

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
ANTH 4590 A / ANTH 4900 / SOCI 4900
A CAPSTONE IN GLOBALIZATION, CULTURE, AND POWER / HONOURS RESEARCH PAPER IN
ANTHROPOLOGY/HONOURS THESIS SEMINAR

Fall-Winter 2025-26 Fridays 11:35-14:25, in person Prof. Blair Rutherford
Office: Loeb D798 Office Hours: Friday 10:00-11:15 or by appointment
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Method of Delivery: In person, unless stated otherwise.

Pre-requisites:

ANTH 4590: Fourth-year standing in the BGINS Globalization, Culture and Power program with a minimum 9.0 GPA or permission of the instructor.

ANTH 4900: Fourth-year Honours standing.

SOCI 4900: Fourth-year standing in the Sociology BA Honours with a CGPA of 9.0 or higher in the Major or by permission from the instructor

Course Description

The objective of this course is for you to design and carry out your individual anthropological or sociological research project and to present your findings in writing (and possibly in some type of multimedia option, as discussed below). In this course, you will develop and use skills such as how to create a research question from a topic of interest, design research methodology, think through ethical questions and submit an application to Carleton Research Ethics board if required, practice project-appropriate research methods, apply and critically engage with analytical concepts and theory, and represent your research as an long essay (or also through a creative media). Your analysis of your research findings will apply relevant theoretical concepts, while your project will be situated in pertinent academic literature. The course uses activities to guide you through the research process – from research design to your final honours research paper/thesis/project – and help you organize your projects through to completion.

In short, the seminar consolidates, refines and advances both disciplinary skills (i.e., methods, theory, engagement with substantive fields, etc.) and transferable skills (i.e., communication, analytic, research design, etc.) acquired throughout your BGInS or Anthropology or Sociology degree program, while providing a space for collaborative intellectual engagement with your individual research projects. Thus, the seminar will be your community of practice as knowledge-producers.

Learning Objectives:

- To experience the research process from start to a completed project;
- Learn how to design a research project that is guided by research question;
- Develop and use appropriate and ethical research methods to collect social science data (primary and/or secondary);
- Apply related theoretical concepts to aid you in your analysis;
- Be able to situate the project in a broader context and with related research;
- Explain key debates in selected academic literature(s), including identifying key findings and contentions, and assessing social scientific research;

- Represent your research findings and analysis using media of your choosing;
- Communicate clearly and effectively in written and oral forms;
- To support the research design process of your peers.

Important Notes about Expectations

My goal is to provide you with an accessible learning environment where you will be able to develop research skills and explore in-depth a topic of interest.

For the instructor:

You can expect me: to provide general knowledge about theories and methods as well as information concerning my own research experiences; to facilitate moments of collaborative discussions; and to support your research agenda in this class. You can expect me to provide constructive critical feedback, while working with you to understand and develop your own perspective and approach to your research projects. I will be accessible in class, to meet in office hours/by Zoom, and through email, while adjusting the course when needed to meet the above objectives.

For the students:

I expect you to be engaged with your own research agenda, which will require you to be proactive and plan to work on your project while anticipating other demands on your time. I expect you to also be engaged with the studies of your peers through supportive discussions and helping each other with ideas and experiences. Also, please let me know as soon as possible if physical/mental health, personal/family issues, technological access, and/or workload is affecting your ability to fulfill your responsibilities in this course, and we will work towards an accommodation.

For all of us:

Finally, we all have varied backgrounds and life experiences that provide different perspectives on issues and what is most important. Potential project topics are almost limitless, but we should be aware of power dynamics present in all research, be open to exploring how our perspectives and actions may be part of and further structures or systems of power that marginalize, exclude, and/or exploit people. It is important to take a reflexive position throughout the design, research, and completion of your research projects. As supervisor, I also should be reflexive throughout my engagement guiding you through your research projects. Ultimately, we will strive towards making this an inclusive learning space, considering all perspectives and contributions from every student and avoiding the use of denigrative language in any comments we make. This is especially vital when we work together and comment on each other's work and ideas. It is vital to respect each other's views, while providing any criticisms or contrary perspectives with respect and solidarity. As we strive to be more inclusive in this course and beyond, please let me know if there are exclusions and forms of marginalization that may be occurring and which I have not noticed, including in my own actions/inactions. If you find any action by anyone, including myself, is causing discomfort or harm, please arrange to discuss with me as soon as you can.

