

Migration & Diaspora Special Topics

MGDS 4900/5900 Summer 2022

Migration & Diaspora Studies (MGDS),

Arthur Kroeger College of Public Affairs, Carleton University

Tuesdays 6:00 PM -9:00 PM (via Zoom)

(Course Delivery Type: Online Blended. See below for details)

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Welcome to Migration & Diaspora Special Topics: MGDS 4900/5900 Summer 2022

Course Title:

Immigration and Settlement in Canada: Canada's Resettlement of Refugees, Policy, the Role of Civil Society, and the Ukrainian Refugee Crisis

Course Overview

When refugees are forced to leave their countries, they have very little chance to be resettled in the West. Those who make it to resettle in Europe, U.S., Canada represents less than one percent of the total number of refugees worldwide. The rest, about ninety percent, are left with three options; remain in refugee camps for many years, choose urban settlements or slums in the global south without safety, and finally seek asylum at a high cost, in many cases risking their own lives. This is a crisis for the refugees, living in insecurity with no dignity. Women and children are the most vulnerable in refugee camps who need the protection of the international community. Resettlement is known as a tool for protecting refugees and their human dignity by a process of selection to permit refugees relocating from a state where they seek asylum to another state. In this course, we explore the responsibility of Canada in finding resettlement for refugees by taking a critical examination of Canada's resettlement history, policies, and the role of civil society.

Learning Outcome

By the end of this class, students will be able to;

- 1- Describe the context of the global refugee protection system, its structural injustice and the responsibility of the international community, including Canada, in protecting refugees.
- 2- Review the history of Canada's resettlement program, its policies, laws and asylum claims.
- 3- Explain the background and role of Canada's civil society, particularly Faith-based Organizations, and private sponsorship.
- 4- Examine the question of "settlerhood" in Canada and the transformation of individuals and communities, decolonization of self and the relationship with Indigenous people.
- 5- Assess Canada's response to the Ukrainian Refugee Crisis and whether it can be a model for other refugee crisis.

Remote Learning Class Work and Structure:

(Course Delivery Type: Online Blended*)

We will meet synchronously over Zoom each week (i.e., all students participating live) during the scheduled 3-hour course timeslot (Tuesday, 6:00–9:00pm EDT), unless otherwise indicated. On such occasions where it is necessary to deviate from the set schedule, the instructor will communicate with students in advance of the class.

Synchronous class meetings will be conducted via Zoom. The Zoom links will be posted on the Brightspace course page. (See the note below on technical requirements and engagement in class.)

The structure of each session consists mainly of a short introductory lecture, group presentations and small group discussions. The course focusses heavily on discussions of the assigned readings. You will also be expected to engage in online activities outside of regularly scheduled class sessions (e.g., discussions-forum post, presentations, videos, etc.) Discussion-forum post is asynchronous activity. Weekly from class 2-6, you are expected to post one comment and one reply in the Discussion forum each week. The comment is a weekly 100-word post to the online discussion forum to be posted by Sunday at 5:00 pm before the class meeting. The reply on another student's post to be sent by Monday at 5:00 pm.

* ONLINE BLENDED is an online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates are communicated in the course outline. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor.

Note: Please ensure that you have a reliable internet connection and that your device (computer, tablet, phone) has a webcam and microphone for these sessions. During online synchronous sessions, we encourage students to keep their video on, especially when speaking, as the visual cues will facilitate interaction and building an intellectual community with other students in the course. Zoom does allow for the addition of virtual backgrounds that you can use if you do not want your surroundings to be displayed. As a courtesy, you should keep your microphone muted when others are speaking to avoid background noise.

Course Website

This course has content on Brightspace. Students need to check the course website regularly.

Readings will be made available via Ares Library reserves or on the Brightspace page for the course (some of the readings are available [open access] on-line as indicated).

Course syllabus and information can be found under “Course Details” on the Content Page of Brightspace.

