

Carleton University
Arthur Kroeger College of Public Affairs
Faculty of Public Affairs
MGDS 2000A: Global Migration and Transnationalism
Fall 2025 Sep 03rd, 2025 - Dec 06, 2025



TERM: Fall 2025

Preclusions: none

Class time and location: Wednesday - 14:35 - 17:25 pm

Please consult Carleton Central for class location

Instructor: Zainab Amery

Virtual Office Hours: By appointment online through Zoom (Please make appointment ahead of time by email) until office space is arranged.

Email: Zainab.Amery@Carleton.ca

Please allow for a 24-hour response time from **Monday to Friday**. Big questions should be attended to through office hours on zoom and preferably by appointment and will therefore receive a response of this nature by email. This is normally to your benefit. You are required to include the following information in all your e-mail communication: Full name, and the course name and number pertaining to your question (s). **Please put MGDS2000 in the subject line of all e-mails to ensure that they are received.**

Communication will only be through **Carleton accounts**. Your Connect account can be forwarded to any other account. Often non-Carleton emails go to the Junk file. Save a copy of all e-mail correspondence for the duration of the course until you receive your final letter grade.

This syllabus is your guide to this course. It frames almost everything you need to know about the readings, videos, course assignments, discussion forum, and due dates. It is your responsibility to know its contents. Please read the syllabus carefully. You are responsible for knowing and following the syllabus.

Computer Help: Should you have computer hardware and/or software problems, you can contact IT Services for any assistance with technology issues at: call ITS Service Desk at 613-520-3700 or email ITS Service Desk at its.service.desk@carleton.ca. Unfortunately, computer issues cannot be resolved by me (I wish). I am NOT a computer technician, nor am I an expert on most software. If you need help with Brightspace, the learning management system, you can find support here <https://carleton.ca/brightspace/students/>

Course Description

This course will examine contemporary global migration and transnational studies from a comparative and interdisciplinary perspective, drawing from the social sciences, history, the arts and humanities. Accordingly, this course provides the background to the subject area from diverse perspectives and introduces students to a range of key debates. Over the past one hundred years, migration has transformed more countries around the world from West to Middle Eastern countries that are made up of large populations of migrant workers. Additionally, it has taken on new characteristics, becoming more globalized, more feminized, more diversified in the types of migration (temporary, business, investor, family) and geographic regions and more accelerated. These issues have become more prominent with the election of Donald Trump and the much-contested Republican Party and the securitization of European borders. Such characteristics have also been accompanied by new social /political global challenges. Since 9/11 and because of numerous global terrorist attacks, Islamophobia, anti-Semitism, Covid and Anti-Asian sentiments, and xenophobia, migrants and refugee/ asylum seekers have received more negative attention in the media, from state policymakers, and the public. As a result, the flows of people across borders have become highly securitized and state migrant policies of countries such as Canada and other immigrant-receiving countries are becoming more restrictive and selective in determining who gets in. At the same time world conflicts, environmental disasters such as famines, earthquakes and tsunamis, political instability in countries such as the Ukraine, Rwanda, the Congo, Afghanistan, and throughout the Middle East region, poverty and inequality, and a lack of human rights in many regions, continue to push people to migrate or seek refuge as asylum seekers or refugees. Today we face a world refugee crisis of more than 2.5 million Syrians in refugee camps and many attempting to reach the safety of European countries with many of their citizens calling for their governments to securitize their borders. With such global concerns, are those states who won the citizenship lottery by birth, able to control the migration of potential “unwanted” migrants or should we move to open borders as many like Carens call for. While we are interested in who moves, where do they move to, and why are they moving, we must also focus on what Glick Shiller (2003) point to of utmost importance; how migration is affected by the “ways of being” and the “ways of belonging” (Glick and Shiller 2003). Appadurai (1996) echoes the importance of these two categories by suggesting the necessity of looking at global “ethnoscapes” and what it means for one to possess multiple identities and homelands in this highly connected transnational world and how does it transform the communities they contribute to.

