

Course Outline

COURSE:	LAWS 4607 A Immigration and Refugee Law
TERM:	FALL 2025
PREREQUISITES:	LAWS 2908 or PAPM 3000, LAWS 2502 and Fourth-Year Honours Standing
CLASS:	Day & Time: Tuesdays @ 2:35 pm – 5:25 pm Room: <i>Check Carleton Central for room location</i>
INSTRUCTOR:	Gulay Kilicaslan (she/her)
CONTACT:	Office: D598 Loeb Building Office Hrs: Tuesdays 1:00 pm – 2:00 pm <i>OR</i> By Appointment Telephone: (613) 520-2600 ext: 2591 Email: gulay.kilicaslan@carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/366373

CALENDAR COURSE DESCRIPTION

Immigrants and refugees; Canadian, international and human rights law and policy. Canadian Immigration and Refugee Act in Canada. Legal and social problems including entry and removal, family reunion, citizenship, remedies, the rights of clandestine migrants; settlement rights; non-discrimination; asylum; a nation's right to determine membership.

COURSE DESCRIPTION

Contemporary migrations, particularly the cross-border movements, result in challenging theoretical, methodological, legal and policy debates. This seminar course is designed to provide students with a comprehensive introduction to the studies of im/migration and refugee from a socio-legal perspective by focusing on these debates. They are particularly relevant to the national image of Canada where the figures of immigrants and refugees constitute the backbone of multiculturalism discourse. In this seminar course, we will examine the migration regime as well as immigration and refugee law in relation to discussions on extraterritorial membership, political community and governance; partition of nation, location, and identities; immigrant settlement and incorporation; im/migrant rights advocacy, state and subnational regulations, and rise of anti-immigrant discourse; the production of borders, immigrant figures and migrant “illegality”; im/migrant and refugee deservingness; bordering and migration management; criminalization of im/migrants and securitization of borders; and so forth. Many of these debates are marked by boundaries and

bordering attempt, whether at the level of legal and political boundaries, national borders or social boundaries related to belonging, rights and membership.

This seminar course will begin with an overview of the approaches to migration which also discuss factors leading to migration and legal contexts in which migration is being governed. The terms of nation-state, border violence, settler colonialism, and assimilation will be briefly discussed in the first two seminars. Next, we will turn to the policies that govern migration and borders to study how they have affected migrant flows and the ethno-racial makeup of 'receiving' societies. We will also examine the socio-political contexts in which these policies are created and enacted. In the next part of the seminar course, we will study migration in relation to race, class, gender, and religion. Furthermore, we will discuss how migrants settle into receiving societies and how those societies respond, in doing so we will critically engage in debates on assimilation, integration and multiculturalism from a socio-legal perspective. Finally, the seminar course ends by examining how migration alters ethno-racial boundaries and affects group membership and how migrants mobilize for their rights. These topics will be examined from a theoretical perspective and illustrated by empirical examination of lived experiences of immigrants and refugees, particularly in Canada.

COURSE SPECIFIC LEARNING OBJECTIVES

- 1) To understand border construction, migration regime, and refugee law in a historical context
- 2) To develop critical analysis of national and global legal frameworks of and policies on im/migration related issues
- 3) To understand how migration has impacted social, economic, political, and cultural dynamics of Canadian society
- 4) To be able to extend critical race, gender, and class analyses to immigration and settlement related issues
- 5) To learn about im/migrants' experiences and im/migration policies from primary sources of knowledge

REQUIRED TEXTS

Students are not required to purchase textbooks or other learning materials for this course. All course materials and instructions about the course assignments will be made available on Brightspace prior to the first week of the course.

Reading assignments include book chapters and articles from diverse sources. To enhance learning, additional resources such as videos, films, documentaries, and guest speakers are also incorporated.

LEARNING ACTIVITIES & ASSIGNMENTS

The primary objective of the learning activities is to enhance your skills in theoretical analysis and engaged/critical reading and writing of texts. In assessing your learning, I will pay particular attention to the following factors:

1. An active level of participation.
2. Evidence of your ability to integrate new knowledge and to effectively communicate your understanding in writing.
3. Evidence of your ability to critically analyse and engage with alternative perspectives.
4. Quality, clarity, and engagement in writing.

