

CRCJ 3201B: Trans Issues in the Criminal Justice System

Carleton University, Winter 2026
Institute of Criminology and Criminal Justice

Time: Mondays, 2:35-5:25

Location: In-Person (*Please check Carleton Central for current room location*)

Instructor: Kemal Ordek (he/they)

Email: kemalordek@cunet.carleton.ca

Office: Online meetings are preferred. In case you require in-person meetings, please do not hesitate to email me. We can arrange a meeting based on my availability.

Please use the link below to access the online meetings:

<https://carleton-ca.zoom.us/j/97315372096>

Office Hours: Available between 1:00 – 2:00 PM on Mondays via Zoom. I will prioritize the office hours, however if you cannot make it to the office hours please let me know so that we find an alternative. Please email me until 6 PM on Friday to set up a meeting on the following Mondays.

Important: You must use your Carleton email address in all correspondence with the instructor and TA.

Link to Brightspace Page: <https://brightspace.carleton.ca/d2l/home/221135>

Prerequisite(s): CRCJ 1000, third year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice, or by permission of the Institute.

Teaching Assistants (TAs):

- Madeleine Tam (TA for students with last names: AL to MU): madeleinetam@mail.carleton.ca
- Maryna Gerega (TA for students with last names: MY to YOU): marynagerega@mail.carleton.ca

Important: You must use your Carleton email address in all correspondence with the respective TA.

Important: For all questions regarding the grades, you are expected to contact your TA first, not the course instructor. If you are not satisfied with the response you receive from your respective TA or would like to talk about other issues, you can contact the course instructor.

Land Acknowledgement

Anishnabe

Ni manàdjiyànànìg Màmìwininì Anishinàbeg, ogo kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wìkàd kì mìgiwewàdj.

Ni manàdjiyànànìg kakina Anishinàbeg ondaje kaye ogo kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangìg endàwàdjìn Odàwàng.

Ninìsidawinawànànìg kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nìgijeweninmànànìg ogo kà nìgànì sòngideyedjig; 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 honor their courageous leaders: past, present, future.

Course Description

This course examines how trans people's engagement with law, police, and prisons is shaped by cis-genderist oppression. This course is grounded in intersectional, decolonizing, and abolitionist perspectives and relies heavily on Two-Spirit, trans, Black feminist, and Indigenous scholarship. Over the course of the term, we will examine how state institutions inflict violence and harm on trans people who are criminalized and incarcerated and uncover the limits of seeking justice for trans people through state processes. Afterward, we will explore alternative ways of thinking about and practicing justice that are separate from the state and its oppressive logic.

Learning Outcomes

By the end of the course, students will:

- Learn about the systemic limitations and failures of law and penal reform, and how it applies to accommodating and protecting trans people and trans rights within state institutions.
 - Understand the basic foundations and fundamental principles of abolitionist politics, and be able to distinguish an abolitionist position from a reformist position.
 - Identify the intersecting systems of power that contribute to anti-trans violence and discrimination.
 - Identify some of the harms that state institutions of law, police, and prisons inflict on trans people, particular those who are Black, Indigenous, people of color, low-income, and sex workers.
 - Be introduced to alternative ways to think about and pursue justice that challenge state frameworks and instead are grounded in transformative and decolonizing principles.
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Course Texts

There is no textbook assigned for this course. All required material will be available online under the "ARES" tab on the Brightspace course page. I will aim to make the course readings available in the "Content" section of the course on Brightspace. In case you do not see some of the readings under the "Content" section, please refer to "ARES".

Briefly: Course Requirements & Methods of Evaluation

- 1) Attendance to lectures (10%)
 - 2) In-class assignments (6 * 2.5% = 15%)
 - 3) Film Analysis (30%)
 - 4) Final Essay (45%)
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Instructions About the Evaluation

Attendance (10%)

Students are expected to attend class. Attendance will be taken during class time. Attendance during the first and last classes will not be taken. However, for the remaining 10 classes, an attendance sheet will be circulated. Those who attend the class will take 10% of their grades; 1% from each of the classes.