OFFICIAL COURSE CALENDAR DESCRIPTION

Introduction to the social, cultural, economic and political implications of the movement of people with a multidisciplinary and multiscale approach to topics such as migration and immigration, diaspora identities, global culture, and transnationalism.

Prerequisite(s): second year standing. Seminar and discussion three hours a week

COURSE LEARNING OBJECTIVES

This course introduces students to the burgeoning fields of migration, transnationalism and diaspora studies, and the cultural, economic, social, and political implications of the movement of people and ideas. Students will

1. **Engage** with and contribute to ongoing debates in migration, transnationalism, and diasporic communities in our current era of globalization
2. **Describe** the theories of transnationalism and transnationalism of migrant life
3. **Analyze** and explain social, economic, cultural, and political issues in the migration context.
4. **Differentiate** how different categories of migrants are socially constructed
5. **Explain** how securitization of borders plays a role in migration regulation.
6. **Work** in groups to present a specific topic on migration and transnationalism to the group.
7. **Engage** in contemporary debates on migration and refugees and asylum seekers and humanitarian responses from an inter-disciplinary perspective, through examining historical experiences and current global struggles.
8. **Submit** an original research paper regarding a specific migration and transnationalism related issue.

COURSE STRUCTURE AND METHODS

This course will be delivered in person and through the course management system. Students are expected to log into Brightspace regularly to check for announcements, activities, and assignment information and updates. The course is structured in a series of weekly learning modules that will guide you through the content which will include assignments in addition to PowerPoints and will be run as a seminar. You should expect to spend at approximately 3 hours each week reading/viewing and completing assignments. All assignments will be submitted through Brightspace. You will access online lessons, course materials, and resources all on Brightspace this will include access to ARES for your course materials. Activities will consist of lectures, discussion activities and group presentations.

Required readings and other materials

All readings will be available for downloading through ARES on the course Brightspace platform and internet links in the syllabus. Course lectures and ppts should also be considered as part of the learning required. An extensive bibliography will be posted on Brightspace to assist with your assignments. **Students are not required to purchase textbooks or other learning materials for this course unless they chose to.**

Trigger Warning: Some content in this course may be disturbing and/or emotional, so I encourage you to prepare yourself before proceeding particularly in terms of some of the

videos. Please let me know should you encounter this difficulty with certain material required for the course to identify a remedy. In the even that you are concerned about any videos, you may excuse yourself from the class and speak with me after the class.

Diversity, Inclusion and a Welcoming Classroom:

This class will be conducted in an open and supportive manner where the diversity of students' backgrounds and perspectives is viewed as a resource in the classroom. Diversity refers to the various ways that we identify ourselves, including but not limited to race, color, religion, ethnicity, language, gender identity, sex, disability, age, sexual orientation, creed, ancestry, and our beliefs. From the onset we acknowledge differences, oppression and marginalization and we hope to establish a safe, more inclusive environment to discuss sometimes new and difficult, uncomfortable, or perhaps threatening concepts and ideas. Please be respectful of others in the classroom and expect the same respect from your classmates. The classroom allows us the privilege of learning and challenging norms and ideas, if you can support your position, it will be considered a valid position!

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 understanding 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>

Land Acknowledgement:

Carleton University acknowledges the location of its campus on the traditional, uncaded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Requirements & Methods of Evaluation:

Evaluation format	Value	Date
Book Review	15%	3–4-page paper due October 1 st , 2025 at 11:59 pm
Research proposal and annotated bibliography	20%	2 pages double spaced maximum, font 12, with a 1-page annotated bibliography which must use 3 non course reading sources . Due Oct.29 th , 2025 , at 11:59 pm.
Group Project Presentation and Participation	25%	As assigned in class following your week selection (10 % participation, 15 % presentation)
Final Paper	40 %	Thursday, December 5 th , 2025, in the BRIGHTSPACE drop box by 11:59 pm which must use 3 non course reading sources and three course readings .

