

MGDS 5001
M.A. CORE SEMINAR IN MIGRATION AND DIASPORA STUDIES
Wednesdays 2:35-5:25 pm
Richcraft Hall, room 2420R

Professor Sarah Phillips Casteel
Office: 201J St Patrick's Building
Tel.: 613-520-2600, ext. 2306 (voicemail not monitored, email is better)
Email: sarah.casteel@carleton.ca
Office hours: Fridays 12:30-2:00 pm, or by appointment

Professor Azar Masoumi
Office: A757 Loeb Building
Phone: 613-520-2600 ext. 2596
Email: azar.masoumi@carleton.ca
Office hours: Wednesdays 1:00-2:20 pm, or by appointment

COURSE DESCRIPTION:

MGDS 5001 is a core course for the Migration and Diaspora Studies MA program and provides an advanced graduate-level overview of major approaches, issues, and debates in Migration and Diaspora Studies. Migration Studies and Diaspora Studies are interdisciplinary fields of inquiry with different intellectual genealogies in the social sciences and the humanities respectively. Each has produced important theoretical and methodological approaches to the study of migration and diaspora in different disciplinary and interdisciplinary contexts. This course aims to bring these distinct approaches into productive dialogue and to equip students with an understanding of key terms and debates in Migration and Diaspora Studies.

The course is divided into 4 sections that approach issues from different angles:

- 1) **Approaching Migration and Diaspora** introduces the intersecting but distinct interdisciplinary fields of migration studies and diaspora studies and outlines some key conceptual concerns.
- 1) **Politics of Migration and Diaspora** analyses international and national migration regimes, refugees between international law and state practices, citizenship and multiculturalism.

- 2) **Experiencing Migration and Diaspora** focuses attention on how migration and diaspora shape everyday social life including intersectionality, global and geopolitical relations, and the politics of belonging.
- 3) **Representing Migration and Diaspora** turns to how migration and diaspora are represented in culture, examining issues such as diasporic memory, narration, performance, and aesthetics as well as exhibiting migration and diaspora.

The course also aims to help students engage in a critical analysis of the scholarly literature around a particular research topic in the field that will serve as a foundation for developing a research question in MGDS 5003 (a research term paper for students in the coursework only pathway or a proposal for an MA research essay or thesis project).

COURSE OBJECTIVES AND OUTCOMES:

- Upon successful completion of this course, students will have gained knowledge of key concepts and issues in Migration and Diaspora Studies and the ability to apply these concepts in the analysis of particular case studies. MA students will be equipped with a common vocabulary and scholarly reference points for their discussions.
- Students will have gained practice in analyzing and interpreting the scholarly literature in Migration and Diaspora Studies and applying theories and concepts in migration and diaspora studies to particular cases.
- Students will have gained experience in conducting research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources).
- In oral presentations and in participation in discussions, students will have honed public speaking skills and their ability to present arguments and opinions that are supported by evidence.

REQUIRED COURSE READINGS:

Required Readings: Course readings and other materials will be made available via the course Brightspace page (<https://brightspace.carleton.ca/>) making use of the Library Ares electronic reserves system.

If you find that a required reading is not available for a given week, please notify the instructor for that week **immediately.*

*Students are expected to have prepared **all** of the required readings and other course materials for a particular week before class meetings.

Recommended Readings: If you would like an overview of the fields of migration studies and/or diaspora studies, you may find one or more of the following books helpful:

- Stephen Castles, Hein de Haas, and Mark J. Miller, eds. *The Age of Migration: International Population Movements in the Modern World*. 5th edition. New York: Guilford Press, 2014.
- Khalid Koser, *International Migration: A Very Short Introduction*. Oxford: Oxford University Press, 2007
- Robin Cohen, *Global Diasporas: An Introduction*. Second Edition. 2008
- Jana Braziel, *Diaspora: An Introduction*. Oxford: Blackwell, 2008.
- Jana Evans Braziel and Anita Mannur, eds. *Theorizing Diaspora: A Reader*. Malden, MA: Blackwell, 2003.

