

Carleton University  
Fall 2022  
Migration and Diaspora Studies  
Arthur C. Kroeger College of Public Affairs

**MGDS 5201A/HIST 5711F**  
**“Migration & Diaspora History Special Topics”**  
**(Online)**

**Introduction to the History of Canada’s Humanitarian and Refugee Resettlement Policy**

Instructor: Dr. Andriata Chironda

Course details: Mondays, from 6 to 9 pm, September 7 to December 9, 2022

Email address: [Andriata.Chironda@email.carleton.ca](mailto:Andriata.Chironda@email.carleton.ca)

Virtual office hours: Fridays from noon to 1pm or by appointment

**Course description:**

This course is a graduate level seminar tracing historical evolutions in Canada’s Humanitarian and Refugee Resettlement Program and policies from the late 1960s to the early 2000s.

Resettlement is a state tool for refugee protection and one of three durable solutions, alongside voluntary repatriation and local integration. In recent years, there has been national and international interest in Canada’s resettlement policies, especially in the wake of Syria, Afghanistan and Ukraine’s refugee crises.

Note that this course distinguishes between Canada’s refugee asylum (domestic) system and resettlement (abroad). While both are forms of refugee protection, the latter is simultaneously an expression of both humanitarianism and foreign policy.

Given the historical range, scope and complexity of this topic, this course is primarily an interdisciplinary introduction to the history of Canadian third-country refugee resettlement. The course is neither a comprehensive history of all aspects of Canadian resettlement policy, nor is it strictly chronological. Instead, it introduces students to key themes, concepts, refugee movements and policy developments that have impacted and shaped Canada’s refugee resettlement policy and practices over time.

To facilitate varying entry points to the subject, the seminar comprises interdisciplinary readings and works from history, film, international relations, journalism, law and political science.

Through select readings, including historical Government of Canada primary source documents, and case studies (Ugandan-Asians (1972), Indochinese (1979-1981), and Syrians (2016)), the seminar examines the structural (domestic and international) and historical contexts that have shaped evolutions in Canada’s refugee resettlement policy.

The seminar’s periodization traces resettlement evolutions through key milestones such as Canada’s ratification of the 1951 United Nations Convention on Refugees and its Protocol in 1967 and policy developments which formalized the resettlement program and established a legally universal and non-discriminatory immigration and refugee system.

Therefore, course readings strive to situate history within the material conditions, realities and constraints of the day. For example, the seminar examines foundational primary sources and policy documents such as the 1970 Memorandum to Cabinet on Resettlement (publicly available), refugee provisions in the [1976 Immigration Act](#) and early [annual immigration Ministry reports from 1966 to 1996](#).

Beyond the Government, the course also examines the role of Canadian civil society and non-state actors such as faith groups and non-governmental organizations. Where possible, the seminar will invite a guest speaker(s) to share experiential perspectives and enliven course themes.

To this end, the course is built around four broad themes and components:

1. Introduction to course expectations, key concepts and theoretical frames
2. Development of Canada's humanitarian and refugee resettlement policies and *Immigration Act* (1960s to 70s)
3. Evolutions in resettlement, international relations and Cold War context (1970s to 80s)
4. "Strategic use of resettlement", *Immigration and Refugee Protection Act* and Canadian leadership in resettlement (1990s to 2000s)

### **Learning outcomes:**

It is intended that concepts advanced through this course also help students to develop critical reading, critical thinking and critical writing tools that can be applied more broadly to understanding and dissecting the history of refugee protection policies. Upon completion of the course, students are expected to have:

- Cultivated critical and analytical approaches to discourses, literature and policy debates related to the history of Canada's resettlement policy and refugee protection more broadly;
- Gained a deeper understanding of the historical context, concepts, complexities and challenges related to refugee protection and resettlement; and
- Critically engaged with course readings and concepts as they apply or relate with their own research interests.

### **Key refugee protection resources:**

- [Convention Relating to the Status of Refugees, 1951, and its 1967 Protocol](#).
- [Convention Governing the Specific Aspects of Refugee Problems in Africa](#).
- [Cartagena Declaration on Refugees, Colloquium on the International Protection of Refugees in Central America, Mexico and Panama](#).
- [US-Canada Safe Third Country Agreement \(STCA\)](#).
- [Evaluation of the Resettlement Programs \(GAR, PSR, BVOR and RAP\)](#), 2016.