Course Requirements & Methods of Evaluation:

There are two parts to your mark: your final project submission and portfolio assignments. Portfolio assignments are designed to aid your progress through the research process and be useful to your final project submission.

Honours Paper/Thesis/Project – 40%

Due: April 8

You will have one major assignment for this course, which is the summation of your research and analysis. There are different options of how to conceive of your submission (through Brightspace).

Honours Research Paper/Honours Thesis

The most common submission is in the format of an honours research paper/thesis (~40 double spaced pages or ~11,000-13,000 words), which includes a central/organizing argument and sections covering background/context and research question, theoretical concepts, methods, evidence, and conclusion. You need at least 25 references to scholarly sources (which your paper cites) placed in a proper and consistent citational style as a Bibliography.

Public facing/multimedia options:

You also may present your data and analysis in an alternative media along with a supporting shorter paper (~12-15 double spaced pages or ~4500-6000 words) focused on your methods and theoretical inspiration. Here are some options:

1. An ethnographic film (10-20 minutes depending on the editing work involved);
2. An edited podcast / podcast series (2-4 episodes, 15-20 minutes of audio);
3. A graphic short story or comic;
4. Digital webspace using multimedia; should include ways of demonstrating theoretical analysis;
5. An alternative option to be discussed with the professor.

NB - In which multimedia option you choose, you need to demonstrate the findings of your research.

If you choose a public facing/multimedia format, you also need to submit a shorter supporting paper. It needs to be between 12-15 double spaced pages (~4500-6000 words) in which you reflect on your methods, theoretical inspirations, wider scholarly literature, and any issues (concerns, limitations, possibilities, etc.) encountered in using the particular format. You need at least 20 references to scholarly sources (which your paper cites) placed in a proper and consistent citational style as a Bibliography.

Considerations:

As how you will represent your research data and analysis will require different forms of research data collection, you should be considering how you want to represent your research early in the process. That way you can design your research methodology to include methods that collect data with useful media (for example recorded interviews if you are producing a podcast or photo-voice if you are creating a multimedia webspace, which will also impact your ethics application).

A guide about the format of the honours thesis/research paper and the shorter supporting paper to accompany your multimedia project will be uploaded on Brightspace.

NB: You can work with another professor in our Department of Sociology and Anthropology to co-supervise and co-grade your honours thesis/research paper/project, but as instructor I will also co-supervise and co-grade it. Please discuss with me if you plan to work with another SocAnth professor.

Preparation Portfolio Assignments – 60% total

Each assignment will be submitted through Brightspace.

i) Project Ideas – required (part of participation grade)

Due: September 12

Develop 2 different project ideas and write a short paragraph for each explaining what the project would be about (conceptually and contextually), what you might do to complete this project (the what, where, when, who, and how of research), and why you are interested in the project. No background research is needed. Even if you have a clear idea for your project, this activity can be helpful for you to think in comparison to other project possibilities the how and why you will do a project. You can be creative with potential project ideas. In so doing, you can start thinking of these ideas in terms of a research question, which is not a yes/no question or simply confirming what you know but rather starts to examine the how and/or the why parts.

ii) Methods and Primary ‘Sources’ – 5%

Due: October 10

By now you should be focused on one main project idea and are developing your research question. Write a 2-3 page (double-spaced) discussion of the methods and primary sources for your research project.

Please start your assignment with your tentative research question.

For methods, briefly discuss which research methods you will employ and how they will help you to answer your research question. Also, discuss how do these relate to how you will represent your final analysis (e.g., as a paper, film, podcast, etc.).

You also need to discuss some of the potential primary sources that you will use and how different sources might help you answer different aspects of your question.

Examples of primary source materials may vary depending on your topic, but may include particular groups of people, social settings, physical settings, groups of animals, social(ized) places, interviews (or interview transcripts), oral histories, particularly types of social media, recorded speeches, archival collections, newspapers, legal documents, official documents, proceedings of government bodies or other meetings, data sets, memoirs, statistical data, works of literature, artwork, films, or other creative works.