COURSE REQUIREMENTS AND GRADING SCHEME:

Assignment	Percentage	Due Date
Attendance and Participation	35%	Includes: <ul style="list-style-type: none"> 1 weekly 100-word post to the online discussion forum by 5:00 pm the day before the class meeting (11 weeks x 1%=11%) attendance and participation in class (11x 2%= 22%) bonus for quality of participation (2%)
Oral Presentation	15%	Schedule to be arranged.
Proposal and Annotated Bibliography for Critical Literature Review essay (3-4 pages)	15%	Due on Friday, October 21 by 5:00 pm
Critical Literature Review essay (3750 words - 15 pages)*	35%	Due on Tuesday, December 13 by 5:00 pm.

*Note: Page length for the critical literature review essay does not include notes and bibliography and assumes 250 words/page.

Attendance and Participation (35%)

Attendance and active participation are important components of this course that provide opportunity to engage with ideas in the readings and to learn from your peers.

For each week with required readings (Weeks 2-12), you will **submit one post (minimum of 100 words each) to the discussion forum** based on the readings for the week. Your post should be **posted by 5:00 pm on the day before the class meeting**. You will receive 1% for every post you submit (1% x 11= 11%).

You may focus on other issues that struck you as you were doing the readings. As you prepare your posts, you may wish to consider some of the following questions:

- What insights did you gain from the readings for the week?
- Were there particular ideas or perspectives that spoke to you? Were there other ideas that you were more critical of? Why?
- Which arguments in the readings did you find most convincing?
- Were there particular passages in the reading that stood out to you as especially useful or problematic?

The discussion forum is a space for scholarly exchange of ideas and students should adhere to the same etiquette and respect for their peers that they would in a standard classroom setting.

In addition, you will receive 2% for attending and participating in each class (2% x 11= 22%). The remaining 2% of your grade in this category will be assigned based on the quality of your in-class contributions, i.e. the extent to which your contributions demonstrate understanding of key issues, concepts, and themes raised in the readings and other course materials (11% + 22% + 2%= 35%).

Oral Presentation (15%)

Students will give one **10 minute in-class** oral presentation analyzing two of the assigned readings for the week. We will discuss the dates of the presentations during the first class and post a schedule on Brightspace.

Written Assignments

The fall term written assignments are designed to prepare you for the research proposal or paper that you will write in the winter term. The fall term written assignments consist of two parts:

- 1) a proposal and annotated bibliography (15%)
- 2) a critical literature review paper (35%)

This cumulative assignment structure will help you to gradually develop and refine your ideas about your research topic and research question over the course of the academic year.

1) Proposal and Annotated Bibliography

Your one-page proposal should identify the **research topic** that you will investigate in your critical literature review paper and that will provide the larger context for the **research question** that you will address in the winter term in your research proposal or paper. The key in the proposal is to clearly delimit and define the research topic of your planned investigation.

The accompanying annotated bibliography should list **at least 8-10 secondary sources** that address your research topic and that will be the basis of your critical literature review paper. These should be influential texts that have helped to shape our understanding of the research topic. Each entry in your annotated bibliography should be formatted in Chicago style and should be accompanied by a two-sentence account of the work's importance for your topic.

2) Critical Literature Review assignment

You will write a critical literature review paper (3,750 words/15 pages, double spaced, 12 point font) based on scholarly secondary sources that engages in a critical discussion of the **current academic and theoretical debates surrounding a particular research topic**. This assignment is intended to prepare you for the winter term written assignment by helping you to identify gaps in the scholarly literature and areas where you can make a contribution through your own research project. You should not provide extensive descriptive summaries of the readings identified in the annotated bibliography. Instead, you should engage with the arguments and broader significance of the texts:

- how have they helped to shape our understanding of the research topic?
- what kinds of interventions do they make?
- how have they shifted paradigms and models?
- what kinds of debates do they engage in?

The emphasis in this paper should be on your critical analysis of the concepts, theories, methodologies, sources, and evidence employed in the readings you choose. Further details about the proposal and critical literature review will be discussed in class and posted to Brightspace.

Submission of Coursework:

All written assignments must be submitted using the electronic drop box in Brightspace. Unless a specific exception has been arranged, hardcopies of assignments or assignments sent per email will

not be accepted. Comments and grades on assignments will be provided in the Brightspace grade book.