### **Remote/ Online Learning:**

The course seminar will be held online via Zoom once a week. The seminar will comprise of 2 hours of synchronous participation with a break to mitigate potential Zoom fatigue. Meetings will be organized via Zoom with details posted on the course's Brightspace page. Students are

encouraged to turn on their videos during class in order to facilitate fulsome interaction and participation.

All students **must** attend all seminars, participate in class discussions and demonstrate critical engagement with course materials and readings.

Note: Unauthorized student recording of classroom or other academic activities (including advising sessions, office hours, or student presentations) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and provincial or federal law.

### Grading:

Assignment		Percentage	Due date
1.	Seminar Participation	20%	Ongoing
2.	Response Paper	15%	48 hours in advance of seminar
3.	Class Presentation	20%	TBD
4.	Research Proposal and Bibliography	5%	October 24 <sup>th</sup>
5.	Research Paper	40%	December 5 <sup>th</sup>

Note: Written assignments must be double spaced and all sources properly referenced using the Chicago Manual of Style.

#### 1. Seminar participation (20%)

Attendance to all seminar classes is mandatory and each student will be graded on both attendance and the quality of participation. A seminar approach is intended to foster discussion and respectful debate. Therefore, the quality and extent of student participation, attendance and contribution is key. The assessment is based on the degree of verbal engagement with course readings, materials and other students' contributions. In addition, credit will be given to contributions that reflect a critical and thoughtful analysis of concepts and issues, including limitations or possibilities of course readings.

#### 2. Response Paper (15%)

Each student will prepare a response paper of less than 500 words (3-4 pages) double-spaced, for at least one week of required readings (Weeks 2-12). The goal is to show that you can present a cogent, concise and effective written response (on aspects that relate to your own research or interests) to literature and materials. You would need to submit your response paper (as a word document) to the instructor before the class starts.

\*If you wish, you **may** choose to share your response paper with fellow seminar participants on the course discussion forum. The discussion forum is a space for scholarly exchange of ideas, and students are expected to engage in a respectful manner.

#### 3. Class presentation (20%)

For a week of your choice, students will present for 10 to 15 minutes on a topic of their choice that relates to course themes or materials. Each student will choose their presentation date in consultation with the course instructor. The presentation can be a deep-dive (detailed consideration) of an issue in the course, a research area or a particular case study. Regardless

of the chosen topic, the presentation should apply course concepts and readings, where possible and at the end, pose a few discussion points/ questions for the class. It is recommended that you use Power Point, but you can also discuss presenting through alternative formats with the course instructor e.g. short video clips or images.

#### *4. Proposal and annotated bibliography (5%)*

In order to help students to start developing the framework for their final research paper, students must prepare a proposal with an annotated bibliography. This will allow the instructor to provide early feedback. This should be 250 to 500 words (1-2 pages) and double spaced.

#### *5. Research Paper (40%)*

The research paper offers an opportunity for students to choose their research topic and apply or engage with relevant literature and course concepts. The research question should relate to key course themes, concepts and/or case studies. For students who identify intersections with their own research interests, this assignment provides an opportunity to examine these in a more detail. The research paper should not be more than 3500 to 5000 words (14-20 pages) and double-spaced.

\*\*

### **Course Schedule:**

#### Part 1: Introduction to course, expectations, concepts, theoretical frames and issues

#### **Week 1: September 12 – What is refugee resettlement?**

##### *Required:*

- [Historical Timeline] Canada. Department of Immigration, Refugees and Citizenship. "Canada, A History of Refuge." <https://www.canada.ca/en/immigration-refugees-citizenship/services/refugees/canada-role/timeline.html>
- [Podcast] [Migration Conversations](#). "The Architect: Creating the Refugee Resettlement Program", Interview with Michael Molloy (former public servant and author of *Running on Empty: Canada and the Indochinese Refugees, 1975-1980*).
- UNHCR (2018), [UNHCR Resettlement Handbook and Country Chapters 1 and 2](#)

##### *Recommended:*

- UNHCR (revised 2018), [UNHCR Resettlement Handbook: Country Chapter - Canada](#)

#### **Week 2: September 19- Humanitarianism and resettlement in the state system**

##### *Required:*

- [Introduction only] Loescher, Gil and John Scanlan. *Calculated Kindness: Refugees and America's Half-Open Door*. New York and London: Free Press and Macmillan, 1986.
- Milner James and Krystyna Wojnarowicz, "Power in the Global Refugee Regime: Understanding Expressions and Experiences of Power in Global and Local Contexts," *Refuge*, 33, no.1 (2017): 7-17.

