

GINS 4090 B Fall 2022

The Climate of Conflict: Colonialism, Ecological Change and Displacement

CARLETON UNIVERSITY

Kroeger College of Public Affairs

Bachelor of Global and International Studies

Seminar: Thursdays, 11:35 AM – 14:25 PM, Loeb Building, Room D199

Instructor: Asume Osuoka

Office: 2127 Dunton

E-mail: IsaacOsuoka@cunet.carleton.ca

Office Hours: online by appointment

Course Description

Since 1990, the Assessment Reports of the Intergovernmental Panel on Climate Change (IPCC) have validated scientific, technical, and socio-economic knowledge about the causes, impacts and options for mitigating and adapting to climate change. For the first time, the sixth Assessment Report of the ICPC, released in 2022, mentions “colonialism” as a factor that exacerbates climate change impacts. How does the IPCC’s delay in acknowledging colonialism’s links to the global climate crisis expose inequalities in power and representation in the climate discourse? Beyond the IPCC, activists have argued for decades that climate change and ecological destruction are related to historical injustices as colonial financial, economic, and political structures often produce and sustain vulnerabilities. This course examines how anthropogenic global warming connects with and continues a ‘climate of conflict’ created by colonialism. We will consider the examples of conflicts in the Sahel of Africa and other regions to understand how global inequities in climate change impacts aggravate impoverishment and displacements. This course will engage with ongoing debates about how global responses to the climate change challenge, including the Paris Accord and embedded carbon trading mechanisms, could reinforce colonial hegemonies and the disempowering development traditions promoting ecological destruction.

Objectives of the Course

This course would enable students to:

1. Have a deeper understanding of global, interdisciplinary, and intersectional perspectives about colonialism, systems of domination, ecological change, violence and conflicts, and anti-colonial discourses on climate change.
2. Have knowledge of a broad range of perspectives on the socio-historical roots of the global climate crisis, including the intersections of energy and power whereby the

control of the production, transportation and use of energy demonstrates how states and populations are privileged or marginalized.

3. Understand the possibilities and limits of the dominant energy transition, decarbonization and adaptation discourses in relation to alternative approaches that recognize human rights and community sovereignty in the Global South.
4. Show critical, interdisciplinary and historical thinking through writing an original research paper or multimedia project.

Course Format

This seminar class will meet in person for three-hour blocks once a week. Most of the class time will be devoted to presentations and discussions of readings and other materials such as videos. Students should read all required materials and be prepared to participate actively in class discussions. Some classes will feature guest speakers representing activists, scholars and members of communities affected by climate change and conflicts from the global south.

Course Materials

Texts and other materials will be posted on the course website (Brightspace) or are accessible as electronic resources at the University library.

Students should regularly check the course website, study, and watch materials posted before each class. Students are encouraged to identify and use materials from other sources besides those assigned.

Requirements, Evaluation and Grading

1. Attendance and class participation - 20% (ongoing)

Attendance in all classes is a requirement of this course.

Students are expected to participate regularly and actively in class discussions. Grading of participation would be based on how students demonstrate deep insight and a prior engagement with the assigned readings and other materials relevant to the week's theme.

2. Critical reflection journal – 20% (ongoing)

Students will submit four critical reflection journals that provide a critical reflection on a subject or material related to the themes of the sections of the course. Through the journals, students will show how the readings and discussions contributed to changing or reinforcing prior assumptions about the themes.

Each reflection could be a formal essay, a policy briefing or a blog entry and should be about 500 words to be submitted via Brightspace

3. Seminar leadership - 25% (ongoing until week 11)

In a group of two or three, each student will have the opportunity to co-lead one seminar for about 60 minutes. Group leaders would prepare and share (through Brightspace) 2-3 discussion questions by 6:00 PM the day before class. In class, group leaders will

present a 20–30 minute review of the assigned readings and other materials and facilitate a robust discussion of the questions.

