

SOC625 | Migration and Citizenship

Sociology and Anthropology

Fall Semester, 2016 - 2017



كلية العلوم الاجتماعية والانسانية
School of Social Sciences and Humanities

Course Information:

Course Convener: Dr. Nabil Khattab

Course Type: Program Elective

Credit Value: 3

Pre-requisites: N/A

Co-requisites: N/A

Course Duration: 14 weeks

Total Student Study Time: 126 hours, including 42 contact hours of lectures and seminars.

Instructor Contact Information:

Nabil Khattab

Office location: Academic Building Room 38.

Office hours: Tuesday, 16.30-17.30.

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Class Meeting:

Tuesday from 6pm-9pm, Room No.6

Course Description:

Mass migration into Western countries after the 2nd World War as well as into the Gulf countries during the 2nd half of the 20th century has posed a serious demographic, economic, social and political challenge to these countries. Some of these countries have turned into multi-ethnic, multi-racial and multi-religious societies as a result of this mass migration. In this course, we will deal with questions of citizenship, multiculturalism and identity. This includes the sociological history of migration to the European countries (and the Gulf countries), political representations, residential segregation and its possible social, economic and political consequences. Special attention will be given to ethnic and religious minorities, including Muslim communities, in western countries. We will also discuss different

citizenship models and how these models have changed over the past 20 years as a result of both global events and developments and intra-European transformations including the enlargement of the EU.

The course will aim to:

1. Explore the social, economic and political challenges of the migration flows into the receiving countries.
2. Understand the nature of ethnic diversity in European societies.
3. Expose the students to the debate over questions of citizenship and multiculturalism.
4. Discuss the theoretical explanations of international migration.
5. Analyze the responses of migration receiving countries to the formation of new ethnic/religious groups.
6. Explaining how the enlargement of the EU has created new and massive waves of immigrants.
7. Discuss the source, nature and characteristics of migration flows into the Gulf region.

Course Learning Outcomes (CLOs):

At the general level, the course will provide an excellent opportunity for students to utilise sociological and anthropological theories in understanding and explaining different social and economic processes that are associated with migration flows and movements. Additionally, the course will allow students to apply their methodological skills that have been obtained in the methodology course in critically assessing various research outputs and readings.

CLO Matrix Table

<p>Type of Course Learning Outcome</p>	<p>Course Learning Outcomes (CLOs)</p>	<p>Program Learning Outcomes (PLOs) <i>Please outline the PLO(s) that each CLO meets. Also, explain in couple of lines how each CLO meets the related PLO(s).</i></p>
<p><i>Knowledge and Understanding</i></p>	<p>CLO 1: Students will gain awareness of how migration is a system through which push and pull factors determine the direction and extent of international migration.</p> <p>CLO 2: Students will be able to recognise the linkages between migration and social, economic and</p>	<p>The CLP 1-4 meet PLOs 2, 3, 4, 8, 11 and 14 Students will be learning about theories why migration occurs, the consequences of migration, the changes that migration causes at the sending and receiving countries. All of which, link directly to the PLO mentioned above, especially in relation to learning about theories, quantitative methods, the importance of primary and secondary data sources in researching migration.</p>

Type of Course Learning Outcome	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs) <i>Please outline the PLO(s) that each CLO meets. Also, explain in couple of lines how each CLO meets the related PLO(s).</i>
	<p>political processes in the receiving countries</p> <p>CLO 3: Students will gain understanding of discourses of race, ethnicity, multiculturalism and religious difference vary across social and national contexts</p> <p>CLO 4: Students will be able to identify different patterns of integration among migrant communities</p>	
<i>Intellectual Skills</i>	<p>CLO 5: Students will be able to apply theories of migration within different contexts and countries</p> <p>CLO 6: Students will critically assess the benefits and challenges of migration flows for the receiving countries</p> <p>CLO 7: Students will analyse the factors affecting the integration of migrants in the host countries</p> <p>CLO 8: Students will critically evaluate debates about specific issues such as ethnic inequality, racial disadvantage, ethnic violence, migrants and citizenship</p>	<p>The CLP 5-8 meet PLOs 2, 4, 6, 11 and 12. Students will be trained to use theoretical concepts to explain social issues related to migration. They will be engaging in critical analysis and discussions about the causes and results of the different types of migration including forced migration, labor migration and migration of highly skilled workers.</p>
<i>Practical Skills</i>	<p>CLO 9: Students will appreciate the importance of diversity in the workplace and be more sensitive to the needs of co-workers belonging to different ethnic or cultural backgrounds</p>	<p>CLO 9 meets PLO 4. Learning about the relationship between migration and the formation of new ethnic and religious groups in the host society is directly linked to forming a deep appreciation of the new social and economic systems in the world.</p>
<i>Transferrable/key skills</i>		