- Big Think, [“Why humanitarian aid is a powerful foreign policy strategy,”](#) *Politics and Current Affairs*, July 20, 2018.
- Zolberg Aristide, “The Formation of New States as a Refugee-Generating Process,” in *Annals of the American Academy of Political and Social Science*, Vol. 467, May 1983, pp. 24-38.

*Recommended:*

- Haddad Emma, *The Refugee in International Society: Between Sovereigns* (2008), p. 97 to 162.
- Zetter, Roger. “Labelling Refugees: Forming and Transforming a Bureaucratic Identity.” *Journal of Refugee Studies* 4, no.1 (1991): 39-62.

**Week 3: September 26 - “Who gets in”?**

*Required:*

- [Documentary film] Greenwald, Barry. “*Who Gets In?*” National Film Board of Canada, 1989. Accessed October 24, 2018. [https://www.nfb.ca/film/who\\_gets\\_in/](https://www.nfb.ca/film/who_gets_in/)
- Arbella, Irving and Harold Troper. “The line must be drawn somewhere’: Canada and Jewish Refugees, 1933 -1939” in Iacovetta Franca, Paula Draper and Robert Ventresca (Eds), *A Nation of Immigrants: Women, Workers, and Communities in Canadian History, the 1840s-1960s*. Toronto: University of Toronto Press, 1998. 412-445.
- Casasola, Michael. “The Indochinese refugee movement and the subsequent evolution of UNHCR and Canadian resettlement selection policies and practices.” *Refuge* 32, no. 2 (winter, 2016): 41-53.

*Recommended:*

- Armstrong-Reid, Susan and David Murray. *Armies of Peace: Canada and the UNRRA Years*. Toronto: University of Toronto Press, 2008.

Part 2: Development of Canada’s humanitarian and refugee resettlement policies (1960s to 70s)

**Week 4: October 3 – Early developments in Canadian resettlement policy**

*Required:*

- Canada. Ministry of Manpower and Immigration. *Memorandum to the Cabinet*, “Selection of Refugees for Resettlement to Canada,” 27 July 1970, RG 2, Vol. 6373, file 1032-70, LAC.
- Cameron, Geoffrey. Religion and Refugees: The Evolution of Resettlement in the United States and Canada. Ph.D. diss., University of Toronto, 2018, “Chapter 5: Shifting Alliances: Refugees, Human Rights and Policy Reform, 1960 -1973” pages 197 to 239.
- Marchand, Jean, ‘White Paper on Immigration’ (Department of Manpower and Immigration, 1966) [synopsis + original copy]: <https://pier21.ca/research/immigration-history/white-paper-on-immigration-1966>
- Molloy, Michael J. and Laura Madokoro. “Effecting Change: Civil Servants and Refugee Policy in 1970s Canada.” *Refuge* 33, no.1 (2017): 52-61.

*Recommended:*

- Canada. *Immigration Act, 1976-77, c. 52, s. 1*, 1976. Accessed October 23, 2018. <http://www.refworld.org/docid/3ae6b5c60.html>

- Cameron, Geoffrey. Religion and Refugees: The Evolution of Resettlement in the United States and Canada. Ph.D. diss., University of Toronto, 2018, "Chapter 7: Religious Groups and the Politics of Refugee Policy."

**Week 5: October 10 \*No Classes due to Statutory Holiday\***

**Week 6: October 17 – Early developments continued...**

*Required:*

- Andras, Robert. "A Historical Sketch of Canadian Immigration and Refugee Policy." In *The Indochinese Refugee Movement: The Canadian Experience*, edited by Howard Adelman, 4. Toronto: Operation Lifeline, 1980.
- Bangarth, Stephanie, "Citizen Activism, Refugees, and the State: Two Case-Studies in Canadian Immigration History." In Catherine Briggs (Ed), *Modern Canada: 1945 to Present*. Oxford: Oxford University Press, 2014. 17-30
- Labman Shauna, *Crossing Law's Border: Canada's Refugee Resettlement Program*, University of British Columbia (2019), "Chapter 1: Law's Role in Resettlement" and "Chapter 3: History, Humanitarianism and Law".

