

**Fall Term 2025
Institute of Criminology and Criminal Justice
Carleton University**

CRCJ 4200A Policing Sex

Instructor: Meg D. Lonergan [she/elle/they]

Email: meglonergan@carleton.ca

Office hours: Please email me for an appointment with your availability.

Brightspace course page link:

<https://brightspace.carleton.ca/d2l/le/content/369446/Home>

Seminar: Wednesdays 11:35am to 2:25pm

Location: Please see registration or Brightspace for classroom location.

Acknowledgement & Affirmation

Ni manàdjiyànàni Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom egawikàd kì mìgiwewàdj. Ni manàdjiyànàni kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng. Ninisidawinawànàni kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijeweninmànàni ogog kà nìgàni sòngideyedjig; weshkad, nongom; kaye àyànikàdj.¹

Prerequisites

CRCJ 1000, CRCJ 2100, fourth-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.

¹ English translation: 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, and future.

Course Materials and Texts

All required course materials will be hyperlinked or posted to the course Brightspace page. Students will require access to a computer and internet access. Students are also encouraged, but not required, to take notes with a pen and notebook to avoid the potential distractions of the internet during seminar.

There are no additional costs associated with this course. Students will have to obtain access to a copy of a film for their midterm assignment, but should be able to do so via either the university or public libraries, streaming, or through the instructor.

All course readings will be posted on Brightspace.

Course Description

Sexual activity is one of the most persistently policed and harshly punished aspects of our interpersonal relations. This seminar will provide students with a strong theoretical and doctrinal analysis of the criminalization and governance of sex. In addition, it will help students develop the critical analytical tools required to evaluate the regulation and criminalization of sex. We will explore questions such as: *What is sexuality and how has it been historically conceptualized? How and why is sex policed? What place, if any, does the state have in the private sex lives of individuals? What constitutes "normal", "consensual," "healthy", "harmful", "autonomous", "positive", and legal sexuality? What are the effects of policing sex and for whom?*

This course is informed by a range of theoretical frameworks and schools of thought, including critical criminological, liberal legalism; legal moralism; queer; radical feminist; sex positive; sex radical; critical race; post-colonial; crip and disability theory; neo-liberal, risk, and governance theory. Key course concepts include, but are not limited to, sex, crime, consent, danger, harm, liberation, justice, and agency.

Content Warning

Students should review the syllabus in advance of deciding to participate in this course; students who feel they cannot participate in academic discourse related to any of the topics or assigned readings are encouraged to enrol in a different seminar course.

Learning Outcomes

Successful completion of this seminar contributes to the following ICCJ learning outcomes (LO):

- LO1: Identify, describe, explain, and apply the key concepts and theories employed in a multidisciplinary criminology, which not only draws on psychological, sociological, and legal knowledge, but also on historical, philosophical, political, and cultural forms of knowledge.
- LO2: Explain the relevance of systemic oppression and social justice to contemporary criminological issues.
- LO3: Explain the implications of criminological research for criminological policy and practices.
- LO4: Demonstrate clear and effective communications skills, including but not limited to written and oral communications, for both academic and non-academic audiences.
- LO5: Articulate the benefits and limits of criminological, social, psychological, and legal knowledge and the implications of these.
- LO6: Analyze and problem solve through critical thinking.

Policies

Assignment Formatting & Preferred Citation Style

Either APA 7 or McGill legal citations are acceptable (absolutely no MLA).

Please submit all assignments in **Word format (.doc or .docx) via Brightspace.**

Assignments emailed to the instructor will not be graded; only assignments uploaded via Brightspace will be marked.

Assignments uploaded in PDF will not receive the benefit of track-changed feedback.

Emails

I endeavour to answer emails within 72 hours (not including weekends or holidays). Please do follow up if a response is not received after three business days.

Only emails sent from Carleton student accounts may receive a reply.

Please ensure all communications with any university staff are always professional and respectful in tone.

Please email or ask me any questions about the course or materials—there is no such thing as a “bad” or “silly” question, only questions left unasked and unanswered.

Accommodations and Extensions:

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](#).

Please let me know about any accommodations required to help you be successful in your studies in this course and try to request extensions as far in advance as possible.

Lack of planning on your part does not constitute an emergency on mine.

Late policy: There is a 5% per day late penalty and assignments more than 7 days late may not be accepted.