Type of Course Learning Outcome	Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs) <i>Please outline the PLO(s) that each CLO meets. Also, explain in couple of lines how each CLO meets the related PLO(s).</i>
	CLO 10: Students will engage in evidence-led social, political and economic inquiries. They will obtain the skills of how to utilize the evidence in making decisions, present their work and communicate their ideas in various fields such as the workplace.	CLO 10 meets the following PLOs: 11, 12, 13 and 14. Focusing on how data are obtained, analysed and communicated is at the core of academic writing, engaging in discussion and delivering supported arguments.

Course Format and Teaching Methods:

Each weekly session consists of two parts: lecture and seminar. The lectures will focus on presenting and explaining the main concepts, theories and issues that are considered central to the study of migration and citizenship. The lectures will help students achieve the intended learning outputs, especially the subject-specific skills. The seminar will be based on the readings for the week. In advance of the weekly session, each student **should** read at least one, preferably more, item from the reading list in relation to each class meeting. Each student will be required to present **at least** one item from the reading, which will be allocated by the tutor. The discussions within the seminars and the students' presentations will contribute directly to the core academic and personal skills.

Assessment:

Students will be assessed by:

- 4 formative assignments during the course. Each assignment will be 500 words in length and will constitute 15% of the final mark. These tasks are part of the formative assessment and will help mainly assess the subject-specific skills. These assignments will have to be handed in at the beginning of the class in a hard copy.
- First assignment to be handed in: 25th October 2016 (15% of the final mark)
- Second Assignment to be handed in: 22nd November 2016 (15% of the final mark)
- Third Assignment to be handed in: 20th December 2016 (15% of the final mark)
- Fourth Assignment to be handed in: January 2nd 2017 (15% of the final mark)
- A final paper 3,000 words to be handed in on 27th December 2016 at the beginning of the class in a hard copy. The paper weighs 40% of the total grade. In this paper, each student will be assigned an

ethnic group (a distinctive group of migrants). He or she will be expected to write an essay addressing the following question in relation to the assigned ethnic group:

- Have (the assigned ethnic group) fully assimilated in the host country?
- In addressing the question, students are expected to discuss the following related aspects:
 - History of migration
 - Settlement within the host country
 - Demographic profile
 - Socio-economic profile
 - Labour market integration

Submission Method of Assessment Items:

All of the assignments and final paper have to be handed in at the beginning of the class in a hard copy.

Citation:

Students in the School of Social Sciences and Humanities must use the “Chicago Manual of Style” for references and bibliographies in their assignments, unless otherwise specified by the course instructor. I recommend all students to use the Endnote software to manage the citation and bibliography.

Additional Course Information:

All students enrolled for this course are expected to participate in the international conference on migration that will be hosted by Doha Institute for Graduate Studies from 26th to 28th November 2016. They are also expected to attend a half-day workshop on 29th November 2016 **(TBC)** on design and conducting fieldwork with displaced people by conflict zones. The workshop will be offered by Professor Karen Fisher (University of Washington) in English.

Course Syllabus Plan:

Week 1 – 4 October 2016: Introduction

In the first part of the session, I will present the course’s topics and explain the requirements of the course and expectations from the course’s participants. We will layout the teaching and assessment methods as well as assign the presentations per student.

In the second part of the course, I will present and discuss some of the major waves of migration that have shaped and re-shaped some many populations and countries over the past few centuries. This includes forced and voluntary migrations, economic and political migrations and migrations that are triggered by political projects.

