

Course Outline

COURSE:	CRCJ 2200 Section C
TERM:	Contemporary Issues in Criminology and Criminal Justice winter 2025
PREREQUISITES:	CRCJ 1000 and second-year standing in Criminology and Criminal Justice.
CLASS:	Day & Time: Mondays 11:35 am to 2:25 pm Room: Online Synchronous – We will meet via Zoom each week.
INSTRUCTOR:	Dr. Jacqueline Briggs
CONTACT:	Office: N/A Office Hrs: TBA on Brightspace, and by Appointment (on Zoom or Teams) Telephone: N/A *Email: JacquelineBriggs@cunet.carleton.ca
TEACHING ASSISTANTS:	Clara Lachman ClaraLachman@cmail.carleton.ca Jack Pankratz jackpankratz@cmail.carleton.ca Laura Rovina laurarovina@cmail.carleton.ca Kaira Theos kairatheos@cmail.carleton.ca Sophie Wynne SophieWynne@cmail.carleton.ca

*You must use your Carleton email address in all correspondence with the instructor and TAs.

Link to Brightspace page: <https://brightspace.carleton.ca/d2l/home/283513>

ACKNOWLEDGEMENT & AFFIRMATION

ANISHNABE

Ni manàdjìyànàniḡ Màmìwìwinìni Anishinàbeg, ogog kà nàgadawàbandadjìḡ iyo akì eko weshkad. Ako nongom ega wìkàd kì mìḡiwewàdj.

Ni manàdjìyànàniḡ kakìna Anishinàbeg ondaje kaye ogog kakìna eniyagìzìdjìḡ enìḡokamìḡàḡ Kanadàng eji

ondàpinangìḡ endàwàdjìḡin Odàwàng.

Nìnisìdawìnawànàniḡ kenawendamòdjìḡ kìḡe kìkenìndamàwìḡ; weshkìnìḡìdjìḡ kaye kejeyàdìzìdjìḡ.

Nìḡìḡewenìnmànàniḡ ogog kà nìḡàni sòngìdeyedjìḡ; weshkad, nongom; kaye àyànikàdj.

ENGLISH

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their

longstanding relationship with this territory, which remains unceded.

We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home.

We acknowledge the traditional knowledge keepers, both young and old.

And we honour their courageous leaders: past, present, future.

COURSE DESCRIPTION

This course will address some of the most pressing issues in criminology and criminal justice today. Students will examine debates regarding: youth justice and changing attitudes towards young adult culpability, virtual courts, social media behaviours including ‘cancelling’, ‘big data’ in the justice system including facial recognition, Countering Violent Extremism in online environments including videogaming, anti-Black racism in the justice system, indigenous peoples and over-incarceration, justice system alternatives including the BC First Nations Justice Strategy, drug policy including involuntary treatment, human dignity in relation to homelessness and encampments, and finally an exploration of emerging research on intellectual and developmental disabilities and Traumatic Brain Injuries (TBI) in incarcerated populations.

The course will be oriented around the concept of *criminalization*, a main organizing principle in contemporary society. Talking about contemporary criminological issues using the frame of criminalization moves discussions about crime in society away from an understanding that crime is inherent or natural in certain people or communities. Rather, the notion of criminalization acknowledges that what comes to be understood as *against the law* is constructed by social, political, cultural, and economic forces.

Throughout the course, students will learn to engage with critical criminological approaches including intersectional, abolitionist and transformative justice frameworks, and will apply these ideas to examining ongoing issues, debates, and movements. Informed by Indigenous, Black, anti-racist, and feminist readings, this course will critically examine criminalization, racial and colonial injustice, policing, and punitive practices. Students will learn about abolitionist praxis, collective care, and community mobilization. This 2nd year undergraduate level course aims to build upon foundational concepts from CRCJ 1000: Introduction to Criminology and will prepare students for courses at the 3rd and 4th year level.

LEARNING OUTCOMES

By the end of this course, successful students will have demonstrated their ability to:

- Identify, compare, and contrast an array of important contemporary criminological issues and appraise different theoretical frameworks and approaches.
- Define and explain the core concept of criminalization and its application to contemporary socio-legal and criminological issues.