For each primary source mentioned, also discuss your preliminary ideas on sampling (if relevant) and time period (also, if relevant). For example, if you are planning to interview people from specific groups, please mention the types of groups (e.g., for research on, say, university classrooms, one could be interviewing “students” and “professors”) and approximately how many you want to interview. Or if planning to do digital research, name which social media platforms, if there are any subgroups (e.g., a particular Facebook group) and if over a particular time period (e.g., from March 2020 to October 2023).

If you are mainly working with secondary sources, discuss your decision-making over which sources you will examine and how you will approach them.

iii) Research Ethics Application Draft (if required) – part of participation grade

Due: October 17

If you plan on interviewing, recording video or audio with people, and/or soliciting participants you will need to submit an ethics application by mid-November to the Carleton Research Ethics Board (<https://carleton.ca/researchethics/cureb-a/cureb-a-meetings-and-deadlines/>). This requires a basic application form, as well as any of your research instruments (information sheet, consent form, possible interview questions, etc.).

As getting research ethics board approval for your research with humans can take time (revisions are common), I will be aiming for those students applying for research ethics approval to submit your application by November 17, the deadline for **CUREB-A ethics board** gives to ensure that it will review your application by later in November.

Please submit a full draft of your research ethics application (including consent forms, letters of introduction, possible interview questions if relevant) to me **VIA EMAIL** by October 17th. I will review these documents, giving you feedback so you can successfully apply for ethics by early November.

iv) Upload Ethics TCPS CORE certificate – part of participation grade

To be able to submit an application, you need to:

- a) **get a CU Research Account**. If you do not have one, apply for one (application is simple) no later than October 17th (<https://carleton.ca/researchethics/submit-an-application/>); and,
- b) **successfully complete the free TCPS2 CORE online training course** on ethics in terms of researching humans (all the modules and tests) that results in the granting of a certificate completion (that needs to be uploaded with your research ethics application to the CU Research ethics board) – see <https://tcps2core.ca/welcome#> . When doing the online course, you may stop and resume after every module. When successfully finishing each module and their tests, you will get a certificate of completion emailed to you. **DO NOT LOSE THIS CERTIFICATE.**

All students will complete the TCPS2: CORE training – need to upload the certificate of completion to Brightspace by October 3rd.

NB: Irrespective of whether you are carrying out human participant research, **completing TCPS 2: CORE training is mandatory for this course, unless you have already completed the training**. This is because learning about research ethics is a basic skill that you should acquire before completing a degree in the social sciences.

v) Research Question and Literature Review – 10%

Due: November 7

Provide and justify your research question while also synthesizing scholarly sources that are relevant to your topic, theories/conceptual framework, and/or the location(s) of your research:

- Research question(s): ½ page to present your research question and the significance of this question;
- Literature review: 4-5 pages to synthesize the work of at least 20 academic sources so that it offers relevant context of your research question (e.g., topic, conceptual framework, location) and suggests how your research will be filling a gap in the existing literature. The literature review should not be an annotated bibliography, but rather a synthesis. Bring the different sources together in an organized fashion to demonstrate patterns, key findings, and tensions within the academic literature you will be contributing to.

NB: Parts of this assignment can be used as part of your Research Proposal (see “vi” below).

vi) Research Proposal – 15%

Due: December 5

A 10-15 double-space page (~4000-6000 words) document with at least 20 cited references in the Bibliography.

- State your research question;
- Justify research question in light of the wider scholarly literature;
- Discuss chosen research methods and justify methods
- Outline the scope of your data sources and how you will access this data (i.e. for textual analyses: which textual sources, time frame, etc, for interviews: how many participants, recruitment methods)
- Discuss the theoretical framework and/or key concepts informing your research question;
- Provide a tentative timeline for research and producing your final thesis/research paper/project.

A template for your proposal will be posted to Brightspace.

vii) Participation – 15%

Due: Ongoing

Your participation grade is composed of several elements.