1) Group presentation on one of the syllabus themes– 15%, participation 10%

You will work with a project team (2-3 students each depending on the number of students in the class) assigned randomly from the beginning of the course based on which week you are interested in working on. The group is responsible for delivering a project to present to the entire class in a creative manner highlighting the theme for the week you have chosen. The group is expected to work together online in putting the project together and should consult with each other online, through chat or zoom or Facebook or in person at the university. It will require collaboration amongst your group members. Your project should be connected to the theoretical discussions from class syllabus for the week you and your group members have chosen. You are encouraged to use a variety of media to enrich the class (e.g. blogs, personal photographs, newspapers, policies, songs, websites, museums, archives, movies, and storytelling). Students are encouraged to discuss the readings with the instructor the week before their presentations if they have any questions or concerns.

The class should have already read the readings, so it is important for your group to focus on analysing, evaluating, and contextualizing the articles rather than just parroting what the reading says. You can be as creative as you like with your ½ hour and select whichever aspect of the readings you like to focus on. As facilitators you should be prepared to ask questions of your peers but also to respond to questions they may have. You want to generate discussion of the topics raised in the readings, so students are engaged with the material. Thus, your questions should open discussion with the class.

Please submit a 1-page outline of your group’s main presentation key points, as well as a list of questions or ideas you will use to facilitate your discussion at least one day in advance of the class. This outline will be posted on Brightspace. You may use Powerpoint, however, reading directly from the presentation as a “talking head” will result in not more than a B- grade.

2) Proposal and Annotated Bibliography: 20% Submitted online: **October 29th at 11:59 pm.**

The proposal is an opportunity for you to engage with your essay topic and for me to provide you with direction, and encouragement. Remember that a proposal is not the final project, but rather a starting point, a work in progress or a framework, so to speak. It is important that you present as strong a vision as possible of what you intend to explore with your final essay, but you need not have worked out all the problems, details, and nuances of your argument.

Students are to prepare a proposal that is **to be no longer than 2 pages long** (12-point font, double-spaced), and should include a brief discussion of your main argument and the supporting critiques and evidence you will be using for your position. You may find that this plan needs to change as you do further read and as you write the final paper. This is acceptable, however if you are concerned about this, please feel free to make an appointment to discuss it with me before you hand it in. ***This is not an outline. You must use paragraph form and proper citations.*** This evaluative component is directly related to your paper. You will be required to put together an annotated bibliography of **three (3) referenced academic materials** that you intend to use for your final paper from **outside the course syllabus readings**. You can however use any of the additional resources or material from the extensive bibliography. For each reference, you need to provide the full bibliographic citation for the work in question and a brief description. This description should be approximately 75 words long. Proposals and annotated bibliography is not handed in on time will be **penalized at a rate of 5% per day unless** you have a valid reason and/or you have spoken with me in advance.

3) Fictional Book Review – 15% - Due: Oct.1st, 2025, 11:59 pm on Brightspace

A critical review of a book is not a summary but rather, it must reflect on and **evaluate** the work in the light of specific issues and theoretical concerns in relationship to this course. To this end, you will be reviewing a fictional novel that is associated with the themes of this course. Choose a book about a migration issue or diaspora community that you are interested in, which you could potentially use for your final capstone project as well. Cross-cultural fictional literature can allow us to see the differences and similarities, the challenges and hardships, and the dreams that are associated with migration and diaspora that are often unarticulated.

Your book review that should address the following types of questions: What is the specific topic of the book or article? What overall purpose does it seem to have? For what readership is it written? What role does the background of the author play in the writing of the book? Does he or she noticeably have a bias? Is it reflected of the theoretical issues and debates that are discussed with regards to migration and diaspora studies? How is this material used to discuss their positionality or narrative within the book? What are the social, cultural, economic, religious or political elements highlighted within the book's discussion? What are your own reactions and considered opinions regarding the work? It should consist of an introduction to the book and an analysis and critique of the material.

Read the book thoroughly, taking notes on key themes, characters, narrative structure, and the author's style. Here is a list of my favorite books. You may select one that is not on the list but please make sure it meets the criteria.