Tips for Reviewing Reading

In reviewing each reading, think about the following questions:

- What is the author's main argument?
- How does the author support their argument?
- How does the author define key concepts?
- What are the political, personal, and intellectual implications of the author's arguments?
- What is your critique of the author's argument, assumptions, evidence?
- What questions do this reading raise for you?
- What did you learn from this reading in relation to immigration and refugee law?

EVALUATION

Standing in a course is determined by the course instructor, subject to the approval of the Department and 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 Department and the Dean.

Course Component	Weight	Due Date	
Participation	20%	N/A	
Group Presentation of Readings	15%	Choose a week: September 15	Presentation: Chosen Week
Public Media Coverage Commentary	20%	October 17	
Research Paper Outline	10%	November 11	
Research Paper	35%	December 5	

◇ **Participation (20%)**

We will hold weekly class discussions on Tuesdays from 2:35 pm to 5:25 pm. You will find updates about your course schedule on Brightspace regularly.

Attendance is extremely important for full engagement in this course. Your presence and active engagement are expected to have a collective discussion. I strongly encourage you to discuss with me any circumstances that may affect your attendance & participation in class. It is expected that

you will join the class having completed the assigned readings. Class time will be discussion-oriented and you should be prepared to discuss readings in both small and large group formats. Participation points will be allocated based on active engagement with course content and peers; therefore, you will not get full marks for only showing up in the class. Participation points will be evaluated based on two components:

1: Class attendance and discussion engagement (15%): You will get full marks if you do the weekly readings and engage in class discussions actively.

2: Forum posts on Brightspace (5%): Each week, a group of students will lead our seminar by presenting on the assigned readings and submitting 3–4 discussion questions (see Group Presentation assignment). After I provide feedback, these questions will be posted on Brightspace the latest by **Friday 5:30 pm**.

All other students are expected to choose two of the posted questions and write short responses (150–200 words each) that demonstrate direct engagement with the weekly readings. These responses must be submitted to Brightspace by **Tuesday at 12:30 pm**, before class begins. During class, students are encouraged to draw from their written responses to participate in discussion. These responses will be assessed for clarity, thoughtfulness, and evidence of having done the readings. You are expected to submit responses for at least **5 weeks** throughout the term to receive full marks. Forum post responses submitted during the week of your own group presentation will not count toward your required minimum number of posts.

(!) Important Note on the Use of Generative AI Tools for Forum Posts: I strongly caution you against simply using GenAI (e.g., ChatGPT, Deepseek, Capilot etc.) to answer these questions. Such tools tend to produce generic and similar-sounding responses, which may result in multiple students submitting almost identical work. In such cases, I am required to treat the overlap as possible **plagiarism** (see the Plagiarism section of this course outline and the University's Academic Integrity Policy). The goal is for you to read the texts and respond with your own ideas, insights, and critical engagement.

◇ **Group Presentation of Readings (15%)**

Each week, a group of students, with the number of presenters matching the number of assigned readings for that week, will work collaboratively to lead part of our seminar. By **September 15**, you must sign up for your presentation week and topic through the Groups section on Brightspace. As a group, you will select and divide the week's readings among yourselves, ensuring everyone reads all materials but takes primary responsibility for leading discussion on one portion. You should meet outside of class to decide on a shared framing for your presentation that links all readings to the week's central theme and to develop at least 3–4 discussion questions that connect the readings to each other and to current socio-legal or policy debates. These discussion questions must be submitted to me by **Friday at 12:00 pm** (one submission per group, cc'ing all members) so I can review them, provide feedback, and post the final set on Brightspace for your classmates to use in their weekly forum posts by Friday evening. The delay in sending your group discussion questions will result in a late penalty of 2% = of your presentation points.

