

MGDS 5001

MA Core Seminar: Migration and Diaspora Studies

Meeting times and location

Tuesdays: 11:35am to 2:25pm (see course Brightspace page for location)

First class: 12 September 2023
Reading week: 24 October 2023 (no class meeting)
Last class: 5 December 2023

Instructors, office hours and contact information

The course is co-taught by two MDS-affiliated faculty members:

Dr. [Laura Madokoro](#)

Office hours: By appointment in Paterson Hall 426

E-mail: laura.madokoro@carleton.ca

Dr. [James Milner](#)

Office hours: Tuesdays, 9:30am to 11am (or by appointment) in Richcraft Hall 2404R

E-mail: james.milner@carleton.ca

E-mail policy: Please note that when corresponding with course instructors, please be sure to include the course code (MDS 5001) in your subject line. You can expect an email response within 24 hours during the week. Instructors will not be responding to emails over the weekend.

Course material

This course will be managed through [Brightspace](#), Carleton University's course support platform. We will discuss the sections and functions of Brightspace during our first class meeting. Please visit the course's Brightspace site regularly to receive the most current information pertaining to the content and delivery of the course.

Course objectives

The objective of the course is to provide students in the MA in Migration and Diaspora Studies an advanced overview of major themes in and approaches to both migration studies and diaspora studies, drawing on different disciplinary perspectives. The course is structured around conversations about core themes and terms in the field, with the objective of

providing all students with a common vocabulary and analytical toolkit to engage with graduate studies on issues relating to migration and diaspora issues.

Through coursework, discussion and by drawing on the perspectives and experiences that each of us brings the course, by the end of the course, students will be expected to have:

- ☐ Gained an advanced understanding of key terms and debates within MDS
- ☐ Demonstrated the ability to present and discuss advanced material in a seminar setting
- ☐ Developed the ability to translate debates in MDS to communicate to a wider audience
- ☐ Identified a specific issue or theme and conduct a literature review on that theme
- ☐ Prepared a written literature review on a specific theme to the standards required of graduate studies.

Structure of class meetings

Each class meeting will last 2 hours and 50 minutes, and will include a short break. The **first 90 minutes** of class will typically be structured around a discussion of the weekly theme and the required readings, as outlined below. These discussions will start with introductory framing comments from the instructor. In Weeks 4 to 10, the discussion will be in response to short presentations from members of the class, as outlined below. The remaining time will be devoted to class discussion on the theme, required readings, presentations and other material. All class members are expected to come to class prepared to engage in discussion.

Following a break of approximately 20 minutes, the **final 60 minutes** of class will be devoted either to welcoming a guest speaker or focusing on the development of a specific skill. The activity for each week is indicated below. In weeks where we welcome a guest speaker to class, time will be allocated before the break to collectively generate the questions we want to pose to the guest speaker. The skills to which students will be introduced during the course include:

- ☐ Communicating with a broader audience through knowledge translation and mobilization
- ☐ Succeeding in the Co-Op program at Carleton University
- ☐ Navigating the Carleton University Library system
- ☐ Preparing an annotated bibliography and a literature review

Requirements

There are several graded elements for the course:

Reflection assignments	(3; minimum one before Reading Week)	3 X 5% = 15%
Seminar presentation	(once between Week 4 and 10)	10%
Knowledge mobilization exercise	(due by 5pm on the Friday following presentation)	15%
Annotated bibliography	(due before the start of class on 31 October 2023)	15%
Literature review	(due before the start of class on 5 December 2023)	30%
Participation	(on-going)	15%

Details of graded elements

While each graded element of the course will be discussed in detail during class, here is an overview of the requirements that will be graded to calculate your final grade in the course:

Reflection assignments: During the Fall Term, students are expected to attend public lectures and events that relate to Migration and Diaspora Studies. Details of these events will be shared with the class by e-mail on an on-going basis. Following their attendance of three of these events, students will write a 500 to 800 word reflection piece in response to their experience of the event. The reflection piece can answer the following questions: What was the focus and content of the event? Who attended the event? What was interesting or new about the event? How did the event relate to themes and topics discussed in the course? How did the event relate to your understanding of current events? What was your overall impression of the event?

