

MDGS 4900/5900: MIGRATION & DIASPORA SPECIAL TOPICS: DIASPORAS AND CONFLICT-AFFECTED STATES

Instructor: Milana Nikolko, PhD

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Meeting time:

Tuesdays and Thursdays 6.05- 8.55 pm, zoom

Meeting place: online, via zoom

First class meeting: 4 May 2023

Last class meeting: 15 June 2023

Office hours: Tuesday 4-.5.30, zoom link could be found at course Brightspace

Course format: delivered online

Course component: seminars

COURSE STRUCTURE:

PART ONE. CONCEPTS AND FRAMEWORK

INTRODUCTION TO THE COURSE SPECIFICS . WHAT IS DIASPORA ?

DIASPORAS, TRANSNATIONALISM AND GLOBAL MOVEMENTS

FRAGILITY, FRAGMENTED SOVEREIGNTY AND CONFLICT -AFFECTED STATES AND DIASPORAS

PART TWO. METHODOLOGY

METHODOLOGICAL NUANCES OF DIASPORA ANALYSIS AND STATE OF FRAGILITY

TCPS-CORE AND FOCUS GROUP ANALYSIS (INDIVIDUAL WORK, NO MEETING)

MODELLING THE FOCUS GROUP DISCUSSION . IN CLASS SIMULATION

PART THREE. CASES

CASE AFGHANISTAN

CASE UKRAINE

CASE SOMALIA

CASE HAITI

CASE SRI LANKA

CASE COLOMBIA

COURSE CONCLUSION

Course web:

Course Description

This course aims to theorize, explicate and assess the correspondence between the critical stages of nation-building, state fragility and the role of diasporas. The constructivist approach will be applied to reflect on issues of state political and economic actors, corruption, grey economy, fragmented sovereignty and diaspora engagement in the nation's development.

The course examines dynamic relations in the interplay between drivers, agencies, and domestic and transnational networks. We study the state's role, and international conventions which regulate migration and distinguish between refugees, people seeking temporary international protection, seasonal or temporary workers, and permanent migrants in both home and host countries. The course develops an analytical framework that seeks to make sense of actors, policies, and the agency of migrants and citizens and the role of transnational networks. Drawing on the methodological framework of "Diasporas, Remittances and State Fragility: Assessing the Linkages" (Lum et al. 2012), this course is aiming to identify and test relevant indicators of diaspora linkages to Fragile and Conflict-Affected States (FCAS) during the time of the security and economic turbulence in the home country. When a state ineffectively exercises national sovereignty or failed to deliver public goods to its citizens, the diaspora's financial and political engagement becomes the new pillar of stability.

The course unfolds in two-part. In the first part we will discuss the indicators of the state fragility and fragmented sovereignty, we engaged both quantitative and qualitative data for the determinants of FCAS such as the level of per capita income and growth rate (economic factors), trade openness and inflation (policy variables), civil rights and regime change (institutional variables) and estimate the impact of diaspora linkages on homeland stability in the categories of Authority, Legitimacy and Capacity. These dependent variables will be refined in the second part of the course, to reflect the countries in deep structural state crisis. The course will be built around the assessment of the Afghanistan, Sri Lanka, Colombia, Ukraine, Somalia and Haiti cases. By analyzing the diaspora's engagement in the critical stages of nation-building, we explore the complicated relationship between transnational and national agencies.

Students from all subfields and methodological backgrounds are encouraged to take the course regardless of their previous level of acquaintance with the topic of diaspora and conflict-affected states. The class will be run as a seminar with students expected to participate in the discussion regularly.

Course Objectives

The objectives of this course are fourfold.

1. To give students an overview of the field of diaspora studies and dynamic relations in the interplay between drivers, agencies, and domestic and transnational networks;
2. To provide scholarly grounded information on trends and developments in studies of fragmented sovereignty, fragility and conflicts
3. To assist students in producing original and nuanced research on questions of diaspora studies;
4. To develop the capacity of students to comment critically and constructively on the methodology analysis of diaspora engagement in nation-building and review of the existing framework of measuring diaspora activism.

Course Objectives and Learning Outcomes

Through a combination of lectures, seminars and case studies, students will learn how to critically assess the meaning and significance of the Fragility of the state, diaspora compositions and influences, prospects of collaboration and paths for exit fragility with help of transnational actors.

