

Migration and Settler Colonialism
HIST 5314A / MGDS 5002B
Winter 2025
History Department, Carleton University

Meeting Times: Thursdays, 11:35 – 2:25
Classroom: Class location available in Carleton Central
Instructor: Dr. Laura Madokoro
Contact: Office: Paterson Hall 428
Office Hrs: Wednesdays, 10 a.m. to 11 a.m., or by appointment
Email: laura.madokoro@carleton.ca

This course is offered on the traditional territory of the Algonquin people and is informed by the history and relations of this place as well as broader discussions around settler colonialism, migration and the role of history in any possibility of reconciliation in Canada.

- I. **Course Description:** The fields of Settler Colonial Studies and Migration History are at once distinct and deeply inter-connected. Settler colonialism is often distilled as the dispossession and displacement of Indigenous peoples and yet recent scholarship has complicated when and how this has occurred historically, as well as the shape and character of settler colonialism in the present. Relatedly, migration is often defined as the movement across international borders yet such a focus ignores the history of mobility prior to the creation of state borders and internally to nation-states in the present. This results in the erasure of Indigenous mobility in particular. Taking a global perspective, with a special focus on the Canadian context and that of other settler societies, this seminar explores the subjects of settler colonialism and migration in tandem to investigate the nature of mobility, settlement, and displacement in the past and present. The central focus is twofold: to understand the ways in which settler colonialism has been a product of migration and the ways in which migration is also a product, and cause, of displacement and settler colonialism. Adopting a historical gaze, this course seeks to explore the ways in which migration has evolved historically (both within and beyond national borders) and the ways in which notions of settlement have also changed, all the while considering the contingencies and structures that shape settler colonialism and migration in the present.
- II. **Learning Outcomes:** Over the course of the Winter 2025 semester, as a student in HIST 5314 / MGDS 5002B, you will develop a deeper understanding of the history of the terms settler, migrant, and refugee. You will also engage in ongoing debates over the relationship between migration, settler colonialism, and relatedly – notions of identity and belonging. Through a series of readings, screenings and discussions that explore settler colonialism and migration in global, national and local contexts, you will develop their capacity to engage critically with debates in the fields of Settler Colonial Studies and Migration History and better situate your own work in the context of these scholarly engagements.

The learning outcomes for the course therefore consist of the following:

- 1) To understand and explain historical events, people, institutions, movements, and ideas over several periods of the past and over several regions of the world.
- 2) To analyze and assess historical documents, artifacts, and other primary sources.
- 3) To evaluate historical arguments and historical scholarship as well as contemporary discussions on the subjects of settler colonialism and migration.
- 4) Recognize and apply historical methods and historical theories to make historical arguments.
- 5) Conduct independent research using primary sources and historical scholarship.
- 6) Express in writing the results of historical thinking and research.
- 7) Express orally the results of historical thinking and research.

III. **Course Materials:** Readings for the course consist of a variety of essays and academic articles as well as a range of textual, audio, and visual primary sources. These will all be available online via Brightspace or via Course Reserves at [MacOdrum Library](#). Note that the location of all materials is clearly indicated in the syllabus so please check here first, or when in doubt.



"Pumpkins grown on our soil are profitable," Toronto, Ontario, 1910, Canadian Post Card Company.
Source: Library and Archives Canada, 3258997

IV. Course Calendar

Theme One: Introduction

Week 1

January 9 Introduction

Readings

Haunani-Kay Trask, "Introduction" *From a Native Daughter: Colonialism and Sovereignty in Hawai'i* (University of Hawai'i Press, 1993, 1999), MacOdrum Course Reserves.

Laura Madokoro, "Peril and Possibility: A Contemplation of the Current State of Migration History and Settler Colonial Studies in Canada", *History Compass* 17(1) 2019, MacOdrum Course Reserves.

Laura Madokoro, "On Future Research Directions: Temporality and Permanency in the Study of Migration and Settler Colonialism in Canada," *History Compass* 17(1) 2019, MacOdrum Course Reserves.

Theme Two: Settler Colonialism

Week 2

January 16 Colonialism and Settler Colonialism

Readings

Lorenzo Veracini and Edward Cavanagh, "Introduction," *The Routledge Handbook of the History of Settler Colonialism* (Routledge, 2017), MacOdrum Course Reserves.