Attending the classes is an important effort towards learning. I will consider your attendance as your willingness to learn the course readings and related discussions.

Students who cannot attend the classes due to extraordinary circumstances (such as illness, family reasons or other reasons) should contact the respective TA and provide sufficient information for their reasons for non-attendance. The final decision will be given by the respective TA (or the instructor in case the instructor is consulted), however in most of the cases the students are likely to be treated gracefully and get the full attendance grade for non-attendance. Please be honest about your reason.

In-class assignments (6 * 2.5% = 15%) – Submission at the end of each assigned class (paper-based)

Students are expected to participate in short (max. 30 minutes), small-group discussion activities by collaborating on short formal responses. These activities are designed to enable students to share their ideas and informed opinions on trans people, crime and criminal justice system. 6 in-class assignments will be conducted in total. Please refer to the course schedule below to see the classes when the in-class assignments will be held.

Groups will be responsible for responding to discussion questions posed in-class by the instructor. Submissions will reflect engagement with required readings and will be submitted in handwritten format, on paper to the course instructor/TAs at the end of the class. Each in-class activity will be graded based on understanding and engagement with the course material.

The in-class assignments will be graded as follows:

- Students will receive **1%** if they participate in the in-class assignment exercise (Please be informed that this is something different than attending the class. Sometimes, students attend the class but not the assignment exercise).
- Students will receive **1%** if the submission is only partially complete and demonstrates limited engagement with the reading material/topic.
- Students will receive an additional **0.5%** if the submission is complete, demonstrates strong engagement with the reading material, and adequately addresses all aspects of the questions posed.

Grades for in-class assignments will be posted on Brightspace approximately 1 week after the exercise. You will be handed in the in-class assignments the week after the exercise (at the end of the next class) so that you can review your grade as well as the feedback by your TA.

Film Analysis (30%) – Submission via Brightspace – due 9 March 2026

You will be asked to write a max. 5 double-spaced page analysis of the film “Surviving the Block” which

you will watch on Week 6. The film is available to watch online on the Carleton library website.

For this paper, you should begin with a short summary of the film (no more than 1 page) before moving to analyze the film using course concepts. You should also have an introduction (approx. ½ page that tells us your general argument or overview of your reflection) and a conclusion (approx. ½ page summary of your reflection/argument).

Your critical reflection must rely on at least 4 required readings from the course (**Note:** the “key terms” listed during the first class of the course do not count as sources for this assignment).

The intention of this assignment is to show that you can apply course concepts to the topic at hand. The 5 pages length requirement does not include title and reference pages. Please note that the preferred citation and referencing style is APA for this assignment. You must use specific page numbers for all cited or paraphrased content, in addition to APA referencing style.

Late Penalty: Please be informed that a late penalty of 2% will be applied for each day. A maximum of 5 days (including the weekends) will be granted for late submissions, and the submission section on Brightspace will be off after that date.

Final Essay (45%) – Submission via Brightspace – due 8 April 2026

In the context of this assignment, you are expected to select a topic around the trans issues in the criminal justice system and analyze it in line with the readings of the course. A list of topics will be provided to you closer to the due date by the instructor. You will also be provided with a workshop on how to write an essay and what the grading rubric will be like.

You are expected to write a final essay to demonstrate your knowledge of the course material. You will apply the theories used by some of the authors in the course readings to the topic you select from within the list you will be provided by the instructor.

Your essay should be in proper essay format (intro, body paragraphs, conclusion). Essays should be max. 8 pages in length (2000 words max.), not including your title and reference pages. Please note that the preferred citation and referencing style is APA for this assignment. You must use specific page numbers for all cited or paraphrased content, in addition to APA referencing style.

You are expected to use a minimum of 6 required readings from the course (**Note:** the key terms listed for the first week of the course do not count as sources for this assignment). Since these essays are intended to demonstrate your knowledge of course material, you do not need to rely on outside sources.

Important: Please note that no final essays will be accepted later than the due date. A workshop on this assignment will be conducted a month before, so you will be given a sufficient time frame for preparation. Please reach out to the respective TA for any extraordinary issues (illness, family issues, any other) you may have that require extension. The final decision will be with your TA (or the instructor, if needed).