Students will work independently and in groups as they read about and do original research on selected cases

By the end of this course students will be able to:

- Closely analyze texts to extract key ideas and construct the meaning of diaspora, transnationalism, Fragile states conflict-affected states and fragmented sovereignty;
- Distinguish between opinion and evidence-based argument;
- Effectively identify and evaluate resources about diaspora-related problems or issues;
- Comprehensively explore an issue, including interpreting available data or evidence and formulating an argument or conclusion that is supported by the examined resources;
- Communicate ideas to a variety of audiences, including purposeful development and expression of academic ideas in written and/or oral formats;
- Prepare, navigate and analyze Focus Group Discussions
- Obtain a TCPS 2 certificate.
- Identify available university support services for students and recognize how they can contribute to academic success.

Students Responsibilities

Students are expected to attend all online class meetings on time, participate in the class discussion and present on readings regularly.

By the end of the course students should be able to do the following:

- Analyze and discuss the major problem of diasporas and societal processes in fragile and conflict-affected states
- Critically compare ways that diaspora influenced both home and host countries.
- Review of most contemporary publications on the topics of diaspora, transnationalism, democratization and sustainability.
- All students should participate in group presentation: 2-3 students will develop a group presentation and a discussion agenda for a specified class session, focusing on a case study to be agreed upon with the instructor.
- Prepare a final report of the selected case study, to be decided on in consultation with the instructor.

Grades will be assigned according to the following:

Item	Weight	Delivery	Date
Active Participation in class discussions	15%	Class attendance and active participation in group work and discussions during the entire course	Ongoing
Book review	20%	12-14 pages (3000-4000 words)	May 23
Group work, TPCS core 2, preparation of FGD simulation	15%	active participation in the preparation, organization and summarizing of focus-group discussions.	In-class and individual work. May 16-20. Submitting the TCPS 2 certificate to the instructor by May 20.
Group presentation proposal	5%	5 pages (1250-1500 words)	May 13
Group presentation	15%	In-class presentation approximately 45 minutes long	Starts May 25
Group report (includes both	30%	20 -25 pages long (5000-6000 words)	June 16

collective and individual parts)			
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Active Class Participation: 15%

Class participation format includes regular attendance and participation in discussion of assigned readings. Students are expected to join Zoom meetings on time and have their cameras on during the class (unless otherwise discussed with the course instructor) for each class having prepared the assigned readings in advance.

Book review: 20%

Students will write a book review (12-15 pages, 3000-4000 words) based on a reading of **Koinova, Maria. *Diaspora Entrepreneurs and Contested States*. Oxford University Press, 2021.** This book is available in e-format via MacOdrum library website. Detailed guidance for a book review will be provided in a separate file.

The book review is due on May 23.

Group Presentation: 15%

Presentation format:

Students will be asked to work on selected cases in groups during a class. This type of course mark will include the following: a) participation in group work during the class, b) each student will participate in the oral summary of their group work. In the latter half of the class, students will make a group presentation (2-3 students per group depending on class size) during the latter part of the term to be decided on in consultation with the instructor. The group work will be presented in class (PowerPoint is an option) The presentation will consist of an in-class oral summary of approximately 45-60 minutes in length with a discussion to follow. Students will select a working group topic and a date for their presentation during classes 1-3.

Methodology Skills Assessment. 15 %

All class participants will be asked to participate in a simulation of a focus group discussion. First, we will start with assessments of the issue and selection of the topics, then continue with preparation, organization and summarizing of focus-group discussions. Students must submit the TCPS 2 certificate to the instructor by May 20.

Group work and Research Skills Assignments:**Group Research Proposal 5% (1250-1500 words)**

You are required to submit a Group Research Proposal so that the instructor can approve your topic for your team presentation and report. Students who do not submit a proposal OR who want to switch their topics after the proposal has been handed in should contact the instructor ASAP in order to avoid an automatic F on their group work.

Group report

The group report of 25-30 pages in length is to be submitted at the end of the term. Students will write a group report, which includes a common introductory and report summary and individual parts (topics). The assignment includes a ***combination of the group presentation proposal and the following group report***. This assignment will test the student's knowledge of fundamental study and research skills that will be introduced and discussed during the term. These include the identification of relevant academic and non-academic sources, the ability to summarize the main arguments of sources, citation rules, and the compilation of bibliographies.