Adam J. Barker, "Introduction" in *Making and Breaking Settler Space : Five Centuries of Colonization in North America* (UBC Press, 2021), 1-28. MacOdrum Course Reserves.

Daniel Rück, "Introduction" from *The Laws and the Land : The Settler Colonial Invasion of Kahnawà:ke in Nineteenth-Century Canada* (UBC Press, 2021), MacOdrum Course Reserves.

Thomas Peace, "Introduction" from *The Slow Rush of Colonization: Spaces of Power in the Maritime Peninsula, 1680-1790* (UBC Press, 2023), MacOdrum Course Reserves.

Class Activity

A roundtable with John Walsh, Daniel Rück and Thomas Peace.

Week 3

January 23 Complicating Settler Colonial Theories

Student-led discussion.

Patrick Wolfe, "Settler Colonialism and the Elimination of the Native", *Journal of Genocide Research*, 8(4) (2006), 387-409,
https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_proquest_miscellaneous_61662755, also available online via MacOdrum Course Reserves.

Tiya Miles. "Beyond a Boundary: Black Lives and the Settler-Native Divide." *The William and Mary Quarterly* 76(3) (2019), 417-426,
https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_proquest_journals_2287051087, also available online via MacOdrum Course Reserves.

Maral Moradipour. "Celestial and Terrestrial Constellations: Relationality and Migration in Rebecca Belmore's Biinjilji'ing Onji (From Inside)." *ESC: English Studies in Canada* 45 (3) (2019), 31-52, https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1ortgfo/cdi_proquest_journals_2527616753, also available online via MacOdrum Library Course Reserves.

Y-Dang Troeung, "Introduction," *Refugee Lifeworlds: The Afterlife of the Cold War in Cambodia* (Philadelphia: Temple University Press, 2022), 1-45,
https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/hgdufh/alma991023202619205153, also available online via MacOdrum Library Course Reserves.

Class Activity

Q&A with Mara Moradipour.

Week 4

January 30 Reflections on Settler Colonialism in Canada

Student-led discussion.

Allan Greer, "Settler Colonialism and Beyond," *Journal of the Canadian Historical Association*, vol. 30, no. 1, 2019, pp. 61–86, MacOdrum Course Reserves.

Cole Harris, "Introduction" and "Indigenous Space" in *A Bounded Land: Reflections on Settler Colonialism in Canada* (UBC Press, 2020), 3-20, 185-200, MacOdrum Course Reserves.

Brittany Luby, "Introduction" and "Conclusion" in *Dammed: The Politics of Loss and Survival in Anishinaabe Territory* (University of Manitoba Press, 2020), 3-16, 163-172, MacOdrum Course Reserves.

Class Activity

Indigenous Learning Bundle: Decolonization is for Everyone (Bundle 1 and Bundle 2: Collaborator's Lectures). Available via Brightspace.

Theme Three: Migration To, From, and Within Canada

Week 5

February 6 Indigenous Mobilities

Student-led discussion.

Michel Hogue, "Chapter Two: Exchange, Trade, Sovereignty and the Forty-Ninth Parallel," *Métis and the Medicine Line : Creating a Border and Dividing a People* (University of Regina Press, 2015), MacOdrum Course Reserves.

Benjamin Hoy, "Chapter Four: Borders of Stones, Guns, and Grass," *A Line of Blood and Dirt : Creating the Canada-United States Border across Indigenous Land* (Oxford: Oxford University Press, 2021), MacOdrum Course Reserves.

Allan Downey, "Indigenous Brooklyn: Ironworking, Little Caughnawaga, and Kanien'kehá:ka Nationhood in the Twentieth Century," *American Quarterly* 75(1) (2023), 27-50, MacOdrum Course Reserves.

Elizabeth Ellis, "The Border(s) Crossed Us Too: The Intersections of Native American and Immigrant Fights for Justice," *Emisférica* 14(1) (2018), <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>.

Class Activity

A conversation with Michel Hogue.

Week 6

February 13 Migrants as Settlers in Canada

Student-led discussion.

Laura Ishiguro, "Chapter Three; 'Absolutely Nothing Going On': Epistolary Emotion and Unremarkable Colonial Knowledge," in *Nothing to Write Home About: British Family Correspondence and the Settler Colonial Everyday in British Columbia* (UBC Press, 2019), MacOdrum Course Reserves.

