A map of the world

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**Settler Colonialism and Migration**

**HIST 5314A / MGDS 5002B**

**Winter 2024**

**History Department, Carleton University**

Source: Kōseishō, Jinkō Minzokubu, *Yamato Minzoku o Chūkaku to Suru Sekai Seisaku no Kentō*, no. 6, in *Minzoku Jinkō Seisaku Kenkyū Shiryō: Senjika ni Okeru Kōseishō Kenkyūbu Jinkō Minzokubu Shiryō*, vol. 8 (repr., Tokyo: Bunsei Shoin, 1982), 2811.

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**Meeting Times:**  Thursdays, 8:35 – 11:25

**Instructor:** Dr. Laura Madokoro

**Contact:** Office: Paterson Hall 428

Office Hrs: By Appointment

Email: [laura.madokoro@carleton.ca](mailto:laura.madokoro@carleton.ca)

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1. **Course Description**: The subjects of settler colonialism and migration are both distinct and deeply inter-connected. Settler colonialism is often distilled as the dispossession and displacement of Indigenous peoples and yet recent scholarship has complicated when and how this occurred historically, and the shape and character of settler colonialism in the present. Relatedly, migration is often defined as the movement across international borders yet such a focus ignores the history of mobility prior to the creation of nation-state borders, particularly among Indigenous peoples, and internally to nation-states in the present. Taking a global perspective, with a special focus on the Canadian context and that of other white settler societies, this seminar explores the subjects of settler colonialism and migration in tandem to investigate the nature of mobility, settlement, and displacement in the past and present. The central focus is twofold: to understand the ways in which settler colonialism has been a product of migration and the ways in which it has also led to the forced displacement of peoples historically. Adopting a historical gaze, this course seeks to explore the ways notions of settlement have evolved, and the contingencies and structures that shape settler colonialism and migration in the present.
2. **Learning Outcomes**: Over the course of the Winter 2024 semester, as a student in HIST 5314 you will develop a deeper understanding of the history of the term settler and the ongoing debates over the relationship between migration, settler colonialism, and identity. Through a series of readings, screenings and discussions that explore settler colonialism and migration in global, national and local context, you will develop their capacity to engage critically with debates in the fields of Migration Studies and Settler Colonial Studies and better situate their own work in the context of these scholarly engagements.

The learning outcomes for the course therefore consist of the following:

1. To understand and explain historical events, people, institutions, movements, and ideas over several periods of the past and over several regions of the world.
2. To analyze and assess historical documents, artifacts, and other primary sources.
3. To evaluate historical arguments and historical scholarship as well as contemporary discussions on the subjects of settler colonialism and migration.
4. Recognize and apply historical methods and historical theories to make historical arguments.
5. Conduct independent research using primary sources and historical scholarship.
6. Express in writing the results of historical thinking and research.
7. Express orally the results of historical thinking and research.
8. **Course Materials:** Readings for the course consist of a variety of essays and academic articles as well as a range of textual, audio, and visual primary sources. These will all be available online or via Course Reserves at [MacOdrum Library](https://library.carleton.ca/).

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1. **Course Calendar**

**Introduction**

**Week 1**

**January 11** **Introduction**

Readings

Lorenzo Veracini and Edward Cavanagh, *The Routledge Handbook of the History of Settler Colonialism* (Routledge, 2017), 1-8, available online via MacOdrum Library Reserves. See next page…

Laura Madokoro, “Peril and Possibility: A Contemplation of the Current State of Migration History and Settler Colonial Studies in Canada*”* and “On Future Research Directions: Temporality and Permanency in the Study of Migration and Settler Colonialism in Canada,”  *History Compass* 17(1) 2019, available online via MacOdrum Library Reserves.

**Week 2**

**January 18 Key Themes and Debates**

Readings

*Student-led discussion of the following four* articles and chapters:

Patrick Wolfe, “Settler colonialism and the elimination of the native”, *Journal of Genocide Research*, 8(4) (2006), 387-409. Available online via MacOdrum Library Reserves.

Bonita Lawrence and Enakshi Dua. “Decolonizing Antiracism.” *Social Justice* 32(4) (2005), 120–43. Available online via MacOdrum Library Reserves.

Dean Itsuji Saranillio, "Why Asian settler colonialism matters: A thought piece on critiques, debates, ans Indigenous difference." *Settler Colonial Studies* 3(3-4) (2013): 280-294. Available online via MacOdrum Library Reserves.

Justin Leroy, "Black History in Occupied Territory: On the Entanglements of Slavery and Settler Colonialism." *Theory & Event* 19(4) (2016). Available online via MacOdrum Library Reserves.

