Sept. 14 Introduction to Course

- Introductions
- Overview of course themes and requirements

Sept. 21 Migration Debates, Issues and Narratives

- Joseph Carens. 2014. "An Overview of the Ethics of Immigration". *Critical Review of International Social and Political Philosophy*. 17:5.
- Hélène Pellerin. 2019. "Indigenous Peoples in Canadian Migration Narratives: A Story of Marginalization" *Aboriginal Policy Studies*. 8:1
- Ayelet Shachar. 2007. "The Worth of Citizenship in an Unequal World". In *Theoretical Inquiries in Law* 8:2 pp. 367-388.

Sept. 28 Problematizing Migration Studies

- James Hollifield and Tom Wong. 2015. "The Politics of International Migration: 'How Can We Bring the State Back In?'" In *Migration Theory*. Caroline B. Brettell and James Hollifield, eds., Third Edition. New York: Routledge. pp. 227-268.
- Ingrid Palmay. 2021. "Gender, Sexuality and Migration: Global Questions and Their Colonial Legacies." In Claudia Mora and Nicola Pipers, eds., *The Palgrave Handbook of Gender and Migration*. Switzerland: Palgrave
- Nicholas Van Hear. 2014. "Reconsidering Migration and Class". *International Migration Review* (September) S100-S121.

First Annotation Due

II

Oct. 5 Migration and Borders

- Maddison, Sarah. 2014. "Indigenous Peoples and Colonial Borders" In *Border Politics: Social Movements, Collective Identity and Globalization*. Eds., Nancy A. Naples and Jennifer Bickham Mendez, New York: NYU Press. 153-176
- Joseph Nevins. 2016. "In the Spirit of Whiteness. Neoliberal Re-Regulation and the Simultaneous Opening and Hardening of National Territorial Borders". In *Routledge Handbook of Neoliberalism*. Eds. Simon Springer et. al. UK: Routledge. pp. 444-453
- Stéphane Rosière, & Reece Jones (2012) Teichopolitics: Re-considering Globalisation Through the Role of Walls and Fences, *Geopolitics*, 17:1, 217-234.
- Ayelet Shachar. 2019. "Bordering Migration Migrating Borders" *Berkeley Journal of International Law* 93 (2019). 95-126 (only)

Oct. 12 Migration and Development

- Rahel Kunz. 2008. "'Remittances are Beautiful?': Gender Implications of the New Global Remittances Trend." In *Third World Quarterly* 29:7 pp.1389-1409.
- Petra Dannecker and Nicola Piper. 2021. "Revisiting the Migration-Development Nexus Debate Through the Prism of Gender Politics and Agency" In Claudia Mora and Nicola Pipers, eds., *The Palgrave Handbook of Gender and Migration*. Switzerland: Palgrave. 303-320
- Robyn M. Rodriguez and Helen Schwenken. 2013. "Becoming a Migrant at Home". In *Population, Space and Place*. 19:4 pp. 375-388.

Oct. 19 International Students and Mobility

- Roopa Desai Trilokekar and Amira El Masri. "International Students Are ... Golden" In *Outward and Upward Mobilities* Eds. Ann H. Kim and Min-Jung Kwak. Toronto: UTP. 25-55
- Maggi W. H. Leung. 2017. "Social Mobility via Academic Mobility: Reconfigurations in Class and Gender Identities Among Asian scholars in the Global North." *Journal of Ethnic and Migration Studies*, DOI: 10.1080/1369183X.2017.1314595
- Parvati Raghuram. 2013. "Theorizing the Spaces of Student Migration." *Population, Space and Place*. 19:2 March. Pp. 138-54

Proposal Due

Oct. 25 – 29: Fall Reading Week (No Scheduled Class, No Office Hours)