Reflection assignments should be submitted via the Assignments function on Brightspace within 72 hours of the event. Students can select the events for which they write reflection assignments, but each student must submit a total of **three reflection assignments** during the term. **At least one** reflection assignment must be submitted **before Reading Week** (ie by 20 October 2023). Each submission will be worth **5% of the final course grade** and will be graded according to the following elements:

Summary of event	30%
Analysis of event	30%
Implications of event for MDS	30%
Spelling and Grammar	10%

Annotated bibliography: The first step in conducting a literature review is to identify the most prominent and significant sources to be included in the review. As a foundation for the subsequent literature review assignment, students will be required to prepare an annotated bibliography in relation to an issue, theme or debate in the field of Migration and Diaspora Studies. Students are strongly encouraged to identify a theme that will contribute to their degree pathway, either through a thesis, research essay or coursework, and that will be the focus of their work in MGDS5003 in the Winter Term. The purpose of the annotated bibliography is to identify and justify the sources that will serve as the basis for the subsequent literature review assignment. The bibliography should contain 20 to 25 sources (journal articles, book chapters)

from scholarly sources. These sources should be presented in a standard referencing style and include an introductory section, describing the theme being explored and the search method employed, and a conclusion, providing an analysis of the sources included. Each entry in the bibliography should be annotated, thereby providing an explanation for its inclusion.

The annotated bibliography should be submitted via the Assignments function on Brightspace, and is due before the start of our class meeting on **31 October 2023**. The bibliography will be worth **15% of the final course grade** and will be graded according to the following elements:

Presentation of theme and search method	30%
Presentation of sources	10%
Justification of sources	30%
Analysis of bibliography	20%
Spelling and Grammar	10%

Seminar Presentations and Knowledge Mobilization: Over the course of the semester, students will be responsible for leading the discussion of one reading during a seminar meeting. This discussion requires a deep engagement with the reading and an initial post to the Brightspace Forum where key points, observations and discussion ideas will be highlighted (maximum 700 words). Discussants are expected to speak for no more than five minutes in presenting their reflections on their selected article although all discussants for a given week should be actively involved in the discussion that follows. Discussants are encouraged to share ideas and strategies with fellow discussants prior to the class meeting for ease of dialogue.

Based on the class feedback, and using the Knowledge Mobilization tools discussed in Week 2 (19 September), you should revise your initial reflection in the Brightspace Forum before final submission at 5pm on the Friday following your discussion session.

There will be a sign-up sheet circulated in September to organize the discussion sessions, with three presentations per week, starting on Week 4 (3 October) and ending on Week 10 (21 November). There are two elements to this assignment, which together are worth **25% of the final course grade** and will be graded according to the following elements:

Seminar Presentation (10% of final grade)

Clarity and substance of opening comments	50%
Sustained engagement with discussion	50%

Knowledge mobilization exercise (15% of final grade)

Thesis Statement	20%
Summary of Reading	20%
Initial Analysis	20%
Evidence of Revisions	20%
Spelling and Grammar	20%

Attendance and Participation (15% of final grade): Our expectation is that everyone will attend each seminar, knowing that regular attendance and participation leads to rich intellectual community and discussion. Participation will be based on depth and breadth of preparation and engagement in seminar discussions. This can take many forms including careful and attentive listening, oral contributions, or active engagement in reflection exercises and other seminar activities.

Late penalties: Annotated bibliographies and literature reviews submitted after the due date will be penalized by 5% of the 100% assignment grade per 24 hours. Other assignments cannot be submitted late. Exceptions to this policy will be made only for academic accommodations, as outlined below, or for medical or personal emergencies substantiated by documentation.

Readings and required texts

There is no required textbook for this course. Instead, required readings will be posted as files on Brightspace or will be available through the Carleton University Library system or through ARES. On-line journals and e-books may be accessed through the Carleton Library portal: <http://www.library.carleton.ca>

Provisional outline of course topics

Below is a **tentative** weekly breakdown of the course and **possible** readings. Please consult Brightspace regularly for updates to this list of weekly topics and readings, in addition to information about the course and other supporting material for the weekly meetings.

In total, students should expect to commit an average of **6 to 7 hours per week** to complete the course requirements, including the weekly class meeting, **in addition** to the time required to complete the individual graded requirements for the course.

Week 1

12 September 2023: Introduction to the course and discussion on positionality
(Led by Laura and James)

Holmes, Andrew Gary Darwin. "Researcher Positionality--A Consideration of Its Influence and Place in Qualitative Research--A New Researcher Guide." *International Journal of Education* 8.4 (2020): 1-10, <https://files.eric.ed.gov/fulltext/EJ1268044.pdf>

Sukarieh, Mayssoun, and Stuart Tannock. "On the Problem of Over-Researched Communities: The Case of the Shatila Palestinian Refugee Camp in Lebanon." *Sociology (Oxford)* 47.3 (2013): 494–508.

Shivakoti, Richa, and James Milner. "Beyond the partnership debate: Localizing knowledge production in refugee and forced migration studies." *Journal of Refugee Studies* 35.2 (2022): 805-826.

Week 2

19 September 2023: Diaspora
(Led by Laura)
Skills session: Knowledge Mobilization

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

Cristina Szanton Blanc, Linda Basch, and Nina Glick Schiller, "Transnationalism, Nation-States, and Culture." *Current Anthropology* 36.4 (1995): 683–686.