4. Major project -35% (due Week 13).

Each student will work on a major project that could take the form of a research paper, policy brief, advocacy/education video or podcast related to one or more of the course's themes. Students will submit the title and a 200-300 word abstract of their project to me by Week 7 for approval.

Research papers should be between 4000 - 5000 words, including a bibliography, and should demonstrate critical engagement of the relevant literature with concrete cases or experiences from the Global South.

Policy briefs should target a hypothetical group such as government agencies, civil society organizations or the media, and should present specific problem(s) and make concrete recommendations for how to address them. For instruction on writing policy briefs, see <https://www.idrc.ca/en/how-write-policy-brief>

Students working on advocacy videos and podcasts should seek to produce powerful tools for educating the public to elicit change in behaviour or other concrete responses. Videos should be between 10-20 minutes long, and podcasts should be between 30-45 minutes.

Grading: Final standing in courses will be shown by alphabetical grades. The system of grades used is:

Letter Grade	Percentage	Letter Grade	Percentage	F 0-49
A+	90-100	C+	67-69	
A	85-89	C	63-66	
A-	80-84	C-	60-62	

B+	77-79	D+	57-59	
B	73-76	D	53-56	
B-	70-72	D-	50-52	

Approval of final grades

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.

Notes on submission of assignments and projects

Students will submit all work via Brightspace. More detailed instructions about submission of videos and audio files will be made during the semester. Students should visit Brightspace regularly.

Communication

All email communication between the students and the instructor will be via official Carleton University email accounts. Students should check their email accounts regularly.

Course Schedule

Topics	Readings
Week 1 (September 8)	Mulvaney, K. (2022, February 28). <i>Climate change already worse than expected, says new UN report</i> . National Geographic. https://www.nationalgeographic.com/environment/article/climate-change-already-worse-than-expected-un-report
Introduction and context setting	Moore, J. (2019, November 4). <i>Who is responsible for the Climate Crisis?</i> Maize. Retrieved from https://www.maize.io/magazine/what-is-capitalocene/
	Solnit, R. (2014, April 7). "Call climate change what it is: violence." Guardian. http://www.theguardian.com/commentisfree/2014/apr/07/climate-change-violence-occupy-earth
	Nelson, S. (2016, February 2). The slow violence of climate change. Jacobin.

	<p>https://www.agricanto.org/uploads/5/2/6/3/52634281/the_slow_violence_of_climate_change_cop21.pdf</p> <p>Watch:</p> <p>AdelphiConsult. (2017, August 29). <i>Lake Chad – tackling climate-fragility risks</i>. https://www.youtube.com/watch?v=N9oLTOKnDnY</p> <p>This film contains violence and other disturbing images. Students may decline to watch:</p> <p>VICE. (2017, June 3). <i>The war against Boko Haram</i>. https://video.vice.com/en_us/video/the-war-against-boko-haram/560a82dfd1f8d8de6d2760e8</p>
<p>Week 2 (September 15)</p> <p>Colonialism and Climate Change</p>	<p>Mahony, M. & Endfield, G. (2018). Climate and colonialism. <i>Wiley Interdisciplinary Reviews. Climate Change</i>, 9(2).</p> <p>Mercer , H. (2022, July 20). <i>Colonialism: Why leading climate scientists have finally acknowledged its link with climate change</i>. The Conversation. https://theconversation.com/colonialism-why-leading-climate-scientists-have-finally-acknowledged-its-link-with-climate-change-181642</p> <p>Atmos. (2022, April 4) <i>Yes, colonialism caused climate change, IPCC reports</i>. https://atmos.earth/ipcc-report-colonialism-climate-change/#:~:text=The%20Intergovernmental%20Panel%20on%20Climate,driver%20of%20the%20climate%20crisis.</p> <p>Watch:</p> <p>Somersethouselondon. (2021, December 2). <i>We are history: Race, colonialism and climate change</i>. https://www.youtube.com/watch?v=VRPNHxAAGcs</p> <p>Doha Debates. (2021, November 1). <i>The colonialist roots of climate change / doha debates</i>. https://www.youtube.com/watch?v=D6ocDfoF3Qg</p> <p>Recommended:</p> <p>Burman, A. (2017) The political ontology of climate change : moral meteorology , climate justice , and the colonality of reality in the Bolivian Andes. <i>Journal of Political Ecology</i> 24: 921–938.</p>

