

MGDS 5001
MA Core Seminar: Migration and Diaspora Studies



Source: "Flock of Birds", Shopify.

Meeting times: Tuesdays: 11:35am to 2:25pm (Consult Carleton Central for class location)

The course is co-taught by two MDS-affiliated faculty members: Dr. Candace Sobers (MDS Program Director) and Dr. Laura Madokoro (Department of History).

Office hours and contact information

[Dr. Laura Madokoro](#)

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

E-mail: laura.madokoro@carleton.ca

[Dr. Candace Sobers](#)

Office hours: Tuesdays, 3-4, or by appointment in Richcraft Hall 2420R

E-mail: candace.sobers@carleton.ca

E-mail policy: Please note that when corresponding with course instructors, 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 generally not be responding to emails over the weekend.

I. COURSE DESCRIPTION

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.

Through coursework, discussion and by drawing on the perspectives and experiences that each of us brings to 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. Starting in Week 4, 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. There will be considerable small group activity and everyone is expected to prepare for these discussions by reading the assigned materials and engaging in an open and respectful manner.

Following a break of approximately 20 minutes, the **final 60 minutes** of class will be devoted to further discussion, 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:

- Succeeding in the Co-Op program at Carleton University
- Navigating the Carleton University Library system
- Preparing an annotated bibliography and a literature review

Laptop-Closed Discussions

To facilitate improved group discussion and connection, at certain points in the class students may be asked to close their laptops, such as when a guest speaker is visiting, during specified discussion periods, or when we are collectively engaging with an exercise or set of instructions. Please ensure that you arrive to each class with analog notetaking material (pen and paper!). It is also recommended that you either take notes in a notebook or print them before you arrive for seminar (devices required for recognized accommodations are excepted).

II. COURSE MATERIALS

There is no required textbook for this course. Instead, required readings will be posted, unless otherwise indicated as files 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>.

III. COURSE CALENDAR

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 15 September 2026	Course Introduction, Discussion of Power, Agency, and Humility (Led by Laura and Candace)
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Before starting the readings for this week, watch this short video by Elizabeth Yardley on structure and agency (8 mins, 36 seconds): <https://www.youtube.com/watch?v=4NOLCSlpaJ0>.

Holmes, Andrew and Gary Darwin. 2020. "Researcher Positionality--A Consideration of Its Influence and Place in Qualitative Research--A New Researcher Guide." *International Journal of Education* 8(4): 1-10.

Shivakoti, Richa and James Milner. 2022. "Beyond the partnership debate: Localizing knowledge production in refugee and forced migration studies." *Journal of Refugee Studies* 35(2): 805-826.

Special Topic Article Collection: Available on Brightspace

Week 2 22 September 2026	Migration and Mobility (Led by Candace)
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Skills session: The Co-Op program at Carleton University

Castles, Stephen et al. 2020. "Introduction." *The Age of Migration: International Population Movements in the Modern World*. Guilford Press: 26-47.

Uma, Anand et al. 2010. "Introduction." *Immigration Worldwide: Policies, Practices, and Trends*. Oxford University Press.

Triandafyllidou, Anna et al. 2024. "Rethinking migration studies for 2050." *Journal of Immigrant &*

Week 3 29 September 2026	Diaspora and Transnationalism (Led by Laura)
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Cohen, Robin and Caroline Fischer. 2018. "Diaspora Studies". Also, Anna Amelina and Karolina Barglowski, "Key Methodological Tools in Diaspora Studies" and Simon Turner, "The Social Construction of Diasporas" in *Routledge Handbook of Diaspora Studies*. Routledge.

Glick Schiller, Nina with Linda Basch, and Cristina Szanton Blanc. 1995. "From Immigrant to Transmigrant: Theorizing Transnational Migration." *Anthropological Quarterly* 68(1): 48-63.

Balloffet, Lily. 2015. "Syrian Refugees in Latin America: Diaspora Communities as Interlocutors," <https://forum.lasaweb.org/files/vol47-issue1/debates2.pdf>.

Irfan, Anne. 2022. "Palestine in Exile: Breaking the boundaries and recreating the homeland," in Tamar Mayer and Trinh Tran (ed.s), *Displacement, Belonging and Migrant Agency in the Face of Power*. Routledge: 200-211.

Recommended: Clifford, James. 1994. "Diasporas." *Cultural Anthropology* 9.3: 302-338.

Week 4 6 October 2026	Borders (Led by Laura with student seminar presentations)
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Skills session: How to write an annotated bibliography and literature review

Casaglia, Anna. 2020. "Interpreting the politics of borders." *A Research Agenda for Border Studies* Edward Elgar: 27-42.