*Recommended:*

- Girard, Ralph. "Designated Classes: A Regulatory Device to Target Humanitarian Resettlement Programs." *Canadian Immigration History Society (CIHS) Bulletin* 45 (January 1, 2005). Accessed February 2, 2019.  
<http://cihs-shic.ca/designated-classes/#more-43>

**Week 7: October 31 – Case Study- Ugandan Asian Resettlement**

*Required:*

- Canadian Museum of Immigration at Pier 21 [blog], [Canada's Oppressed Minority Policy and the Resettlement of Ugandan Asians, 1972-1973](#)
- Carleton University Library. Archives and Research Collections. *The Uganda Collection*. Accessed March 24, 2018 [please review as much of this collection as you can].  
<https://carleton.ca/uganda-collection/>
- Jewish Telegraphic Agency. "CJC Hails Trudeau's Move to Aid Asians Facing Expulsion from Uganda." *Daily News Bulletin* (August 30, 1972). Accessed March 24, 2018.  
<https://www.jta.org/1972/08/30/archive/cjc-hails-trudeaus-move-to-aid-asians-facing-expulsion-from-uganda>

*Recommended:*

- [Autobiography] St. Vincent, Roger. *Seven Crested Cranes: Remembering a Tragic Saga- Exodus of Ugandan Asians*. Accessed March 24, 2018.  
[https://carleton.ca/uganda-collection/wp-content/uploads/seven-crested-cranes\\_2016.pdf](https://carleton.ca/uganda-collection/wp-content/uploads/seven-crested-cranes_2016.pdf)

Part 3: Evolutions in resettlement, international relations and Cold War context (1970s to 80s)

**Week 8: October 24 – Case Study – Indochinese Resettlement**

*Required:*



- [Book] Molloy, Michael, Peter Duschinsky, Kurt F. Jensen, Robert Shalka. *Running on Empty: Canada and the Indochinese Refugees, 1975-80*. McGill-Queens University Press, 2017.
- Dunn, Carolyn. "Vietnamese-Canadian Family's Refugee Story Inspires New Heritage Minute," CBC News, June 20, 2017. Accessed November 1, 2018. <https://www.cbc.ca/news/canada/calgary/trinh-family-boat-people-inspires-heritage-minute-1.4167835>
- Adelman Howard, [Introduction only] *Refugee policy: Canada and the United States* (Centre for Refugee Studies, York University: Staten Island, N.Y, Toronto), 1991, 1st Ed.

*Recommended:*

- Historica Canada. Heritage Minutes, "Boat People, Refugees," 2017: <https://www.historicacanada.ca/content/heritage-minutes/boat-people-refugees>

## **Week 9: November 14 – Non-state actors and the private sponsorship of refugees program**

*Required:*

- Cameron Geoffrey, "Reluctant Partnership: A Political History of Private Sponsorship in Canada, 1947-1980," (pages 4 to 19) in *Strangers to Neighbours: Refugee Sponsorship in Context*, ed. Laubman Shauna and Cameron Geoffrey. (2020)
- Jensen, Kurt. "World University Service of Canada's Student Refugee Program," Canadian Immigration Historical Society." *Bulletin* 83 (December 2017): 18-19. Accessed October 23, 2018. <http://cihs-shic.ca/bulletin-83-december-2017/>
- Janzen, William. "The 1979 MCC Master Agreement for the Sponsorship of Refugees in Historical Perspective." *Journal of Mennonite Studies* (2011): 211-222.
- Molloy, Michael J; Simeon, James C, "The Indochinese refugee movement and the launch of Canada's private sponsorship program", *Refuge*, 12/2016, Volume 32, Issue 2

## **Week 10: November 7 – Africa and shift from "burden sharing" to "responsibility sharing"**

*Required:*

- Chironda Andriata, [\*Narrators, Navigators and Negotiators: Foreign Service Officer Life Stories from Canada's Africa Refugee Resettlement Program, 1970 to 1990\*](#), Ph.D. Dissertation (2019), "Chapter 2: Historical Context of Refugee Resettlement Program in Africa".
- Stein, Barry. "ICARA II: Burden Sharing and Durable Solutions." In *Refugees: A Third World Dilemma*, edited by John R. Rogge, 48. Totowa, NJ: Bowman and Littlefield, 1987.
- UNGA. United Nations General Assembly International Conference on Assistance to Refugees in Africa: Report of the Secretary-General, 11 June 1981, A/36/316. Accessed 28 March 2018. <http://www.refworld.org/docid/3ae68f3f8.html>
- Canadian Council for Refugees, "Statement on responding to African Refugees," <https://ccrweb.ca/sites/ccrweb.ca/files/nairobistatement.pdf> , 2011.

*Recommended:*

- Organization of African Unity (OAU). Convention Governing the Specific Aspects of Refugee Problems in Africa ("OAU Convention"), 10 September 1969, 1001 U.N.T.S.