Evaluation

All course components must be completed to earn a passing grade in the course.

Please be sure to read the detailed assignment instructions and rubrics on Brightspace, as the information below is a general description.

Assignment	Weight	Purpose	Due Date
Active participation	15%	Demonstrate engagement and check understanding	Weekly in seminar
Reading reflections and discussion questions	3 x 5%= 15%	Keep on top of assigned reading; check understanding of material; demonstrate engagement with materials; receive feedback on writing and citation; notes for other assignments	Tuesdays by 4pm
Midterm Film Analysis	30%	This serves as the major writing assignment for the course; apply readings and additional scholarly sources to craft analysis and demonstrate engagement with and understanding of course materials	Due Friday, October 17th by midnight
Final Presentation Proposal	10%	Start getting organized for the final presentation; set-up for success; collaborative work	Final Presentation Proposal due by midnight on Friday, November 7th
Final Presentation	30%	Collaborative work; public speaking/communicating information to an audience in an organized and effective manner	Weeks 11, 12, and 13 schedule TBD

Active Seminar Participation and Discussion: 15%

- Cumulative
- Attendance is showing up, participation is active engagement
- Asking and answering questions in seminar
 - *Asking a question is brave and often demonstrates greater engagement than knowing the answer to a question.*
- Participation in class activities
- Peer editing, sharing notes, etc.

Reading Reflections and Discussion Questions

3 Submissions at 5% each: 15% total

- **Due Tuesdays by 4pm (on readings assignment for the class the following day)**
- **Should be approximately 1 page in length with proper citations and references**
 - No late submissions will be accepted
 - **Should discussion/reflect upon at least two of three assigned readings**
 - **You include a discussion question you'd like to pose based one or more of the readings (minimum one per week)**
 - Must be submitted in .doc or .docx format to receive detailed stylistic feedback (view track changes)
 - Further details available on Brightspace

Midterm Film Analysis: 30%

Due Friday, October 17th by midnight

Policing Sex is not limited to police investigations of sex crimes, nor the criminalization of particular sexual acts. In this course we also engage with and explore connections between institutionalized policing of sexual practices and desires, constructions of deviance and risk, and broader criminological issues related to this central theme of “policing sex.” As demonstrated in Michelle Brown and Nicole Rafter’s *Criminology Goes to the Movies: Crime Theory and Popular Culture* (2011) and the contributors to *Screening Justice: Canadian Crime Films, Culture and Society* (Kohm et al. 2016), popular culture and media both shape and reflect societal understandings of crime, law, and justice. In this criminological tradition, your midterm assignment will be to apply your knowledge from the course in analyzing a film related to Policing Sex and its broader themes.

Students will submit their preferred theme by ranking their top three groups (see below) in an email to the instructor by end of class week 2.

Groups will be posted on Brightspace by 5pm on Friday of that week. Students will decide amongst themselves which movie they will select to examine for their midterm from the list for their group and will be asked to confirm their film in week 3.

Using their selected film as their analytical site, students will write a 10-page paper using at **least three course readings and three additional scholarly sources** to support their analysis. The topic of the paper will be on how the film explores/represents policing sex within the context of the film but students are required to craft their own narrower and more specific thesis statement, which they then argue in their paper using both evidence from the movie and scholarly sources.

Group 1:

Policing Sex Crimes

- *The Accused* (1988)
- *Cruising* (1980)
- *Spotlight* (2015)
- *Women Talking* (2022)

Group 2:

Policing "Normative" Sexuality
(Heteronormativity)

- *But I'm a Cheerleader* (1999)
- *Beach Rats* (2017)
- *Brokeback Mountain* (2005)
- *The Children's Hour* (1961)

Group 3:

Policing Gender Norms

- *Boys Don't Cry* (1999)
- *Glen or Glenda* (1953)
- *The Rocky Horror Picture Show* (1975)
- *Titane* (2021)

Group 4:

Policing Sex Work

- *London Road* (2015)
- *Poor Things* (2023)
- *Pretty Woman* (1990)
- *Sleeping Beauty* (2011)

Group 5:

Policing Kink and Fetish

- *Crash* (1996)
- *Professor Marston and the Wonder Women* (2017)
- *Secretary* (2002)
- *Videodrome* (1983)

Group 6:

Policing The Porn Industry

- *Boogie Nights* (1997)
- *Cam* (2018)
- *The Girl Next Door* (2004)
- *Lovelace* (2013)

Group 7:

Policing Minor-Attraction and Crimes
Against Children

- *Hard Candy* (2005)
- *Lolita* (1997)
- *Megan is Missing* (2011)
- *Mysterious Skin* (2004)

Group 8:

Policing Race and Sex

- *Guess Who's Coming to Dinner* (1967)
- *Loving* (2016)
- *She's Gotta Have It* (1986)
- *The Birth of Nation* (1915)

Group 9:

Violence: Revenge and Resistance

- *Deadgirl* (2008)
- *I Spit on Your Grave* (1978)
- *Promising Young Woman* (2022)
- *Teeth* (2007)
- *Victim* (2010)*

Group 10:

Policed Content: Infamous Films

- *Lady Chatterley's Lover* (2022)
- *Last Tango in Paris* (1972)
- *Peeping Tom* (1960)
- *Snuff* (1976)

Students may propose additional movies in the first week of the course, but addition to the list is at the discretion of the instructor.

Please begin looking to access your film as early as possible, whether via streaming services, the Ottawa Public Library, MacOdrum Library, or elsewhere. Let your instructor know if you are having difficulty accessing your selected film.

Your group will also serve as introduction to your peers and hopefully help foster connections for catching up on notes, peer-editing each other's assignments, etc. Students may wish to keep these groups for the final presentations, but are not required to keep their film group for the final presentations.

Final Presentation Proposal: 10%

Friday, November 7th Final Presentation Proposal due by midnight

- Students submitting in pairs or as a group of three will all receive one proposal mark and may submit one proposal on behalf of the collective
- Proposals that do not receive a passing grade may be resubmitted within 1 week for regrading and further feedback

Students may work ***individually, in pairs, or in groups of three*** for the final presentation proposal and final project which is, of course, a presentation.

Think of the final presentation as an opportunity both to engage in a topic related to the class in greater depth than we may have in the course or that we did not cover at all but is related to the course themes. Like with a traditional final papers, you'll want to craft a focused thesis or narrow topic that you want to teach your peers about and both demonstrate engagement and understanding of course concepts, materials, theories and themes, as well as the further research you have done learning about your chosen topic.

Final presentation proposals should outline their subject as a question and should ground their topic in an example or with some other means of limiting the scope with some specificity (i.e., contextualize your topic). Proposals should include an explanation of how the topic relates to the themes and course content in Policing Sex, including proper citation of readings and all references. Presentation proposals should be approximately 2-pages in length (plus references) and **use a minimum of three course readings and three additional academic sources**.

Final Project: 30%

- **Last three weeks of class**
- May be done live or pre-recorded and shown in class
- **Attendance for all scheduled presentations is mandatory**
+ 1-page informational hand-out or activity sheet **(due by 1pm Wednesday in week 10 to facilitate copying)**.

Presentations will be **10-minutes for individuals or 15-minutes in length for pairs and groups, plus up to 5 minutes for questions** from your peers and instructor. You may choose to record your presentation as a video or a podcast (audio recording) and play it in your time slot instead of giving a live presentation.

A+ = 12.0	A+ = 6.0	A+ = 3.0	90-100%
A = 11.0	A = 5.5	A = 2.75	85-89%
A- = 10.0	A- = 5.0	A- = 2.5	80-84%
B+ = 9.0	B+ = 4.5	B+ = 2.25	77-79%
B = 8.0	B = 4.0	B = 2.0	73-76%
B- = 7.0	B- = 3.5	B- = 1.75	70-72%
C+ = 6.0	C+ = 3.0	C+ = 1.5	67-69%
C = 5.0	C = 2.5	C = 1.25	63-66%
C- = 4.0	C- = 2.0	C- = 1.0	60-62%
D+ = 3.0	D+ = 1.5	D+ = 0.75	57-59%
D = 2.0	D = 1.0	D = 0.5	53-56%
D- = 1.0	D- = 0.5	D- = 0.25	50-52%
F = 0.0	F = 0.0	F = 0.0	0-49%

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.**

Fall 2025 Sessional Dates and University Closure	
<i>Please find a full list of important academic dates on the calendar website:</i> https://calendar.carleton.ca/academicyear/	
September 3, 2025	Fall term begins.
September 16, 2025	Last day for registration and course changes (including auditing) for fall, and fall/winter courses.
September 30, 2025	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal).
October 13, 2025	Statutory holiday. University closed.
October 20-24, 2025	Fall break. No classes.
November 15, 2025	Last day for academic withdrawal from fall courses.
	Last day to request formal exam accommodations for fall, and fall/winter examinations to the Paul Menton Centre for Students with Disabilities.
November 24, 2025	Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the fall or fall/winter before the official examination period.
December 5, 2025	Fall term ends.
	Last day of fall term classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
December 6-7, 2025	No classes or examinations take place.
December 8-20, 2025	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
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 – January 2, 2026	University closed.