In-Class Activity

Viewing of All Our Father’s Relations (Al Yoshizawa, 2016). Trailer [here](https://vimeo.com/547607721).

**Settler Colonialism and Global Migration**

**Week 3**

**January 25 At Home and Abroad: Japan and Algeria**

Readings

*Student-led discussion of the following four articles and chapters:*

Eiichiro Azuma, “Introduction” (1-28) AND “Chapter Three: Transpacific Migrants and the Blurring Boundaries of State and Private Settler Colonialism” (93-124), rom *In Search of Our Frontier: Japanese America and Settler Colonialism in the Construction of Japan’s Borderless Empire* (University of California Press, 2019). Available online via MacOdrum Library Reserves.

Fiona Barclay, Charlotte Ann Chopin & Martin Evans, “Introduction: Settler Colonialism and French Algeria,” *Settler Colonial Studies* 8(2) (2018), 115-130. Available online via MacOdrum Library Reserves.

Emmanuelle Comtat, "From Indigenes to Immigrant Workers: pied-noir perceptions of Algerians and people of Algerian origin in postcolonial France," *Settler Colonial Studies* 8(4) (2018): 401-421. Available online via MacOdrum Library Reserves.

**Week 4**

**February 1** **Epistemological Encounters (British Empire and Canada)**

Preparation

Indigenous Learning Bundle: Decolonization is for Everyone (Please Consult Bundle 1: Overview and Bundle 2: Collaborator’s Lectures).

Readings

*Student-led discussions of the following two chapters:*

Dan Rück, “Kahnawà:ke and Canada,” *The Laws and the Land: The Settler Colonial Invasion of Kahnawà:ke in Nineteenth-Century Canada* (UBC Press, 2021), 25-51. Available via MacOdrum Library Course Reserves.

Elizabeth Elbourne, “Frontier Violence and the ‘Rule of British Law,” in *Empire, Kinship and Violence Family Histories, Indigenous Rights and the Making of Settler Colonialism, 1770-1842* (Cambridge University Press, 2022), 189 – 231.

In-Class Activity

A Conversation with Dr. Dan Rück.

**Week 5**

**February 8** **19th Century Expansionism**

Preparation

Excerpts from Settler Guides:

* Mary Ann Shadd:  [https://www.canadiana.ca/view/oocihm.47542](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canadiana.ca%2Fview%2Foocihm.47542&data=05%7C01%7CLauraMadokoro%40cunet.carleton.ca%7C5359506923694fb8cb0d08dbdb0ac1a1%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C638344611466425734%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=N6OvzVB0xPI5x%2BLadNwyHf%2FoQ4qG7mlYYLSu6izwPXU%3D&reserved=0)
* Department of Agriculture:  [https://www.canadiana.ca/view/oocihm.59230](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.canadiana.ca%2Fview%2Foocihm.59230&data=05%7C01%7CLauraMadokoro%40cunet.carleton.ca%7C5359506923694fb8cb0d08dbdb0ac1a1%7C6ad91895de06485ebc51fce126cc8530%7C0%7C0%7C638344611466425734%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=EvgTXoHhLTUjGCb1NGQOPmQOQGePOrv2JTVE5D7GLMQ%3D&reserved=0)

Readings

*Student-led discussion of the following two chapters:*

Laura Ishiguro, “Affection Can Overcome Distance,” in *Nothing to Write Home About: British Family Correspondence and the Settler Colonial Everyday in British Columbia* (UBC Press, 2019), 62-92. Available via MacOdrum Library Course Reserves.

Sarah Carter, “Widows and Other Immigrant Women Homesteaders: Struggles and Strategies,” in *Imperial Plots : Women, Land, and the Spadework of British Colonialism on the Canadian Prairies* (University of Manitoba Press, 2016), 147-206. Available via MacOdrum Library Course Reserves.

In-Class Discussion

A conversation with Dr. John Walsh (who suggested the Settler Guides for our consideration).

**Week 6**

**February 15 Imperialism, Migration, and State Formation (British Empire and Israel)**

Readings

Ran Aaronsohn, “Baron Rothschild and the initial stage of Jewish settlement in Palestine (1882-1890): a different type of colonization?” *Journal of Historical Geography* 19(2) (1993), 142-156. Available via MacOdrum Library Course Reserves.

Nur Masalha, "Remembering the Palestinian Nakba: Commemoration, Oral History and Narratives of Memory", *Holy Land Studies: A Multidisciplinary Journal* 7(2) (2008) , 123 - 156. Available via MacOdrum Library Course Reserves.