Luna-Firebaugh, Eileen M. 2002. "The Border Crossed Us: Border Crossing Issues of the Indigenous Peoples of the Americas." *Wicazo Sa Review*, 17(1): 159-181.

Fitzgerald, David. 2019. "Origins and Limits of Remote Control." *Refuge Beyond Reach: How Rich Democracies Repel Asylum Seekers*. Oxford University Press: 41-57.

Kocher, Austin. 2023. "Glitches in the digitization of asylum: How cbp One turns migrants' smartphones into mobile borders." *Societies* 13(6): 149 - 164.

Week 5
13 October 2026

Empire and Colonialism
(Led by Candace with student seminar presentations)

Quijano, Anibal. "Coloniality and Modernity/Rationality." *Cultural Studies* 21(2) (2007): 168-78.

Elkins, Caroline and Susan Pedersen, eds. 2005. "Introduction." *Settler Colonialism in the Twentieth Century: Projects, Practices, Legacies*. Taylor & Francis Group: 11-36.

Bosma Ulbe. 2007. "Beyond the Atlantic: Connecting Migration and World History in the Age of Imperialism, 1840–1940." *International Review of Social History* 52(1): 116-123.

Boeyink, Clayton et al. 2022. "Situating the Coloniality of Encampment and Deportation as a Mode of Mobility Governance: Insights from Ceuta and Melilla, Mayotte and Tanzania" in Martin Lemberg-Pedersen et al. eds. *Postcoloniality and Forced Migration: Mobility, Control, Agency*. Bristol University Press: 61-75.

Recommended: Birkenmaier, Anke, ed. *Caribbean Migrations: The Legacies of Colonialism*. Rutgers University Press, 2020.

Week 6
20 October 2026

Policy and Governance
(Led by Candace with student seminar presentations)

Guest Speaker: TBC

Howlett, Michael and Sarah Giest. 2013. "The Policy-making Process." *Routledge Handbook of Public Policy*. Eduardo Araral, Jr., et al., eds. Routledge: 17-28.

Koinova, Maria. 2017. "Beyond Statist Paradigms: Sociospatial Positionality and Diaspora Mobilization in International Relations." *International Studies Review* 19: 597–621.

Anand, Uma, et al. 2010. One chapter of your choice. *Immigration Worldwide: Policies, Practices, and Trends. Migration: International Population Movements in the Modern World*. Oxford University Press.

Castles, Stephen. 2004. "The factors that make and unmake migration policies." *International Migration Review* 38(3): 852-884.

possible additional reading to be determined by guest speaker

Reading Week
No class meeting on 27 October 2026

Week 7

Gender

3 November 2026

(Led by Laura with student seminar presentations)

Kofman, Eleonore and Parvati Raghuram. 2022. "Gender and Migration." *Introduction to Migration Studies*. IMISCOE: 281 – 294.

Gouyen, Marien. 2022. "'Sheep in a Pen': How the Externalization of EU Borders Impacts the Lives of Gay Refugees in Morocco." *Queer and Trans African Mobilities: Migration, Asylum and Diaspora*. Zed Books: 97-113.

Ramirez, Marla. 2025. "Introduction." *Banished Citizens: A History of the Mexican American Women Who Endured Repatriation*. Harvard University Press: 1-42.

Rashid, Syeda. 2013. "Bangladeshi women's experiences of their men's migration: Rethinking power, agency, and subordination." *Asian Survey*, 53(5), 883-908.

Miah, Md Fariah and Russell King. 2023. 'It's just a natural human thing to do, to go and visit your family... but it's not easy for us': Gender and generation in Bangladeshis' transnational visits between London and Sylhet." *Global Networks*, 23: 234–248. <https://doi.org/10.1111/glob.12417>.

Week 8

10 November 2026

Art and Resistance

(Led by Candace)

Carleton University Art Gallery (CUAG) Workshop

Mehrez, Aïcha. 2026. ["Understanding Diaspora Through Art."](#) Tate UK (online)

Hartle, Stephanie and Darcy White, eds. 2022. Introduction or Chapter 1. *Visual Activism in the 21st Century: Art, Protest and Resistance in an Uncertain World*. Bloomsbury Visual Arts.

Rashid, Mohammed. 2019. [Diaspora Art and Critical Making: Critical Conversations, Collaborative Affordances, and World-building Possibilities](#). *Comparative Media Arts Journal*.