Grade Review Requests

All grade review requests must be discussed **with your assigned TA**. To warrant a grade review request, students must contact their TA with a 1 paragraph explanation of where exactly they believe extra marks should have been earned. Students must contact their TA **7 days after the grade is announced** on Brightspace at the latest. If the write-up is deemed sufficient by the TA, they will review the grade based on the feedback provided. If, upon review, disagreement remains between the student and the TA, the instructor will review the grade and make the final decision.

Course Schedule

DATE	TOPICS	ASSIGNED READINGS – Please read them before the class and come prepared
Week 1: January 5, Monday	Course Introduction & Review of the course objectives & evaluation criteria TA introduction Gender Terminology	Readings <ul style="list-style-type: none"> Aultman, B. (2014). Cisgender. <i>TSQ: Transgender Studies Quarterly</i>, 1(1-2), 61-62. Williams, C. (2014). Transgender. <i>TSQ: Transgender Studies Quarterly</i>, 1(1-2), 232-234. Wabanaki Two Spirit Alliance. (2020). Two Spirit identity. <i>YouTube</i>. June 24.
Week 2: January 12, Monday	Black Feminism and the Roots of Abolition In-Class Assignment 1 – required instruction will be posted on Brightspace one week before the class, please read it before the class	Readings <ul style="list-style-type: none"> Davis, A. (2003). Introduction: Prison reform or prison abolition? In <i>Are prisons obsolete?</i> (9-21). Seven Stories Press. Maynard, R. (2020). Police abolition/Black revolt. <i>TOPIA: Canadian Journal of Cultural Studies</i>, 41, 70-78.
Week 3: January 19, Monday	Indigenous Critiques of Settler Law In-Class Assignment 2	Readings <ul style="list-style-type: none"> Monture, P. A. (1995). Chapter 11: The roles and responsibilities of Aboriginal women: Reclaiming justice. In <i>Thunder in my soul: A Mohawk woman speaks</i> (216-248). Fernwood Publishing. Palmater, P. (2020). Chapter 12: Overincarceration of Indigenous peoples nothing short of genocide. In <i>Warrior life: Indigenous resistance & resurgence</i>. Fernwood Publishing.
Week 4: January 26, Monday	Trans Histories of Resistance to Law, Policing, and Prisons	Readings <ul style="list-style-type: none"> Stanley, E. A., Spade, D., and Queer (In)Justice (2012). Queering prison abolition, now? <i>American Quarterly</i>, 64(1), 115-27. Rivera, S. (n.d.). ‘I’m glad I was at the Stonewall riot’: An interview with Sylvia Rivera. In <i>Street transvestite action revolutionaries: Survival, revolt, and queer antagonist struggle</i> (12-14). Untorelli Press.