- a) submitting a well-written “Research ideas” assignment by September 12th (see “i”) above);
- b) uploading TCPS 2: Core certificate of completion by October 3rd (see “iv”) above;
- c) submitting, if necessary, your draft research ethics application by October 17th (see “iii”) above);
- d) attending and participating, including constructively engaging with your peers on their individual research projects, in the classes when we meet;
- e) for most times we meet as a class (every week of the Fall term and at least 3 times in the Winter term):
*Write a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and putting together your final Honours Thesis/Research Paper/Project. **YOU CAN ONLY SUBMIT A REFLECTION IF YOU ATTEND THE CLASS IN QUESTION.*** Upload it to the Brightspace page for each of these classes by 2:25pm the day of the specific class you are discussing – you will have time at the end of the class to write this reflection. As long as the reflection makes sense, your submission will count towards your final participation grade.

viii) Research Journals – 10% (5% each)

Due: Winter Term (January 30th, March 6th)

You will be asked to submit two short research journals during the ‘research’ and ‘initial writing/producing’ phases of your project. Your journals can take many different forms: they can be your plan for the upcoming weeks, a summary of what you have done, a reflection on what you have been thinking about, or “fieldnotes” of your observations. Ideally you will try to include a bit of each of these points. **A journal should be 500-800 words (and you can include media as well if doing a multimedia project).**

ix) Oral/Poster Presentation – 5%

A suitable date in April will be selected after we discuss as a class.

To share the results of your honours research with a wider group, we will schedule a period in April for

you to present your research, either orally (for 10 minutes with a few minutes of discussion) or by a short poster presentation (you prepare a poster and have it stationed in the room and you sit next to it, ready to discuss it with anyone interested in it). Faculty, student and staff of SocAnth will be invited to attend. You also can invite others as guests. Your grade will be based on the cohesiveness or legibility of your presentation or poster.

- In presentation or poster, you should discuss: 1) research question; 2) your methods; 3) theoretical orientation or key concepts; 4) key findings.
- Your presentation or poster should be well-organized, easy-to follow/easy-to-read, and engaging to the audience/viewer.

COURSE REQUIREMENTS		
Submission	Date Due	Weight
Project ideas	September 12	Part of participation grade
Upload Ethics TCPS CORE certificate	October 3	Part of participation grade
Methods and Primary 'Sources'	October 10	5%
Research Ethics Draft (if required)	October 17	Part of participation grade, IF carrying out research with people
Research Question and Lit Review	November 7	10%
Research Proposal	December 5	15%
Participation	Ongoing	15%
Research Journal 1	January 30, 2026	5%
Research Journal 2	March 6, 2026	5%
Oral/Poster Presentation	April 2026 (date to be determined by class)	5%
Final Honours Paper/Project/Thesis	April 8, 2026	40%

Policy on Artificial Intelligence (AI) for this Course:

Like many professors, I am still working out ideas on how AI can be used by students in a way that does not prevent them from gaining important experience from reading, researching, and writing.

For this course, students may use AI tools for sharing ideas, clarifying challenging concepts, getting started on projects, or doing preliminary literature searches. Some acceptable uses include:

- Brainstorming ideas (e.g., generating essay topics with ChatGPT, using Microsoft Word's Smart Lookup to find inspiration and related topics);
- Creating outlines (e.g., using AI to structure an essay or presentation flow, using Microsoft Word's Outline View with AI suggestions);
- Providing definitions or explanations of complex concepts (e.g., using AI to explain a difficult theory, e.g., using Microsoft Word's Researcher tool to find relevant information);
- Creating initial literature searches of relevant scholarly articles.

Documenting use of AI: It is necessary to document your use of AI in this course, using the following guidelines:

- Clearly identify and cite AI-generated text (e.g., 'The following paragraph was generated by

ChatGPT/Microsoft Word's Researcher tool'). Please consult resources on the [Library website concerning how to cite AI usage](#).

- Review, edit, and ensure the accuracy and originality of final submissions.
- AI-generated content should not exceed 10% of the total length of any assignment, other than any assignment that comprises your Participation Grade whereby you cannot use AI at all.