In class, your group will have 20–25 minutes in total: begin with a collaborative 2–3 minute introduction to present your shared framing and explain its importance; follow with 5–7 minute segments for each member to highlight key arguments, concepts, or debates from their assigned reading while linking back to the group’s framing; then facilitate about 5 minutes of interactive engagement using at least one discussion question (e.g., small-group discussion, short debate on a recent development/policy change, or real-world case analysis). After the interactive activity, you will continue to lead the discussion using your prepared discussion questions, building on the ideas and exchanges generated by your classmates. The emphasis should be on synthesis and connection rather than isolated mini-lectures, and the presentation should flow as one coherent discussion rather than separate parts. Do not give full summaries of the readings; instead, focus on 2–3 key ideas per reading, their socio-legal significance, and how they relate to each other and the main theme. You are encouraged to be creative, using slides, handouts, visuals, or short audio/video clips to enrich the discussion. All group members will normally receive the same grade for the group presentation unless there is clear evidence of unequal participation, in which case I may adjust individual grades.

◇ **Public Media Coverage Commentary Assignment (20%)**

You are required to write a critical commentary on a recent news article or public media coverage in Canada related to immigration and refugee issues. Your commentary should take a socio-legal perspective and aim to demonstrate a deep understanding of the principles and readings covered in the course. In this assignment, you will 1) select a recent news article or public media coverage on immigration and refugee issues in Canada, 2) provide a critical analysis by drawing connections between the media content and relevant legal frameworks, 3) assess the accuracy and implications of the coverage, 4) present your own informed position on the issue. There is no need to provide outside sources, as you are expected to rely on course readings for your commentary. The only outside source will be the media coverage you choose. The commentary should be between **750-1000 words** and will be graded based on the clarity of the summary, depth of socio-legal analysis, quality of argument, and overall writing. A detailed guideline outlining the requirements and expectations for this assignment will be available on Brightspace. The commentary assignment is due on **October 17**.

◇ **Research Paper Outline (10%)**

You are required to prepare an outline for the paper you plan to write as your final research paper. The outline should be about **2-3 pages** (Times New Roman, 12-font, single spaced) and include the following elements: 1. Your research question, 2. The rationale for investigating this question (i.e. explain why do you focus on this question?), 3. Thesis statement, 4. Tentative ideas about the kinds of arguments, positions or approaches you plan to present in the research paper, 5. An annotated bibliography of 5-7 academic sources with proper citation information. The annotations should indicate how you plan to use the source in question in relation to your chosen topic; you may include a copy of the abstract if one is available. The research paper outline is due on **November 11**.

◇ **Research Paper (35%)**

You are required to submit a final research paper on a topic that builds and expands upon a topic covered in class, or a related topic. Topics or readings that are not directly related to the course are

not acceptable. Please consult with me before the middle of the term if you are not sure about the topic of your paper. The paper should be between **2500 and 3000 words** (Times New Roman, 12-font, double spaced). The final essay is due on **December 5**.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

In this seminar course, deadlines are set for different reasons including to stay on a track. If you experience any difficulties (medical or otherwise) to attend the classes or meet the deadlines, please contact me beforehand to discuss alternative options that can accommodate your requests. It is very important to come up with solutions that will be fair to every participant of this class. Asking for accommodations, you don't need to provide me with a detailed reason but only a hint that can help me to come up with an efficient plan for both parties. Depending on the reasons, we can modify the deadlines or provide you with reasonable extensions.

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link:

<https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

SCHEDULE**September 9****Week 1: Meet & Warm Up****Overview of Course Outline**

Read the Course Outline closely and bring your questions to the class. The outline is available on the Brightspace Course Homepage.

September 16**Week 2: Introduction**

Immigration and Refugee Law: Cases, Materials and Commentary. Emond Montgomery Publication, 2020. Introduction, p. 1-41.

Walia, Harsha. 2021. "Dispossession, Deprivation, Displacement: Reframing the Global Migration Crisis," in *Border & Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism*. Chicago: Haymarket Books. (Ch.3)

Check out [UNHCR's new interactive law and policy dashboards](#)! More information will be provided on Brightspace.

