Instructor: Dr. Salina Abji  
Office: D789 Loeb Building  
Office Hours: By appointment  
Email: salina.abji@carleton.ca

Course meets: Thursdays 2:35p.m. to 5:25p.m. in A715 Loeb Building

Course Description and Learning Objectives:
This course examines current debates and trends in critical race studies, with a special focus on the relationship between racialization and migration as an emerging sub-field in this area. The course readings are designed to provide learners with a broad understanding of current scholarship, while also raising questions about its limitations and contradictions as well as directions for future research. During weekly seminars, we will use a combination of facilitated discussions and in-class writing prompts to examine three key themes in race and migration. First, we will analyze how power operates in the co-constitution of race, gender, class, and immigration status, particularly within settler colonial contexts. Second, we will examine the role of place/space in producing relations of power at key sites such as borders, cities, and bodies. Third, we will investigate the politics of resistance and knowledge production in advancing racial justice and migrant rights. Throughout the course we will incorporate practical resources for graduate students interested in conducting research in this area.

By the end of this course, learners will be able to:
- Describe key theoretical and methodological approaches to studying race and migration from a multi-disciplinary critical race perspective
- Identify major debates in the field and articulate one’s own positioning within existing debates in a reflexive manner
- Trace key themes of power, place/space, and politics through foundational and contemporary readings, paying particular attention to contradictions, convergences and divergences within and across texts
- Conduct preliminary research on race and/or migration that takes into account issues of ethics, positionality, and power

A general objective of the course is that you write well – coherently and lucidly – in all assignments.
Course Requirements & Methods of Evaluation:

<table>
<thead>
<tr>
<th>Type</th>
<th>Date(s) Due</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Writing Prompts (in-class)</td>
<td>Multiple (see schedule)</td>
<td>15% (pass/fail)</td>
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<tr>
<td>Fieldwork Research:</td>
<td></td>
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</tr>
<tr>
<td>- Journal Entry #1</td>
<td>November 1, 2018</td>
<td>10%</td>
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<tr>
<td>- Journal Entry #2</td>
<td>November 15, 2018</td>
<td>10%</td>
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<tr>
<td>- Workshop Participation</td>
<td>November 29, 2018</td>
<td>5% (pass/fail)</td>
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<tr>
<td>- Reflection Essay</td>
<td>December 6, 2018</td>
<td>35%</td>
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Evaluation Details:

Writing Prompts (15% pass/fail) will be used in-class to provide space for individual and group reflection on course readings and to stimulate discussion and debate. Prompts are open-ended questions that address key components of the readings and that also encourage intellectual reflection on issues of positionality, ethics, and process. Following individual writing time for prompts, participants will be invited to share what they have written with peers and/or with the larger group for discussion. We will also return to key themes or issues raised during these discussions at regular intervals in the course, and students may choose to build on these reflections in their subsequent writing assignments. **Please submit your prompt at the end of class by uploading it to cuLearn** (note: hand-written prompts may be provided to the instructor in hard copy). Full details on the assignment will be provided on cuLearn.

Op. Ed. (25%): produce an op. ed. column for a non-academic audience. The objective is to persuade a general readership to apply a more critical or nuanced understanding of race and/or migration to a contemporary issue/event/way of thinking. Your op. ed. should draw from key ideas or debates in the readings, but without relying on excessive referencing or academic jargon to make your point. Please also reference the resources for writing effective op. eds. provided on the course website. Opportunities will be provided in-class to develop and give/receive feedback on your ideas. **Please upload your assignment to cuLearn by 12noon on the due date.** Full details on the assignment will be provided on cuLearn.

Fieldwork Research (60%, 4 components) is the major assignment of this course. Applying key concepts, themes, and/or debates from this course into your analysis, you will conduct empirical analysis of a field-site of your choosing over a six-week period. The objectives are (i) to deepen or extend existing scholarship through empirical observation, and (ii) to raise questions for future research or debate. The assignment is scaffolded, meaning that there are shorter components that you will use to build up towards your final analysis, including two journal entries and an in-class writing workshop. We will also support the research process through assigned readings, seminar discussions, and individual appointments with the instructor as needed. Your choice of field-site should be feasible for non-obtrusive observation and **must** be approved by the course instructor prior to conducting fieldwork. **Please upload your assignment to cuLearn by 12noon on the due date.** Full details on this assignment will be provided on cuLearn.
## Course Schedule and Readings:

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 6</td>
<td>Introduction</td>
<td>Course Syllabus</td>
<td>Writing Prompts (in-class)</td>
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Introduction.  
<table>
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<td>4</td>
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*OR*  
Workshop Preparation Reading:  
Lykke, Nina, ed. 2014. *Writing academic texts differently: Intersectional feminist methodologies & the playful art of writing*. Selected excerpts. | Writing Prompts (in-class) |
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<tr>
<td>12</td>
<td>Nov 29</td>
<td>Writing Workshop</td>
<td>No assigned readings</td>
<td>Participation (in-class)</td>
</tr>
<tr>
<td>13</td>
<td>Dec 6</td>
<td>Future Directions in Race &amp; Migration</td>
<td>No assigned readings</td>
<td>Fieldwork Reflection Essays Due</td>
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**Communicating with the Instructor and Submitting Assignments**

In this course, you will be using cuLearn to communicate with me or with one another. And to submit assignments, unless specified otherwise. You are responsible for ensuring that you have a Carleton computer/email account and for checking this account on a regular basis. Please use the “mail” function in cuLearn to send me any messages. This will help to ensure that you have a record of any sent message in case it does not reach me. I will be using cuLearn to post announcements, reminders, supplementary materials, and grades as well as to email about anything related to class. Please note that final grades posted are tentative, pending approval by the department Chair and Dean.

**Academic Regulations, Accommodations, Plagiarism, Etc.**

In accordance with the Carleton University Undergraduate Calendar Regulations, 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 (See above)

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: [http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/](http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/)
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

**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, contact your PMC coordinator to send 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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Fall 2018 (December) exam period is November 9, 2018. The deadline for contacting the Paul Menton Centre regarding accommodation for final exams for the Winter 2019 (April) exam period is March 15, 2019.*

**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, visit the Equity Services website:

**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 more details, visit the Equity Services website:

**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 is 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:
www.carleton.ca/sexual-violence-support

**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 must 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.
Plagiarism
Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See https://carleton.ca/registrar/academic-integrity/). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?
A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?
All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe.

Assistance for Students:
Academic and Career Development Services: http://carleton.ca/sacds/
Writing Services: http://www.carleton.ca/csas/writing-services/
Peer Assisted Study Sessions (PASS): https://carleton.ca/csas/group-support/pass/

Important Information:
- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton’s Privacy Office seeks
to encourage the implementation of the privacy provisions of Ontario’s *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.

- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your MyCarletonOne account through Carleton Central. Once you have activated your MyCarletonOne account, log into the MyCarleton Portal.
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting [https://students.carleton.ca/](https://students.carleton.ca/)

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**Important Dates**

**Fall 2018**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 29</td>
<td>All Fall term syllabi must be posted</td>
</tr>
<tr>
<td>September 3</td>
<td>Labour Day – University Closed.</td>
</tr>
<tr>
<td>September 5</td>
<td>Classes start.</td>
</tr>
<tr>
<td>September 14-16</td>
<td>Summer term deferred examinations will be written.</td>
</tr>
<tr>
<td>September 19</td>
<td>Last day for registration and course changes in Fall and Fall/Winter courses.</td>
</tr>
<tr>
<td>September 30</td>
<td>Last day to withdraw from fall term and fall/winter courses with a full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN to appear on the official transcript.</td>
</tr>
<tr>
<td>October 5</td>
<td>December exam schedule available online.</td>
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<tr>
<td>October 8</td>
<td>Thanksgiving Day – University closed.</td>
</tr>
<tr>
<td>October 22-26</td>
<td>Fall break, no classes.</td>
</tr>
<tr>
<td>November 23</td>
<td>Last day for summative tests or final examinations, or formative tests or examinations totaling more than 15% of the final grade in Fall term courses before the official examination period.</td>
</tr>
<tr>
<td>December 7</td>
<td>Classes follow a Monday schedule.</td>
</tr>
<tr>
<td>December 9-21</td>
<td>December exams: Final examinations for Fall courses, mid-terms for Fall/Winter courses. Exams are normally held all seven days of the week.</td>
</tr>
<tr>
<td>December 21</td>
<td>All take-home exams are due except those that conform to the Academic Regulations of the University in the Undergraduate Calendar/General Regulations of the Graduate Calendar.</td>
</tr>
<tr>
<td>December 24</td>
<td>All Winter term syllabi must be posted</td>
</tr>
<tr>
<td>December 25-January 1</td>
<td>University closed</td>
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