To complete this course, you will need: access to a computer with word processing capabilities and a microphone, access to the internet (specifically: ability to stream, video chat, download, and upload).

- If you have difficulties meeting the technological requirements or if you have accessibility needs related to the requirements, please contact me.

Course Communications: There are many ways to communicate with me and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing the instructor is almost always the last resort. Here's a guide to communicating with me and your peers:

- *"I have questions about course content, assignments, and policies":*
ask these on the "Ask the Instructor" forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *"I have questions about work I'm doing on my own assignments":*
book an office hour appointment with me to discuss. These are not matters that can be handled efficiently over email.
- *"I need to connect with a peer to discuss a class-related issue":*
post your question or request via the "Peer-to-Peer Exchange" forum on Brightspace and/or send the student an email using the Email function in Brightspace.
- *"I need to discuss something private, or to set up a time to discuss something private":*
book an office hour appointment with me to discuss. These are no matters that can be handled efficiently over email. In general, use email only for quick questions of a personal nature, to book an office hour appointment, and/or to handle personal situations. Provide a subject line and limit yourself to the issues outlined above, and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click "send." Keep these simple guidelines in mind and you will find that I reply quite quickly (usually within 24 hours). Note that if you email me after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday. Only Carleton emails are acceptable for all communications. **It is required to write the course code in the subject line of your email.** No personal accounts please.

Online Office Hours: By appointment via Zoom

Evaluation

Grade percentage is as follows: attendance 15%, group presentation 20%, follow-up Response 15%, Discussion-Forum Posts 10%, and final assignment 40%.

All written assignments must be submitted through the course Brightspace portal in MSWord.

Attendance and Participation

This is an online course of Synchronous lectures once a week. The schedule of a live online lecture is every Tuesday from 6:00 PM to 9:00 PM every week. Students are expected to attend all lectures while in the meantime expected to complete all assigned readings before the lecture.

Assignments:

Group Presentation

During week 1 and 2 of the course, groups will be formed for presentations, and expectations will be explained on May 10. Each group will make a presentation based on the theme of their assigned week of the course. The presentation criteria includes coherent communication, clear and engaging presentation, persuasive arguments and knowledge accuracy in reference to the reading material.

Follow-up Response

One week after their presentation, the group will submit a follow-up Response. The Response is 800-1000 words.

Discussion-forum posts

Discussion-forum posts are asynchronous activity. Weekly from class 2-6, you are expected to post one comment and one reply in the Discussion forum each week. The comment is a weekly 100-word post to the online discussion forum to be posted by Sunday at 5:00 pm before the class meeting. The reply on another student's post to be sent by Monday at 5:00 pm.

Final Assignment

The final assignment is an individual research paper. The research paper must be 3000-3500 words for undergraduate students (4900) students (excluding citations and bibliography.)

For graduate students (5900), the research paper must be 4000-5000 words (excluding citations and bibliography.)

The theme of the final assignment can build on the group presentation. Evaluation Criteria will be shared in week 2. You may choose to cite any style of your choice (e.g., MLA, Chicago, APA, etc....), but it must be consistent throughout the paper. The university policy on plagiarism applies.

Deadline for the final research paper: June 17, 2022.

Reading material will be posted on Brightspace within the module for each week. Students can access readings and video materials through ARES reading reserves. I'll post reading material including scholarly articles and reports as well as videos. Please check regularly on the course website. For those who are interested in exploring further readings, I'll add additional material.

Migration & Diaspora Special Topics: Thematic Outline and Readings

Tuesdays 6:00 PM – 9:00 PM (Period of classes, May 10 to June 14, 2022)

Week 1 (Tuesday May 10)

1- Introduction: The Crisis for Refugees, Asylum seeking and the global context of Resettlement

For a global context to the crisis for refugees, here we'll examine how the status quo of resettling refugees represents only one percent out of the total number of refugees worldwide. The refugee protection system needs to be understood as structural injustice. Millions of refugees remain in

refugee camps, while millions more live outside of camps, mostly in urban centers and slums. For majority of refugees, they are unable to access the minimum conditions of human dignity, and ultimately unable to get refuge. Who is politically responsible for this structural injustice? And what is the way forwards to bring about a just future for refugees.