	<p>Haque, U. (2019, August 23) (How) climate change is a hangover of colonialism, exploitation, and slavery. Medium. https://eand.co/how-climate-change-is-a-hangover-of-colonialism-exploitation-and-slavery-898d12b0759c</p> <p>Oats, L. (2021, December 13) Climate change is colonialism. <i>Network in Canadian History & Environment</i>, 13 December 2021. https://niche-canada.org/2021/12/13/climate-change-is-colonialism/</p>
<p>Week 3 (September 22)</p> <p>Double Jeopardy: Fossil Extraction and Climate Change</p> <p>Guest: His Royal Majesty, King Bubaraye Dakolo (Ibedaowei of Ekpetiama Kingdom and Chair, Bayelsa state traditional rulers council, Nigeria)</p>	<p>Naanen, B. (1995). The Ogoni: an endangered indigenous people. <i>Indigenous Affairs</i>, (2), 18-20.</p> <p>Watts, M. (2004). Violent Environments: Petroleum Conflict and the political ecology of rule in the Niger Delta, Nigeria. In, Peet, R. and Watts, M. (eds.) <i>Liberation Ecologies</i>. London: Routledge. (Pages 250-272).</p> <p>Valdivia, G. (2008) Governing Relations between People and Things: Citizenship, Territory, and the Political Economy of Petroleum in Ecuador. <i>Political Geography</i> 27(4): 456-477</p> <p>Oilwatch International (2011, December 3). The petroleum civilization at its limits https://climatejusticenow.org/the-petroleum-civilization-at-its-limits-declaration-by-oilwatch/</p> <p>Watch:</p> <p>Vice. (2020, October 8). <i>The world's worst oil related disaster you've never heard of</i> / <i>I was there</i>. https://www.youtube.com/watch?v=ikneKQAeUp0&t=37s</p>
<p>Week 4 (September 29)</p> <p>Marketing the Climate</p> <p>Guest: Larry Lohmann (TBC)</p>	<p>Butt, B. (2012). Commoditizing the safari and making space for conflict: Place, identity and parks in East Africa, <i>Political Geography</i> 31 (2012) 104 -113</p> <p>Fairhead, J., Leach, M., & Scoones, I. (2012). Green Grabbing: a new appropriation of nature? <i>The Journal of Peasant Studies</i>, 39(2), 237–261.</p> <p>Lohmann, L. (2009). "Neoliberalism and the calculable world: the rise of carbon trading". In <i>Upsetting the offset: the political economy of carbon markets</i>, Edited by: Bohm, S. and Dabhi, S. 25–</p>