Week 2 – 11 October 2016: Post-colonial and post-war immigration – the European case

In this session we will analyse the Post-colonial and post-war immigration into Europe. We will explore the migration flows between sending and receiving countries using examples from Britain, Germany, Italy, France etc. We will distinguish between Southern Europe and the rest of Western and Northern Europe.

Reading for week 2:

Castles, S and Miller, M. 2003. *The age of migration, 3rd edition, Macmillan, London.* (introduction, chapter 2, chapter 4)

Collinson, Sarah. 1994. *Europe and international migration.* London ; New York: Pinter Publishers for Royal Institute of International Affairs London. (Chs. 1, 2, 4, 6)

Week 3 18 October 2016: Explanations and characteristics of the migration process

In this session, we will discuss the major theoretical explanations of the migration process and will also discuss the main characteristics of this process. This session will aim to provide full explanation of this process.

Reading for week 3:

Castles, S. (2007), Twenty-first Century Migration as a Challenge to Sociology, *Journal of Ethnic and Migration Studies*, 33:351-71.

Massey, Douglas 1999. 'Why Does Immigration Occur? A Theoretical Synthesis' in Charles De Wind and Philip Kasinitz (eds) *The Handbook of International Migration: The American Experience.* New York: Russell Sage Foundation, pp 34-52.

Castles, S and Miller, M. 2003. *The age of migration, 3rd edition, Macmillan, London.* (introduction, chapter 2, chapter 4)

Week 4 - 15 October 2016: Migration and the Middle East since 1948

This session will be devoted to explore and discuss the most important waves of immigration and emigration that have taken place in the Middle East since 1948. We will trace the reciprocated relationship between various voluntary and involuntary waves starting from the mass explosion of Palestinians in 1948. The case of the Gulf States will also be discussed.

Reading for week 4:

Kamrava, Mehran, and Zahra Babar. *Migrant Labor in the Persian Gulf.* Hurst, 2012.

Sirageldin, I. A., Socknat, J. A., Birks, J. S., Li, B., & Sinclair, C. A. (1983). Manpower and international labor migration in the Middle East and North Africa.

Arnold, Fred, and Nasra M. Shah. "Asian labor migration to the Middle East." *International Migration Review* (1984): 294-318.

Baldwin-Edwards, Martin. *Migration in the Middle East and the Mediterranean*. Geneva,, Switzerland: Global Commission on International Migration, 2005.

http://iom.ch/jahia/webdav/site/myjahiasite/shared/shared/mainsite/policy_and_research/gcim/rs/RS5.pdf)

Shami, Seteney. "Transnationalism and refugee studies: Rethinking forced migration and identity in the Middle East." *Journal of Refugee Studies* 9.1 (1996): 3-26.

Week 5 – 1 November 2016: The dilemmas and challenges facing receiving countries

The various waves of migrants to Europe (and to other receiving countries) posed a number of major challenges. The most important of these challenges was citizenship and integration. These challenges have been intensified even further since 9/11. In this session, we will discuss some of the transformations and legislations that have been invoked following 9/11 in relation to citizenship.

Reading for week 5:

Benhabi Seyla (2004) The rights of others : aliens, residents and citizens. (Introduction pp. 1-24, Ch. 4 pp. 129-169)

Castles, S. and A. Davidson (2000). "- Citizenship and migration: globalization and the politics of belonging / Stephen Castles and Alastair Davidson."

Soysal, Yasemin. 1994. *Limits of Citizenship. Migrants and Postnational Membership in Europe*. Chicago: University of Chicago Press, chapter 8: Toward a Postnational Model of Membership: 136!162.

Marc Morjé Howard, "Variation in Dual Citizenship Policies in the Countries of the EU," in *International Migration Review*, Vol. 39, No. 3 (2005), pp.697-720

Triandafyllidou, Anna, and Ruby Gropas. *European immigration: A sourcebook*. Ashgate, 2014.