The preferred citation format is Turabian/Chicago Manual of Style.

Late Penalties

- You are strongly encouraged to plan ahead, manage your time, and submit your work by deadlines indicated.
- However, as life often has its surprises, there is a three-day grace period for late assignments. If an assignment is submitted during the three-day grace period (72 hours from the assignment deadline), no late penalties will be applied. This means that if you are submitting within the three-day grace period, there is no need to provide a medical note, explanation, excuse, or request an extension.
- After the three-day grace period, a penalty of 2.5 point deduction per day late will apply (i.e. Day 4 = -2.5 points, Day 5 = -5 points, Day 6 = -7.5 points, Day 7 = -10 points).
- Unless an extension has been granted, assignments submitted more than seven days late will **not be accepted and a mark of zero will be entered**.
- If you have serious medical or other equivalent circumstances that prevents your submission of the assignment more than three days after the initial due date, please contact one of the Professors as soon as possible and ideally no more than 3 days after the original deadline to request an extension. It is very important to be in communication with your professors if you are facing circumstances that are preventing you from submitting your assignments on time.

IMPORTANT COURSE INFORMATION:

Inclusivity Statement

We are committed to fostering an environment for learning that is inclusive for everyone regardless of ethnicity, religion, sexual orientation, gender identity, gender expression, ability, age, and class. All students in the class, the instructor, and any guests should be treated with respect during all interactions. Please feel free to contact us if you have any concerns. We also welcome emails or other communication to let us know your preferred name or pronoun.

Sensitive Course Content

Many of the course materials we will be reading address difficult and emotionally challenging topics such as violence, racism, misogyny, and poverty. We will do our best to make the classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content.

Email Communication

Following university policy, the instructors will communicate by e-mail with students using university “cmail” e-mail addresses. If you have a different account that you check regularly, please set up your Carleton account to forward to that one, so that you do not miss any important course-related announcements. Normally, the instructors expect to reply to e-mail or voicemail queries within 2 days during the working week. The instructor generally does not answer e-mail inquiries or voicemail messages on evenings or weekends. Students who wish to discuss matters with the instructor are encouraged to meet during virtual office hours or by appointment.

Academic Integrity

Academic integrity is a core value of the university and essential for creating a constructive environment for teaching, learning, and research. Students are responsible for being aware of the University’s Academic Integrity Policy, understanding what constitutes academic dishonesty, and ensuring that all course assignments submitted for evaluation abide by University policy. **Any suspected violations of the academic integrity policy will be referred to the College Director and then to the appropriate Dean for further investigation.** Students who are found to have violated the standards of academic integrity will be subject to sanctions. An overview of the University’s Academic Integrity Policy is available at <https://carleton.ca/registrar/academic-integrity/> and the full policy at <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>.

Unauthorized Recordings or Distribution of Materials

Unauthorized student recording of classroom or other academic activities (including advising sessions, office hours, etc.) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and provincial or federal law. Students requesting the use of assistive technology as an accommodation should contact the [Paul Menton Centre](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Grading

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.

COURSE CALENDAR:

Please note that the instructor may make changes to the syllabus over the course of the semester.

I. APPROACHING MIGRATION AND DIASPORA STUDIES

In this section of the course we will provide a grounding in some key concepts and theoretical discussions in migration studies and diaspora studies. We will contextualize these debates by examining the application of concepts in particular case studies, both historical and contemporary.

Week 1, September 7 — Introduction (Casteel and Masoumi)

Week 2, September 14 — Migration Studies: Concepts, Categories, and Contexts (Masoumi)

i)

Shachar, Ayelet. 2009. Introduction: The Puzzle of Birthright Citizenship. In *The Birthright Lottery: citizenship and global inequality*. Harvard University Press.

Wimmer, Andreas and Nina Glick-Schiller. 2003. "Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology." *The International Migration Review* 37, no. 3: 576–610.

ii)

Malkki, Liisa. 1992. "National Geographic: The Rooting of Peoples and the Territorialization of National Identity Among Scholars and Refugees." *Cultural anthropology* 7 (1): 24–44.