Ryan Eyford, "Introduction," from *White Settler Reserve : New Iceland and the Colonization of the Canadian West* (UBC Press, 2016), MacOdrum Course Reserves.

Laurie Bertram, "'Eskimo' Immigrants and Colonial Soldiers: Icelandic Immigrants and the North-West Resistance, 1885," *The Canadian Historical Review* 102(1) (2021), 309-337, MacOdrum Course Reserves.

Excerpts from primary sources *excluded from options for student presentations (see next page):

- Mary Ann Shadd: <https://www.canadiana.ca/view/oocihm.47542>
- Department of Agriculture: <https://www.canadiana.ca/view/oocihm.59230>

Class Activity

- Visit to the Carleton University Art Gallery
- Paper proposals due.

WEEK 7 READING WEEK (February 17-21)

Week 8

February 27 A Close Study: Japanese Canadians and the Politics of Settler Colonialism

Student-led discussion.

Andrea Geiger, "Immigrant and Indigene" and "Borders at Sea" in *Converging Empires: Citizens and Subjects in the North Pacific Borderlands, 1867-1945* (UBC Press, 2022), MacOdrum Course Reserves.

Nicole Yakashiro, "Daffodils and Dispossession: Nikkei Settlers, White Possession, and Settler Colonial Property in Bradner, BC, 1914-51." *BC Studies* 211 (2021), 49–152, MacOdrum Course Reserves.

Class Activity

- Visit with Nicole Yakashiro (TBC).

Week 9

March 6 Settler Colonialism and Migration in the City

Student-led discussion.

Lorenzo Veracini, "Imagining the Settler-Colonial City: Introducing Urban Indigeneities and the Settler-Colonial City," *Urban History Review* 51(2) (2023), 179-194, MacOdrum Course Reserves.

Julie Tomiak, "Unsettling Ottawa: Settler Colonialism, Indigenous Resistance, and the Politics of Scale," *Canadian Journal of Urban Research* 25(1) (2016), 8-21, MacOdrum Course Reserves.

Tonya Davidson, "Introduction" in *Tours Inside the Snow Globe: Ottawa Monuments and National Belonging* (Wilfrid Laurier Press, 2024), MacOdrum Course Reserves.

Class Activity

- Roundtable with Julie Tomiak and Tonya Davidson
- Presentation of paper topics to peers

Week 10**March 13****Individual Meetings to Final Research Projects**

Please email outlines, drafts, etc before our meetings.

Theme Four: Individual Projects and Workshops

Week 11**March 20****In-Class Peer-Review Workshops (Groups of Three)**

Please submit revised draft papers to Brightspace by noon on Monday, 17 March 2025.

Week 12**March 27****Individual Meetings**

Optional meetings to discuss progress on research projects as necessary.

Week 13**April 3****Final Project Submissions and Semester Debrief**Class Discussion

Indigenous Learning Bundle: Decolonization is for Everyone (Bundle 3).

V. Evaluation

The main goal of this seminar is to engage deeply and meaningfully with scholarship in the fields of settler colonialism and migration history and to explore the ways in which this work is shaping academic research and society-wide conversations. Relatedly, this seminar is intended to give you the opportunity to make your own contributions to this intersectional dialogue. The assessment components of the course are designed to reflect this. As detailed below, there is a self-assessment grade for participation, and additional assessments for seminar presentation, weekly reading reflections (Week 2 – 9), a research proposal, and a final research paper.

Participation (self-graded): 15%

My expectation is that everyone will attend each seminar, knowing that regular attendance and participation leads to rich intellectual community and discussion. Participation is 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 class activities. You will self-assess your grade for participation based on the following rubric (letter grade) and submit the letter grade to me on the last day of class, 3 April 2025. The final grade will be based on this

self-assessment as well as my own observations (with discussion if necessary), using the rubric outlined on the following page:

Attendance	30%
Preparation	30%
Engaged Participation	40%

Seminar Presentation: 15%

Over the course of the semester, students will lead the discussion on one article or chapter assigned as preparation for seminar discussions. These presentations should be 5-10 minutes in length and include an overall argument or thesis about the significance of the reading, the biography of the author, a summary of the reading, and an analysis of the article's significance (argument, methods, and / or evidence). Presentations are done individually but you are welcome to coordinate with other students presenting that week. Presentations should include at least two questions for discussion. PPTs are not required though can be useful for background context. The grade for this assignment is based on the following rubric:

Thesis statement	20%
Biography of the author	10%
Reading Summary	20%
Analysis of Reading Significance	30%
Questions for Discussion	20%

Reading Reflections: 30%

Before each class in Weeks 3-9, you will post brief reflections on the readings. The reflection should include an overall argument about the significance of the readings for that week, 1-2 key take-away points, and one question raised by the readings. The reflections should be as comprehensive as possible. In other words, they should try and distill all the readings, but focusing on individual readings is also appropriate. Reflections should be no more than 300 words per reflection and they should be posted to the Discussion List in the relevant Brightspace Module (e.g. Week 3). Reflections will be based on the following rubric:

Overall Argument	40%
Key Take-Away Points	30%
Question for Consideration	30%

Final Research Project (40%)

Although this course seeks to be as comprehensive and global as possible, there are many examples of settler colonialism and migration that will not be addressed in-depth over the course of the semester. The final research project for this course is an opportunity to build on seminar discussions to pursue an independent research project related to the entangled relationship between migration and settler colonialism. This project can take many different forms, it can be the study of a particular theme (race, gender, class), a particular case study at the local, regional, national, or global levels, an analysis of a particular community, or a personal reflection, etc. The goal of this assignment is to enable you to pursue

research in an area that is of particular interest to you. We will workshop these papers in class in Week 11 the semester. You are welcome to develop research papers that relate to, and support, your larger MA research projects.

Word Count: 3,500 – 5,000 words

Source Requirement: a minimum of one primary source and ten peer-reviewed sources.

Project Proposal: 10%

Please provide me with a project proposal (approximately 500 words) that outlines the inspiration for your project (including how it relates to themes and discussions in the course), the focus of your project and a preliminary list of sources by 13 February at 11:59 p.m. via Brightspace. The grade for this assignment is based on the clarity and comprehensiveness of your proposal and sources. A detailed assignment sheet will be provided in February 2025.

Final Research Paper: 30%

We will workshop research papers in class the 20 March 2025. This will require submitting a draft to Brightspace by 17 March 2025 at noon. Everyone will be assigned one paper for peer-review and will be asked to provide annotations on the draft provide as well as to complete a peer-evaluation worksheet to be completed in class on 20 March 2025.

The final research paper is due 3 April 2025 by 11:59 p.m. via Brightspace.

Note that extensions will happily be granted when possible and when requested in advance and with a robust rationale. There is a 2% penalty per day for all assignments where an extension has not been requested / approved. Papers submitted for other courses may not be resubmitted for grading consideration in HIST 5314/MDS 5002B.



John By, Chaudière Falls, Ottawa River, Upper Canada (Ottawa, Ontario, c1830), Toronto Public Library.

REGULATIONS COMMON TO ALL HISTORY COURSES

COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

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

COURSE SHARING WEBSITES and COPYRIGHT

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON CLASS CONDUCT

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”. [In May of 2001 Carleton University’s Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)	F = 0-49 (0) – Failure: no academic credit
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)	
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)	
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)	

The following additional final course grades may be assigned by instructors:

DEF	Official deferral of final exam (see "Petitions to Defer")
GNA	Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
IP	In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
WDN	Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

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.

WITHDRAWAL WITHOUT ACADEMIC PENALTY

January 31, 2025: Last day for a fee adjustment when withdrawing from **winter** courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript. March 15, 2025: Last day for academic withdrawal from **winter** courses.

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: Students may be asked by their instructor to provide 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 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. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two 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 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>

PETITIONS TO DEFER

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

CONTACTS (613-520-2600, phone ext.)

- Department of History history@carleton.ca
- Registrar's Office (3500) registrar@carleton.ca
- Academic Advising Centre academicadvising@carleton.ca
- Paul Menton Centre (6608) pmc@carleton.ca
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back csas@carleton.ca

Application for Graduation Deadlines

- Spring Graduation (June): April 1
- Fall Graduation (November): August 31
- Winter Graduation (February): November 30

Prepared by Dr. Laura Madokoro, December 2024