- Critically examine and analyze real-world problems and to apply this knowledge through individual writing exercises, and online discussions.
- Employ critical close-reading of course texts and content to identify both central and supporting ideas. Further, to recognize course concepts in interview discussions with experts in the field, and make cross-connections between readings, lectures, and online resources.
- Collaborate in weekly discussion groups and co-written discussion posts to apply the knowledge learned in lecture and readings by locating and examining current-day case studies on class topics.
- Identify a contemporary criminology & CJ issue of interest to a family member, and create a presentation explaining the issue to the family member in accessible, 'everyday' language.

TEXTS

Students are not required to purchase textbooks or other learning materials for this course. All materials are available through ARES or are linked directly in the Brightspace course modules.

COURSE INFORMATION

What students can expect from the teaching team:

Students can expect the instructor and TAs to be supportive, responsive, and engaged in student learning.

This is an 'online - synchronous' course which means that all required reading material will be posted in advance of each class via Brightspace, and students can flexibly engage with the material in advance of each class.

A Zoom meeting will also be held each week, and feature a a lecture on the week's content. The lecture will usually include a slide-show, which will also be posted to Brightspace. Each weekly zoom meeting will also provide time to discuss course assignments and expectations.

Most weeks will include a large-group discussion, and small group discussions. Students will be added to a discussion group early in the term, and will complete weekly discussions and will collaborate to prepare graded discussion posts.

Students can expect emails and announcements from the Instructor including information such as Zoom links, points of clarification, or other misc. info. Remember to check your Carleton email address!

Your instructor and TAs are available for office hours and can be contacted by email if needed. However, the best ways to connect are during the weekly Zoom, or via the "Ask Your Teaching Team Forum", so we can all discuss the material and ideas together.

What we expect from students enrolled in online courses:

As members of the Institute of Criminology and Criminal Justice and of Carleton University, CRCJ 2200 students are expected to engage in respectful consideration and analysis of course topics and engage in active discussion with peers and with the teaching team.

Each week, students should complete the assigned readings in advance of class, view course content online (if applicable), to engage with other posted course content (if applicable), and complete quizzes, group work, and assignments – see the schedule below. Combined, this should take approximately 3 hours per week. Students should also allocate 3 hours per week to engage in the weekly Zoom class and come prepared to engage in group discussions. Attendance at the Zoom meetings is mandatory to engage in discussion, ask questions, and simulate an in-person learning environment as much as possible.

Some weeks may involve more work due to assignments it is suggested that students prepare their schedules in advance of assignments to help support their success.

Ask Your Teaching Team Forum:

Have a general or specific question about the course, content, timelines, grading expectations, assignments, etc.? Students are asked to please post all course and content or logistics related questions in the “Ask Your Teaching Team Forum” on Brightspace course page. A response to your question will be provided within 48-hours, often much more quickly (excluding weekends).

Expectations & sanctions regarding due dates:

Under almost all circumstances, course assignments must still be handed in on time. There are no accommodations for late assignments unless due to an emergency. Without prior negotiation with the teaching team, no late assignments will be accepted, and the assignment will be graded 0 or F. Reasons such as travel, jobs, or any misreading of the assignment and examination timetable are not acceptable.

Email policy:

University policy dictates that every student is expected to have a Carleton email address and to check it regularly. Professors, instructors, and TAs will not send e-mails to students at any other email address. Students are encouraged to check their Carleton email regularly to ensure they have up-to-date information on the course.

Students are asked to engage with the instructor and course TAs in a formal and respectful fashion when communicating via email.

In advance of sending an email to the teaching team related to general or specific course question course (which is not related to a private or personal matter), students are asked to:

- A. Check the “Ask Your Teaching Team Forum” in Brightspace to see if the question has already been answered.