September 23**Week 3: Nation-State, Law and Border Construction**

Bhatia, Amar. 2018. "Re-Peopling in a Settler-Colonial Context: The Intersection of Indigenous Laws of Adoption with Canadian Immigration Law." *AlterNative: An International Journal of Indigenous Peoples* 14(4):343–53.

Labman, Shauna and Jamie Chai Yun Liew. 2019. "Law and Moral Licensing in Canada: The Making of Illegality and Illegitimacy Along the Border." *International Journal of Migration and Border Studies* 5(3): 188-211.

Anderson, Bridget, Nandita Sharma, and Cynthia Wright. 2009. "Why No Borders?" *Refuge* 26(2): 5–18. Open access: <https://refuge.journals.yorku.ca/index.php/refuge/article/view/32074/29320> .

Recommended:

Zolberg, A. R. 2012. "Why Not the Whole World? Ethical Dilemmas of Immigration Policy." *The American Behavioral Scientist (Beverly Hills)*, 56(9), 1204–1222.
<https://doi.org/10.1177/0002764212443821>

September 30

Week 4: Refugee Reception Context: 'Inclusion vs. Exclusion'

Rehaag, Sean. 2019 "Judicial Review of Refugee Determinations (II): Revisiting the Luck of the Draw." *Queen's Law Journal* 45 (1): 1–36. **OR** Rehaag, Sean. 2024. "Luck of the Draw III: Using AI to extract data about decision-making in Federal Court stays of removal." *Queen's Law Journal* 49 (2): 73–126.

Labman, Shauna. 2019. Ch.4: "Numbers, Access, and Rights" in *Crossing Law's Border: Canada's Refugee Resettlement Program*. Vancouver, British Columbia; UBC Press.

Satzewich, Vic. 2015. "Delegated Discretion," in *Points of Entry: How Canada's Immigration Officers Decide Who Gets In*. Vancouver: UBC Press, 37-58. (eBook online)

Recommended:

Masoumi, Azar (2023) Part 1 (Chapter 1 and 2): "The Early Years, 1946-92" in *Refugee Are (Not) Welcome Here*. Vancouver: UBC Press, 31-58. (eBook online)

October 7

Week 5: Citizenship, Non-Citizenship and Precarious Legal Status

Hari, Amrita. 2014. "Temporariness, Rights, and Citizenship: The Latest Chapter in Canada's Exclusionary Migration and Refugee History." *Refuge* 30(2): 35-44.

Tungohan, Ethel. 2018. "Living with Compromised Legal Status: Irregular Temporary Foreign Workers in Alberta and the Importance of Imagining, Strategizing, and Inter-Provincial Legal Consciousness." *International Migration* 56(6): 207–20. doi: [10.1111/imig.12506](https://doi.org/10.1111/imig.12506).

Patricia Landolt. 2022. "Assembling the Local Politics of Noncitizenship: Contesting Access to Healthcare in Toronto-Sanctuary City." *Social Problems*, 69 (1): 74–90.
<https://doi.org/10.1093/socpro/spaa046>

Recommended:

Goldring, Luin and Patricia Landolt. 2013. *Producing and Negotiating Non-Citizenship: Precarious Legal Status in Canada*. Toronto: University of Toronto Press. Chapter 1 (Pp. 3-27)

María Josefina Saldaña-Portillo. 2019. The Violence of Citizenship in the Making of Refugees: The United States and Central America. *Social Text* 37 (4 (141)): 1–21.

October 14**Week 6: Statelessness, Displacement and Law**

Blum, Joshua. 2020. “When Law Forgets: Coherence and Memory in the Determination of Stateless Palestinian Refugee Claims in Canada.” *International Journal of Refugee Law* 32 (2): 254–282.

Eliassi, Barzoo. 2016. “Statelessness in a World of Nation-States: The Cases of Kurdish Diasporas in Sweden and the UK.” *Journal of Ethnic and Migration Studies* 42 (9): 1403–1419.

Dirik, Dilar. 2022. “Mexmûr: From Displacement to Self-determination” in *The Kurdish Women’s Movement: History, Theory, Practice*. London: Pluto Press, pp. 156-169.