Week 6 – 8 November 2016: From migrants to ethnic minorities

In this session, we will explain and discuss the process through which migrants have turned into ethnic minorities. We will uncover the relationship between their patterns of spatial segregation and their social economic status. Moreover, we will scrutinise the impact of their spatial segregation on issues of identity formation, social exclusion/inclusion and political representation.

Reading for week 6:

Castles, S and Miller, M. 2003. *The age of migration, 3rd edition, Macmillan, London.* (chapter 10)

Terry G. Jordan-Bychkov & Bella Bychkova Jordan (2002) The European Culture Area: A Systematic Geography (4th edition) New York: Rowman & Littlefield. (chapter 7)

Massey, D. S. (2002). Residential Segregation. A companion to Ethnic and Racial studies. D. T. Goldberg and J. Solomos. Oxford, Blackwell (348-354).

Peach, Ceri. 2005. "Social integration and social mobility: spatial segregation and intermarriage of the Caribbean population in Britain." Pp. 178-203 in *Ethnicity, social mobility and public policy*, edited by G. c. Loury, T. Modood, and S. M. Teles. Cambridge: Cambridge University Press.

Week 7 – 15 November 2016: Integration and assimilation

In this session, we will discuss the models through which some European countries have tried to incorporate their migrants. We will discuss the assimilation model of France and its citizenship model. We will also discuss the German model and the changes that have been introduced in the German citizenship law which came into effect in 2000.

Joppke, Christian, and Ewa T. Morawska. 2002. *Toward assimilation and citizenship : immigrants in liberal nation-states.* Palgrave Macmillan.

Adrian Favell (2001). *Philosophies of Integration: Immigration and the Idea of Citizenship in France and Britain.* Contributors: Adrian Favell - author. Publisher: Palgrave. Place of Publication: New York. Publication Year: 2001.

Peter Kivisto (2002) *Multiculturalism in a global society.* (pp 155-185)

Week 8 - 22 November 2016: Multiculturalism before and after 11/9

In this session, we will discuss the term multiculturalism within the context of migration in Europe. We will present the term within a normative framework, the liberal state, the public policy and practical arrangements. We will assess the formal multicultural policies before and after 9/11 and will trace the main changes in the formal policy in a number of European countries. We will assess the debate over multiculturalism and uncover the main argument against this policy.

Reading for week 8:

Modood, T (2001) 'Multiculturalism', In: *The Oxford Companion to politics of the World*, 2nd Edition, Oxford University Press, pp. 562-564.

Kymlicka, W. (1995) *Multicultural Citizenship: A Liberal Theory of Minority Rights*, Oxford: Oxford University Press, chp. 2.

Parekh, B. (2000) *Rethinking Multiculturalism*, Palgrave, pp. 1-9.

Taylor, C. (1994) 'Multiculturalism and "The Politics of Recognition"', in A. Gutmann (ed.) *Multiculturalism:Examining The Politics of Recognition* (Princeton: Princeton University Press 1994).

Gilles Kepel (2005). Europe's answer to Londonistan. At net Open Democracy: http://www.opendemocracy.net/conflict-terrorism/londonistan_2775.jsp

Vron Ware and Paul Kingsnorth (2008). England, Britain and multiculturalism: an OurKingdom exchange. At net Open Democracy: <http://www.opendemocracy.net/article/england-britain-and-multiculturalism-an-ourkingdom-debate>

Galeotti, A.E. (1994) 'A Problem with Theory', *Political Theory*, 22 (4): 673-677. ejournal

Carens, J and Williams, M (1996) 'Muslim Minorities in Liberal Democracies: the Politics of Misrecognition' in R Baubock et al (eds) *The Challenge of Diversity*

Parekh, B. (2000) *Rethinking Multiculturalism*, Palgrave, pp. 249-254 and top para on p.256.

Week 9 – 6 December 2016: Education and migrants

In this week, we will discuss the migrants' initial education and human capital. We will also assess their educational achievement and the attainment of the successive generation of migrants in Europe. We will explore the differences between different migrant/ethnic groups across a number of European countries. We will try to explain these differences using examples from the UK, Germany, France and other European countries.