- B.** If a question or issue is not addressed in Forum, students are strongly encouraged to post the question so all students in the class can benefit from the response information.
- C.** After checking the Forum, if a student determines that an email to a member of the teaching team (instructor or TA) is still required, the student must include the following information in their email:
- Course number (CRCJ 2200C) – include this info in the subject heading of the email.
 - Student’s full name.
 - Clearly indicate the objective(s) of the email.

If students do not include all these pieces of information, it will be difficult for the instructor and/or course TAs to assist with the request.

The teaching team reads and responds to email between 9:00am-5:00pm on weekdays. During the week it may take up to 72-hours for the teaching team to respond to your email.

If a student sends the teaching team more than one message about the same issue in one span of 72-hours, the teaching team may find this unnecessarily repetitive (students would probably agree if they were in the instructor or TA’s shoes). Rest assured, all messages will be responded to and addressed. Please be patient, and do not send more than one email on one topic.

Finally, please note, the course instructor and TAs do not respond to emails over the weekend. This means that last-minute emails sent the weekend before an assignment is due, will likely *not* be answered in the time before the assignment is due. Please plan accordingly.

Devices:

Students enrolled in an Online – Synchronous course are expected to have a working computer with the ability to connect to the online course on Brightspace, to weekly Zoom meetings, and to create assignments in the form of documents (such as Microsoft word) slideshows (such as powerpoint), and recorded presentations (using a Zoom meeting recording, for example).

While the Zoom is live, please try to give your full attention to the lectures, guest speakers, and group discussions. Multitasking is over-rated, and is no substitute for sustained, focused thinking.

AI

AI tools are generally not helpful for the current issues and debates we are focusing on in this class. Low-level tools such as spelling auto-correct, grammar checks etc. can be used in this course. **Tools that purport to ‘generate’ text or ideas for you cannot be used.**

Attending university is an incredible opportunity to read, write, and to develop your abilities to think originally and critically. At Carleton there are Professors, Teaching Assistants, Staff, Librarians (and many more!) all dedicated to helping

you learn and succeed; don't give away this opportunity to badly-trained 'bots' who don't care about you or your future.

Writing policy & format:

Students will be evaluated on their writing abilities. Writing is a key element of academic learning and the development of professionalism. It is recommended that students take the appropriate measures to avoid mistakes such as spelling, syntax, punctuation, and inappropriate use of terms, such as proofreading, editing, and having a meeting with the writing services office (<https://carleton.ca/csas/writing-services/>).

Format for all written assignments should be as follows:

- Double spaced text (be sure there is no 'extra' space between paragraphs)
- Font should be Times New Roman/Helvetica/Arial
- Font size 12
- Font colour for all text should be black
- 1-inch/ 2.54 cm margins
- Include page numbers (preferably on the bottom right) starting on the first page of text (the title page should not be numbered)
- Include a title page with your name, student number, name of assignment, and title of paper
- Start references on a new page, APA referencing style is preferred, but not required. Be sure whatever referencing style you use to be consistent throughout. To learn more about this format see the Library reference page: <https://library.carleton.ca/help/apa-citation-style>

COURSE CALENDAR.

Weekly topics	Readings
Week One: January 6 Course Introduction and Course Concepts	Merry, Sally. 1998. "The Criminalization of Everyday Life" in <i>Everyday Practices and Trouble Cases</i> ed. Austin Sarat. Northwestern University Press, pgs. 14-40. Murdocca, Carmela. 2014. "Racialization, Criminalization, Representation" in <i>Criminalization, Representation, Regulation: Thinking Differently About Crime</i> , pg. 107-132.
Week Two: January 13 Youth Justice and Young Adults Group discussion (no post today). Quiz this week (open until Friday).	Jamie Armstrong and Bill O'Grady. October 2023. "Canada's youth justice system should extend beyond age 18." <i>Policy Options</i> . https://policyoptions.irpp.org/magazines/october-2023/youth-justice-adulthood/ Anne Kimmitt. 2021. <i>Emerging Adults in the Justice System: Brief Literature Review and Environmental Scan</i> . Department of Justice Canada.
Week Three: January 20 Very Online: Virtual Courts and Access to Justice	Visitor to class: Danette Nearing-Guibord, Field Placement Coordinator, ICCJ. Puddister, Kate & Small, Tamara. 2020. "Trial by Zoom? The Response to COVID-19 by Canada's Courts" <i>Canadian Journal of Political Science</i> , 53(2) pgs. 373-377.