		<ul style="list-style-type: none"> Ashley, F. & Sanchinel, S. (2023). The saint of Christopher Street: Marsha P. Johnson and the social life of a heroine. <i>Feminist Review</i>, 134(1), 39-55. Ross, B. & Hamilton, J. L. (2018). "Loss must be marked and it cannot be represented": Memorializing sex workers in Vancouver's west end. <i>BC Studies</i>, 197, 9-38.
Week 5: February 2, Monday	Trans Rights and Two-Spirit Resurgence In-Class Assignment 3	Readings <ul style="list-style-type: none"> Cossman, B. & Katri, I. (2017, June 15). Today, trans Canadians celebrate bill c-16. Tomorrow, the work begins for us all. <i>The Globe and Mail</i>. Spade, D. (2015). Chapter 1: "Trans rights on a neoliberal landscape" (21-37) and Chapter 2: "What's wrong with rights?" (38-49) In <i>Normal life: Administrative violence, critical trans politics, & the limits of law</i>. Durham, NC: Duke University Press. Robinson, M. (2020). Two-Spirit identity in a time of gender fluidity. <i>Journal of Homosexuality</i>, 67(2), 1675-1690.
Week 6: February 9, Monday	Documentary (no lecture)	<p>In lieu of a lecture, you are responsible for watching the documentary "Surviving the Block" which is available to watch online, available in the "ARES" course reserves on Brightspace:</p> <ul style="list-style-type: none"> Snow, R. (Director). (2020). <i>Surviving the block</i>. Yap Films.
Week 7 February 16-20	Winter Break (no class)	
Week 8: February 23, Monday	Trans Visibility, Vulnerability, and Violence at the Intersections	Readings <ul style="list-style-type: none"> JusticeTrans. (2022). "Experiences with sex work" (69-71) and "Experiences of violence" (72-81). In <i>2STNBGN perspectives on access to justice: A legal needs assessment</i>. Griffin-Gracy, M. M., McDonald, C., and Meronek, T. (2017). Cautious living: Black trans women and the politics of documentation. In R. Gossett, E. A. Stanley, and J. Burton (Eds.), <i>Trap door: Trans cultural production and the politics of visibility</i> (23-37). The MIT Press. Butler Burke, N. (2016). Connecting the dots: National security, the crime-migration nexus, and trans women's survival. In Y. Martinez San Miguel and S. Tobias (Eds.), <i>Trans studies: The challenge to hetero/homo normativities</i> (113-121). Rutgers University Press.
Week 9: March 2, Monday	Trans Hate Crimes Protections and the Expanding Carceral State In-Class Assignment 4	Readings <ul style="list-style-type: none"> Bettcher, T.M. (2007). Evil deceivers and make-believers: On transphobic violence and the politics of illusion. <i>Hypatia</i>, 22(3), 43-65. Lamble, S. (2014). Queer investments in punitiveness: Sexual citizenship, social movements and the expanding carceral state. In

		J. Haritaworn, A. Kuntsman, and S. Posocco (Eds.), <i>Queer necropolitics</i> (151-171). Routledge.
Week 10: March 9, Monday	Trans Imprisonment and the Limits of Prison Reform In-Class Assignment 5 Deadline: Film Analysis (11:59 PM)	Readings <ul style="list-style-type: none"> Smith, A. (2014). Stories of Os: Transgender women, monstrous bodies, and the Canadian prison system. <i>Dalhousie Journal of Legal Studies</i>, 23, 149-171. Hebert, W. (2020). Trans rights as risks: On the ambivalent implementation of Canada's groundbreaking trans prison policy. <i>Canadian Journal of Law and Society</i>, 35(2), 221-244. Laidlaw, L. (2024). Prison abolition for collective freedom: Facilitating co-resistance to binary colonial prisons. <i>Feminist Legal Studies</i>, 33, 71-91. Benson, K. (2020). What's in a pronoun: The ungovernability and misgendering of trans native kids in juvenile justice in Washington State. <i>Journal of Homosexuality</i>, 67(12), 1691-1712.
Week 11: March 16, Monday	Issues of Policing Final Essay Workshop	Readings <ul style="list-style-type: none"> DeGagne, A. (2020). Pink-washing pride parades: The politics of police in LGBTQ2S spaces in Canada. In F. MacDonald and A. Z. Dobrowolsky (Eds.), <i>Turbulent times, transformational possibilities?: gender and politics today and tomorrow</i> (258-280). University of Toronto Press. Carpenter, L. F. and Marshall, R. B. (2017). Walking while trans: Profiling of transgender women by law enforcement, and the problem of proof. <i>William & Mary Journal of Women and the Law</i>, 24(1), 5-38. Ashley, F. (2018). Genderfucking non-disclosure: Sexual fraud, transgender bodies, and messy identities. <i>Dalhousie Law Journal</i>, 41(2), 339-378.
Week 12: March 23, Monday	Introduction to Transformative and Decolonizing Justice In-Class Assignment 6	Readings <ul style="list-style-type: none"> Kim, M. E. (2018). From carceral feminism to transformative justice: Women-of-colour feminism and alternatives to incarceration. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 27(3), 219-233. Chartrand, V. (2022). Unearthing justices: Mapping 500+ Indigenous grassroots initiatives for the missing and murdered Indigenous women, girls, and Two Spirit+ people. <i>Decolonizing Criminology and Justice</i>, 4(1), 7-30. Lezard, P., Prefontaine, N., Cederwall, D-M., Sparrow, C., Maracle, S., Beck, A., and McLeod, A. (2021). Futurisms: How to reimagine another future is possible (34-70). In <i>MMIWG2SLGBTQIA+ national action: Final report</i>. 2SLGBTQIA+ sub-working group.
Week 13: March 30, Monday	Two-Spirit Organizing: Beyond and Against the Settler State	Readings <ul style="list-style-type: none"> Violet Lee, E. (2021, Dec 2). When board meetings are not enough: A poem for abolition. <i>Sask Dispatch</i>. https://saskdispatch.com/articles/view/when-board-meetings-are-not-enough-a-poem-for-abolition Zoledziowski, A. (2021, Dec 21). Two Spirit people are risking their lives to get Indigenous land back. <i>Vice</i>.