	<p>40. London: Mayfly books.</p> <p>Social Action (2016). Up in Smoke: Gas Flaring, Communities and Carbon Trading in Nigeria. https://saction.org/wp-content/uploads/publications/Up in Smoke.pdf</p> <p>Recommended:</p> <p>Watt, R. (2021) The fantasy of carbon offsetting, Environmental Politics, 30:7, 1069-1088, DOI: 10.1080/09644016.2021.1877063</p> <p>Robert F. (2012). Capitalizing on chaos: Climate change and disaster capitalism. Ephemera, 12(1/2), 97- a.</p>
<p>Week 5 (October 6)</p> <p>Power and Responsibility in climate Politics</p>	<p>Roberts, J. Timmons, and Bradley C. Parks. (2007) <i>A Climate of Injustice: Global Inequality, North-South Politics, and Climate Policy</i>. Cambridge, MA: The MIT Press. Chapter 7, pp. 211-242.</p> <p>Hwang, Y.-T., Frierson, D. M. W., & Kang, S. M. (2013). Anthropogenic sulfate aerosol and the southward shift of tropical precipitation in the late 20th century, Geophysical Research Letters, 40, 2845-2850, doi:10.1002/grl.50502. Retrieved from https://agupubs.onlinelibrary.wiley.com/doi/full/10.1002/grl.50502.</p> <p>Falzon D (2021) The Ideal Delegation: How Institutional Privilege Silences 'Developing' Nations in the UN Climate Negotiations. Social Problems, August, spab040. https://doi.org/10.1093/socpro/spab040.</p> <p>Bastide, X. (2020) My name is not Greta Thunberg: Why diverse voices matter in the climate movement. The Elders Foundation, 19 June 2020.</p> <p>Recommended:</p> <p>Evans, S. (2021, October 5) Which countries are historically responsible for climate change? Carbon Brief. https://www.carbonbrief.org/analysis-which-countries-are-historically-responsible-for-climate-change/</p>

<p>Week 6 (October 13)</p> <p>The Role of NGOs in Climate Interventions</p>	<p>Bebbington, A., Hickey, S., Mitlin, D. (Eds.) (2008). <i>Can NGOs Make a Difference? The Challenge of Development Alternatives</i>. London: Zed Books. (Introduction)</p> <p>Hattori, T. (2003). Giving as a Mechanism of Consent: International Aid Organizations and the Ethical Hegemony of Capitalism. <i>International Relations</i>, Vol. 17, No. 2, 153-173.</p> <p>Osuoka, I., Zalik, A. (2010). The Dilemmas of Global Resistance against Extractive Capital: The Oilwatch Network in Africa. <i>Rethinking Extractive Industry: Regulation, Dispossession, and Emerging Claims</i>. Special issue: Canadian Journal of Development Studies, xxx (1-2): 237-257.</p> <p>Manji, F., & O'Coill, C. (2002). The missionary position: NGOs and development in Africa. <i>International affairs</i>, 78(3), 567-584.</p>
<p>Week 7 (October 20)</p> <p>Development, Dispossession and Displacement</p>	<p>Domínguez, L., & Luoma, C. (2020). Decolonising Conservation Policy: How Colonial Land and Conservation Ideologies Persist and Perpetuate Indigenous Injustices at the Expense of the Environment. <i>Land</i>, 9(3), 65. https://doi.org/10.3390/land9030065</p> <p>Escobar, A. (1999). The Invention of Development. <i>Current History</i>, vol 98. No. 631, 382-386</p> <p>Shettima, K. A. (2000). ECOLOGY, IDENTITY, DEVELOPMENTALISM AND DISPLACEMENT IN NORTHERN NIGERIA. <i>Journal of Asian and African Studies</i>, 35(4), 436.</p> <p>Social Action (2019). Boiling Over: Global Warming, Hunger And Violence In The Lake Chad Basin https://www.devpo.org/wp-content/uploads/2019/11/boiling-over-report-2019-en.pdf</p> <p>Recommended:</p> <p>Gbenenye, E. M. (2016). African colonial boundaries and nation-building. <i>Inkanyiso</i>, 8(2), 117-124. https://hdl.handle.net/10520/EJC-64d7c2bdd</p> <p>Kelley, Mohtadi, S., Cane, M. A., Seager, R., & Kushnir, Y. (2015). Climate change in the Fertile Crescent and implications of the recent Syrian drought. <i>Proceedings of the National Academy of Sciences – PNAS</i>, 112(11), 3241–3246. https://doi.org/10.1073/pnas.1421533112</p>