	<p>Tribunal Watch Ontario. February 2024. “LTB [landlord Tenant Board] Statement of Concern: The Numbers Speak for Themselves.” https://tribunalwatch.ca/2024/ltb-statement-of-concern-the-numbers-speak-for-themselves/</p> <p>University of Ottawa Faculty of Law. December 6, 2023. “Legal Minds in the Metaverse: Highlights from the 3rd Annual VR Moot Competition.” https://www.uottawa.ca/en/news-all/legal-minds-metaverse-highlights-3rd-annual-vr-moot-competition</p>
<p>Week Four: January 27 Very Online: Social Media ‘Cancelling’ in Context</p> <p>Group discussion post.</p>	<p>Dunsby, Ruth & Loene Howes. “The NEW Adventures of the digital vigilante! Facebook users views on online naming and shaming” <i>Australian & New Zealand Journal of Criminology</i> 52, no. 1 (2019): 41-59.</p> <p>Matthew Willis. “Ye Olde Morality Enforcement Brigades” JSTOR Daily, May 20, 2020. Online: https://daily.jstor.org/ye-olde-morality-enforcement-brigades/</p>
<p>Week Five: February 3 Big Data: Surveillance, AI, Facial Recognition</p> <p>Written response #1 due Monday February 3.</p>	<p>Brayne, Sarah. 2017. “Big Data Surveillance: The Case of Policing.” <i>American Sociological Review</i> 82(5), pgs. 977-1008.</p> <p>Wendy Wong. 2023. “Is Your Face yours?” in <i>We the Data: Human Rights in the Digital Age</i>. Cambridge, Mass: The MIT Press, pgs. 65-88.</p> <p>The Algorithmic Justice League. https://www.ajl.org</p>
<p>Week Six: February 10 Countering Violent Extremism</p> <p>Group discussion post.</p> <p>Quiz this week (open until Friday).</p>	<p>Moonshot. May 2024. “Extremism Across the Online Gaming Ecosystem.” https://moonshotteam.com/resource/extremism-across-the-online-gaming-ecosystem/</p>
<p>Week Seven: February 17 Reading Week: No Class</p>	
<p>Week Eight: February 24 Anti-Black Racism in the Justice System</p>	<p>Samuels-Wortley, Kanika. 2021. “To Serve and Protect Whom? Using Composite Counter-Storytelling to Explore Black and Indigenous Youth Experiences and Perceptions of the Police in Canada” <i>Crime & Delinquency</i>, 67(8), 1137–1164.</p> <p>Ontario Human Rights Commission. “From Impact to Action: Final report into anti-Black racism by the Toronto Police Service.” December 2023. Online: https://www.ohrc.on.ca/en/impact-action-final-report-anti-black-racism-toronto-police-service</p>
<p>Week Nine: March 3 Indigenous Peoples and Mass Incarceration</p> <p>Group discussion post.</p>	<p>Palmater, Pam. 2018. “Confronting Racism and Over-Incarceration of Indigenous Peoples in Canada” <i>Journal of Community Corrections</i>, 27(2), pgs. 5–20.</p> <p>TVO Today. 2024. Why are Indigenous People Over-Incarcerated in Canada? https://www.tvontario.com/article/why-are-indigenous-people-over-incarcerated-in-canada</p>