Course Calendar

Week 1: September 3rd

Introduction to The Course

- Course syllabus and Brightspace page
- Gruber, Aya. (2023). Sex Exceptionalism in Criminal Law, *Stanford Law Review*, 75, 755-824.
- Lorde, Audre. (1993). "The uses of the erotic: The erotic as power," in Henry Abelove (ed.)'s The Lesbian and Gay Studies Reader. Routledge, pp. 542-548.

Week 2: September 10th

Policing Sex

- Califia, Pat. (2000 [1994]). "Public sex," in Public Sex: The Culture of Radical Sex (2nd ed.). Cleis Press, pp. 14-27.
- Poor, Emily M. (2025). Police Gatekeeping. *Michigan Journal of Race & Law*, 30(1), 49-102.
- Walby, Kevin., and Smith, André. (2012). "Sex and sexuality under surveillance: Lenses and binary frames," in P. Johnson and D. Dalton (eds.)'s Policing Sex. Taylor & Francis Group, pp. 78-94.

Week 3: September 17th

Capacity and Consent

- Davies, Adam W. J., and Kenneally, Noah. (2020). Crippling the controversies: Ontario rights-based debates in sexuality education. *Sex Education*, 20(4), 366-382.
- Lindsey, J. and Harding, R. (2021). Capabilities, capacity, and consent: sexual intimacy in the Court of Protection, *Journal of Law and Society*, 48, 60-83.
- Randall, Melanie. (2010). Sexual assault law, credibility, and ideal victims: Consent, resistance, and victim-blaming. *Canadian Journal of Women and the Law*, 22(2), 397-434.

Week 4: September 24th

Queer Theory, Queer Sex

- Berlant, Lauren., and Warner, Michael. (1998). Sex in public. *Critical Inquiry*, 24(2), 547-566.
- Fischel, Joseph J., and Cossman, Brenda. "Introduction: An Enticement," in Enticements: Queer Legal Studies. New York University Press, pp.1-26.
- Halberstam, Jack. (2020). "Introduction: Sex before, after, and against nature," in Wild Things: The Disorder of Desire. Duke University Press, pp. 3-32.

Week 5: October 1st

The Feminist Sex Wars Part I

- Clarke, Helen. (2025). Revisiting the legacy: The historical influence of Mary Daly, Janice Raymond, and Shelia Jeffreys on 'gender critical' feminism. *Women's History Review*, 1-18.
- Dworkin, Andrea. (1991). Terror, torture and resistance. *Canadian Woman Studies*, 12(1), 37-42.
- MacKinnon, Catherine A. (1989) "Sexuality," in Toward a Feminist Theory of the State (Cambridge: Harvard University Press): pp 126-154.

In class documentary screening: *Not a Love Story: A Film About Pornography* (1981)

Week 6: October 8th

The Feminist Sex Wars Part II

- Bracewell, Lorna. (2020). Sex wars, SlutWalks, and carceral feminism, *Contemporary Political Theory*, 19, 61-82.
- Cossman, Brenda. "Feminist fashion or morality in drag? The sexual subtext of the Butler decision," in Bad Attitude/s on Trial: Pornography, Feminism, and the Butler Decision. University of Toronto Press, pp. 107-151.
- Rubin, Gayle. (1984). "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality," in Carol Vance (ed.) Pleasure and Danger: Exploring Female Sexuality (Boston: Routledge, 1992): pp 267-319.

In class documentary screening: *Inside Deepthroat* (2005)

October 13th is a holiday.