Rachel Busbridge, “The Wall Has Feet but so Do We: Palestinian Workers in Israel and the ‘separation’ Wall,” *British Journal of Middle Eastern Studies* 44(3) (2017), 373–90, Available via MacOdrum Library Course Reserves.

Rachel Busbridge, "Israel-Palestine and the settler colonial ‘turn’: From interpretation to decolonization." *Theory, Culture & Society* 35, no. 1 (2018): 91-115. Available via MacOdrum Library Course Reserves.

In-Class Primary Source Activity

Viewing and Discussion: *My Neighbourhood,* [*https://justvision.org/myneighbourhood/watch*](https://justvision.org/myneighbourhood/watch)(2012), 25 minutes.

**Week 7**

**February 22 Reading Week: No Class**

**Week 8**

**February 29** **Forced Migration and Settler Colonialism**

Readings

*Student-led discussion of the following three articles and chapters:*

Y-Dang Troeung, “Introduction,” *Refugee Lifeworlds: The Afterlife of the Cold War in Cambodia* (Philadelphia: Temple University Press, 2022), 1-45. Available online via MacOdrum Library Reserves.

Katherine Fobear, “Queer settlers: Questioning settler colonialism in LGBT asylum processes in Canada” *Refuge: Canada’s Journal on Refugees*, 30(1) (2013), 47–56. Available online via MacOdrum Library Course Reserves.

Maral Moradipour. "Celestial and Terrestrial Constellations: Relationality and Migration in Rebecca Belmore’s Biinjiya’iing Onji (From Inside)." *ESC: English Studies in Canada* 45 (3) (2019): 31-52. Available online via MacOdrum Library Course Reserves.

In-Class Activity

A conversation with Dr. Maral Moradipour (via Zoom).

Due Date

Project proposals due by 11:59 pm, February 29, via Brightspace.

**Individual Projects and Workshops**

**Week 9**

**March 7** **No Class – Individual meetings to discuss progress on research projects**

**Week 10 No Class – Individual meetings to discuss progress on research projects as necessary**

**March 14**

**Week 11**

**March 21 Carleton University Art Gallery**

Preparation

Indigenous Learning Bundle: Decolonization is for Everyone (Please Consult Bundle 3: Meet the Knowledge Keeper: Marlene Pierre)

**Week 12**

**March 28 Project Workshops**

**April 4 Semester Debrief at the Carleton University Art Gallery and Final Paper Submission**

1. **Evaluation**

The main goal of this seminar is to engage deeply and meaningfully with scholarship in the fields of Settler Colonial Studies and Migration Studies and to explore the ways in which this work is shaping academic research and society-wide conversations. Relatedly, this seminar is intended to give you the opportunity to make their own contributions to this intersectional dialogue. The assessment components of the course are designed to reflect this. As detailed below, there is a self-assessment grade for participation, and additional assessments for the seminar presentation, weekly reading reflections (Week 2 – 8), a research proposal and final research paper.

**Late penalties, extensions**

Participation (self-graded): 15%

My expectation is that everyone will attend each seminar, knowing that regular attendance and participation leads to rich intellectual community and discussion. Participation will be based on depth and breadth of preparation and engagement in seminar discussions. This can take many forms including careful and attentive listening, oral contributions, or active engagement in reflection exercises and other class activities. You will self-assess your grade for participation based on the following rubric (letter grade) and submit the letter grade to me on the last day of class, 8 April 2024. The final grade will be based on this self-assessment as well as my own, using the rubric outlined below:

Attendance 30%

Preparation 30%

Engaged Participation 40%

Seminar Presentation: 15%

Over the course of the semester, students will lead the discussion on one article or chapter assigned as preparation for seminar discussions. These presentations should be 5-10 minutes in length and include an overall argument or thesis about the significance of the reading, the biography of the author, a summary of the reading, and an analysis of the article’s significance (argument, methods, and / or evidence). Presentations are done individually but you are welcome to coordinate with other students presenting that week. Presentations should include at least two questions for discussion. PPTs are not required though can be useful for background context. The grade for this assignment is based on the following rubric:

Thesis statement 20%

Biography of the author 10%

Reading Summary 20%

Analysis of Reading Significance 30%

Questions for Discussion 20%

Reading Reflections: 30%

Before each class in Weeks 2-8, you will post brief reflections (six in total) on the readings that cover three components (not on the “preparation” elements e.g. settler guides, Week 6). Overall argument about the significance of the readings for that week, 1-2 key take-away points, and one question raised by the readings. The reflections should be as comprehensive as possible. In other words, they should try and distill all the readings, but focusing on individual readings is also appropriate. Reflections should be no more than 300 words per reflection and they should be posted to the Discussion List in the relevant Brightspace Module (e.g. Week 2). Reflections will be based on the following rubric:

Overall Argument 40%

Key Take-Away Points 30%

Question for Consideration 30%

Final Research Project (40%)

Although this course seeks to be as comprehensive and global as possible, there are many examples of settler colonialism and migration that will not be addressed in-depth over the course of the semester. The final research project for this course is an opportunity to build on seminar discussions to pursue an independent research project related to the entangled relationship between migration and settler colonialism. This project can take many different forms, it can be the study of a particular theme (race, gender, class), a particular case study at the local, regional, national, or global levels, an analysis of a particular community, or a personal reflection, etc. The goal of this assignment is to enable you to pursue research in an area that is of particular interest to you. We will workshop these papers in class during weeks 11 and 12 of the semester. You are welcome to develop research papers that relate to, and support, your larger MA research projects.

Word Count: 3,500 – 5,000 words

Source Requirement: a minimum of one primary source and ten peer-reviewed sources.

Project Proposal: 10%

Please provide me with a project proposal that outlines the inspiration for your project (including how it relates to themes and discussions in the course), the focus of your project and a preliminary list of sources by 29 February at 11:59 p.m. via Brightspace. The grade for this assignment is based on the clarity and comprehensiveness of your proposal and sources.

Final Research Paper: 30%

We will workshop research papers in class the week of 12 March 2024. This will require submitting a draft to Brightspace by 25 March 2024 at 11:59 p.m. Everyone will be assigned one paper for peer-review and will be asked to provide annotations on the draft provide as well as to complete a peer-evaluation worksheet to be completed in class on 25 March 2024.

The final research paper is due 4 April 2024 by 11:59 p.m. via Brightspace.

**Regulations Common to all History Courses**

**COPIES OF WRITTEN WORK SUBMITTED**

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

**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.

**COURSE SHARING WEBSITES and COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).   
   
Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

**STATEMENT ON CLASS CONDUCT**

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

* promote equity and fairness,
* respect and value diversity,
* prevent discrimination and harassment, and
* preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”.** [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

**GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

|  |  |  |  |
| --- | --- | --- | --- |
| A+ = 90-100 (12) | B = 73-76 (8) | C - = 60-62 (4) | F= 0-49 (0) – Failure: no academic credit |
| A = 85-89 (11) | B - = 70-72 (7) | D+ = 57-59 (3) |  |
| A - = 80-84 (10) | C+ = 67-69 (6) | D = 53-56 (2) |  |
| B+ = 77-79 (9) | C = 63-66 (5) | D - = 50-52 (1) |  |
|  | |  |  |

The following additional final course grades may be assigned by instructors:

DEF Official deferral of final exam (see "Petitions to Defer")

GNA Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.

IP In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.

WDN Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

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.

**WITHDRAWAL WITHOUT ACADEMIC PENALTY**

January 31, 2024: Last day for a fee adjustment when withdrawing from **winter** courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

March 15, 2024: Last day for academic withdrawal from **winter** courses.

**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.

**Emergency Resources** **(on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

**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/>  
• Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>  
• Good2Talk: 1-866-925-5454, <https://good2talk.ca/>  
• The Walk-In Counselling Clinic: [https://walkincounselling.com](https://walkincounselling.com/)

**ACADEMIC ACCOMMODATION**

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

**Informal accommodation due to short-term incapacitation**: Students may be asked by their instructor to provide the Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>) which replaces medical notes.

**Pregnancy 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](https://carleton.ca/equity/accommodation/pregnancy-accommodation-form/)).

**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 [click here](https://carleton.ca/equity/accommodation/religious-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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](https://ventus.carleton.ca/student/) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](https://calendar.carleton.ca/academicyear/). 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 will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

**CONTACTS (613-520-2600, phone ext.)**

* Department of History [history@carleton.ca](mailto:history@carleton.ca)
* Registrar’s Office (3500) [registrar@carleton.ca](mailto:registrar@carleton.ca)
* Academic Advising Centre [academicadvising@carleton.ca](mailto:academicadvising@carleton.ca)
* Paul Menton Centre (6608) [pmc@carleton.ca](mailto:pmc@carleton.ca)
* Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back [csas@carleton.ca](mailto:csas@carleton.ca)

**Application for Graduation Deadlines**

* Spring Graduation (June): April 1
* Fall Graduation (November): August 31
* Winter Graduation (February): November 30

Prepared by Dr. Laura Madokoro

December 2023