<p>Week Ten: March 10 Movements for Racial Justice, Indigenous Justice, and CJS Alternatives</p> <p>Quiz this week (open until Friday).</p> <p>Written response #2 due Monday March 10.</p>	<p>Maynard, Robin. 2020. Police Abolition/Black Revolt. <i>Topia: Canadian Journal of Cultural Studies</i>, 41(1), 70–78. https://doi.org/10.3138/topia-009</p> <p>British Columbia First Nations Justice Council. 2020. <i>BC First Nations Justice Strategy</i>. https://bcfnjc.com/why-a-bc-first-nations-justice-strategy/</p> <p>BC First Nations Justice Council Receives Funding from Public Safety Canada for Innovative Pre-Charge Diversion Program in Lheidli T'enneh Territory (Prince George, BC) https://bcfnjc.com/2024/11/14/bc-first-nations-justice-council-receives-funding-from-public-safety-canada-for-innovative-pre-charge-diversion-program-in-lheidli-tenneh-territory-prince-george-bc/</p>
<p>Week Eleven: March 17 Drug policy: Criminalization/Decriminalization, involuntary treatment, safe supply</p> <p>Group Discussion post.</p>	<p>Tyndall, Mark, & Dodd, Zoë. 2020. “How Structural Violence, Prohibition, and Stigma Have Paralyzed North American Responses to Opioid Overdose” <i>American Medical Association Journal of Ethics</i> 22(8): 723-728.</p> <p>Pivot Legal Society [BC]. 2023. “Involuntary Treatment: Criminalization by Another Name.” [Follow the link then continue to the pdf] https://www.pivotlegal.org/involuntary_treatment_criminalization_by_another_name</p> <p>BC Government. Sept. 15, 2024. “Province launches secure care for people with brain injury, mental illness, severe addiction.” Press Release. https://news.gov.bc.ca/releases/2024PREM0043-001532</p> <p>Canadian mental Health Association, BC Division. Sept. 18, 2024. “Involuntary Care Already Exists in BC, but is it Working?” https://bc.cmha.ca/news/involuntary-care-in-bc/</p>
<p>Week Twelve: March 24 Dignity and the Homelessness Crisis</p> <p>Quiz this week (open until Friday).</p>	<p>Youngblood Henderson, James Sa'ke'j. “The Necessity of Exploring Inherent Dignity in Indigenous Knowledge Systems” in <i>Braiding Legal Orders: Implementing the United Nations Declaration on the Rights of Indigenous Peoples</i>, 241-246. Risa Schwartz, Oonagh Fitzgerald, Larry Chartrand & John Borrows, eds. Centre for International Governance Innovation, 2019.</p> <p>The Office of the Federal Housing Advocate, 2024. <i>Upholding dignity and human rights: The Federal Housing Advocate's review of homeless encampments – Final report</i>. Ottawa: The Office of the Federal Housing Advocate. https://www.housingchrc.ca/sites/housing/files/2024-07/final-report-federal-housing-advocate-s-review-of-encampments.pdf</p> <p>Victoria Gibson. (Dec. 8, 2024.) “A Nordic Blueprint: Toronto's Homelessness Crisis Surged as Helsinki's Disappeared. Could 'Finland Model' Work Here?” <i>Toronto Star</i>.</p>
<p>Week Thirteen: March 31 Intellectual Disabilities and Traumatic/Acquired Brain Injuries in the CJS</p> <p>Group Discussion Post.</p> <p>Written response #3 due by Friday April 4th.</p>	<p>Lunsky, Y., Matheson, F.I., et.al. 2024. “Intellectual and developmental disabilities in Ontario's criminal justice and forensic mental health systems: Using data to tell the story.” <i>Criminal Behaviour & Mental Health</i>, 34(2), 197-207. https://doi.org/10.1002/cbm.2331</p> <p>Justice & Equity Lab. “Traumatic Brain Injury (TBI) in the Criminal Justice System.” [Infographic] https://maphealth.ca/wp-content/uploads/Infographic-Long-Version.pdf</p>

<p>Week Fourteen: April 7 Wrap Up and Concluding Discussions</p> <p>Final presentation assignment due April 7th.</p>	<p>No readings.</p>
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EVALUATIONS

Dr. Briggs' teaching philosophy focuses on the 4 C's (sometimes called 21st century skills). These are distinctly human skills that are hard to automate; for this reason they should be cultivated and encouraged in supportive learning environments like this course! The 4 C's are:

- Communication
- Critical Thinking
- Collaboration
- Creativity

The assignments in this course are designed to develop these 4 C's, to build upon each other, and to ensure students can make connections between the concepts and topics from lectures, readings, guest interviews, and more. Students will develop knowledge of course terms and concepts by studying for and completing quizzes; will verbalize and articulate concepts and critiques in group discussions and collaborative written discussion posts; will identify, connect, and communicate the relationship between course readings and up-to-the-minute research and policies in written responses to video interviews; and finally will creatively communicate their knowledge of complex course topics in a clear and compelling presentation by 'translating' their academic knowledge for a family member who wants to learn more about a current issue.