Week 7: October 15th

Pornography and Obscenity

- Chittick, Kyler. (2024). Age-verification technologies and censorship of online pornography in Canada: A critique of Bill S-210: An Act to Restrict Young Person's Access to Sexually Explicit Material. *Porn Studies*, 1-18.
- Lonergan, Meg D. (2023). Consuming ghost stories: The spectre of snuff films is haunting Canadian obscenity. *The Annual Review of Interdisciplinary Justice Research*, 12, 146-177.
- Nash, Jennifer (2014) "Introduction: Reading Race, Reading Pornography," in The Black Body in Ecstasy: Reading Race, Reading Pornography. Durham: Duke University Press, pp 1-26.

Midterm Film Analysis due October 17th by midnight

Reading Week is October 20-24, 2025.

Week 8: October 29th

Policing Sex Work

- Easterbrook-Smith, Gwyn. (2023). OnlyFans as gig economy work: A nexus of precarity and stigma. *Porn Studies*, 10(3), 252-267.
- Maynard, Robyn. (2018). "Do Black Sex Workers' Lives Matter: Whitewashed Anti-Slavery, Racial Justice, and Abolition" in E. Dursin, E. Van der Meulen and C. Bruckert, Red Light Labour: Sex Work Regulation, Agency, and Resistance, University of British Columbia Press, pp 281-292.
- Sibley, Marcus A., and van der Meulen, Emily. (2022). Courting Victims: Exploring the Legal Framing of Exploitation in Human Trafficking Cases. *Canadian Journal of Law and Society*, 37(3), 409-429.

Week 9: November 5th

Policing BDSM, Kinks, and Fantasies

- Bennett, Theodore. (2015). Persecution or play? Law and the ethical significance of sadomasochism. *Social & Legal Studies*, 24(1), 89-112.
- Jones, Steve. (2013). Gender monstrosity: *Deadgirl* and the sexual politics of zombie-rape. *Feminist Media Studies*, 13(3). 525-539.
- Khan, Ummni. (2014). "Who's Your Daddy? S/M's Founding Fathers," in Vicarious Kinks: S/M in the Socio-Legal Imaginary. University of Toronto Press, pp. 26-55

Friday, November 7th Final Presentation Proposal due by midnight

Week 10: November 12th

Dis/Ease

- Lussier, Patrick, & Mathesius, Jeff. (2019). Not in my backyard: public sex offender registries and public notification laws. *Canadian Journal of Criminology and Criminal Justice*, 61(1), 105-116.
- Walker, Allyn. (2021). "Preface," "Introduction: Who are Minor-Attracted People?," and "'Am I a Monster?' Forming an Identity as Minor-Attracted," in A Long Dark Shadow: Minor-Attracted People and Their Pursuit of Dignity. University of California Press, pp. xi to 41.

Week 11: November 19th

Presentations Part I

- *All students expected to attend all presentations*

Week 12: November 26th

Presentations Part II

- *All students expected to attend all presentations*

Week 13: December 3rd

Presentations Part III

- *All students expected to attend all presentations*

University and Departmental Policies

Academic Integrity

[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.

Academic dishonesty, in whatever form, is destructive to the values of the university, and risks harming the university’s reputation as place of learning and innovation. Furthermore, it is unfair and discouraging to those students who pursue their studies honestly

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; 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.

Students are also **prohibited** from the use of ***any and all*** generative artificial intelligence (AI) and/or language learning models (i.e., ChatGPT). **Any such submission will be referred to the university's academic integrity office for review.**

It is often very apparent when students rely on such tools in their academic assignments; it is more work to try to cover-up using these tools than to just do the assignment honestly. Your instructor is here to help you learn and develop your skills, please ask for help or clarification when it is needed. **Academic dishonesty, such as using AI or any other form of plagiarism, is very serious.** You do not want to fail a course in your fourth-year and have to delay graduation plans due to an academic integrity offence.

Congratulations on reading the course outline beyond the assignments and reading schedule and all the way to important policies that you need to be familiar with. You can send an email to spookyacademic@outlook.com with the course code in the subject line, your name (preferred first name and last) in the email with a picture of a goat to be rewarded with a 2.5% bonus added to your final grade. Like in *Fight Club*, you cannot tell your peers about the bonus. A goat counter will appear on Brightspace keeping track of the number of goats "stabled" in each of my fourth-year seminars this term in the spirit of friendly CRCJ versus LAWS competition.

Mental Health & Resources

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/>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Empower Me Counselling Service: call 1-844-741-6389 or connect online at <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>