#### Part 4: Canada and the “strategic use of resettlement” (1990s to 2000s)

#### **Week 11: November 21 – Strategic use of Resettlement?**

##### *Required:*

- Crisp, Jeff, ‘Africa’s refugees: patterns, problems and policy challenges’, *New Issues in Refugee Research*, Working Paper No. 28, and Geneva: UNHCR, August, 2000.
- Chimni, Bhupinder.S. “From Resettlement to Involuntary Repatriation: Towards a Critical History of Durable Solutions to Refugee Problems.” *Refugee Survey Quarterly* 23, Issue 3 (October 2004): 55-73.
- Canadian Council for Refugees, [Overseas Protection and Resettlement | Canadian Council for Refugees \(ccrweb.ca\)](https://www.ccrweb.ca/) [last accessed August 20, 2022]
- Presse Debra and Thomson Jessie, “The Resettlement Challenge: Integration of Refugees from Protracted Refugee Situations,” *Refuge*, Vol. 34, No. 1, Spring 2008, pages 94 to 99

#### **Week 12: November 28 – Case Study- Syrian Refugee Resettlement**

##### *Required:*

- Alboim Naomi, “[Lessons learned from the Indochinese and Syrian refugee movements \(irpp.org\)](https://www.irpp.org/)” in *Policy Options*, 2016.
- Hamilton Leah K., Veronis and Walton Roberts, *A National Project: Syrian Refugee Resettlement in Canada*, 2020 (Introduction only, from page 3 to 40).
- Coffin-Karlin, Elizabeth, “Refugee Sponsorship in the Age of Social Media: Canada and the Syrian Refugee Program,” (pages 152-175) in Ed. Laubman Shauna and Cameron Geoffrey, *Strangers to Neighbours: Refugee Sponsorship in Context*, 2020.
- Coker, Bolu. 2017. *A Half Welcome: Delays, Limits, and Inequities in Canadian Refugee Sponsorship*. Ottawa: Citizens for Public Justice: <https://cpj.ca/wp-content/uploads/A-Half-Welcome.pdf>

##### *Recommended:*

- Ward, Olivia. “Daunting Logistical Hurdles Ahead for Syrian Refugee Planners,” November 18, 2015. *The Star*. Accessed, October 31, 2018. <https://www.thestar.com/news/world/2015/11/18/daunting-logistical-hurdles-ahead-for-syrian-refugee-planners.html>

#### **Week 13: December 5 – Future and Challenges...**

##### *Required:*

- [Film] Weiwei Ai, “[Human Flow](#)”, on Canadian Broadcasting Corporation (CBC)’s Gem, 2017. CBC Gem)
- [Panel discussion] Toronto Metropolitan University, “[Generous Futures: Supporting Refugee Resettlement, June 13, 2022](#).”
- [Fictional Film] “Children of Men”: [Children of Men \(2006\) - IMDb](#)



- McCarthy Sherine El Taraboulsi et al, "Foreign policy and humanitarian action, an agenda for inquiry," in HPG Working Paper, November 2016.

*Recommended:*

- Smyser, W.R., *The Humanitarian Conscience: Caring for Others in the Age of Terror*, 2003
- [Podcast] Migration Conversations, "Refugee Resettlement and Law's Borders," interview with Dr. Shauna Labman, author of two books: *Crossing Law's Border: Canada's Refugee Resettlement Program* and *Strangers to Neighbours: Refugee Sponsorship in Context*, 2022.

\*\*

## **Important information:**

### Statement on Late Penalties

You are strongly encouraged to plan ahead, manage your time, and submit your work by the deadlines indicated in the course outline.

A penalty of 2.5 percentage point deduction per each day will apply on late assignments, unless an extension has been requested and granted (i.e. day 1 = -2.5 points, day 2 = -5 points, day 3 = -7.5 points and day 4 = -10 points etc.) Unless an extension has been granted, assignments submitted more than seven days late will not be accepted, and a mark of zero will be entered.

If you have serious medical or extenuating circumstances that prevent you from submitting the assignment on time, please email the course instructor as soon as possible to request an extension or accommodations. For more information on the latter, please see the statement on accommodations below.

### Statement on Plagiarism

The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others 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;
- using another's data or research findings without appropriate acknowledgement;
- 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. 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 and can include a final grade of “F” for the course.

### Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone.

There are numerous resources available both on and off campus to support you. Here is a list that may be helpful:

**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>

### Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be

maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

#### Statement on Academic Accommodations

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals. Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs.

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

**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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation 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). After requesting accommodation from PMC, meet with me (virtually) 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.