Readings: (Available on ARES)

- Chapter 5: “The Price We demand for Asylum”
Book: Parekh, S. (2020) No Refuge : Ethics and the Global Refugee Crisis. New York, New York: Oxford University Press.
- Chapter 6: “Structural Injustice”
Book: Parekh, S. (2020) No Refuge : Ethics and the Global Refugee Crisis. New York, New York: Oxford University Press.
- Esses, V. M. et al. (2017) The Global Refugee Crisis: Empirical Evidence and Policy Implications for Improving Public Attitudes and Facilitating Refugee Resettlement. Social issues and policy review. [Online] 11 (1), 78–123.
- Tarumoto, H. (2019) Why restrictive refugee policy can be retained? A Japanese case. Migration and development (Abingdon, Oxfordshire, UK). [Online] 8 (1), 7–24.

Additional Readings and Resources: (This is part of Blended Activities)

- Chapter 2: Moral Obligations, or Why We Should Help People Even If We Don’t Like Them” Parekh, S. (2020) No Refuge: ethics and the global refugee crisis. New York, New York: Oxford University Press.
 - Refugees and Migrants, United Nations
<https://refugeesmigrants.un.org/definitions>
 - Global Compact on Refugees
<https://refugeesmigrants.un.org/refugees-compact>
- Video: The first High-Level Officials Meeting (HLOM) of the Global Compact on Refugees (GCR)
<https://carleton.ca/learn/2021/2021-gcr-hlom-learn-virtual-space/>

Group Work / Presentation

Week 2 (Tuesday May 17)

2- History of Resettlement of Refugees in Canada: From the World War II, the Indochinese crisis of the 1970s to the Syrian crisis of the 2010s

This week, we’ll explore the history of Canada’s resettlement policy and its evolution since the Second World War. From 1947 to 1976, Canada resettled about 300, 000 refugees, including displaced persons, without mentioning the word “refugees” in legislation of Canadian immigration. From the Mid 1970s to 1980, Canada resettled about 70,000 Indochinese refugees, where 60,000 out of this number were settled in 1979-1980 alone, making it the largest refugee movement, realized in such a quick endeavor in Canada’s history. In the meanwhile, we’ll examine Canada’s long held attitude to welcoming resettled refugees and compare that to the restrictive policies towards asylum seekers.

Readings: (Available on ARES)

- Chapter 1 “The Historical Evolution of Canada’s Refugee Policy between World War II and the Immigration Act, 1976
Book: Molloy, M. J. (2017) Running on Empty: Canada and the Indochinese refugees, 1975-1980. Montreal, [Quebec Province: McGill-Queen’s University Press.
- Labman, S. & Pearlman, M. (2018) Blending, Bargaining, and Burden-Sharing: Canada’s Resettlement Programs. Journal of international migration and integration. [Online] 19 (2), 439–449.
- Chapter1, “Shifting Ground of Asylum in Canada’s Public Discourse and Policy”
Book: Anon (2021) Refugee States: Critical Refugee Studies in Canada. University of Toronto Press.
- Chapter “The Resettlement of Ukrainian Refugees after the Second World War”
Book: Luciuk, L. Y. & Hryniuk, S. M. (1991) Canada’s Ukrainians : negotiating an identity. [Online]. Toronto, [Ontario] ;: University of Toronto Press.