Why have I adopted this policy? This policy supports the use of AI as a supplementary tool, helping students develop ideas and structure their work while emphasizing the importance of transparency and personal engagement with the content. AI can be used for inspiration and foundational support, and can encourage students to critically assess and refine AI-generated material. It helps students to decide if it makes sense or not to integrate AI into their work while maintaining intellectual contributions and critical thinking.

Limitations: Students may not use AI for any assignment written as part of your Participation grade or more than 10% of any other assignment.

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.

Note: Students can also access resources related to citing Generative AI on the [MacOdrum Library website](#). Additional resources are also available on Carleton's [Artificial Intelligence Hub](#).

Readings

Readings should be done before the classes for which they are assigned. They are all located on Brightspace (via ARES). Students are not required to purchase textbooks or other learning materials for this course.

Fall Schedule

NB: Group Writing in the Fall term

- If the seminar discussion in any of the classes in which we meet ends before we reach the end of the class (~14:25), we will devote the remainder of the class time to individual writing, reading and research for your individual project (likely adopting the Pomodoro method).
- You are expected to attend every class as it is part of your participation grade.

SEPTEMBER

5

Introduction & Developing Your Research Ideas

12

From Research Ideas to Research Question

Read: Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup and William T. FitzGerald. 2024. *The Craft of Research*. 5th edition. Chicago: University of Chicago Press, Chapter 1 ("From Topics to Questions").

Watch: "How to Find a Good Research Question (with Examples),"

<https://www.youtube.com/watch?v=hB-BS1xDU2M>

- * Be prepared to discuss the following:
 - your own project ideas and how this can be made into research questions on a specific topic and ultimately crafting a proposal that lays out your research design;
 - what wider scholarly literatures you should be examining as part of your research ideas.

* Post on Brightspace by 2:25pm a *brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.*

* **Submit on Brightspace, "Project Ideas" assignment**

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How to 'get started' in research (and deciding what is 'research')

* Visit by the Acting Research Librarian for Sociology/Anthropology, David Jackson.

* Be prepared to discuss the following:

- How your research project is coming together (or not).
- What scholarly literatures do you need to examine?
- What are some of the main areas of interest and/or problems to address in the

literature that you have decided to explore?

- BRING five (5) of the secondary sources you likely will be using so we can discuss how you will likely be using them.

- Think a bit about with which conversations your research will engage. Who are your interlocutors?

* Post on Brightspace by 2:25pm a *brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.*

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Research Ethics – risks and mitigation

Read: Sarah Gatson. 2013. "The Methods, Politics, and Ethics of Representation in Online Ethnography." In N.K. Denzin and Y.S. Lincoln (eds.) *Collecting and Interpreting Qualitative Materials*, 245-275. Thousand Oaks, CA: Sage.

Supplementary Reading: (Canadian) Tricouncil guidance concerning digital research: https://ethics.gc.ca/eng/reb-cer_social-sociaux.html#a7

* Visit by Prof. Augustine Park (Sociology), Co-Chair of Carleton's Research Ethics Board - A.

* Be prepared to discuss concerning your own developing research project potential ethical risks, possible forms of mitigation, and what other (in)formal ethical approval you need for your research (e.g., from the country in which you are doing the research, from the community, etc.).

* Also, be prepared to discuss what obstacles, problems, and challenges you foresee in carrying out your research and possible ways to address them.

* Post on Brightspace by 2:25pm a *brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.*

OCTOBER

3

Deciding on methods and developing sites of research

* We will discuss different methods that each student is thinking of using.

* Come prepared:

- to discuss methods and methodological issues more broadly;

- how research methods relate to your research question;
- to carry out some activities mimicking different research methods.

* **Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.**

brief reflection on the reading.

* **Submit on Brightspace, your ethics TCPS CORE certificate (even if it was done previously for another course or research project)**

10 **Ethics Application Workshop ...**

Carleton's REB templates for reference:

<https://carleton.ca/researchethics/wp-content/uploads/Carleton-University-Research-Ethics-Form-Instructions-1A.htm>

<https://carleton.ca/researchethics/templates/>

* We will go through the various elements of the ethics application.