Reading for week 9:

Stephen Castles and Godula Kosack (1985) *Immigrant Workers and Class Structure in Western Europe*. 2nd edition. London, by Oxford University Press (pages 180-239)

Baker, D. et al. (eds.) (2004) *Inequality across Societies: families, schools and persisting stratification*, Elsevier.

Modood, T. (2005) *Multicultural Politics: racism, ethnicity, and Muslims in Britain*, Minneapolis: University of Minnesota Press (pp. 82-100)

Driessen, Geert. 2000. "The Limits of Educational Policy and Practice? The case of ethnic minorities in The Netherlands." *Comparative Education* 36(1):55-72.

Eldering, Lotty. 1997. "Ethnic Minority Students in the Netherlands from a Cultural-Ecological Perspective." *Anthropology & Education Quarterly* 28(3):330-350.

Gillborn, David. 1995. *'Race', ethnicity, and education: teaching and learning in multi-ethnic schools*. London:Unwin Hyman

Modood, Tariq. 2004. "Capitals Ethnic Identity and Educational Qualifications." *Cultural Trends* 13(2):87-105.

Shah, Bindi, Claire Dwyer and Tariq Modood. 2010. "Explaining Educational Achievement and Career Aspirations among Young British Pakistanis: Mobilizing 'Ethnic Capital'?" *Sociology* 44(6):1109-27.

Week 10 – 13 December 2016: Labour market outcomes among migrants/ethnic minorities

In this session, we will explore the economic participation and employment patterns of ethnic minorities (migrants and their descents) as one of the main source of inequality and discrimination. We will explain some of the reasons underpinning their labour market outcomes and compare these outcomes for ethnic minorities in different European countries such as Britain, Germany, The Netherlands, Belgium and France.

Reading for week 10:

Stephen Castles and Godula Kosack (1985) *Immigrant Workers and Class Structure in Western Europe*. 2nd edition. London, by Oxford University Press (pages 57-115)

Castles, S and Miller, M. 2003. *The age of migration, 3rd edition, Macmillan, London*. (chapter 8)

Anthony Heath & Sin Yi Cheung (2007). *Unequal Chances: Ethnic Minorities in Western Labour Markets*. Oxford university press. (any two of the following chapters: 1, 3, 4, 6, 7, 9, 12, 13, 14)

Berthoud, Richard. 2000. "Ethnic employment penalties in Britain." *Journal of Ethnic and Migration Studies* 26(3):389-416

Dobson, John R. 2009. "Labour mobility and migration within the EU following the 2004 Central and East European enlargement." *Employee Relations* 31(2):121-38.

Garner, Steve. 2007. "The European Union and the Racialization of Immigration, 1985-2006." *Race/Ethnicity: Multidisciplinary Global Contexts* 1(1):61-87.

Kalter, Frank, and Irena Kogan. 2006. "Ethnic inequalities at the transition from school to work in Belgium and Spain: Discrimination or self-exclusion?" *Research in Social Stratification and Mobility* 24(3):259-74.

Week 11 - 20 December 2016: The Muslim communities in Europe and the rise of Islamophobia

In this session we will discuss the formation of Muslim communities in Europe and will assess the similarities and differences between these communities across different European countries. We will discuss various issues related to identity, integration, segregation, separation, the representation of Muslims in public discourses and the media as well as the rise of Islamophobia. We will attempt to assess the extent to which Muslims are discriminated against in Europe due to their religious and cultural background.

Reading for week 11:

Robert J. Pauly (2004). *Islam in Europe : integration or marginalization*. England; Burlington, VT : Ashgate.

Tariq Ramadan, *Western Muslims and the Future of Islam* (Oxford University Press, 2004)

Pauly, R. (2004): "Islam in the United Kingdom", in: *Islam in Europe. Integration or marginalisation?*, Ashgate, chap. 5;

Nielsen, Jorgen (2004): *Muslims in Western Europe*, chap. 1 and 4 ("United Kingdom");

Modood, Tariq (2007): *Multiculturalism. A Civic Idea*, polity, chap. 1-4 (pp. 1-181).