Crawley, Heaven, and Dimitris Skleparis. 2018. "Refugees, Migrants, Neither, Both: Categorical Fetishism and the Politics of Bounding in Europe's 'Migration Crisis.'" *Journal of Ethnic and Migration Studies* 44, no. 1: 48–64.

Week 3, September 21 — Diaspora Studies: Concepts, Categories, and Contexts (Casteel)

i) theorizing diaspora

William Safran, "Diasporas in Modern Societies." *Diaspora* 1.1 (1991): 83-99.

James Clifford, "Diasporas." *Cultural Anthropology* 9.3 (Aug. 1994): 302-344.

Rogers Brubaker, "The 'Diaspora' Diaspora." *Ethnic and Racial Studies* 28-1 (Jan. 2005): 1-19.

ii) case studies

Rebecca Kobrin, "Rewriting the Diaspora: Images of Eastern Europe in the Bialystock Landsmanschaft Press, 1921-45." *Jewish Social Studies* 12.3 (Spring 2006): 1-38.

Jacqueline Nassy Brown, "Black Liverpool, Black America, and the Gendering of Diasporic Space." *Cultural Anthropology* 13.3 (1998): 291–325.

II. POLITICS OF MIGRATION AND DIASPORA

In this section we will discuss current regimes and patterns of international migration and the role of national, international, and non-state actors (including migrants) in these processes. We will

also focus on issues such as refugees, citizenship, settler colonialism and multiculturalism, and how migration regimes are informed by complex dynamics of inclusion and exclusion.

Week 4, September 28 —International and National Migration Regimes (Masoumi)

Guest speaker: William Walters, Department of Political Science

i)

Mongia, Radhika Vivas. 1999. "Race, Nationality, Mobility: A History of the Passport." *Public culture* 11 (3): 527–555.

Xiang, Biao and Johan Lindquist. 2018. "Migration Infrastructure." *International Migration Review* 48(1, suppl): 122-148.

ii)

Schuster, Liza and Nassim Majidi. 2019. 'Deportation and forced return' in A. Bloch and G. Dona (eds), *Forced Migration*, Routledge.

Lecadet, Clara and William Walters. 2022. 'Deportation and Airports' in W. Walters, C. Heller and L. Pezzani (eds), *Viapolitics: Borders, Migration and the Power of Locomotion*, Duke University Press.

Optional:

Torpey, John. 2000. "Coming and Going: On the State Monopolization of the Legitimate 'Means of Movement'." In *The Invention of the Passport: Surveillance, Citizenship, and the State*, pp. 4–20. Cambridge: Cambridge University Press.

Andrijasevic, Rutvica and William Walters. 2010. "The International Organization for Migration and the international government of borders." *Environment and Planning D: Society and Space* 28 (6): 977-999.

Week 5, October 5 — Citizenship, Settler Colonialism and Multiculturalism (Masoumi)

Guest Speaker: Laura Madokoro, Department of History

i)

Haque, Eve.2012. "Introduction: 'I'm Talking Language'", in *Multiculturalism Within a Bilingual Framework: Language, Race, and Belonging in Canada*, 3-8. Toronto: University of Toronto Press.

Haque, Eve, and Donna Patrick. 2015. "Indigenous Languages and the Racial Hierarchisation of Language Policy in Canada." *Journal of multilingual and multicultural development* 36, no (1): 27–41.

Wells, Julie and Michael Christie. 2000. "Namatjira and the Burden of Citizenship." *Australian Historical Studies* 31 (114): 110-130.

ii)

- Villegas, Paloma E et al. 2019. "Integration, Settler Colonialism, and Precarious Legal Status Migrants in Canada." *Journal of international migration and integration* 21 (4): 1131–1147
- Lentin, Alana and Gavan Titley. 2012. "The crisis of 'multiculturalism' in Europe: Mediated minarets, intolerable subjects." *European Journal of Cultural Studies* 15 (2): 123–138.