Additional Readings: (This is part of Blended Activities)

Canada’s Resettlement Programs

<https://www.oscepa.org/en/documents/winter-meetings/2017-vienna/reports-20/3479-special-report-on-canada-s-resettlement-programs-eng/file>

Globe and Mail article, APRIL 8, 2016

“The efforts of private refugee sponsors must be nurtured, not discouraged”

<https://www.theglobeandmail.com/opinion/the-efforts-of-private-refugee-sponsors-must-be-nurtured-not-discouraged/article29569317/>

Refugee resettlement to Canada (UNHCR)

<https://www.unhcr.ca/in-canada/unhcr-role-resettlement/refugee-resettlement-canada/>

Network for Refugee Voices (NRV)

<https://www.networkforrefugeevoices.org/>

Group Work / Presentation

Week 3 (Tuesday May 24)

3- The role of Private Sponsorship and civil society in resettlement of refugees in Canada

Canada has a reputation as a global leader in resettling refugees. A prominent aspect of Canada’s approach to resettlement is what is known as uniquely Canadian program of permitting private groups and individuals to sponsor refugees. In this section, we examine the beginnings and development of the refugee sponsorship. We’ll discuss how religious groups, motivated religiously

and culturally, began to act and mobilize resources and social capital to resettle refugees, as well as negotiating the political structure. Moreover, we'll take a close look at whether the sponsorship system is a sustainable model for Canada and beyond, globally.

Readings: (Available on ARES)

- Chapter 1 "A Moral Alternative to Power Politics: Why Religious Groups Mobilized for Refugee Resettlement"
Book: Cameron, G. (2021) *Send them here : Religion, Politics, and Refugee Resettlement in North America*. Montreal: McGill-Queen's University Press.
- Chapter 5 "Privatized Protection"
Book: Labman, S. (2019) *Crossing Law's Border : Canada's Refugee Resettlement program*. Vancouver, British Columbia ;: UBC Press.
- Chapter 6 "The State of Sponsorship"
Book: Labman, S. (2019) *Crossing Law's Border : Canada's Refugee Resettlement Program*. Vancouver, British Columbia ;: UBC Press.

Additional Readings: (This is part of Blended Activities)

- Syrian Refugee Resettlement in Canada: An Auto-Ethnographic Account of Sponsorship.
Jona Zyfi, MA candidate in criminology, Centre for Criminology and Sociolegal Studies,
University of Toronto

<https://carfms.org/wp-content/uploads/2016/05/CARFMS-WPS-No8-Jona-Zyfi.pdf>

Group Work / Presentation

Week 4 (Tuesday May 31)

4- Response to the Crisis for Refugees: Canada policies of Resettlement towards Syrian Refugees

In this section, we'll explore Canada's Syrian Refugee Resettlement Initiative (SRRI). Between November 2015 and February 2016, Canadian government resettled 25,000 refugees. For many Syrian refugees arriving in Canada as a result, challenges arise, such as finding housing in such a short time. Local Immigration Partnership played a role in resettling Syrian refugees particularly in mid-size urban communities.

Readings: (Available on ARES)

- Bose, Pablo S. "The Shifting Landscape of International Resettlement: Canada, the US and Syrian Refugees." *Geopolitics* 27.2 (2022): 375–401. Web.
- Oudshoorn, A., Benbow, S. & Meyer, M. Resettlement of Syrian Refugees in Canada. *Int. Migration & Integration* 21, 893–908 (2020).

<https://doi-org.proxy.library.carleton.ca/10.1007/s12134-019-00695-8>

- Haugen, Stacey. “‘We Feel Like We’re Home’: The Resettlement and Integration of Syrian Refugees in Smaller and Rural Canadian Communities.” *Refuge* (Toronto. English edition) 35.2 (2019): 53–63.
- Walton - Roberts, M. et al. (2019) Syrian refugee resettlement and the role of local immigration partnerships in Ontario, Canada. *The Canadian geographer*. [Online] 63 (3), 347–359.
- Drolet, J. et al. (2018) Supporting the resettlement of a Syrian family in Canada: The social work resettlement practice experience of Social Justice Matters. *International social work*. [Online] 61 (5), 627–633.