Nov. 2 Migration and Climate Change

- Elizabeth Ferris. 2019. "Research on Climate Change Migration. Where are We and Where Are We Going". *Migration Studies* 8:4 612-625.
- Celia McMichael, Carol Farbotko and Karen E. McMamara. 2019. "Climate-Migration Responses in the Pacific Region." In *Oxford Handbook of Migration Crisis*. Eds. Cecilia Menjivar, Immanuel Ness. USA: Oxford University Press, 297-314.
- Elisabeth Marino and Heather Lazrus. 2014. "Migration or Forced Displacement? The Complex Choices of Climate Change and Disaster Migration in Shishmaref, Alaska and Nanumea. Tuvalu". *Human Organization*. 74:4 (Winter) pp. 341-50

III

Nov. 9

Global Labour Markets (1): 'Skilled' Labour Migration

- Anna Katherine Boucher (2020) How 'Skill' Definition Affects the Diversity of Skilled Immigration Policies" *Journal of Ethnic and Migration Studies*, 46:12, 2533-2550,
- Antje Ellermann. 2020. "Human-Capital Citizenship and the Changing Logic of Immigrant Admissions". *Journal of Ethnic and Migration Studies*, 46:12, 2515-2532.
- Ayelet Shachar. 2016. "Selecting By Merit: The Brave New World of Stratified Mobility". In *Migration in Political Theory. The Ethics of Movement and Membership*. Editors Sarah Fine and Lea Ypi. Oxford: Oxford University Press. pp.175-201.

Nov. 16 Global Labour Markets (2): 'Low-Skilled' Temporary Workers

- Tanya Basok, "Post-national Citizenship, Social Exclusion and Migrant Rights: Mexican Seasonal Workers in Canada". In *Citizenship Studies* 8:1 (2004) pp. 47-64.
- Rhacel Salazar Parrenas. 2012. "Partial Citizenship and the Ideology of Women's Domesticity in State Policies on Foreign Domestic Workers". In *Transnationale Vergesellschaftungen*. Editor Hans-Georg Soeffner. Springer.
- Francesca Scrinzi. 2010. "Masculinities and the International Division of Care: Migrant Male Domestic Workers in Italy and France" In *Men and Masculinities* 13:1. pp. 64-44.

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

Nov. 23 Refugees

- Augie Fleras. 2015. "Canada's Refugee Status Determination Process. Controversies, Challenges, Changers". *Immigration Canada*. Vancouver: UBC Press. pp.157-199
- Patti Lenard. 2017. "Resettling Refugees: Is Private Sponsorship a Just Way Forward." *Journal of Global Ethics*. 12:3
- Gil Loescher and James Milner. 2011. "UNHCR and the Global Governance of Refugees". In *Global Migration Governance*. Editor Alexander Betts. Oxford: Oxford University Press. pp. 289-209.

Nov. 30 Thinking about Citizenship, Migration and Families

- Gillian Creese et. al. 2008 "The 'Flexible' Immigrant: Human Capital Discourse and the Family Household and Labour Market Strategies" in *Journal of International Migration and Integration* 9:3 pp. 269-288.
- Maria E. Enchautegui and Cecilia Menjivar. 2015. "Paradoxes of Family Migration Policy."

Law and Policy. 37:1-2. Pp.32-60.

- Sherry Thorpe and Xiaobei Chen. 2015. “Temporary Families? The Parent and Grandparent Sponsorship Program and the Neoliberal Regime of Immigration Governance in Canada”. In *Migration, Mobility and Displacement*. 1:1 (June). Pp. 81-98.

Dec. 7 Pandemic Borders

- Kim Yi Dionne and Fulya Felicity Turkmen. 2020. “The Politics of Pandemic Othering: Putting COVID-19 in Global and Historical Context” *International Organization* 74:S1
- Audrey Macklin. 2020. “(In)Essential Bordering: Canada, COVID, and Mobility” *Frontiers in Human Dynamics*. December. Pp

Final Research Essay Due

PSCI 4807 – Migration and Mobility

Short Annotations*

Worth: 25% [Five annotations @ 5% each]
Length: Between one half and three quarters of a page, single-spaced.
Due Date: Due in class on the same date as relevant reading in class.

