

CRCJ 3202 A: Trans Issues in the Criminal Justice System

Carleton University, Fall 2026

Institute of Criminology and Criminal Justice

Time: Wednesdays, 2:35-5:25 PM

Location: Online Scheduled (*No campus presence is required*)

This course syllabus is preliminary and can be subject to change. I will update you in case of changes.

Instructor:

Kemal Ordek (he/they), 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.

Office Hours:

Available between **1:30 – 2:15 PM on Wednesdays 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 try to find an alternative.

Zoom Link:

Please use the link below to access the online scheduled classes as well as bilateral meetings:

<https://carleton-ca.zoom.us/j/93843354972>

Meeting ID: 938 4335 4972

Important:

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

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:

Please see the information about your teaching assistants below. You have a TA assigned to you, please see their information based on your surname.

- Sasha Barker, SashaBarker@cmail.carleton.ca
 - Students with surnames (ABD to LEG)
- Desirrea Meney, DesirreaMeney@cmail.carleton.ca
 - Students with surnames (LEJ to WRY)

Important:

For all questions regarding the grades, you are expected to contact your respective TA first, NOT the course instructor. If you are not satisfied with the response you receive from your respective TA or when you would like to talk about other issues, you can contact the course instructor (do not hesitate; I am here for any issues!).

Land Acknowledgement

Anishnabe

Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogog kà nàgadawàbandadjig iyo akì eko weshkad. Ako nongom ega wikàd kì mìgiwewàdj.

Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogog kakina eniyagizidjig enigokamigàg Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.

Ninisdawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejeyàdizidjig. Nigijewenimànànig ogog 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.

Course Texts

Students are not required to purchase textbooks or other learning materials for this course.

In lieu of a textbook, articles, reports, videos and other materials will be assigned to you each week. These materials can be accessed via ARES on Brightspace. Some of the visual materials can be accessed via the links that are provided within the Course Schedule (see below). Please click on the links and watch them.

- You are required to read only 2 of the Required Readings each week, not more.
 - All of the required readings in Week 1 are required.
- I included *Optional Readings* for some of the weeks. You are not required to read them; however, I highly encourage you to review them and read them in case you are interested and if you have time.

Class Presentation Slides

I will upload the presentations that I will use during classes a day before each class. You will have the chance to follow the flow of the presentation.

Grade Items

- 1) Attendance (10%)
- 2) Reflection Papers (2 * 15% = 30%)
- 3) Presentation (25%)
- 4) Film Analysis (35%)

Details of the Grade Items

Attendance (10%)

Students are expected to attend the classes. Attendance will be taken during class time. Attendance during the first class will not be taken. However, for the remaining 10 classes, an online system for attendance registration will be used. Those who attend the class will take 10% of their grades; 1% from each of the classes. Attendance will be taken during the first 30 minutes of the class (2:35 – 3:05 PM), so if you want to

receive 1% of your overall grade, you are expected to be in the class in this timeframe. No later registrations to each class will be allowed, please do not approach with such a request.

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 a day before of the class and provide sufficient information for their reasons for non-attendance (you do not have to send any details of your confidential information, such as medical reports). 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.

Reflection Paper (2 * 15%= 30%) – Submission via Brightspace – due 30 September & 21 October (12:00 PM on both days)

Students are expected to write 2 reflection papers throughout the semester. You should select 2 readings from the list of the Required Readings in the Course Schedule (see below). You can choose whichever reading you want to reflect on however these readings must not be from the same week. In addition, you cannot write a reflection paper on a reading which you present on.

All you are required to do for this assignment is succinctly summarize the readings that you will choose in your own words, making sure you are accurately relaying the overarching argument and conclusions that the author is advancing. The purpose of this assignment is to ensure that you have a grasp on course material. For this reason, please do not solely rely on direct or block quotes, but instead, rely on your own interpretation of what the author is saying. You can use quotes however you must use your own words for the most part of the reflection.

Below is a guiding flow for the reflection papers. The questions below are provided to generate some ideas on how to write a reflection paper; however, you can extend on these questions and bring in new insights.