"Revisiting diaspora as process: timespace, performative diasporas?" and "Diasporas and Development," [*Handbook on Critical Geographies of Migration*](#)

Week 3

26 September 2023: Migration and mobility
(Led by James)
Skills session: The Co-Op program at Carleton University

See next page for assigned readings.

Castles, Stephen, Hein de Haas and Mark J. Miller, "Introduction", *The Age of Migration: International Population Movements in the Modern World*, Sixth edition, 2020.

Wimmer, Andreas, and Nina Glick Schiller. "Methodological nationalism, the social sciences, and the study of migration: An essay in historical epistemology 1." *International Migration Review* 37.3 (2003): 576-610.

Crawley, Heaven, and Dimitris Skleparis. "Refugees, migrants, neither, both: categorical fetishism and the politics of bounding in Europe's 'migration crisis'." *Journal of Ethnic and Migration Studies* 44.1 (2018): 48-64.

Malone, Barry. "Why Al Jazeera will not say Mediterranean 'migrants'", blog, 20 August 2015, <https://www.aljazeera.com/features/2015/8/20/why-al-jazeera-will-not-say-mediterranean-migrants>

Week 4

3 October 2023: Labour
(Led by Laura with student seminar presentations)
Skills session: Carleton University Library orientation

Barber, Pauline Gardiner. 2008. "Cell Phones, Complicity, and Class Politics in the Philippine Labor Diaspora." *Focaal* 2008 (51): 28–42. doi:10.3167/fcl.2008.510104.

Christina Gabriel & Laura Macdonald (2018) After the International Organization for Migration: recruitment of Guatemalan temporary agricultural workers to Canada, *Journal of Ethnic and Migration Studies*, 44:10, 1706-1724, DOI: 10.1080/1369183X.2017.1354062

Parreñas, Rhacel Salazar, and Rachel Silvey. "The governance of the Kafala system and the punitive control of migrant domestic workers." *Population, Space and Place* 27.5 (2021): e2487.

Week 5

10 October 2023: Refugeehood
(Led by James with student seminar presentations)
Skills session: How to write a literature review

Costello, Cathryn, "On Refugeehood and Citizenship", in Shachar, Ayelet, Rainer Baubock, Irene Bloemraad, and Maarten Peter Vink, eds. *The Oxford Handbook of Citizenship*. Oxford: Oxford University Press, 2017.

Zetter, Roger. "Labelling refugees: Forming and transforming a bureaucratic identity." *Journal of Refugee Studies* 4.1 (1991): 39-62.

....assigned readings for this week continue on next page.

Hyndman, Jennifer, and Wenona Giles. "Waiting for what? The feminization of asylum in protracted situations." *Gender, Place & Culture* 18.3 (2011): 361-379.

Milner, James, Mustafa Alio, and Rez Gardi. "Meaningful refugee participation: An emerging norm in the global refugee regime." *Refugee Survey Quarterly* 41.4 (2022): 565-593.

Week 6

17 October 2023: Governance
(Led by James with student seminar presentations)
Guest speaker: [Lama Mourad](#), Carleton University

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

Lippert, Randy. "Governing refugees: The relevance of governmentality to understanding the international refugee regime." *Alternatives* 24.3 (1999): 295-328.

Mourad, Lama. "'Standoffish' policy-making: inaction and change in the Lebanese response to the Syrian displacement crisis." *Middle East Law and Governance* 9.3 (2017): 249-266.

Triandafyllidou, Anna. "Decentering the study of migration governance: A radical view." *Geopolitics* 27.3 (2022): 811-825.

Reading Week: No class meeting on 24 October 2023

Week 7

31 October 2023: Borders and Power
(Led by James)
Due: Annotated bibliography
Guest speaker: [Benjamin Hoy](#), University of Saskatchewan

Casaglia, Anna. "Interpreting the politics of borders" in Scott, James (ed). *A Research Agenda for Border Studies*. Cheltenham, UK: Edward Elgar Publishing, 2020.

Hoy, Benjamin. "Introduction", in *A Line of Blood and Dirt : Creating the Canada-United States Border Across Indigenous Land*. New York: Oxford University Press, 2021.

Alimia, Sanaa. "Performing the Afghanistan–Pakistan border through refugee ID cards." *Geopolitics* 24.2 (2019): 391-425.

Milner, James, and Krystyna Wojnarowicz. "Understanding Expressions and Experiences of Power in Global and Local Contexts." *Refuge* 33 (2017): 7-17

Week 8

7 November 2023: Rights

(Led by James with with student seminar presentations)

Guest speaker: [Umut Özsu](#), Carleton University

Achieme, E. Tendayi, "Race, Refugees and International Law" in Costello, Cathryn, Michelle Foster, and Jane McAdam, eds. *The Oxford Handbook of International Refugee Law*. Oxford: Oxford University Press, 2021.