		<p>https://www.vice.com/en/article/5dg9qx/fairy-creek-two-spirit-people-land-defender</p> <ul style="list-style-type: none">• Turtle Island Solidarity Network. (2022, March 11). Province destroys Indigenous sacred fire camp. https://cpt.org/2022/03/16/province-destroys-indigenous-sacred-fire-camp
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Important Notes, Policies, and Procedures

Email Policy

Please contact the teaching assistants of this course for any questions you may have about the course. The teaching assistants are supposed to turn back to your emails within 2 business days (in 5 business days at the latest in exceptional situations). The teaching assistants are not supposed to work at the weekends, so please do not expect any responses to your emails that are sent at weekends.

You can also contact me regarding the course-related questions or concerns. I will respond to your emails as soon as possible, most likely no later than 2 business days. I am not available at weekends, except in exceptional circumstances. Please use respectful language in email communications. Please include the course code/course name in the subject line of emails.

Before asking me a question via email, I encourage you to first refer to the following: 1) Check the course syllabus (or Brightspace) to make sure that your question has not already been answered, 2) Contact the respective teaching assistant that is assigned to you;.

Style of Written Submissions

Please write in APA style and formatting and in 12-point Times New Roman font, with regular margins and double-spaced. Grades can be deducted if assignments do not correspond with proper spelling, grammar, essay format, and citation style.

Late submissions

- The grade for the film analysis will be deducted at 2% each day of late submission. A total of maximum 5 days will be allowed for late submission.
- No late submissions will be accepted for the final essay.

If there are circumstances (e.g. illness, family urgency, etc.) outside of your control that result in missed course work, assignments, or examinations, please contact your respective teaching assistant (or me in case you do not hear from them for 24 hours or when you need further consideration).

Evaluation

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.

University regulations and rules about course registration, withdrawal, and appealing marks can be found [here](#) on the university's website.

Intellectual Property

Classroom teaching and learning activities (including lectures, discussions, presentations), 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).

Information on Generative Artificial Intelligence (AI)

- **AI use in this course:** Students may use AI tools for basic word processing functions, including grammar and spell checking (e.g. Grammarly, Microsoft Word Editor, Copilot)
- **Documenting AI use:** It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please consult your TA or the instructor.
- **Why have I adopted this policy?** This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.
- **Limitations:** Students may not use AI for the following tasks:
 - Preparing the assignments that will be submitted through Brightspace (e.g. Film Analysis, Final Essay)
 - Preparing the in-class assignments which will be done in class as part of group activity.

Permissibility of Group Work

Group work in the context of this course is only permitted when students are expected to prepare in-class assignments in the mentioned weeks of the term (see Course Schedule for details). Students will form groups for in-class assignments and they will prepare a 1- or 2-page paper in handwriting as a group. The detailed guidance for each in-class assignment will be made available to students through Brightspace and the instructor.

No other assignment will require group work and students are expected to refrain from preparing their assignments with the support of other students (in groups).

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 using 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.

Requests for Academic Accommodations

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/>)

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/>

Emergency Resources (on and off campus)

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- 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/>
- 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>

Assistance for Students:

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

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- 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/>.