Recommended:

Cowper-Smith, Yuriko and Jocelyn Kane. 2024. “The Shifting Landscape of Statelessness in Canada” in *Forced Migration in/ to Canada*, edited by Christina R. Clark-Kazak. Montreal & Kingston: McGill-Queen’s University Press, pp. 275-91.

Liew, Jamie Chai Yun. 2024. *Ghost Citizens: Decolonial Apparitions of Stateless, Foreign and Wayward Figures in Law*. Fernwood Publishing. (Ch.3: pp. 44-63)

October 21**NO CLASS (FALL BREAK)****October 28****Week 7:****Family, Membership and Belonging**

Harder, Lois. (2020) “‘Maternity Tourism’, Civic Integration and Jus Solis Citizenship in Canada.” *Revue Européenne des Migrations Internationales*. 36(4): 35-54.

Gaucher, Megan. (2018) *A Family Matter: Citizenship, Conjugal Relationships, and Canadian Immigration Policy*. Vancouver: UBC Press. (Ch.3, p. 75-98)

Joly, Yann et al. (2017) "DNA Testing for Family Reunification in Canada: Points to Consider." *Journal of International Migration and Integration* 18(2): 391-404.

November 4

Week 8:

Rethinking Immigration and Settlement through Critical Race, Gender and Class Analyses

Mayell, Stephanie. 2024. "It's like We're Still in Slavery": Stress as Distress and Discourse among Jamaican Farm Workers in Ontario, Canada." *Social Sciences* 13(1): Article 16.
<https://doi.org/10.3390/socsci13010016>

Lee, Eunjung, and Marjorie Johnstone. 2021. "Lest We Forget: Politics of Multiculturalism in Canada Revisited During COVID-19." *Critical sociology* 47 (4-5): 671–685.

Vargas, Maria E. 2020. "Ghostly Others: Limiting Constructions of Deserving Subjects in Asylum Claims and Sanctuary Protection." *Journal of International Women's Studies*. 21 (7): 77–88.

Recommended:

Lee, Edward Ou Jin. "Tracing the Coloniality of Queer and Trans Migrations: Resituating Heterocisnormative Violence in the Global South and Encounters with Migrant Visa Ineligibility to Canada." *Refuge (Toronto. English edition)* 34.1 (2018): 60–74.

Abji, Salina. 2020. "Punishing Survivors and Criminalizing Survivorship: A Feminist Intersectional Approach to Migrant Justice in the Crimmigration System." *Studies in social justice* 14: 67–89.

Cintra, Natalia, and Patrícia Nabuco Martuscelli. 2025. "Wall of Visas: How Race Impacts the Externalization of (Forced) Migration Control in South–South Migration Corridors." *Ethnic and Racial Studies*, 1–18. <https://doi.org/10.1080/01419870.2025.2484410>.

November 11

Week 9:

Securitization of Borders and Criminalization of Migration

Dauvergne, Catherine. 2025. "The Banality of Crimmigration—Can Immigration Law Recover Itself?" *Laws* 14(3):35. <https://doi.org/10.3390/laws14030035>

Atak, Idil, Graham Hudson, and Delphine Nakache. 2019. "Policing Canada's Refugee System: A Critical Analysis of the Canada Border Services Agency." *International Journal of Refugee Law* 31, no. 4 (2019): 464–491.

Molnar, Petra. 2021. Technological testing grounds and surveillance sandboxes: Migration and border technology at the frontiers. *Fletcher F. World Aff.*, 45:2, 109-118.

Molnar, Petra. 2025. Border Technologies Under Trump 2.0. *JustSecurity*. January 2, 2025
<https://www.justsecurity.org/105662/border-technologies-under-second-trump-administration/>

Recommended:

Nath, Nisha. 2021. "Curated Hostilities and the Story of Abdoul Abdi: Relational Securitization in the Settler Colonial Racial State." *Citizenship Studies* 25(2): 292-315.