Fall Break (October 24 – 28)	No Class
<p>Week 8 (November 3)</p> <p>Development, Dispossession and Displacement (Climate Land Grabs)</p> <p>Guest: Cassandra Smithies</p>	<p>L Rice, Long, J., & Levenda, A. (2022). Against climate apartheid: Confronting the persistent legacies of expendability for climate justice. <i>Environment and Planning. E, Nature and Space (Print)</i>, 5(2), 625–645. https://doi.org/10.1177/2514848621999286</p> <p>Collins, Y. A. (2019). Colonial residue: REDD+, territorialization and the racialized subject in Guyana and Suriname. <i>Geoforum</i>, 106, 38-47</p> <p>Di Giminiani, P., & Fonck, M. (2018). Emerging landscapes of private conservation: Enclosure and mediation in southern Chilean protected areas. <i>Geoforum</i>, 97, 305-314.</p> <p>Social Action (2014). Seeing REDD: Communities, Forests and Carbon Trading in Nigeria. https://saction.org/wp-content/uploads/publications/SEEING_REDD.pdf</p> <p>Recommended:</p> <p>Lyons. (2014). Carbon colonialism and the new land grab: Plantation forestry in Uganda and its livelihood impacts. <i>Journal of Rural Studies</i>, 36(C), 13–21. https://doi.org/info:doi/</p> <p>Fairhead, J. Leach, M. & Scoones, I. (2012) Green Grabbing: a new appropriation of nature? <i>Journal of Peasant Studies</i>, 39:2, 237-261</p>
<p>Week 9 (November 10)</p> <p>Climate Wars (debated)</p>	<p>International Committee of the Red Cross. (2020, July 7). When Rain Turns to Dust: Understanding and Responding to the Combined Impact of Armed Conflicts and the Climate and Environment Crisis on people's lives. https://www.icrc.org/sites/default/files/topic/file_plus_list/rain_turns_to_dust_climate_change_conflict.pdf</p> <p>Abrahams, & Carr, E. R. (2017). Understanding the Connections Between Climate Change and Conflict: Contributions From Geography and Political Ecology. <i>Current Climate Change Reports</i>, 3(4), 233–242. https://doi.org/10.1007/s40641-017-0080-z</p> <p>Nett, K., & Rüttinger, L. (2016, October). Insurgency, terrorism and organized crime in a warming climate. <i>Climate Diplomacy</i>. https://climate-diplomacy.org/sites/default/files/2020-10/CD%20Report Insurgency 170724 web.pdf</p>

	<p>Buxton, R. (2019) Reparative justice for climate refugees. <i>Philosophy</i> 94(02): 193–219. DOI: 10.1017/S0031819119000019.</p> <p>Watch:</p> <p>Icld. (2022, August 22). <i>ICLD migration from the sahel</i>. Vimeo. Retrieved August 25, 2022, from https://vimeo.com/292115641</p> <p>Recommended:</p> <p>Daoust, G., & Selby, J. (2021). Understanding the politics of climate security policy discourse: The case of the Lake Chad Basin. <i>Geopolitics</i>, 1-38.</p> <p>Selby, J., Dahi, O. S., Fröhlich, C., & Hulme, M. (2017). Climate change and the Syrian civil war revisited. <i>Political Geography</i>, 60, 251-252.</p> <p>Keung, Nicholas (2014, November 5) "Ottawa urged to open doors to 'climate migrants'", The Star. https://www.thestar.com/news/immigration/2014/11/05/ottawa_urged_to_open_doors_to_climate_migrants.html</p>
<p>Week 10 (November 17)</p> <p>From Environmental Justice to Climate Justice</p>	<p>Movement for the Survival of Ogoni People (1990). Ogoni Bill of Rights. https://priceofoil.org/thepriceofoil/human-rights/ogoni-bill-of-rights/</p> <p>Bullard. (2021). Environmental Justice - Once a Footnote, Now a Headline. <i>The Harvard Environmental Law Review</i> : HELR, 45(2), 243–.</p> <p>First National People of Color Environmental Leadership Summit (1991, October). Principles of Environmental Justice. http://www.columbia.edu/cu/EJ/Reports Linked Pages/EJ principles.pdf</p> <p>Dawson, A. (2010). Climate justice: the emerging movement against green capitalism. <i>South Atlantic Quarterly</i>, 109(2), 313-338.</p> <p>Klein N (2013, March 6). Dancing the World into Being: A Conversation with Idle No More's Leanne Simpson. <i>Yes! Magazine</i>. https://www.yesmagazine.org/social-justice/2013/03/06/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson</p>