Note: Missing or late annotations will not be accepted.

- If you are absent from class you are not permitted to submit the annotation. Exceptions will be made only in case of illness or other documentable circumstances.
- If you attend class but do not submit your annotation in class it will not be accepted later.
- Group collaboration is not permitted on this assignment.

Purpose:

The purpose of the short written annotations is:

- To engage with the required reading in a focused and critical manner
- To enhance your contributions to seminar discussions.

Task:

Throughout the term each student in the class will submit five written annotations based on the required readings. Be prepared, if called upon, to share the points in your annotation with the class. Each annotation should begin with relevant bibliographic details (author, title, source, publisher, year of publication). It should include the following information:

- Topic of the reading
- Key question or central argument
- Key supporting claims of the author
- Your identification of a strength and/or weakness of the reading
- One question for class discussion

Do not use point form.

Choice of Annotations:

Students are not permitted to write an annotation on the same reading as their in- class presentation.

Those students with the surname beginning with **A-N** may choose one reading/per week from the following weeks. You must complete one annotation based on one reading for each topic.

Date	Topic
September 28	Problematizing Migration Studies
October 12	Migration and Development
November 2	Migration and Climate Change
November 16	Global Labour Markets (2)
November 30	Thinking about Citizenship, Migration & Families

Those students with the surname beginning **0-Z** may choose one reading/per week from the following weeks. You must complete one annotation based on one reading for each of the topics below.

Date	Topic
October 5	Migration, Security and Borders
October 19	International Students and Mobility
November 9	Global Labour Markets (1)
November 23	Refugees
December 7	Pandemic Borders

Annotation Assessment Key:

Grade	Per-centage	Comments – General Guidelines
A / A+	85 - 100	Excellent and succinct summary of topic and central argument. Key claims are clearly identified. There is a critical and original assessment. The annotation is very well-written and free of inaccuracy. The question is focused on the reading and is original.
A-	80-84	An excellent summary, key claims are identified and the assessment is very good. The annotation is clearly written and there are no inaccuracies. The question clearly addresses the specific reading.
B+	77-79	There is a very good summary of the reading and key claims are clearly noted. The assessment is solid and there are no inaccuracies. The question is on topic. The annotation is well written.
B	73-76	There is a good summary of the reading and some key claims are noted. There is some effort to make an assessment. There are no major inaccuracies but annotation may be vague. A discussion question is included. The annotation is clearly written.
C+/B-	67-72	There is an effort to meet the terms of the assignment. There is a competent summary but some key aspects of the argument and/or topic are overlooked. Or, the question posed is cast in too general terms.
C or less	66 or less	There is a weak summary of the reading and unclear identification of claims. The discussion question is vague. The annotation may be difficult to read.

PSCI 4807 – Migration and Mobility
In-Class Presentation Based on Required Course Reading

Worth: 10%

Dates of Presentations will be arranged in class September

First Presentations on September 21.

All students will make a short presentation (ten minutes long) based on one assigned reading. Presentations that are too long (or too short) will be assessed accordingly.

Guidelines:

- Do not provide a detailed summary of the reading.
- Highlight key debates or issues raised by the author
- Discuss the strengths and weaknesses of the reading
- How does the reading relate to the other weekly assigned course readings and the broader themes of migration and citizenship
- Raise one question for classroom discussion.

Written Summary

You are required to submit a two-page summary (double-spaced) of your oral presentation. It must include your discussion question. This summary is due in the same class as your presentation. Late submissions will be penalized.

Note: *You cannot do an in-class presentation that is based on one of your required five short annotations.

All Graded Presentations will be returned on December 7.