Khattab, Nabil and Ron Johnston. 2013. "Ethnic and Religious Penalties in a Changing British Labour Market from 2002 to 2010: The Case of Unemployment." *Environment and Planning A* 45(6):1358-71.

Khattab, Nabil and Ron Johnston. 2014. "Ethno-Religious Identities and Persisting Penalties in the UK Labor Market." *The Social Science Journal*.

Week 12 - 27 December 2016: The 2004 and 2008 European Enlargement and migration

In this session, we will discuss how the European enlargement of 2004 and 2008 have created new waves of migrants, but this time these migrants were whites and Europeans. We will assess the impact and debate over EU white migrants and uncover the way through which they are being incorporated within the labour markets of the receiving countries, especially the UK.

Reading for week 12:

Kausar, Rukhsana. 2011. "Identifying social and economic push and pull factors for migration to the UK by Bulgarian and Romanian nationals." London: Department of Communities and Local Government.

Light, Duncan, and Craig Young. 2009. "European Union enlargement, post-accession migration and imaginative geographies of the 'New Europe': media discourses in Romania and the United Kingdom." *Journal of Cultural Geography* 26(3):281-303

Johnston, Ron, Nabil Khattab and David Manley. 2015. "East Versus West? Over-Qualification and Earnings among the UK's European Migrants." *Journal of Ethnic and Migration Studies* 41(2):196-218.

Parutis, Violetta. 2011. "White, European, and Hardworking: East European Migrants' Relationships with Other Communities in London." *Journal of Baltic Studies* 42(2):263-88.

Fox, Jon E, Laura Moroşanu, and Eszter Szilassy. 2012. "The racialization of the new European migration to the UK." *Sociology* 46(4):680-95.

Garapich, Michal P. 2008. "The migration industry and civil society: Polish immigrants in the United Kingdom before and after EU enlargement." *Journal of Ethnic and Migration Studies* 34(5):735-52.

Garner, Steve. 2007. "The European Union and the Racialization of Immigration, 1985-2006." *Race/Ethnicity: Multidisciplinary Global Contexts* 1(1):61-87.

Week 13 – 3 January 2017: The Arab spring and new waves of forced migrations

In this session, we will discuss the migration movements since the beginning of the Arab spring. WE will trace the direction and extent of these movements and uncover the social, economic and political impact of these waves of migrants on the receiving and the sending countries alike.

Reading for week 13:

Fargues, Philippe, and Christine Fandrich. "Migration after the arab spring." (2012).

Triandafyllidou, Anna, and Ruby Gropas. *European immigration: A sourcebook*. Ashgate, 2014.

Perthes, Volker. "Europe and the Arab Spring." *Survival* 53.6 (2011): 73-84.

Ayadi, Rym, and Carlo Sessa. "What scenarios for the Euro-Mediterranean in 2030 in the wake of the Arab spring?." *MEDPRO policy paper no 2* (2011).

Nascimbene, Bruno, and Alessia Di Pascale. "The 'Arab spring' and the extraordinary influx of people who arrived in Italy from North Africa." *European Journal of Migration and Law* 13.4 (2011): 341-360.

Camposi, Giuseppe. "The Arab Spring and the Crisis of the European Border Regime: Manufacturing Emergency in the Lampedusa Crisis." (2011).

Carrera, Sergio, Leonhard Den Hertog, and Joanna Parkin. *EU Migration Policy in the wake of the Arab Spring: What prospects for EU-Southern Mediterranean Relations?*. CEPS, 2012.

De Haas, Hein, and Nando Sigona. "Migration and revolution." *Forced Migration Review* 39 (2012): 5.

Noutcheva, Gergana. "Institutional governance of European neighbourhood policy in the wake of the Arab Spring." *Journal of European Integration* 37.1 (2015): 19-36.

Week 14: summary and discussion

Course Syllabus Change:

The student workload and course requirements are subject to change at the discretion of the instructor with proper advance notice to the students.

Class Attendance Policy

All students are expected to attend all classes regularly without any absence. Records of class attendance are kept by the instructor. For more information, please refer to the DI "Attendance Policy" that defines student, faculty, and DI rights and responsibilities with respect to class attendance at https://www.dohainstitute.edu.qa/Documents/AcademicPolicies/DIAcademicPolicies_Attendance_1015.pdf.