Assignment	Due Dates	Weight % of Final Grade
<p>4 Quizzes on Terminology and Course Concepts (Quizzes open until Fridays)</p>	<ul style="list-style-type: none"> • January 17th • February 14th • March 14th • March 28th 	<p>4 x 5% = 20%</p>
<p>5 Collaborative Discussion Posts created with Weekly Discussion Groups (Posts will be submitted by the end of the day – 11:59 pm)</p>	<ul style="list-style-type: none"> • January 27th • February 10th • March 3rd • March 17th • March 31st 	<p>5 x 5% = 25%</p>
<p>3 Written Responses to Dr. Briggs' recorded interviews with experts on contemporary issues in Crim & CJ</p>	<ul style="list-style-type: none"> • February 3rd • March 10th • April 4th 	<p>3 x 10% = 30%</p>
<p>Final Presentation Assignment: A recorded Presentation in which students explain a current issue from the course for 2 audiences: 1) the Instructor, 2) a family member; 'translating' the course into accessible knowledge for all.</p>	<ul style="list-style-type: none"> • April 7th 	<p>1 x 25% = 25%</p>

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Quizzes: 4 x 5% = 20% total. Four quizzes will be held in the term focusing on Terminology and Concepts from the course. Quizzes will include question styles such as multiple-choice, true/false, short answer, and some short reflection questions encouraging responses to the course content. Quizzes will open after class on Mondays, and remain available until Friday of that week. However, each quiz will have a timer of approx. 15-30 mins, so once the quiz begins it must be completed before the timer expires.

Collaborative Discussion Posts: 5 x 5% = 25% total. Starting in the second week on the course, students will be grouped together for Discussion Groups that will meet weekly (or almost-weekly) in Zoom break-out rooms. Groups will be given a task and discussion topic related to the course topic that week, and will collaborate to prepare a Discussion Post to be submitted to Brightspace by the end of the day on Monday. (This extended timing is to allow for final edits, and for extenuating circumstances.) In addition to the Discussion Post, two group members will also record ‘minutes’ for the discussion group meetings to track attendance and group participation, the process of the work completed by the group, etc. (Samples and Templates for taking Minutes will be provided.) The Minutes must also be uploaded to Brightspace, along with the Collaborative Discussion Post.

Written Responses to Video Interviews: 3 x 10% = 30%. For this assignment, students will create written responses to three of the interview videos posted to Brightspace by Dr. Briggs. In these video interviews, Dr. Briggs discusses relevant course topics with criminology experts such as researchers, professors, judges, and justice system practitioners. There will be more than three videos, so students can choose 3 for their responses. In the written responses, students will make connections between the content of the interviews and the relevant course readings, to demonstrate their knowledge and understanding of the course concepts and topics.

Final Presentation Assignment: 1 x 25%. The final assignment for the course is a Recorded Presentation video. In the video, students will ‘teach’ a current issue from the course for 2 audiences: 1) the Instructor (or a knowledgeable criminology specialist), and 2) a family member such as a parent, who does not have specialized criminology knowledge. The goal is for the student to develop the ability to ‘speak the language’ of critical criminology, while also ‘translating’ the course into accessible knowledge for non-specialists. More details regarding presentation length, topics, etc. will be provided on Brightspace and during lectures.

Note regarding 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.

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, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- 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 failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks.

INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

STATEMENT ON STUDENT MENTAL HEALTH

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

ACADEMIC ACCOMMODATION

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/>)