

**MGDS 5003**  
**Research Seminar in Migration and Diaspora Studies**

**Meeting times**

**Tuesdays: 11:35am to 2:25pm**

(Consult Carleton Central for class location, please note the different locations for whole class / split class meetings)

**First class:** 6 January 2026  
**Reading week:** 16 – 20 February 2026  
**Last class:** 7 April 2026

**Instructors, office hours and contact information**

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

Dr. [Laura Madokoro](#)

Office hours: Wednesdays, 10:00 – 11:00 a.m., or by appointment in Paterson Hall 428

E-mail: [laura.madokoro@carleton.ca](mailto:laura.madokoro@carleton.ca)

Dr. [James Milner](#)

Office hours: Tuesdays, 3pm to 4pm (or by appointment) in Richcraft Hall 2404R

E-mail: [james.milner@carleton.ca](mailto:james.milner@carleton.ca)

**E-mail policy**

Please note that when corresponding with course instructors, be sure to include the course code (MDS 5003) in your subject line. You can expect an email response within 24 hours during the week. Instructors will generally 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.

Any required readings will be posted in the relevant Brightspace module at least 7 days before the relevant class meeting.

Grading rubrics for course requirements will also be posted in the relevant Brightspace module after the requirement has been introduced in class.

## **Course Description**

This course continues the core course sequence for the Migration and Diaspora Studies MA program. The main focus is on research design and research methods in Migration and Diaspora Studies. The course takes a hands-on approach in which you will workshop your draft material and receive guidance as you design and implement your own research project.

The main written assignment for the course will vary depending on your stream in the program. Research Essay and Thesis stream students will submit a research proposal for their Research Essay or Thesis. Coursework Pathway students will submit a research paper of c. 25 pages on a topic of their own choosing. All students will prepare a short essay of 6 to 8 pages on research method(s) of interest to them and their areas of research.

## **Course objectives**

The main objective of the course is to provide students with training and guidance on the preparation of a major research project. Class time will be dedicated to instruction on research design, methodology, and ethics with extensive individual consultations and peer-review activities to support the production of a major research project. By the end of term, students should have developed an advanced understanding of research design and methodology, ethical considerations, and produced an independent research project.

Upon successful completion of this course, you will have gained knowledge about issues in interdisciplinary research design and methods in the fields of Migration and Diaspora Studies and you will have applied this knowledge and skills in the design of your own research project:

- For students in the research essay or thesis stream, you will have produced a proposal for your research essay or thesis.
- For students in the coursework stream, you will have produced a research paper.
- You will gain experience in conducting research (finding materials using library catalogue and databases, compiling bibliographies, taking notes on sources).
- In oral presentations and in participation in class discussions you will hone public speaking skills and your ability to present arguments and opinions that are supported by evidence.
- You will gain practice in engaging in collegial and constructive peer review of other students' work, important foundations of participating in a scholarly community.

## **Structure of class meetings and workshops**

There are two formats in which the class will meet: as a whole for class meetings and in half for workshop weeks.

For weeks when we meet as a whole class, we will meet for 2 hours and 50 minutes, with a short break in the middle of our meeting time. Whole class meetings will include discussions of specific themes and roundtable discussions with guest speakers.

For workshop weeks, as indicated in the schedule below, the class will be divided in two, according to research interests. Workshops will be led simultaneously by Laura and James and are designed for students to present their work and receive feedback from instructors and peers.

Arrangements for workshop weeks will be discussed by Week 4 in the term.

Students should also note the weeks when there will be no class meetings. These are weeks when students are given additional time to either advance their own work or complete class activities. Instructors will be available for individual meetings during these weeks.

## **Requirements**

There are five graded elements for the course:

Short Essay on Research Method(s) (due 3 February 2026):	10%
Research Question and Proposal (due 24 February 2026):	10%
Peer Review of Draft Projects (due 17 March 2026):	20%
Major Research Project (7 April 2026):	40%
Participation:	20%

Details of written assignments and grading rubrics will be provided in the course by Week 2 of term.