The group report 30 % (12 point font, Times New Roman, double spaced, 5 000- 6 000 words in total, individual student contributions between 2500 to 3000 words). A list of topics for the group presentation and following group reports from which students may choose will be posted on Brightspace at the beginning of the term. Advice on report design, planning the research process, and structuring the report paper will be given during the course seminars, or via meetings with the instructor during office hours.

The report is due June 16, 23.55. The final group report will be evaluated according to the following criteria: the research question for the particular case, soundness of the main thesis, use of evidence to support the thesis, coherence of arguments, how well it integrates individual students' contributions, engaging materials and sources, logical structure, style, grammar, spelling, and proper bibliographic citation. I encourage students to consult with me or the teaching assistant while preparing their group reports during my office hours or by appointment. All reports will be submitted electronically as Word or PDF files through Brightspace.

Feedback, comments, and grades will be provided via Brightspace Gradebook. Unless a medical or equivalent excuse is provided, late assignments will be penalized by two (2) percentage points per day (including weekends); assignments more than one week late will receive a mark of 0%. Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

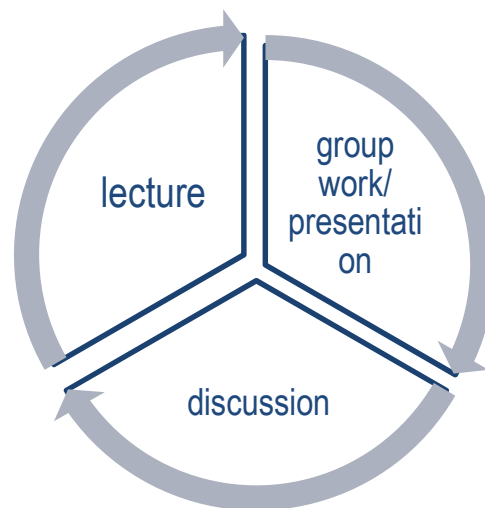
Course format:

The course is composed of integrated lectures and seminars and group activities and is divided into three sections. The first class will serve as an introduction to the course and to overarching theoretical issues.

The course is intended to generate discussion among students with the instructor acting as facilitator. We will review recent news from the cases and do group presentations. The discussion is intended to focus on specific subjects as outlined in the syllabus. It is essential students do the assigned readings. Further readings based on the student's own initiative are encouraged and welcome. Further readings are optional.

Suggestions for additional literature on the topics are likewise welcome. Students are encouraged to follow developments on the relevant subject matter by reviewing various scholarly journals. The language of instruction is English. Required and suggested literature is in English, but students are encouraged to read literature in other languages too.

The classwork will consist of three major segments:



Required Texts: Required readings are listed for each theme covered in the course, *there is no need to purchase a course related book*. All required materials are available online via course Brightspace. Students are expected to read the required readings (both scholarly literature and primary documents).

COURSE SCHEDULE AND READING MATERIALS LIST

Note: The instructor may make changes to the readings throughout the semester for pedagogical or practical reasons. Changes will be announced via email, Brightspace, or in class.

PART ONE. CONCEPTS AND FRAMEWORK

This part of the course is offering compelling new ideas on exile, migration, and diaspora that have emerged in the global age. The contested nation-building will be reviewed and framed via the reconstruction of ideas of state fragility and contested and fragmented sovereignty.

TOPIC 1. INTRODUCTION TO THE COURSE SPECIFICS . WHAT IS DIASPORA?

Meeting May 04

Further readings:

- Adamson, Fiona B. "The Growing Importance of Diaspora Politics." *Current History*, 115 (784): (2016): 291–97.
- Kennedy, Liam. *Routledge International Handbook of Diaspora Diplomacy*. Milton: Taylor and Francis, 2022. Chapter 1, 3.
- Vertovec, Steven. "Three Meanings of 'Diaspora,' Exemplified Among South Asian Religions." *Diaspora (New York, N.Y.)* 6, no. 3 (1997): 277–299.

TOPIC 2. DIASPORAS, TRANSNATIONALISM AND GLOBAL MOVEMENTS

Meeting May 09

Required reading materials:

- Carment, David, and Rachael Calleja. "Diasporas and Fragile States Beyond Remittances: Assessing the Theoretical Linkages." In *Diaspora As Cultures Of Cooperation: Global And Local Perspectives*, 223–260. Cham: Springer International Publishing, 2017.
- Lum, Brandon, Milana Nikolko, Yiagadeesen Samy, and David Carment. "Diasporas, Remittances and State Fragility: Assessing the Linkages." *Ethnopolitics* 12, no. 2 (2013): 201–219.
- Gamlen, Alan. "Diaspora Institutions and Diaspora Governance." *The International migration review* 48, no. s1 (2014): S180–S217.
- Lafleur, Jean-Michel. *Transnational Politics and the State: The External Voting Rights of Diasporas*. Vol. 27. London: Routledge, 2013.