* **Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.**

* **Submit on Brightspace, Methods and Primary 'Sources' assignment**

17 **Role of theory and thinking about representation**

Listen: Episode 1: Younger - Abdulgadir Ahmed of the podcast Settlement by

Khalid Egeh

(<https://open.spotify.com/show/3xq5b0ZwIazukqVPl8Ilpb?si=FPFA8wpsRuqYtT5LgSCjcA&nd=1&dlsi=7b1cde4cf5f140d7>)

* Be prepared to discuss how theory and conceptual choices intersect with your research ideas.

* Also be prepared to think about the ways in which you want to represent your research (as a paper, podcast, video, dance, etc.).

* **Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.**

* **Submit on Brightspace, Research Ethics draft (if required)**

MIDTERM BREAK (October 20-24)

31 **Situating your research within the scholarly literature**

* Be prepared to discuss how your research responds to discussions/debates/omissions in the wider scholarly literature

* **BRING/Have handy fifteen (15) of the secondary sources you likely will be using so we can discuss how you will likely be using them.**

* **Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.**

NOVEMBER

7

Journaling / Fieldnotes / Interviews

* Prepare to think through different ways of documenting your research and reflecting on it as you are researching. We will carry out some exercises.

* **Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.**

*** Submit on Brightspace, Research Question and Lit Review assignment**

14

Data Analysis

* Be prepared to discuss ways to analyse your research evidence/data and how you will put it all together in an honours thesis/research paper or multimedia project.

* **Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.**

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Discussion of Draft Proposals

* Bring to class your draft proposal (electronic version should do, as long as every student has a device to access the internet in class), which should be at least 8 double-spaced pages by now, and the professor will pair you up. Read the draft proposal from the other student and constructively provide feedback in terms of its research question, its conceptual framework, its literature review, its methods, etc. We may pair each student about with a different student afterwards.

* We will also have a larger class discussion about your proposals and any other question you may have about your research.

* **Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.**

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Presentation of Final Proposals AND discussion of Winter term

* Presentations of Research Proposals. Each student will present for 6 minutes, with an additional 3 minutes for questions, comments and suggestions.

* Prepare to discuss your research plans.

* We will discuss what the winter term looks like in terms of class schedule

*** By DECEMBER 5th, Submit on Brightspace, Research Proposal**

HOLIDAY BREAK

Winter Schedule (TENTATIVE – to be confirmed at our last Fall class)

JANUARY

16

Touching Base

* see how the research is starting, review plans for research and writing.

HYBRID CLASS:

Join Zoom Meeting

<https://carleton-ca.zoom.us/j/97781805660?pwd=6mRmUNC40G1wfcEVZtJQOO4rSAJPa9.1>

Meeting ID: 977 8180 5660

Passcode: 4900-4950

** Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.*

*** On JANUARY 30th, Submit on Brightspace, First Research Journal**

February

27

Touching Base

** see how the research is ending, review plans for research and writing.*

HYBRID CLASS:

Join Zoom Meeting

<https://carleton-ca.zoom.us/j/97781805660?pwd=6mRmUNC40G1wfcEVZtJQOO4rSAJPa9.1>

Meeting ID: 977 8180 5660

Passcode: 4900-4950

** Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.*

*** On MARCH 6th, Submit on Brightspace, Second Research Journal**

March

20

Touching Base

** see how the research is starting, review plans for research and writing.*

HYBRID CLASS:

Join Zoom Meeting

<https://carleton-ca.zoom.us/j/97781805660?pwd=6mRmUNC40G1wfcEVZtJQOO4rSAJPa9.1>

Meeting ID: 977 8180 5660

Passcode: 4900-4950

** Post on Brightspace by 2:25pm a brief reflection (150-300 words) on how the discussion that day relates to your ongoing conceptualization of carrying out your research and/or putting together your final Honours Thesis/Research Paper/Project.*

*** On APRIL 8th, Submit on Brightspace, Final Thesis/Honours Paper/Project**

*** On APRIL X (date to be confirmed), make a short oral or poster presentation about**

your Final Thesis/Honours Paper/Project

ALL THE UNIVERSITY REGULATIONS YOU NEED TO SEE

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	

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 (<https://students.carleton.ca/course-outline/>). For an accommodation request, the processes are as follows:

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC: <https://carleton.ca/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 October/November examinations is **October 1, 2025** and **November 15, 2025** for December examinations.