Acosta, O. Z. (2013). *The Revolt of the Cockroach People* (1st Vintage Books ed.). Knopf Doubleday Publishing Group.(Chicano/American)

Adichie, Chimamanda. (2013) *Americanah*.
 Ali, M. (2003). *Brick Lane*. Doubleday.
 Alvarez, Julia. (2010). *How the García girls lost their accents*. Algonquin Books of Chapel Hill. (Mexican/American)
 Bulawayo, N. (2013). *We Need New Names: A Novel* (1st ed.). Little Brown & Company.
 Cole, T. (2012). *Open city : pbk*. Faber and Faber. Nigerian /American)
 De Rosa, T. (2003). *Paper fish*. Feminist Press at the City University of New York.(Italian/American)
 Hamid, M. (2017). *Exit west*. Hamish Hamilton, an imprint of Penguin Books
 García, C. (2004). *Dreaming in Cuban : a novel*. Ballantine Books. (Cuban/American)
 Hage, R. (2006). *De Niro's game*. House of Anansi Press. (Lebanese/Canadian)
 Hammad, S. (1996). *Drops of this story*. Published for Harlem River Press by Writers and Readers Pub.
 Kahf, M. (2003). *E-mails from Scheherazade*. University Press of Florida. (Syrian/ Americans)
 Lahiri, J. (2019). *The namesake* (Second Mariner Books edition.). Mariner Books/Houghton Mifflin Harcourt.
 Nguyen, B. M. (2008). *Stealing Buddha's dinner: a memoir*. Penguin Books.
 Pradhan, Monica.(2007)*The Hindi-Bindi Club*. Bantam (Indian /British)
 Rushdie, S. (1981). *Midnight's children*. Cape. (Indian /American)
 Tam, Amy. (2006) *Joy Luck Club*. Penguin Books.(Japanese/American)
 Tobar, H. (2014). *The tattooed soldier : a novel* (First Picador edition.). Picador/Farrar, Straus & Giroux. (Guatemalan/American)

Your book review that should address some of the following guiding elements:

Introduction: Provide an overview of the book. What role does the background of the author play in the writing of the book? What role does the background of the author play in the writing of the book? Does the author have a noticeable bias?

Analysis: Analyze the book's portrayal of migration, diaspora, and art, addressing questions such as: How does the book depict the experiences of migrants or members of a diaspora? What themes of identity, belonging, trauma, racism or displacement are explored? How does the author convey these themes?

Critique: Evaluate the strengths and weaknesses of the book. Consider questions such as: Does the book offer new insights into the experiences of migrants or diasporic communities? How is this material used to discuss their positionality or narrative within the book ? Are there aspects of the portrayal that seem accurate or problematic? How effective is the author's use of language and storytelling techniques?

Conclusion: Summarize your analysis and offer your overall assessment of the book's significance within the context of the course themes. What are your own reactions and considered opinions regarding the work?

Use academic sources to support your analysis and argumentation. The book review must be 3-4 pages long, double-spaced, font 12 Times Roman excluding your title page and reference page formatted according to APA. Be sure to cite all quoted or paraphrased materials. It is to be submitted in the dropbox.

4) Final Essay– 40% - Due December 5th, 2025, at 11:59 pm on Brightspace

You will be responsible for handing in a final scholarly paper on a topic related to the course content. The specifics are as follows:

DUE DATE:

The final term essay is **due at 11:59 pm, Friday December 5th, 2025th**. **with a title page that includes the course name, my name, your name, and student number in the folder under assignments on Brightspace.** *You are expected to keep a copy of your essay in case the one you submit gets lost.* Essays submitted after the due date will be docked **5%** per day and this includes weekends, unless you have a good reason for being late and an extension has been granted at least three days in advance.

ASSIGNMENT SUBMISSION AND GRADING

Form and Style

Minimum of 8 and maximum of 10 pages, double-spaced (not counting cover page, headings, footnotes/endnotes, and references), with regular margins (**1" on each side and 1" top and bottom**), **12 point type**. Courier or any other font that uses more space per word than Times New Roman (the font used here) is not acceptable. Please don't add an extra space between paragraphs (this means that you will have to indicate paragraphs by indenting the first line), **please number the essay's pages**. The paper will have **5%** deducted for each page (pro-rated) that falls under the minimum required and **2%** for each page more than one over the maximum.