**Attendance & Participation (20% of final course 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 on the theme of the week and in relation to the assigned readings. This can take many forms including careful and attentive listening, oral contributions, participation in small group discussions, or active engagement in other seminar activities.

**Late penalties:** Short essays, research questions and major research projects submitted after the due date will be penalized by 5% of the 100% assignment grade per 24 hours. The peer review assignment 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. When requesting an extension, it is important to raise this with instructors in advance of the specified due date.

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## **Readings and required texts**

There is no required textbook for this course. Instead, required readings will be posted, unless otherwise indicated, as files or links on Brightspace. In some cases they will be available online or will be available through the Carleton University Library system [Course Reserves \(ARES\)](#). 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. Required readings will be identified in response to the direction of course discussions and the interests of students. Below is a list of **possible** readings to give course members an indication of the types of readings we will be examining. 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**

**6 January 2025**

**Introduction and overview of pathway options**

Led by Laura and James

Roundtable with 2<sup>nd</sup> year MDS students.

## Week 2

13 January 2026

### Research Design

Led by Laura and James

Fuji, Lee Ann. (2017) "Chapter Two: Building Working Relationships," in *Interviewing in Social Science Research: A Relational Approach*. New York: Routledge, 12-34. Available as e-book in the Carleton Library.

*Guidelines for Co-Produced Research with Refugees and Other People with Lived Experience of Displacement* (May 2023), <https://actforpeace.org.au/app/uploads/2023/08/Guidelines-for-Co-Produced-Research-with-Refugees.pdf>

Ram, H. (2016). "The Scale of Global Modernisms: Imperial, National, Regional, Local." *PMLA*, 131(5), 1372-1385. Read first three pages. Article posted on Brightspace.

Small, M. L. (2009). "How many cases do I need?' On science and the logic of case selection in field-based research." *Ethnography*, 10(1), 10(1), 5-38. <https://doi.org/10.1177/1466138108099586>.

## Week 3

20 January 2026

### Methodologies

Led by James

Ackerly, Brooke, and Jacqui True. "Reflexivity in practice: Power and ethics in feminist research on international relations." *International Studies Review* 10.4 (2008): 693-707.

Chapter 2 "The Case for Community Based Research" In Greg Halseth et. al. *Doing Community-Based Research: Perspectives from the Field* (Montreal-Kingston: McGill-Queens, 2016). Available online via MacOdrum Library, [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/hgdufh/alma991022736019405153](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991022736019405153).

"Introduction" in Sandra Mezzadra and Brett Neilson. *Border as Method, or, the Multiplication of Labor* (Durham, NC: Duke University Press, 2013). Uploaded to this Brightspace module.

P.S. Bose, "Refugee research in the shadow of fear," *GeoJournal* 87 (Suppl 2), 195–207 (2022), <https://doi.org/10.1007/s10708-020-10342-w>.

## Week 4

27 January 2026

### Methods

Led by Laura

Visit to Carleton University Archives and Special Collections

Readings to be identified based on methods identified as priorities in Week 2.

## Week 5

3 February 2026

### Ethics

Led by Laura

**Due:** Essay on Selected Research Method

Presentations by CUREB and Dr. Christina Clark-Kazak

Please note that if you completed your TCP2 certificate before 2022, you will need to do an updated certificate: <https://tcps2core.ca/welcome>

Bloemraad, Irene, and Cecilia Menjivar. "Precarious times, professional tensions: The ethics of migration research and the drive for scientific accountability." *International Migration Review* 56, no. 1 (2022): 4-32. [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/1ortgfo/cdi\\_unpaywall\\_primary\\_10\\_1177\\_01979183211014455](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_unpaywall_primary_10_1177_01979183211014455)