Additional Readings: (This is part of Blended Activities)

- Shauna Labman (2021) Federal election 2021: What the Conservatives don’t understand about refugee resettlement. *The Canadian Press*.
- Lifeline Syria’s Sponsorship Handbook
- <http://www.lifelinesyria.ca/sponsorship-handbook/>
- LIFELINE SYRIA
<http://www.lifelinesyria.ca/>
- Kurdish Initiative for Refugees (KIFR)
<https://kurdishinitiative.ca/>

Group Work / Presentation

Week 5 (June 7)

5- Indigenous Peoples Relations and Refugees in Canada and the Legacy of Colonialism

Here, we’ll examine Indigenous peoples perspective and relationship with refugees in Canada. What do refugees need to know and understand about Indigenous peoples of Canada. What does the notion of “settlerhood” mean. For achieving a meaningful relationship built on respect and dignity with Indigenous people in Canada, refugees will navigate a path of knowledge and commitment to decolonized relations with Indigenous peoples in order to transform oneself, the community and society.

Readings: (Available on ARES)

- Chapter 5 “Where Are We From? Decolonizing Indigenous and Refugee Relations” (P.117-P137) (By Jennifer Adese and Malissa Phung) Nguyen, V. & Phu, T. (2020) Book: Anon (2021) *Refugee states: critical refugee studies in Canada*. University of Toronto Press.
- Closing the Immigration–Aboriginal Parallax Gap
Bauder, H. (2011) Closing the immigration–Aboriginal parallax gap. *Geoforum*. [Online] 42 (5), 517–519.
- Cultivating Canada: Reconciliation through the lens of cultural diversity (299-308). Book: Mathur, A. et al. (2011) *Cultivating Canada reconciliation through the lens of cultural diversity*. Ottawa, Ont: Aboriginal Healing Foundation.

- Part 3 and Part 6
The Relationships Between Racialized Immigrants And Indigenous Peoples In Canada: A Literature Review (Melissa M.L. Chung)
https://rshare.library.ryerson.ca/articles/thesis/The_Relationships_Between_Racialized_Immigrants_And_Indigenous_Peoples_In_Canada_A_Literature_Review/14648922

Additional Readings: (This is part of Blended Activities)

Who comes first: Syrian refugees or First Nations?

<https://www.cbc.ca/radio/checkup/blog/who-comes-first-syrian-refugees-or-first-nations-1.3780418>

Minorities and Indigenous Peoples (UNHCR)

<https://www.unhcr.org/minorities-and-indigenous-peoples.html>

National, ethnic, religious and linguistic minorities and indigenous peoples

<https://emergency.unhcr.org/entry/44031/ethnic-religious-and-linguistic-minorities-and-indigenous-peoples>

- Immigrant and Refugee Community Organization of Manitoba (IRCOM)

<https://mansomanitoba.silkstart.com/companies/immigrant-and-refugee-community-organization-of-manitoba>

Video: Welcome to our Homelands

<https://www.youtube.com/watch?v=NTyb0PI87Y4>

Amid Tensions, Refugees and Indigenous Canadians Seek Common Ground

<https://deeply.thenewhumanitarian.org/refugees/articles/2018/06/01/refugees-and-indigenous-canadians-seek-common-ground-amid-tensions>

KICHI-ASOTAMATOWIN: LAND & TREATIES EAL CURRICULUM

<https://mansomanitoba.ca/resources/kichi-asotamatowin-land-treaties-eal-curriculum/>

FIRST NATIONS HISTORY SIMULATION FOR NEWCOMERS

<https://mansomanitoba.ca/resources/first-nations-history-simulation-for-newcomers/>

Summary of the TRC Report, Truth and Reconciliation Commission:

http://www.trc.ca/assets/pdf/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

<https://ravenreads.org/blogs/news/truth-and-reconciliation-commission-work-summary>

Week 6 (June 14)