November 18

Week 10:

Detention and Immigration

Mountz, Alison. 2020. "Offshore Detention and the Enforcement Archipelago." In *The Death of Asylum: Hidden Geographies of the Enforcement Archipelago*, 127–152. Minneapolis: University of Minnesota Press. (Chapter 5 only)

Kronick, Rachel, Cécile Rousseau, and Janet Cleveland. 2016. "They Cut Your Wings over Here ... You Can't Do Nothing: Voices of Children and Parents Held in Immigration Detention in Canada." in *Detaining the Immigrant Other: Global and Transnational Issues*, edited by R. Furman, D. Epps, and G. Lamphear. New York, NY: Oxford University Press: pp. 195–207.

Moffette, David. 2021 "Immigration Status and Policing in Canada: Current Problems, Activist Strategies and Abolitionist Visions." *Citizenship Studies* 25(2): 273-291.

November 25

Week 11:

Resistance, Anti-Border Mobilization and Migrant Rights Advocacy

Bharmal, Ibrahim. 2025, April 23. "The immigrant rights resistance lives". *Harvard Law Review Blog*.
<https://harvardlawreview.org/blog/2025/04/the-immigrant-rights-resistance-lives/>

Gevara, Natalia. 2025, July 11. "How organizers in California's Central Valley are fighting ICE raids and deportations." *Teen Vogue*. <https://www.teenvogue.com/story/organizers-in-californias-central-valley-fighting-ice-raids-deportations>

Scott, Mac, and Sherry Thorpe. 2014. "Stay Relevant, Stay Radical: A Roundtable on the Solidarity City Movement in Canada," *Upping the Anti*. Issue 16.
<https://uppingtheanti.org/journal/article/stay-relevant-stay-real-stay-radical>

Mishra, Mohan, and Faria Kamal. 2018. "Regularization from the Ground Up: The Don't Ask Don't Tell Campaign." <https://noiireference.wordpress.com/resources/regularization-from-the-ground-up/>

Recommended:

Syed Hussan. 2021. "What is a Migrant? Is She a Revolutionary?" *Briarpatch Magazine*.
<https://briarpatchmagazine.com/articles/view/what-is-a-migrant-and-is-she-a-revolutionary>

Mountz, Alison. 2020. *The Death of Asylum: Hidden Geographies of the Enforcement Archipelago*. Minneapolis: University of Minnesota Press.

December 2

Week 12:

Term Wrap-Up & Watch a Film and Discuss

The Film: Ben Sharrock. 2020. **Limbo**. United Kingdom: Caravan Cinema, British Film Institute (BFI), Creative Scotland, Film4.

No required readings.

[The final research paper is due on December 5]

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

Please review the following three notes and the webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

a. A note on submitting substantially the same piece of work more than once for academic credit:

- You may build on your past work from another course or assignment, but you cannot simply copy and paste it as a new submission. Before doing so, please discuss it with me to clarify how your previous work will be utilized, how it will enhance your current project and how you will cite it.

b. A note on group or collaborative work:

- Group work in this course is limited to presentations, including article allocation and preparing discussion questions. All group members will normally receive the same grade for the group presentation unless there is clear evidence of unequal participation, in which case I may adjust individual grades. If the group's discussion questions are submitted late without prior consultation, each member will lose 2% of their presentation points.

c. A note on the use of generative artificial intelligence (GenAI) tools (e.g. ChatGPT, DeepL, Deepseek, Character.ai, Capilot):

Unless otherwise noted during class activities, you may only use GenAI technologies to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. If you use GenAI tools during the research or writing process, you must provide an appropriate citation or acknowledgment in your assignments. This note should describe the extent of the tool's use, including any role it played in drafting, editing, or formatting, and must align with disciplinary norms. Transparency in this regard is essential to uphold academic integrity and ensure proper attribution. I will post a table on Brightspace in the first of week of classes for some examples of allowable and non-allowable uses of GenAI technologies in this class.

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, artworks, 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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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.

STATEMENT ON 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.

For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

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 ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

Pregnancy and Family-Status Related Accommodations

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. For more details about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

Religious Obligation

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. For more details, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

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. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation 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). 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 where 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 must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).