Anderson, Adrienne and Michele Foster, "A Feminist Appraisal of International Refugee Law" in Costello, Cathryn, Michelle Foster, and Jane McAdam, eds. *The Oxford Handbook of International Refugee Law*. Oxford: Oxford University Press, 2021.

Hamlin, Rebecca, "The Politics of International Refugee Law and Protection" in Costello, Cathryn, Michelle Foster, and Jane McAdam, eds. *The Oxford Handbook of International Refugee Law*. Oxford: Oxford University Press, 2021.

Özsu, Umut. "Introduction" in *Formalizing Displacement : International Law and Population Transfers*. Oxford: Oxford University Press, 2015.

New York Declaration for Refugees and Migrants:

https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_71_1.pdf

Week 9

14 November 2023: Forced Migration and Displacement

(Led by Laura with with student seminar presentations)

Guest speaker: Aimee Villareal

Elizabeth Ellis, "The Border(s) Crossed Us Too: The Intersections of Native American and Immigrant Fights for Justice,"

<https://hemisphericinstitute.org/en/emisferica-14-1-expulsion/14-1-essays/the-border-s-crossed-us-too-the-intersections-of-native-american-and-immigrant-fights-for-justice-2.html>.

*As this is a short reading, you may choose to discuss it in conjunction with one other assigned reading from this week.

Georgina Ramsay, "Time and the other in crisis: How anthropology makes its displaced object," *Anthropological Theory* 2020, Vol. 20(4) (2019) 385–41, DOI: 10.1177/1463499619840464

journals.sagepub.com/home/ant,

https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_proquest_journals_2449125257

....assigned readings for this week continue on next page.

Carol Farbotko and Heather Lazrus, "The first climate refugees? Contesting global narratives of climate change in Tuvalu," *Global Environmental Change* 22(2) (2012): 382-390, <https://doi.org/10.1016/j.gloenvcha.2011.11.014>.

"Introduction" in *Many Middle Passages Forced Migration and the Making of the Modern World* edited by Emma Christopher, Pybus Cassandra and Marcus Rediker (Berkeley: University of California Press, 2007), https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022657547305153

Week 10

21 November 2023: Identity and Belonging
(Led by Laura with student seminar presentations)
Visit: Carleton University Art Gallery

Ien Ang, "Diasporic identifications and postmodern ethnicity," in *On Not Speaking Chinese: Living Between Asia and the West* (Routledge, 2001), 21-37, https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022834673805153

Neda Maghbouleh, "In the Past" from *Limits of Whiteness*, available online at MacOdrum Library Course Reserves, 14-48.

Malkki, Liisa. "National Geographic: The Rooting of Peoples and the Territorialization of National Identity Among Scholars and Refugees." *Cultural Anthropology* 7.1 (1992): 24-44.

Mamdani, Mahmood. "Beyond settler and native as political identities: Overcoming the political legacy of colonialism." *Comparative studies in Society and History* 43.4 (2001): 651-664.

Week 11

28 November 2023: Agency
(Led by Laura with student seminar presentations)
Guest speaker: Wendell Nii Laryea Adjetey (TBC)

Wendell Nii Laryea Adjetey, "Immigration, Black Power, and Draft Resisters," in *Cross-Border Cosmopolitans : The Making of a Pan-African North America* (Chapel Hill, NC: University of North Carolina Press, 2023), https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991023070331805153.

Megan Bradley, (2014). Rethinking refugeehood: Statelessness, repatriation, and refugee agency. *Review of International Studies*, 40(1), 101-123. doi:10.1017/S0260210512000514.

....assigned readings for this week continue on next page.

Jelena Golubovic, "Beyond Agency as Good: Complicity and Displacement after the Siege of Sarajevo." *Journal of Refugee Studies* 35, no. 3 (2022): 1344–1363, https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_crossref_primary_10_1093_jrs_feab096.

Week 12

5 December 2023: Term wrap-up
(Led by Laura and James)
Due: Literature review

Course Administration and Policies

Students should be familiar with Carleton University policies that are applied in this and all courses, in addition to services and supports that are available to all students.

Statement on Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offense that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you:

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>

Academic accommodation

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

Informal accommodation due to short-term incapacitation: [provide information on your requirements for short-term informal accommodations. If you require supporting documentation, you may only request the Self-Declaration for Academic Considerations form (<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>) which replaces medical notes.

Pregnancy obligation: write to 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([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 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. For final exams, the deadlines to request accommodations are published in the [University Academic Calendars](#). 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 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Grading

Standing in a course is determined by the course instructors, 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

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 the MDS program 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 University email accounts and Brightspace.

Prepared by Dr. James Milner and Dr. Laura Madokoro, August 2023