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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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.

Assistance for Students:

“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/>”

Mental Health and Wellbeing: <https://carleton.ca/wellness/>

Health & Counselling Services: <https://carleton.ca/health/>

Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>

Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>

Equity & Inclusive Communities: <https://carleton.ca/equity/>

Career Services: <https://carleton.ca/career/>

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/>.

FALL TERM 2025 – Important Dates and Deadlines

Date	Activity
August 27, 2025	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
August 31, 2025	Last day for receipt of applications from potential fall (November) graduates.
September 1, 2025	Statutory holiday. University closed.
September 2, 2025	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 3, 2025	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 9, 2025	Last day for registration and course changes (including auditing) in early fall courses.
September 16, 2025	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in fall 2025 and must register for the fall 2025 term.
September 19-21, 2025	Full summer and late summer term deferred final examinations will be held.
September 30, 2025	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.

Date	Activity
October 1, 2025	Last day for academic withdrawal from early fall courses.
	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 9, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
October 10, 2025	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 13, 2025	Statutory holiday. University closed.
October 15, 2025	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 16, 2025	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall courses, 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.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 20, 2025	Deadline for course outlines to be made available to students registered in late fall courses.

Date	Activity
October 20-24, 2025	Fall break, no classes.
October 25-26, November 1-2, 2025	Final examinations in early fall undergraduate courses will be held.
October 27, 2025	Late fall classes begin.
November 7, 2025	Last day to withdraw from late fall term courses with a full fee adjustment.
November 14-16, 2025	Early fall undergraduate deferred final examinations will be held.
November 15, 2025	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 21, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 28, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	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 (see examination regulations in the Academic Regulations of the University section

Date	Activity
	of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2025	Last day for receipt of applications from potential winter (February) graduates.
December 5, 2025	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, 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.
	Last day that can be specified by an instructor as a due date for term work for full and late fall courses.
	Last day for receipt of applications for undergraduate degree program transfers for winter term.
December 6-7, 2025	No classes or examinations take place.
December 8-20, 2025	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, 2025	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 24, 2025 at noon through January 2, 2026	University closed.

Date	Activity
inclusive	

Date	Activity
WINTER TERM 2026	
December 29, 2025	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 5, 2026	University reopens.
	Winter term begins. Full winter and early winter classes begin.
January 9, 2026	Last day for registration and course changes (including auditing) in early winter courses.
January 16, 2026	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in winter 2026 and must register for the winter 2026 term.
January 23-25, January 30- February 1, 2026	Full fall and late fall term deferred final examinations will be held.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.

Date	Activity
February 1, 2026	Last day for academic withdrawal from early winter courses.
	Last day to request Formal Examination Accommodations for Feb/Mar final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
February 6, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
February 13, 2026	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter courses, 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.
	Last day that can be specified by an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
February 16, 2026	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 16-20, 2026	Winter break, no classes.

Date	Activity
February 21-22, February 28- March 1, 2026	Final examinations in early winter undergraduate courses will be held.
February 23, 2026	Late winter classes begin.
February 27, 2026	Last day for registration and course changes (including auditing) in late winter courses.
March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate outside Canada or the United States.
	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music, Bachelor of Science in Nursing and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 6, 2026	Last day to withdraw from late winter term courses with a full fee adjustment.
March 13-15, 2026	Early winter undergraduate deferred final examinations will be held.
March 15, 2026	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.

Date	Activity
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
March 25, 2026	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 (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 3, 2026	Statutory holiday. University closed.
April 8, 2026	Winter term ends.
	Classes follow a Friday schedule.
	Last day of full winter, late winter, and fall/winter classes.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General

Date	Activity
	Regulations of the Graduate Calendar.
	Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	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, 2026	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.
May 1, 2026	Last day for receipt of applications for undergraduate internal degree transfers to allow for registration for the summer session.
May 15-27, 2026	Full winter, late winter term, and fall/winter deferred final examinations will be held.
June 1, 2026	Last day for receipt of applications for admission to an undergraduate program for the fall/winter session except for applications due March 1.
June 15, 2026	Last day for receipt of applications for undergraduate degree program transfers for the fall term.
Academic Year	