Further readings:

- Vertovec, Steven., and Robin Cohen. *Migration, Diasporas, and Transnationalism*. Cheltenham, UK ;; Edward Elgar, 1999.

- Oleinikova, Olga, and Jumana Bayeh. *Democracy, Diaspora, Territory: Europe and Cross-Border Politics*. Edited by Olga Oleinikova and Jumana Bayeh. Abingdon, Oxon :: Routledge, 2020.

TOPIC 3. FRAGILITY, FRAGMENTED SOVEREIGNTY AND CONFLICT -AFFECTED STATES AND DIASPORAS

Meeting May 11

Required reading materials:

- Burgess, Katrina. "States and Diasporas in Fragile Regimes." In *Courting Migrants*. New York: Oxford University Press, 2020.
- Brand, Laurie A. "Diasporas and State-(re)building in the MENA Region." In *Fragile Politics*. Oxford University Press, 2016.
- Brinkerhoff, Derick W. *Governance in Post-Conflict Societies: Rebuilding Fragile States*. London: Routledge, 2007. Chapter 9
- Koinova, Maria. *Diaspora Entrepreneurs and Contested States*. Oxford University Press, 2021. Chapter 3

Further readings:

- *The Role of the Diaspora in Nation Building Lessons for Fragile and Post-Conflict Countries in Africa.*: African Development Bank, African Development Fund, 2011.
- 1. Gill, Lesley. "Five: Fragmented Sovereignty." In *A Century of Violence in a Red City*. United States: Duke University Press, 2016.
- 2. *Fragile Politics: Weak States in the Greater Middle East*. Oxford University Press, 2016.
- 3. Marlowe, Jay. *Belonging and Transnational Refugee Settlement: Unsettling the Everyday and the Extraordinary*. First edition. London: Taylor and Francis, 2017

PART TWO. METHODOLOGY

This part of the course aims to provide students with a concrete skill of quality analysis, namely preparation, organization, transcription and organizing the final report for focus group discussions.

TOPIC 4. METHODOLOGICAL NUANCES OF DIASPORA ANALYSIS AND STATE OF FRAGILITY

Meeting May 16

The 2/3 of this meeting will include group work on the development of the Focus Group Discussion questionnaire and preparing for the in-class simulation.

Required reading materials:

- Alinejad, D, L.I Candidatu, M Mevsimler, C Minchilli, S Ponzanesi, F.N van der Vlist, ICON - Gender Studies, LS Gender and Postcolonial Studies, and ICON - Media and Performance Studies. "Diaspora and Mapping Methodologies: Tracing Transnational Digital Connections with 'mattering Maps.'" *Global networks (Oxford)* 19, no. 1 (2019): 21–43.
- Berg, Bruce L. (Bruce Lawrence). *Qualitative Research Methods for the Social Sciences*. 4th ed. Boston: Allyn and Bacon, 2001.

Group presentation proposal May 16**TOPIC 5. TCPS2 –CORE AND FOCUS GROUP DISCUSSIONS (INDIVIDUAL WORK, NO MEETING)**

May 18

Student's independent work

The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2) provides ethics guidance that applies to all research involving human participants.

Link: <https://tcps2core.ca/welcome>

Required reading materials:

- Hennink, Monique M. Focus Group Discussions. New York, New York: Oxford University Press, 2014. Chapter 1, 5.

TCPS -2 submission May 20**TOPIC 6. MODELLING THE FOCUS GROUP DISCUSSION. IN-CLASS SIMULATION**

Meeting May 23

In-class activities. During this class, we will simulate a focus group discussion on issues, related to diaspora influence and analyze FGD results.

Required reading materials:

- Hennink, Monique M. Focus Group Discussions. New York, New York: Oxford University Press, 2014, Chapter 6.

Book review submission May 23**PART THREE. CASES**

This part of the course is built around students' assessments of the Afghanistan, Sri Lanka, Colombia, Ukraine, Somalia and Haiti cases. Together we explore the complicated relationship between transnational and national agencies by analyzing the diaspora's engagement in the critical stages of nation-building.