- **The Ukrainian Refugee Crisis and Canada's Resettlement policy: Where from here?**

The number of Ukrainian refugees has reached almost five million by mid-April 2022. Europe and the international community responded by providing empathetic humanitarian response and asylum to the Ukrainian refugees. This comes at a striking difference in the attitude towards majority of other refugees. The Chief of The United Nations High Commissioner for Refugees, UNHCR, has recently stated we need to do the same with other refugees. In this final week, we'll look at the crisis of the Ukrainian refugees, the response by the international community, including Canada, and compare it to other refugees' situations around the world. We'll assess whether the response to the Ukrainian refugees can be a model for other refugees.

Readings: (Available on ARES)

- Chapter "Introduction"
Book: Luciuk, L. Y. & Davies, N. (2001) Searching for Place: Ukrainian Displaced Persons, Canada, and the Migration of Memory. [Online]. Toronto, [Ontario] ;: University of Toronto Press.
- Kuznetsova, I. (2020) To Help 'Brotherly People'? Russian Policy Towards Ukrainian Refugees. Europe-Asia studies. [Online] 72 (3), 505–527.
- Chapter 8 "Unsettling Refugee Resettlement"
Book: Labman, S. (2019) Crossing Law's Border: Canada's Refugee Resettlement Program. Vancouver, British Columbia;: UBC Press.

Additional Readings: (This is part of Blended Activities)

- Chapter 3 "Erasing Exclusion: Adrienne Clarkson and the Promise of the Refugee Experience"
Book: Book: Anon (2021) Refugee States: Critical Refugee Studies in Canada. University of Toronto Press
- Chapter "Conclusion"
Book: Parekh, S. (2020) No Refuge : Ethics and the Global Refugee Crisis. New York, New York: Oxford University Press.
- "We must turn solidarity with Ukraine into the new normal for all refugees"
<https://www.juancole.com/2022/03/solidarity-ukraine-refugees.html>
- "The war in Ukraine has demonstrated the West's Double Standards on Refugees"
<https://www.juancole.com/2022/03/demonstrated-standards-refugees.html>
- "Why Don't We Treat All Refugees as Though They Were Ukrainian?"
<https://www.counterpunch.org/2022/03/08/why-dont-we-treat-all-refugees-as-though-they-were-ukrainian/>
- Refugee Advisory Network of Canada: Public Statement on Ukrainian Refugees March 15, 2022

<https://acrobat.adobe.com/link/track?uri=urn%3Aaid%3A%3AUS%3A94a79c9e-dbf4-4628-81f8-76f672922854#pageNum=1>

- Government of Canada launches fund to support research trainees from Ukraine

<https://www.canada.ca/en/innovation-science-economic-development/news/2022/03/government-of-canada-launches-fund-to-support-research-trainees-from-ukraine.html>

Group Work / Presentation

Carleton University

Migration & Diaspora Studies (MGDS)

Summer 2022

Land Acknowledgement:

The Instructor acknowledges the location of Carleton University campus on the traditional, unceded territories of the Algonquin nation. We acknowledge our responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Academic Accommodation: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, 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).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 Activity: 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. For more details, see the policy.

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;
- 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.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission of Return and Term Work: Papers must be submitted in electronic format (MS Word format) through the course Brightspace page. Late assignments will incur a penalty of 5% per day or portion thereof. Assignments will not be graded if they are more than ten days

overdue. The final assignment is intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of Grades: If you wish to appeal the grade given to your assignment by your tutor, you must submit a letter to the instructor clearly outlining why you feel the grade should be changed. The assignment will be remarked by the instructor, which carries the possibility that the grade may go down if the tutor is judged to have been too lenient. Final standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts” All email communication to students from MGDS will be via official Carleton university e-mail accounts and/or Brightspace. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and Brightspace accounts.

Official Course Outline: The course outline posted to the MGDS website is the official course outline.