Bublitzky, Cathrine, et al. 2024. Introduction + one additional chapter of your choice. *Entangled Histories of Art and Migration: Theories, Sites and Research Methods*. University of Chicago Press.

possible additional reading to be determined by guest speaker

Recommended: Mercer, Kobena. 2016. "Introduction." *Travel and See: Black Diaspora Art Practices since the 1980s*. Duke University Press: 1-36.

Week 9

17 November 2026

Labour

(Led by Laura with student seminar presentations)

Guest Speaker: Dr. Christina Gabriel and Dr Laura MacDonald (TBC)

Parreñas, Rhacel Salazar and Rachel Silvey. 2021. "The governance of the Kafala system and the punitive control of migrant domestic workers." *Population, Space and Place* 27(5): e2487.

Hahamovitch, Cindy. 2023. "The State as Trafficker: Governments and Guestworkers in World History," *The Cambridge History of Global Migrations*. Cambridge University Press: 280-299.

Yeoh, Brenda S. A. 2021. "Conceptual Contours of Migration Studies in and from Asia." *International Migration* 59, no. 6: 225–33. <https://doi.org/10.1111/imig.12932>.

Gabriel, Christina and Laura Macdonald. 2018. "After the IOM: Recruitment of Guatemalan Temporary Agricultural Workers to Canada," *Journal of Ethnic and Migration Studies* 44(10): 1706-1724.

Week 10 **Displacement**
24 November 2026 (Led by Laura with student seminar presentations)

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."

Cantor David, Megan Bradley and Winifred Ekezie. 2026. "Introduction." *The Oxford Handbook of Internal Displacement*: 3-21.

Rogers, Sarah, and Brooke Wilmsen. 2020. "Towards a critical geography of resettlement." *Progress in Human Geography* 44(2): 256-275.

Le Espiritu, Yen and Lan Duong. 2022. "A Refugee Critique of Representations: On Criticality and Creativity." *Departures: An Introduction to Critical Refugee Studies*. University of California Press: 108-138.

Week 11 **Key Debates in Climate Migration**
1 December 2026 (Roundtable led by Candace with student seminar presentations)

Friends of the Earth US /Transnational Institute (2022). [Cashing In on a Crisis.](#)

Gagnon, Philippe Antoine et al. 2024. *Climate Change and Migration: The State of International Refugee and Human Rights Law*. Library of Parliament/Bibliothèque du Parlement, Research and Education.

...see next page for additional readings.

Vinke, Kira Virginia. 2025. Chapter 1 and either Chapter 2 OR Chapter 8. *Redrawing Humanity's Map: How Climate Change Is Shaping Migration*. First Edition. Springer Nature Switzerland.

Mayer, Benoit and Calum Nicholson, eds. 2023. "Introduction" and "Part III: Identifying as a 'Climate Migrant': Implications for Law, Policy, and Research." *Climate Migration: Critical Perspectives for Law, Policy, and Research*. First Editions. Hart.

****possible additional reading to be determined by guest speaker****

Week 12 8 December 2026	Term Wrap-Up: Cooking at Dominion Chalmers (Led by Laura and Candace)
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IV. EVALUATION

Requirements

There are several graded elements for the course:

Reflection assignments	(#1: News; #2: Event)	2 X 10% =	20%
Seminar presentation	(once between Week 4 and 11)		15%
Annotated bibliography	(due before the start of class on 20 October 2026)		15%
Literature review	(due by 9 am on 8 December 2026)		30%
Attendance & Participation	(on-going)		20%

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 (20% of final course grade)

Reflection assignment #1 (News): This assignment asks that you choose a story in the news (from the past year) and analyze how migration or migrants are being represented. It is an opportunity to connect events unfolding at the local, national and global contexts with the readings and discussions taking place in class. For this assignment, students will prepare a 500-to-800-word reflection piece in response to a current affairs issue. The reflection piece can answer the following questions: What current affairs issue are you interested in discussing? What is the connection (or connections) with readings and discussions we have covered in MGDS5001? How did the readings and / or discussion shape your sense of this current affairs issue? Or vice versa? How are migrants or migration being represented? Please provide an overarching thesis statement. Include the link to the news story or social media item in your reflection.

Reflection assignment #2 (Event): 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 your attendance at one of these events (or an event of your choosing), 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 #1 is due before Reading Week (**27 October 2026**). Reflection # 2 is expected in the second half of the semester (post-Reading Week) though submissions will also be accepted in the first half. The second reflection must be submitted before the last day of class (**8 December 2026**). In the case of reflections about events you attend, reflection assignments should be submitted via the Assignments function on Brightspace within 72 hours of the event. In the case of news stories, there is no time limit though current affairs should fall within the semester structure. Students can select the events and news events for which they write reflection assignments.