Week 6, October 12 — Refugees: International Law, State & non-State Practices (Masoumi)

Guest speaker: James Milner, Department of Political Science

i)

Betts, Alexander and James Milner. 2019. "Governance of the Global Refugee Regime." World Refugee Council Research Paper No 13. Waterloo: Centre for International Governance Innovation.
<https://www.cigionline.org/sites/default/files/documents/WRC%20Research%20Paper%20No%2013.pdf>.

Alimia, Sanaa. 2019. "Performing the Afghanistan–Pakistan Border Through Refugee ID Cards." *Geopolitics* 24 (2): 391–425.

ii)

Catherine Dauvergne. 2004. "Refugee Law and the Measure of Globalisation." *Law in context (Bundoora, Vic.)* 22 (2): 62–82.

Madokoro, Laura. "Eurocentrism and the International Refugee Regime." *Journal of modern European history* 20, no. 1 (2022): 34–39.

III. EXPERIENCING MIGRATION AND DIASPORA

In this section we will turn to the experiential aspects of migration and diaspora and how migration and diaspora informs everyday life drawing on ethnographic, sociological, historical, and cultural studies approaches. The focus will be on migrant and diaspora subjectivities and how they are informed by dynamics of inclusion and exclusion in different political regimes.

Week 7, October 19 — Race, Gender, Sexuality and Migration (Masoumi)

Guest Speaker: Amrita Hari, Feminist Institute for Social Transformation

i)

Park, Hijin. 2011. "Migrants, Minorities and Economies: Transnational Feminism and the Asian/Canadian Woman Subject." *Asian journal of women's studies* 17, no. 4: 7–38.

Gedalof, Irene. 2009. "Birth, belonging and migrant mothers: Narratives of reproduction in feminist migration studies." *Feminist Review* 93 (1): 81–100.

ii)

Lee-An, Jiyoung. 2020. "'Fake' or 'Real' Marriage? Gender, Age, 'Race' and Class in the Construction of Un/desirability of Marriage Migrants in South Korea." *Studies in Social Justice* 14, no. 1: 125–45.

Gaucher, Megan, and Alexa DeGagne. 2016. "Guilty Until Proven Prosecuted: The Canadian State's Assessment of Sexual Minority Refugee Claimants and the Invisibility of the Non-Western Sexual Non-Citizen." *Social politics* 23, no. 3 (2016): 459–481.

*** October 24-28 Fall Reading Week: Happy Reading! ***

Week 8, November 2 — Home, Identity and Belonging (Casteel)

i) Citizenship and belonging

Esi Edugyan, *Dreaming of Elsewhere: Observations on Home*. Edmonton: University of Alberta Press, 2014. (Available electronically via the CU library.)

Laila Lalami, "Allegiance." From *Conditional Citizens: On Belonging in America*. New York: Vintage, 2020. 3-28.

ii) Modalities of diasporic belonging: space, time, language

André Aciman, "Shadow Cities." *Letters of Transit: Reflections on Exile, Identity, Language, and Loss*, ed. André Aciman. The New Press, 1999. 19-34.

Ranajit Guha, "The Migrant's Time." *Postcolonial Studies* 1.2 (1998): 155-160.

Eva Hoffman, "The New Nomads." *Yale Review* 86.4 (Oct 1998): 43-58.

Week 9, November 9 — Labour, Migration and Transnational Workers (Masoumi)

Guest Speaker: Christina Gabriel, Department of Political Science

i)

Preibisch, Kerry. 2010. "Pick-Your-Own Labor: Migrant Workers and Flexibility in Canadian Agriculture." *The International Migration Review* 44 (2): 404–441.

Bolt, Maxim. 2017. "Making workers real: Regulatory spotlights and documentary stepping-stones on a South African border farm." *Hau: Journal of Ethnographic Theory* 7(3): 305-324.

ii)

Arat-Koç, Sedef. 2006. "Whose Social Reproduction?: Transnational Motherhood and Challenges to Feminist Political Economy." In *Social Reproduction: Feminist Political Economy Challenges Neoliberalism*, edited by Kate Bezanson and Meg Luxton, 75–92. McGill-Queen's University Press.

Tungohan, Ethel. 2019. "Global Care Chains and the Spectral Histories of Care Migration." *International Journal of Care and Caring* 3, no. 2: 229-45.