REFERENCING AND CITATION STYLE

Your paper will also be evaluated for proper in text citations, and references. **Please utilize APA Referencing and Citation Style.** If you are citing electronic sources, you should consult style guides pertaining to this, including those which can be found online at the Carleton University Library homepage. APA style requires dates and page or paragraph numbers for direct quotes. Dalhousie University offers a quick pdf manual that can be found at https://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style6.pdf

TOPIC

You are to write a critical essay on **any topic related to the course content. You must demonstrate awareness of relevant theoretical frameworks and concepts examined in class through their application to a specific issue based on your topic proposal.** If you are unsure of whether your selected topic is appropriate, please speak with me. I would encourage you to speak with me early on to explore your topic. Some potential topics:

- Historical Migration to Canada
- Ethnic group migration in Canada or elsewhere
- Racialization of migration
- Diaspora
- Citizenship
- Labour migration
- Gender and migration
- Asylum

- Unaccompanied or undocumented children
- Ethnic groups in diaspora
- Securitization of migration
- Transnationalism
- Refugee camps
- Temporary labour migration
- Settlement of newcomers
- Detention of newcomers
- Deportation
- Multiculturalism
- International students
- Climate change migration

These are just some examples. Feel free to explore the journals and books below to find a topic that interests you.

EVALUATION

The paper will be evaluated with regards to **CONTENT, ORGANIZATION and STYLE**. **A rubric is provided on Brightspace.**

CONTENT includes *description* (identification and clear presentation of the main points) and *analysis* (indicating key concepts and crucial arguments, evaluating contending arguments, making your own argument, and providing supporting evidence and reasons for your argument). **Please note that you must examine contending positions and address those arguments that would challenge your own position.**

ORGANIZATION includes an introduction with a *clear statement of purpose* (the problem you are addressing) that includes a thesis statement or a particular question to be debated, the body of the essay with a logical progression of points, and a conclusion synthesizing the arguments made throughout the paper. Your paper will also be evaluated for citation style and bibliography. *Please utilize APA citation styles.* If you are citing electronic sources, you should consult style guides pertaining to this, including those which can be found online at the Carleton University Library homepage. APA style requires dates and page or paragraph numbers for direct quotes.

Also note that the essay must cite **at least three (3) different academic sources** besides **(3) readings** contained in the **course syllabus**, and they must be used in a substantial rather than superficial, token manner. **5 % will be deducted for each source short of the minimum required. You may use Internet-based sources in addition to the academic and course sources, but these must be credible, well researched, and identify the sources of the information they present but not in place of academic sources.** Other sources such as videos, films, etc. are acceptable as are web resources. Please be aware that many web resources are insufficiently reliable to be used as an academic resource– so choose your web references carefully. **PLEASE NOTE: I DO NOT ACCEPT WIKIPEDIA AS A REFERENCE** . If there is something there that you like, follow the reference link to the original source.

You will also benefit from browsing in the current journals section of the library and using various on-line databases that are listed at the back of this syllabus.

Completion of Work:

Deadlines are final, although leeway will be given for extraordinary circumstances (medical documentation is required for illness). Except in the case of an exceptional documented emergency, no extensions will be granted in the 24 hours before an assignment is due. All requests for extensions should be made to the instructor.

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.

STATEMENT ON CLASS CONDUCT

This class will be conducted in an open and supportive manner. You will be entertaining new and sometimes difficult, uncomfortable or perhaps threatening concepts and ideas. Please be respectful others in the classroom and expect the same respect from your classmates. The classroom allows us the privilege of learning and challenging norms and ideas, if you can support your position, it will be considered a valid position! 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 GRADES

According to the University, "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."**

Please see the Undergraduate Calendar for information concerning course evaluation. In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

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).

For an accommodation request, the processes are as follows:

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, 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 to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

For pregnancy: Please contact your instructor 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](#)).

For religious obligations: Please contact your instructor 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](#).