Each submission will be worth **10% of the final course grade** and will be graded according to the following elements:

Summary	30%
Analysis	30%
Connections with MDS 5001	30%
Spelling and Grammar	10%

Annotated bibliography (15% of the final course grade)

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 begin with a section that outlines the theme of the bibliography, details of the search method and criteria for inclusion and exclusion. The bibliography should then provide the details of 20 to 25 sources (journal articles, book chapters) from scholarly sources. These sources should be presented in a standard [citation style](#). Each entry in the bibliography should be annotated with a 2- to 3-line justification for the inclusion of each source based on their provenance, prevalence, persuasiveness and contribution to the theme under review. The bibliography should conclude with a section that provides an analysis of the bibliography (trends, gaps, themes) and looks ahead to the objectives of the literature review.

An introduction to completing an annotated bibliography will be provided in class. The annotated bibliography should be submitted via the Assignments function on Brightspace, and is due before the start of our class meeting on **20 October 2026**.

The bibliography 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%

Literature Review (30% of final course grade)

Students will complete a literature review on the theme identified in their annotated bibliography. A literature review is a core element of academic and policy work and provides both an overview and a synthesis of significant scholarly work in a particular issue area or topic. It is an exercise that involves your critical appraisal of the literature. It should be organized around themes, present a synthesis of what is and what is not known, identify areas of tension in the literature, and formulate questions for future research.

Starting with the same sources identified in the annotated bibliography, unless advised otherwise, students will present the following elements in their review of the literature in a document of c. 20 pages (double spaced):

- An introduction to the theme, methodology and overview of themes
- A discussion of the context and background of the topic
- A systematic presentation of the themes or debates in the literature
- A conclusion that assesses the literature and identifies emerging issues and areas for future research

An introduction to completing a literature review will be provided in class. The literature review should be submitted via the Assignments function on Brightspace before **9 am on 8 December 2026**.

The literature review will be graded according to the following elements:

Presentation of theme and review method	20%
Presentation of the context of the topic	10%
Presentation of themes and debates	40%
Concluding assessment of the literature	20%
Spelling and Grammar	10%

Seminar Presentation (15% of final course grade)

Between Week 4 and 12 of the term, students will be responsible for leading the discussion of one reading during a seminar meeting. This discussion requires a deep engagement with the reading, working from the assumption that everyone has completed the reading. Discussants are expected to speak for **no more than five minutes** in presenting their reflections on their selected article. Presentations should highlight key arguments from the article, how they relate to the themes of the week and of the course, how they could be used beyond the context of the course, and what lessons can be taken from the reading. Discussants are encouraged to share ideas and strategies with fellow discussants prior to the class meeting for ease of dialogue. PPTs are optional and presenters should choose the presentation method they are most comfortable with. Discussants for a given week should also be actively involved in the class discussion that follows.

There will be a sign-up sheet circulated in Week 1 to organize the discussion sessions, with up to three presentations per week, starting on Week 4 and ending on Week 11 (no seminar presentations on week 8)

Presentations will be graded based on the following rubric:

Presentation of key points from reading	20%
Application of key points from reading	30%
Clarity and focus of presentation	20%
Sustained engagement with discussion	30%

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: 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. When requesting an extension, it is important to raise this with instructors in advance of the outlined due date.

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.

V. COURSE ADMINISTRATION AND POLICIES

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.

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."

As our understanding of the uses of GenAI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of GenAI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course. **Any use of generative artificial intelligence tools (e.g. ChatGPT) for MGDS5001 is considered a violation of academic integrity standards.**

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.

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).

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:

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). You may be asked to provide documentation and complete the Short-Term Accommodation Form ([click here](#)).

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>

Respect in the classroom

All students are expected to treat all members of the course with respect and understanding at all times. Students are reminded that all members of the Carleton University community have a right to a learning, teaching, working and living environment that is free of discrimination and harassment as prohibited under the Ontario Human Rights Code.

Carleton University aims to create a climate of mutual respect and understanding of the dignity and worth of each University Community member. All students are advised to read and understand the University policies that provide details on this responsibility and the consequences of not upholding these standards:

Carleton University, Human Rights Policy:

<https://carleton.ca/secretariat/wp-content/uploads/Human-Rights-Policy-and-Procedures-2025.pdf>

Carleton University, Student Rights and Responsibilities Policy:

<https://carleton.ca/secretariat/wp-content/uploads/Students-Rights-and-Responsibilities-Policy.pdf>

Prepared by Dr. Candace Sobers and Dr. Laura Madokoro, August 2026.