Grading Policy

The DI adopts a standardized system for grading and recording the students' academic progress. The grading scale is as follows:

Numerical Grade	Letter Grade	Grade Points	Course Letter Grade Classification
90-100	A	4.00	Distinction. Outstanding performance showing comprehensive, in-depth understanding of subject matter.
86-89	B+	3.5	Very Good. Clearly above average performance with very good knowledge and understanding of subject matter and with no deficiencies.
80-85	B	3.00	Good. Above average performance with good knowledge of principles and facts at least adequate to communicate intelligently in the discipline.
76-79	C+	2.5	Satisfactory. Basic understanding of knowledge of principles and facts with possible deficiencies.
70-75	C	2.00	Pass. Marginal performance with definite deficiencies.
0-69	F	0.00	Unsatisfactory. Fail

For information on DI grading procedures, such as changing grades or merit classifications in the Grade Point Average, please refer to the DI's full Grading System Policy at https://www.dohainstitute.edu.qa/Documents/AcademicPolicies/DIAcademicPolicies_Grading_1015.pdf.

Course Resits and Repeats and Student Appeals

Course Resits: At the DI, students who have missed or failed to pass an assessment for a course whether the assessment was an examination or coursework can apply for a resit for that specific assessment. No students are automatically registered for resit assessments, even if they missed an assessment for medical reasons or extenuating circumstances. For more information on the course resit procedures, please refer to the Resits Policy at https://www.dohainstitute.edu.qa/Documents/AcademicPolicies/DIAcademicPolicies_Resits_1015.pdf.”

“Course Repeats: Under no circumstances does the DI allow students to repeat a course whether failed or passed. Students will make use of the resit option to pass or improve their grades in a course. For more information on the course repeat procedures, please refer to the DI Resits Policy at https://www.dohainstitute.edu.qa/Documents/AcademicPolicies/DIAcademicPolicies_Resits_1015.pdf.”

“Student Appeals: Enrolled students at the DI have the right to appeal against decisions made by an Examination Committee, Disciplinary Committee, or any other equivalent body that may affect their academic progress, provided such appeals are based on grounds stated by the DI in the Student Academic Appeals Policy. Please refer to the policy for more information about the grounds for appeal, process of the appeal, and outcomes at https://www.dohainstitute.edu.qa/Documents/AcademicPolicies/DIAcademicPolicies_StudentAcademicAppeals_1015.pdf.

Academic Integrity and Misconduct

The DI expects all its students to comply with the principles of the DI Academic Code of Good Practice Policy which include, but are not limited to intellectual honesty; high ethical standards of academic conduct; submitting original work; acknowledging the work and efforts of other individuals and making appropriate references; undertaking honest research; and relying on one's own efforts in completing examinations and all other forms of assessment. The DI takes academic misconduct very seriously and students found guilty of it will be penalized. Students are given the chance to appeal in writing against any decision taken by the disciplinary committee. For more information on managing academic misconduct and its consequences, and student appeals, please refer to the DI Academic Code of Good Practice Policy at https://www.dohainstitute.edu.qa/Documents/AcademicPolicies/DIAcademicPolicies_AcademicCodeofGoodPractice_1015.pdf.

Student Course Surveys

Student course surveys are part of a process by which DI aims to improve teaching and learning. Students are strongly encouraged to participate in providing feedback on their course and its quality of instruction by completing an online student course survey. The survey is usually open during the last two or three weeks of a semester. Students will be informed of when and how to complete the survey in due time.

Student with Disabilities

Special needs or any disability-related concerns and requests must be submitted by students to the Enrollment and Student Affairs Department in good time to allow for facilitating such requests. The course instructor must also be previously informed of any requests and accommodations.

Course Readings Access and Library Resources

Course readings are available at the DI Library and its staff may assist in finding the relevant resources for studies and research. For more information, please visit the library page at <https://www.dohainstitute.edu.qa/EN/Library/Pages/Introduction.aspx>.