



Panel 23 (Migration), Jacob Lawrence's *Migration Series*. The Phillips Collection, October 2016
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MGDS 5001
MA Core Seminar: Migration and Diaspora Studies

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

First class: 9 September 2025

Reading week: 21 October 2025 (no class meeting)

Last class: 2 December 2025

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

Office hours and contact information

Dr. [Laura Madokoro](#)

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

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Dr. [James Milner](#)

Office hours: Tuesdays, 3pm to 4:30pm (or by appointment) in Richcraft Hall 2404R

E-mail: james.milner@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.

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.

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. 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 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:

- 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	(#1: News; #2: Event)	2 X 10% =	20%
Seminar presentation	(once between Week 4 and 12)		15%
Annotated bibliography	(due before the start of class on 14 October 2025)		15%
Literature review	(due by 9 am on 5 December 2025)		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 (**21 October 2025**). 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 (**2 December 2025**). 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 **14 October 2025**.

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 5 December 2025**. Note that if you wish to participate in the optional literature review workshop on the last day of class, a draft of your work should be submitted to Brightspace by 9 am on 1 December 2025 to allow time for circulation and feedback during class time on 2 December 2025.

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 (30 September 2025) and ending on Week 12.

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.

Readings and required texts

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>

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	Course Introduction, Discussion of Power and Humility
9 September 2025	(Led by Laura and James)

Reich, J. A. 2021. "Power, positionality, and the ethic of care in qualitative research". *Qualitative Sociology* 44.4: 575-581.

Holmes, Andrew 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, <https://files.eric.ed.gov/fulltext/EJ1268044.pdf>

Pellerin, Helene. 2019. "Indigenous Peoples in Canadian Migration Narratives: A Story of Marginalization." *Aboriginal Policy Studies* 8.1: 3-24, <https://journals.library.ualberta.ca/aps/index.php/aps/article/view/29347>

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.

Week 2
16 September 2025

Migration and Mobility
(Led by James)

Skills session: The Co-Op program at Carleton University with Michelle Le

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

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

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

Triandafyllidou, Anna, et al. 2024. "Rethinking migration studies for 2050." *Journal of Immigrant & Refugee Studies* 22.1: 1-21.

Week 3
23 September 2025

Diaspora and Transnationalism
(Led by Laura)

Skills session: MacOdrum Library workshop with Julie Lavigne

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

Glick Schiller, Nina, Linda Basch, and Cristina Szanton Blanc. 1995. "From Immigrant to Transmigrant: Theorizing Transnational Migration." *Anthropological Quarterly*. 68.1: 48-63.

Irfan, Anne. "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, 2022): 200-211.

Allan, Diana. 2013. "Introduction" and "Many Returns" in *Refugees of the Revolution: Experiences of Palestinian Exile*. Stanford University Press.

Optional Resource: Albanese, Francesca and Lex Takkenberg. 2020. "Seventy years of exile: Palestinian refugees around the world," in *Palestinian Refugees in International Law*. Oxford University Press, 2020.

Week 4
30 September 2025

Power and Agency
(Led by James with student seminar presentations)

Skills session: How to write an annotated bibliography and literature review

Before starting the readings for this week, watch this short video by Elizabeth Yardley on structure and agency: <https://youtu.be/4NOLCSlpaJ0?si=ZvwUGGukHTbaIS38> (8 mins, 36 seconds)

Week 8
28 October 2025

Storytelling, Narratives, and Silences
(Led by Laura with student seminar presentations)

Guest Speaker: Dr. Jamie Liew, University of Ottawa (TBC)

Liew, Jamie. 2022. *Dandelion*. Arsenal Pulp Press. We will be providing you with a copy of this novel at the beginning of the semester (to be returned at the end). It is also available online at MacOdrum Library.

Fina, Anna De, Jana Sládková, Yolanda Hernández-Albújar, and Marco Gemignani. 2024. "Migration, Narratives, and Languages: Between Life and Work." in *Migrant Scholars Researching Migration*. Routledge, 2024: 111–20.

Anastario, Mike. 2019. "Silence and Systematic Forgetting: Memories of Salvadoran Migration," in *Parcels*. Rutgers University Press.

Third reading to be identified by guest speaker.

Week 9
4 November 2025

Borders
(Led by Laura with student seminar presentations)

Guest Speaker: Dr. William Walters, Carleton University (TBC)

Casaglia, Anna. 2022. "Interpreting the politics of borders," in *A Research Agenda for Border Studies* edited by James W. Scott: 27-42.

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

Kocher, Austin. "Glitches in the digitization of asylum: How cbp One turns migrants' smartphones into mobile borders." *Societies* 13, no. 6 (2023): 149.

Fourth reading to be identified by guest speaker.

Week 10
11 November 2025

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

Guest Speaker: Dr. Megan Gaucher, Carleton University (TBC)

Howlett, Michael and Giest, Sarah. 2013. "The Policy-making Process", in Araral, E. Jr., Fritzen, S., Howlett, M., Ramesh, M. and Wu, X. (eds) *Routledge Handbook of Public Policy*. Abingdon: Routledge.

Castles, Stephen. 2004. "The factors that make and unmake migration policies" *International Migration Review* 38.3: 852-884.

See next page for additional readings.

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

Gaucher, Megan. "Keeping Your Friends Close and Your Enemies Closer: Affective Constructions of "Good" and "Bad" Immigrants in Canadian Conservative Discourse." *Canadian Ethnic Studies* 52(2), 2020: 79-98.

Week 11 Labour
18 November 2025 (Led by Laura with student seminar presentations)

Guest Speaker: Dr Christina Gabriel, Carleton University (TBC)

Hernández, Kelly Lytle. 2010. "Operation Wetback and Beyond," in *Migra! A History of the U.S. Border Patrol*. University of California Press: 192 – 242.

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," in *The Cambridge History of Global Migrations* edited by Madeline Hsu and Marcelo Borges. Cambridge University Press: 280-299.

Fourth reading to be identified by guest speaker.

Week 12 **Rights: The case of refugees**
25 November 2025 (Led by James with student seminar presentations)

Guest Speaker: Rez Gardi, Co-Managing Director, R-SEAT: Refugees Seeking Equal Access at the Table (TBC)

Fitzpatrick, Joan 2021. "The Human Rights of Refugees, Asylum-Seekers and Internally Displaced Persons: A Basic Introduction" in Fitzpatrick, Joan, ed. *Human rights protection for refugees, asylum-seekers, and internally displaced persons: A guide to international mechanisms and procedures*. Brill: 1-22.

Achiume, E. Tendayi. 2021. "Race, Refugees and International Law" in Costello, Cathryn, Michelle Foster, and Jane McAdam, eds. *The Oxford Handbook of International Refugee Law*. Oxford University Press: 43-59.

Anderson, A and Michelle Foster. 2021. "A Feminist Appraisal of International Refugee Law" in Costello, Cathryn, Michelle Foster, and Jane McAdam, eds. *The Oxford Handbook of International Refugee Law*. Oxford University Press: 60-77.

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

Week 13
2 December 2025

Term Wrap-Up
(Led by Laura and James)

Activity: Optional workshop from 12:45pm on draft literature reviews. If participating, please submit drafts to instructors by **9 a.m. on 1 December 2025 via Brightspace** to allow for circulation. Please highlight issues of concern when uploading your draft 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.

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 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:

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 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>

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, August 2025.