PSCI 4807 Migration and Mobility
Essay Proposal

Due Date: **October 19, 2021**
Length: 12 pt font, seven to nine double-spaced pages
Worth: 15%

Purpose:

The purpose of this assignment is to allow students an opportunity to do some preliminary research on an aspect of migration and mobility. The proposal is intended to assist students to develop and frame their own research topic. Additionally, this assignment ensures that students are provided with some early feedback on their proposed topic and preliminary thesis. Your subsequent essay must reflect the topic outlined in the essay proposal. Essays that do not follow the initial proposal topic will be penalized by one full letter grade (e.g. A to B). Please choose carefully.

Task:

Your essay proposal must include:

- A statement of topic. Why is this of interest to you and how does it relate to course themes.
- A preliminary thesis suggesting the directions you will pursue in this paper
- A brief statement of why your thesis and topic is significant. Why is it important?
- A brief summary of what you have learned regarding key issues and debates in the relevant scholarly literature.
- A brief statement of how you plan to carry out the rest of your research

Annotated Bibliography:

Your proposal must also include an annotated bibliography of **five scholarly sources**. Each entry must include: (a) complete bibliographic details (b) topic of source (c) purpose/thesis and (d) why is this particular source important or relevant to your proposed topic.

Do not use point form and pay close attention to (d).

Note:

The readings listed in your course outline provide a good starting point for identification of a topic and suggestions for other research sources. Where appropriate, course material should be integrated into your final essay. However, your annotated bibliography in the proposal should be a list of scholarly sources that do not appear on your course syllabus.

For the purposes of the proposal assignment scholarly sources are academic journal articles, chapters in edited volumes, and scholarly monographs.

Suggested Journals

Canadian Ethnic Studies
Citizenship Studies
Ethnic and Racial Studies
Journal of Ethnic and Migration Studies
Journal of International Migration and Integration
International Migration
International Migration Review
Migration Studies

Refuge

PSCI 4807 Migration and Mobility

Essay

Due Date: Tuesday, December 7, 2021* by 4:30 pm

Worth: 35%

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

Purpose:

The purpose of the essay is to provide you with an opportunity to develop the topic identified in your initial research proposal into a comprehensive, scholarly research paper.

Marking:

The paper will be marked on three criteria:

- Argument, organization and logic. Is the thesis presented in a logical and convincing manner?
- Research and use of evidence: Does the paper contain extensive and effective use of available research sources? Minimum number of scholarly sources 10.
- Does it contain proper footnotes/endnotes and bibliographic style?
- Communication: Is the paper organized and written as clearly and concisely as possible?

***Note:**

- Late penalties (5% a day) will be imposed on all papers submitted after the due date.

PSCI 4807 – Migration and Mobility

Seminar Participation – 15%

This class runs as a seminar based discussion. Students should come to class having completed the required reading in advance. Your active and thoughtful participation is important to the learning process. Attendance counts in the assessment of participation and attendance will be taken in each class. Seminar assessment will be based on the following broad guidelines

Grades:

A +

- Attendance – Always
- Completes all the readings and is well prepared for class
- Draws connections between readings and course themes
- Offers excellent assessment on individual readings
- Provides original ideas on weekly topic
- Generates topical class discussion
- Always has insights on topic but is careful not to dominate discussion
- Asks relevant and topical questions

A/A-

- Attendance – Perfect or Near Perfect
- Completed all the readings and is prepared for class
- Draws links between readings and course themes
- Offers very good assessments on individual readings and is a frequent participant
- Generates topical class discussion
- Asks relevant and topical questions

B+

- Attendance - Near Perfect
- Completed all the readings and is prepared for class
- Offers useful observations of weekly reading
- Regular participant in weekly discussions

B/B-

- Attendance – Regular
- Completed most of the readings
- Good understandings of the theme of the required readings but may not always draw links between them
- Regular participant in discussion

C

- Attendance – Regular (or erratic)
- Has completed some of the required readings
- Does not actively participate in class discussion (or participation may not always reference weekly topic and/or substantive themes of reading)
- Oral contributions are sometimes off topic

D (or less)

- Both participation and attendance are erratic

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) and [mandatory self-screening](#) prior to coming to campus daily.

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.