For 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>

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. Please contact your instructor 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>

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/>

Here is a list that may be helpful:

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 Integrity Standards

Carleton's [Academic Integrity Policy](#) is an essential element of a productive and successful career as a student. **Carleton's Academic Integrity Policy** addresses academic integrity violations, including plagiarism, co-operation and collaboration, misrepresentation, impersonation, withholding of records, disruption of classroom activities, periods of instruction, or Examinations, improper access to and/or dissemination of information, the violation of test and examination rules and the violation of the standards of academic integrity. Students are required to familiarize themselves with the university's academic integrity rules.

Co-operation and Collaboration

Cooperation and collaboration are important part of the classroom learning environment. Carleton encourages students to benefit from each other. However, this should not take place with activities designated by the Professor as individual activities (For example tests). For group work, where students are expected to work in groups to complete a course requirement as a group, this is not considered to be a violation of the academic integrity policy.

Submission of the same work

Submitting the same assignment in two or more different courses is unacceptable . If you are using something you wrote in another class, you must cite it and make me aware of it.

Generative Artificial Intelligence

“As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course”.

The use of GAI is different in each individual course. In this course the intention of graded assignments is to ensure you develop the fundamental skills and knowledge required to meet the learning objectives laid out for this course and/or its assignments. Consequently, the use GAI tools to generate a **graded** assignment for a student, is not permissible and will be considered an academic integrity offence. This includes but is not limited to essays, presentations, book reviews etc.

Students may use generative AI for **ungraded** classroom activities such as brainstorming ideas for a paper, finding resources, to help develop an outline for your work and/or to contribute to your understanding of course materials. If you are unsure of your use, please consult me. However, be aware of the following:

- Generative AI tools can replicate and perpetuate existing biases (e.g., racist, sexist beliefs), toxic speech patterns (Bolukbasi et al., 2016; Welbl et al., 2021), or specific worldviews (Bender et al., 2021).
- Generative AI tools are not regulated,
- Some of the more sophisticated tools require one to pay for use. Consequently, providing inequitable access for those who can afford it.

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;
- 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 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 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).

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 several 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](#).

Important Dates for 2025-26

Date	Notes
August 27	Deadline for course outlines to be made available to students for Early Fall, Full Fall and Fall/Winter courses
September 19-21	Deferred Exam Period: Full Summer and late Summer term deferred final examinations.

October 20	Deadline for course outlines to be made available to students for Late Fall courses.
October 20-24	Fall Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, October 19 to Sunday, October 26. The following exceptions may apply: <ul style="list-style-type: none"> If it is necessary to hold a test after Friday, October 17 due to exceptional circumstances, it can only be scheduled on Saturday, October 18. <i>This timing must be announced on the course outline that is distributed at the beginning of the term.</i>
October 25-26 and November 1-2	Final examinations in early fall undergraduate courses will be held.
November 11	Remembrance Day is on Tuesday, November 11. As much as possible, course instructors are asked to allow for a moment of silence for personal reflection at 11 a.m. in accordance with Senate policy .
November 14-16	Early fall undergraduate deferred final examinations will be held.
November 21	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period.
December 8-20	Final examinations in Full Fall and Late Fall courses and mid-term examinations in Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
December 20	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 29	Deadline for course outlines to be made available to students for Early Winter and Full Winter courses.
January 23-25; January 30-Feb. 1	Full fall and late fall term deferred final examinations will be held.
February 16	Deadline for course outlines to be made available to students registered for Late Winter courses
February 16-20	Winter Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, February 15 to Sunday, February 22. The following exceptions may apply: <ul style="list-style-type: none"> If it is necessary to hold a test after Friday, February 13, it can only be scheduled on Saturday, February 14. <i>This timing must be announced on the course outline that is distributed at the beginning of the term.</i> Final exams for Early Winter undergraduate courses may be held on February 21-22 and February 28-March 1.
March 13-15	Deferred Exam Period: Early Winter term undergraduate deferred final examinations.
March 25	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or

	fall/winter undergraduate courses, before the official April final examination period.
April 11-23	Final examinations in Full Winter, Late Winter, and Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
April 23	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.