	<p>Recommended:</p> <p>Whyte K (2017) Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene. <i>English Language Notes</i> 55(1-2): 153–162. DOI: 10.1215/00138282-55.1-2.153.</p> <p>Sultana F (2021) Critical Climate Justice. <i>The Geographical Journal</i> DOI: 10.1111/geoj.12417</p>
<p>Week 11 (November 24)</p> <p>Climate Finance and Ecological Debt</p>	<p>Climate Justice Now! (2012, December 10). Climate finance should not add to the external debt burdens of poor recipient countries, says UN expert. https://www.climate-justice-now.org/climate-finance-should-not-add-to-the-external-debt-burdens-of-poor-recipient-countries-says-un-expert-2/</p> <p>Adow M (2020, May/June). The climate debt: What the West owes the rest. <i>Foreign Affairs</i>. https://www.foreignaffairs.com/articles/world/2020-04-13/climate-debt</p> <p>Franczak and O Táíwò (2022). Here’s how to repay developing nations for colonialism – and fight the climate crisis. <i>The Guardian</i>, 14 January 2022.</p> <p>Klein, N. (2010). “Paying our climate debt.” In Sandberg, L.A., <i>Climate Change – Who’s carrying the burden?</i>, pp. 55-69.</p> <p>Recommended:</p> <p>Stirk, Jillian (2016). “Canada’s potential to be a leader in global migration governance.” Canadian Global Affairs Institute. Online at http://www.fondationtrudeau.ca/en/activities/publications/jillian-stirk-canadas-potential-be-leader-global-migration-governance</p> <p>Ross, Andrew (2013). “Climate debt denial” <i>Dissent</i>, Summer https://www.dissentmagazine.org/article/climate-debt-denial</p>
<p>Week 12 (December 1)</p> <p>Beyond CO2: What is a just transition?</p>	<p>Aronoff K (2018, December 5). With a Green New Deal, here’s what the world could look like for the next generation. <i>Intercept</i>. https://theintercept.com/2018/12/05/green-new-deal-proposal-impacts/</p>

	<p>Táíwò O (2019, February 25). How a Green New Deal could exploit developing countries. <i>The Conversation</i>. https://theconversation.com/how-a-green-new-deal-could-exploit-developing-countries-111726</p> <p>Newell, P., & Mulvaney, D. (2013). The political economy of the 'just transition'. <i>The Geographical Journal</i>, 179(2), 132-140.</p> <p>Perkins, P. E. E. (2019). Climate justice, commons, and degrowth. <i>Ecological Economics</i>, 160, 183-190.</p> <p>Recommended:</p> <p>United Nations (2015). Paris Agreement https://unfccc.int/sites/default/files/english_paris_agreement.pdf</p> <p>Climate Justice Alliance (n.a). Just Transition Principles. https://climatejusticealliance.org/wp-content/uploads/2019/11/CJA_JustTransition_highres.pdf</p> <p>Auciello B (2019, September) A Just(ice) Transition is a Post-Extractive Transition. War on Want & London Mining Network. https://waronwant.org/sites/default/files/Post-Extractivist_Transition_WEB_0.pdf</p>
<p>Week 13 (December 8)</p> <p>Course wrap-up</p>	<p>Major projects due</p>

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 through the use of 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.

Academic Accommodation

- **Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).
- **Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).
- **Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca 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).
- **Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about

the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

- **Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>