IV. REPRESENTING MIGRATION AND DIASPORA

In this section we will focus on cultural representations of migration and diaspora in the arts, popular cultural and cultural institutions. We will consider migrant and diasporic artists' creative

expressions and the unique insights and alternative discourses they offer.

Week 10, November 16 Indigeneity and Diaspora in Literary and Museum Spaces (Casteel)

i) theorizations

Daniel Coleman, "Indigenous Place and Diaspora Space: Of Literalism and Abstraction." *Settler Colonial Studies* 6.1(2016): 61-76.

Wayne Modest, "Material Bridges: Objects, Museums, and New Indigeneity in the Caribbean." *Anthropologists, Indigenous Scholars, and the Research Endeavor: Seeking Bridges towards Mutual Respect*, ed. Joy Hendry and Laara Fitznor. New York: Routledge, 2012. 185-198.

Natalie Knight, "Interlude: Little Brother," *Ariel* 51.2-3 (April-July 2020): 83-94.

selections from "Conversations at the Crossroads: Indigenous and Black Writers Talk," *Ariel* 51.2-3 (April-July 2020): 57-81.

ii) artistic interventions

Poetry:

- Joseph Bruchac, "Ellis Island." *The Penguin Book of Migration Literature*, ed. Dohra Ahmad. New York: Penguin Books, 2019. 203.
- Jeanette Armstrong, "Blood." *Breath Tracks*. Stratford, ON: Williams-Wallace/Theytus Books, 1991, 16.
- Dionne Brand, "V v." *Land to Light On*. Toronto: McLelland and Stewart, 1997, 45.

Painting:

- Kent Monkman, *mistikôsiwak: Wooden Boat People* (2019)

Installation art:

- Jin-me Yoon, *Touring Home from Away* (1998-99)

Week 11, November 23 — The Aesthetics and Performance of Migration and Diaspora (Casteel)

Guest speaker: Ming Tiampo, Department of Art and Architectural History

i) theorizations

Siobhan Brownlie, "The Roles of Literature and the Arts in Representing the Migrant and Migration." *Figures of the Migrant: The Roles of Literature and the Arts in Representing Migration*, ed. Siobhan Brownlie and Rédouane Abouddahab. New York: Routledge, 2022. 3-20.

Ruth Erickson and Eva Respini, "Curators' Introduction." *When Home Won't Let You Stay: Migration through Contemporary Art*. The Institute of Contemporary Art/Boston in association with Yale UP, 2019. 16-27.

Kobena Mercer, "Diaspora Culture and the Dialogic Imagination: The Aesthetics of Black Independent Film in Britain." *Blackframes: Critical Perspectives on Black Independent Cinema*. Ed. M. Cham and C. Watkins. Cambridge, MA: MIT Press, 1988. 50-61.

Philip V. Bohlman, "Diaspora." *World Music: A Very Short Introduction*. Oxford: Oxford University Press, 2002. 111-129.

ii) artworks

Visual art:

- Yinka Shonibare, *The American Library* (2018)
- Do Ho Suh, *Almost Home* (2018)

Poetry:

- Warsan Shire, "Home." From *Bless the Daughter Raised by a Voice in Her Head*. Penguin, 2022. 24-25.

Music video:

- Socalled, "Rock the Belz" (2007).

Week 12, November 30 — Diasporic Memory and Language (Casteel)

Guest speaker: filmmaker and visual artist Laura Taler

i) Class visit to CUAG to see the exhibition *Laura Taler: Three Songs*

ii) Theorizing diasporic memory and language

Astrid Erll, "Travelling Memory." *Parallax* 17.4 (2011): 4-18.

Susannah Radstone and Rita Wilson, "Translating Worlds: Approaching Migration through Memory and Translation Studies." *Translating Worlds: Memory, Migration and Culture*, ed. Susannah Radstone and Rita Wilson. New York: Routledge, 2020. 1-10.

Week 13, December 7 — format TBD

CARLETON UNIVERSITY POLICIES

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 us 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](#).

Religious obligation: write to us 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](#).

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 613-5206608 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).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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>