TOPIC 7. CASE AFGHANISTAN

Meeting May 25

Group presentation***Required reading materials:***

- Carment, David, and Rachael Calleja. "Diasporas and Fragile States - Beyond Remittances Assessing the Theoretical and Policy Linkages." *Journal of ethnic and migration studies* 44, no. 8 (2018): 1270–1288.

- Ravi Pendakur. "Settlement and labour force outcomes for Afghan immigrants and their children in Canada," *Journal of Ethnic and Migration Studies*, 2021, VOL. 47, NO. 21, 4893–4913.
- Brand, Laurie A. "Diasporas and State-(re)building in the MENA Region." In *Fragile Politics*. Oxford University Press, 2016. Chapter 3

Further readings:

- *Fragile Politics: Weak States in the Greater Middle East*. Oxford University Press, 2016.
- Rina Chandran, "Afghan Women's Hard-Owned Land Rights Seen at Risk Under the Taliban." *Reuters*, August 25, 2021 <https://www.reuters.com/article/afghanistan-landrights-heritage-idUSL8N2PP0EN>
- Saul Chernos "Why on earth would Canadian mining companies want to do business in a war zone?" *Now Toronto*, April 4, 2018 <https://nowtoronto.com/news/canadian-mining-afghanistan>

TOPIC 8. CASE UKRAINE

Meeting May 30

Group presentation

Required reading materials:

- Mokrushyna, Halyna. "Is the classic diaspora transnational and hybrid? The case of the Ukrainian Canadian Congress." *Nations and Nationalism* 19 (4) (2013): 799–818.
- Kozatchenko, Ivan. "Retelling Old Stories with New Media: National Identity and Transnationalism in the "Russian Spring" Popular Uprisings." *East/West: Journal of Ukrainian Studies* Vol 4, No 1 (2017): 137-158.
- Carment, David, Milana Nikolko, and Sam MacIsaac. "Mobilizing Diaspora During Crisis: Ukrainian Diaspora in Canada and the Intergenerational Sweet Spot." *Diaspora Studies* 14, no. 1 (2021): 22–44.

Further readings:

- Satzewich, Vic. 2002. *The Ukrainian Diaspora*. New York: Routledge.
- Sysyn, Frank. 1997. *The Ukrainian Famine of 1932-3: The role of Ukrainian diaspora in research and public discussion*. In Levron Chorbajian and George Shirinian, eds., *Studies in Comparative Genocide*. Cambridge, Toronto: Zoryan Institute.
- Tottle, Douglas. 1987. *Fraud, Famine, and Fascism: The Ukrainian Genocide Myth from Hitler to Harvard*. Toronto: Progress Book.

TOPIC 9. CASE SOMALIA

Meeting June 01

Group presentation

Required reading materials:

- Carment and Calleja, Ibid; "Family Ties: Remittances and Livelihoods Support in Puntland and Somaliland. Kenya: United Nations, Somalia," Food Security and Nutrition Analysis Unit (FSNAU), 2013.

- Laura Hammond, Mustafa Awad, Ali Ibrahim Dagane, Peter Hansen, Cindy Horst, Ken Menkhaus, Lynette Obare, "Cash and Compassion: The Role of the Somali Diaspora in Relief, Development, and Peace-Building," *UNDP* 2011 <https://www.prio.org/projects/1502>
- Koinova, Maria. "Diaspora Mobilisation for Conflict and Post-Conflict Reconstruction: Contextual and Comparative Dimensions." *Journal of ethnic and migration studies* 44, no. 8 (2018): 1251–1269.

Further readings:

- Bob Koigi, "Entrepreneurs breath new life into Somalia," *Fair Planet*, July 5, 2021, <https://www.fairplanet.org/story/entrepreneurs-breathe-new-life-into-somalia/>
- Sarah El Gharib, "Meet the Somali-Canadian entrepreneur behind an award-winning app for hospitals in Somalia," *Global Citizen*, July 16, 2021 <https://www.globalcitizen.org/en/content/khalid-hashii-electronic-medical-records-system/>;
- Andres Schipani, "Entrepreneurs help farmers hold back Somaliland's deserts," *Financial Times*, November 15, 2021

TOPIC 10. CASE HAITI

Meeting June 06

Group presentation

Required reading materials:

- Mills, Sean. *A Place in the Sun: Haiti, Haitians, and the Remaking of Quebec*. Montreal [Quebec: McGill-Queen's University Press, 2016. 133. Chapter 1-3.
- Audebert, Cédric. "The recent geodynamics of Haitian migration in the Americas: refugees or economic migrants?" *Revista Brasileira de Estudos de População* 34 (2017): 55-71
- Joseph, Sophonie Milande, Clara Irazábal and Alison M. Désir. "Trust and Hometown Associations in Haitian Post-Earthquake Reconstruction." *International Migration* 56 (2018): 167-195

Further reading materials:

- Jean-Germain Gros. *Indigestible Recipe: Rice, Chicken Wings, and International Financial Institutions: Or Hunger Politics in Haiti*, 40 J. Black Stud. 974, 980 (2010)
- Joseph, Sophonie Milande, Clara Irazábal and Alison M. Désir. "Trust and Hometown Associations in Haitian Post-Earthquake Reconstruction." *International Migration* 56 (2018): 167-195

TOPIC 11. CASE SRI LANKA

Meeting June 08

Group presentation

Required reading materials:

- Amarasingam, A. A History of Tamil Diaspora Politics in Canada: Organisational Dynamics and Negotiated Order, 1978-2013. *International Center for Ethnic Studies*. Research Paper No. 11

- Yasmin Hussain. *Writing Diaspora: South Asian Women, Culture, and Ethnicity*. Aldershot, [Hants], UK; Ashgate, 2005, Chapter 1,2.
- Tsolidis, Georgina. *Migration, Diaspora and Identity Cross-National Experiences*. Edited by Georgina. Tsolidis. 1st ed. 2014. Dordrecht: Springer Netherlands, 2014. Chapter 3.

Further reading and video materials:

- Amrith, Sunil S. *Migration and Diaspora in Modern Asia*. Cambridge: Cambridge University Press, 2011.

TOPIC 12. CASE COLOMBIA

Meeting June 13

Group presentation

Required reading materials:

- Riaño-Alcalá, Pilar, and Luin Goldring. "Unpacking Refugee Community Transnational Organizing: The Challenges and Diverse Experiences Of Colombians In Canada." *Refugee survey quarterly* 33, no. 2 (2014): 84–111.
- Gazit, Nir. "Social Agency, Spatial Practices, and Power: The Micro-Foundations of Fragmented Sovereignty in the Occupied Territories." *International journal of politics, culture, and society* 22, no. 1 (2009): 83–103.
- Richani, Nazih. "Caudillos and the Crisis of the Colombian State: Fragmented Sovereignty, the War System and the Privatisation of Counterinsurgency in Colombia." *Third world quarterly* 28, no. 2 (2007): 403–417.

Further reading materials:

- Davis, Diane E. "Irregular Armed Forces, Shifting Patterns of Commitment, and Fragmented Sovereignty in the Developing World." *Theory and society* 39, no. 3/4 (2010): 397–413.
- Dekker, Martijn. "Building a Nation Under Occupation: Fragmented Sovereignty, Security Sector Reform, and the Issue of Legitimacy in the Context of Occupation." *Etnofoor* 23, no. 2 (2011): 37–55.
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TOPIC 13. COURSE CONCLUSION

Meeting June 15

Required reading materials:

- Fortunati, Leopoldina., Raul Perterra, and Jane Vincent. *Migration, Diaspora, and Information Technology in Global Societies*. 1st ed. New York, NY: Routledge, 2012. Chapter 1,2.

Final report submission June 22

Course Outline (Syllabus) Information on Academic Accommodations**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.

VIII. 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. Here is a list that may be helpful:

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>

IX. Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

X. Requests for Academic Accommodations

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see the [accommodations section](#) and the [Course Outline Information on Academic Accommodations](#).

ACADEMIC ACCOMMODATION

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

Pregnancy obligation: write to me with any requests for academic accommodation during the first two Topics 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](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two Topics of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

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. 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 Topics 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 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 Topics 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>

Submission, Return and Grading of Term Work

Written assignments must be submitted directly to the instructor(s) via Brightspace, please be aware of regressive penalty for the late submission.

Final submissions are intended solely for the purpose of evaluation and will not be returned. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students 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. Normally, the instructor expects to reply to e-mail queries within 2 days during the working Unit. The instructor generally does not answer e-mail inquiries the on evenings or during the weekends.

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