Clark-Kazak, Christina. "'Why Care Now' in Forced Migration Research? Imagining a Radical Feminist Ethics of Care." *ACME* 22, no. 4 (2023): 1151-1173. [https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL\\_CRL/1ortgfo/cdi\\_crossref\\_primary\\_10\\_7202\\_1106679ar](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_crossref_primary_10_7202_1106679ar)

Cowper-Smith, Yuriko. 2023. "The Oral Defence: Speaking Back to the Community". *Messy Ethics in Human Rights Work*, edited by Shayna Plaut, Neil Bilotta, Lara Rosenoff Gauvin, Christina Clark-Kazak and Maritza Felices-Luna, University of British Columbia Press, pp. 219-236. Available open access here: [https://www.ubcpres.ca/asset/87292/1/9780774868525\\_OA.1.pdf](https://www.ubcpres.ca/asset/87292/1/9780774868525_OA.1.pdf)

Krause, Ulrike. "Researching forced migration: Critical reflections on research ethics during fieldwork." *Refugee Studies Centre. Working Paper Series* 123 (2017): 1-39. <https://www.rsc.ox.ac.uk/publications/researching-forced-migration-critical-reflections-on-research-ethics-during-fieldwork>

## **Week 6**

**10 February 2026**

### **Research Question Workshop**

Led by Laura (Paterson Hall 433) and James (Richcraft 2420R)

Visit to Carleton University Art Gallery (all).

## **Week 7**

**Reading Week**

No class meeting

## **Week 8**

**24 February 2026**

### **Proposal Workshop**

Led by Laura (Paterson Hall 433) and James (Richcraft 2420R)

**Due:** Proposed Essay and Research Questions due. These should be submitted via Brightspace before class to facilitate workshop discussions.

## **Week 9**

**3 March 2026**

### **No class meeting**

Individual preparation of final submission.

## **Week 10**

**10 March 2026**

### **Individual Consultations**

Individual meetings with James and Laura to prep for peer review

**Week 11**  
**17 March 2026**

**Peer Review**

On Monday of this week, you will send a draft of your final assignment to another member of the class for them to review. During the class meeting time, you will then review the work of another member of the class.

**Week 12**  
**24 March 2026**

**No class meeting**

Individual meetings with James and Laura (optional).

**Week 13**  
**31 March 2026**

**No class meeting**

Individual preparation of final submission.

**Week 14**  
**7 April 2026**

**Reflections**

Led by Laura and James

**Due:** Final projects

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**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.

**Academic Integrity**

Carleton's [Academic Integrity Policy](#) states that "instructors at both the graduate and undergraduate level have the responsibility to provide clear guidelines concerning their specific expectations of academic integrity (e.g. rules of collaboration or citation) on all course outlines, assignment and examination material."

Any use of **generative artificial intelligence tools (e.g. ChatGPT)** for MGDS5003 is considered a violation of academic integrity standards (see detailed policy below).

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
- failing to acknowledge sources with 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 follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

### **Policy on Use of Artificial Intelligence**

As noted previously, any use of generative artificial intelligence tools (e.g. ChatGPT) to create work is considered a violation of academic integrity standards.

Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Microsoft Word Editor). Students may not use generative or agential AI to submit work in this course.

Documenting AI use: For all written assignments, please include a description of your writing process, including any AI use.

This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI. In order to use AI effectively, you must be able to measure whether the corrections suggested by editing tools are correct.

### **Student Mental Health**

As a 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.

For more information, please consult <https://wellness.carleton.ca/>

In addition, the following resources may be useful to you:

#### **Emergency Resources ([on and off campus](#))**

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

#### **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: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

### Academic Accommodations

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)).

Please contact the course instructors as soon as possible if you 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:** Please inform both instructors via email if you require informal accommodation. Please do so before any scheduled course activity (class, assignment, etc).

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, please request your accommodations for this course through the [Ventus Student Portal](#) 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 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.

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, December 2025