- Summary of the reading (1 page) – please include the overall argument and conclusions drawn by the author
 - Do the readings challenge or reproduce, contradict, or elaborate on assumptions?
 - What are the issues that the readings are trying to address?
- Your reflection and analysis (3 pages) – please provide your critical thoughts about the reading; how do you like the arguments of the author and how do you criticize them (please include your own alternative thoughts on the topic). You can provide alternative questions about the topic at hand to advance the discussion.
 - How convincing are the main arguments? What insights do they provide and what are the limitations (look for contradictions, bias, oversights)? What are the strengths and weaknesses of the arguments presented?
 - What questions, concerns or insights did you have when you read the articles/chapters?
 - What are the questions that come to your mind after reading the text?

Your reflection should be 4 to 5 double-spaced pages in length (no less than 4 pages, no more than 5 pages). If you exceed the limits, your points will be deducted accordingly.

Due dates of the reflection papers will be as follows:

- 1st reflection paper: 30 September, 12 PM
- 2nd reflection paper: 21 October, 12 PM

Grades for the reflection papers will be posted on Brightspace in 5 business days at the latest after the deadline. The grade for your in-class assignment will be published on Brightspace, and the feedback will be provided via Brightspace. You can review the feedback and contact your TA if you have any questions or concerns about the grade.

Presentation (25%) – Submission via Brightspace – due before the beginning of the class during which you will present (before 11:35 AM on Friday)

Students are expected to form groups of 3 to 4 and present one of the readings that are listed in the required readings section of the course schedule. You are not allowed to choose a report for your presentation, meaning that only academic articles and book chapters can be chosen for a presentation.

A section on Brightspace will be created for you to write the names of people in your group, the information of the selected reading as well as the date of the presentation. The students are expected to enter all required information about the presentations (group members, dates and names of the readings) on the respective section of Brightspace by 18 September 11:59 PM at the latest. On each presentation day, we will have 2 groups maximum for presentations. Therefore, if a date is booked already for 2 presentations you must choose another day. Also, if a reading is already chosen, you will be asked to choose another one.

After filling out the table on Brightspace, you must also send the TA of the course an email (CC'ing your group members and the instructor) to get a confirmation. You will not be able to proceed with preparing your presentation unless you get a confirmation from the TA (or the instructor) in writing. Please do not hesitate to contact the TA or me for any questions about your presentation.

The presentation is a group activity. You will need to meet and prepare your presentation as a group. The decision about your topic must be a collective decision. All members of the group will make the presentation; therefore, you must arrange the timing and sub-topics of your presentation accordingly. Each presentation (as a group) must not be longer than 20 minutes. Students are required to prepare 2 to 3 questions related to the content they present to relay to other students and encourage in-class discussion about the topic. We will have a 10-minute Q&A session after each presentation. Timing will be an important component of your grading for this assignment, therefore you are kindly expected to respect the time limits to achieve well.

Below is the expected flow of your presentation:

- Introduce yourself (names of the students) and the name of the reading
- A summary of the main arguments in the reading

- Theories/concepts used to frame the arguments
- Examples that support the arguments
- Your reflection about the reading (critical analysis)
- Questions to pose to the audience (max. 3)
- Q&A (15 minutes)

Your grades will be published in 5 business days after your presentation is made.

Film Analysis (35%) – Submission via Brightspace – due 9 December, 12:00 PM

You will be asked to write a 6 double-spaced page analysis about only one of the films listed below which can be accessed on ARES via the Brightspace page of the Course.

List of films:

- Surviving the Block
- Free CeCe!
- Major!

Trigger warning:

The films may include references to gendered violence, trauma, harassment, discrimination and societal attitudes that may be distressing for some students. Please take care while watching and consider stepping away if you need support. Do not hesitate to refer to the resources that are listed at the end of the syllabus for on-campus or off-campus mental health and psycho-social support.

Here is the expected flow for your paper:

- Title page (1 page)
- Introduction (1/2 to 1 page)
- Summary of the film (max. 1 page)
- Your reflection/analysis of the film using the course concepts/theories (2 pages)
- Conclusion (1/2 to 1 page)
- Bibliography

Your critical reflection must rely on some of the required readings from the course (at least 3 of them). You may want to use optional readings in addition (not in lieu of) to the required readings list, this is totally acceptable. You can also use external resources however the number of external resources must not be more than 2.

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.

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 an 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 reasons are 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	MATERIALS
Week 1: September 9, Wednesday	Section 1: Course Introduction and Policies Q&A about the Course Section 2: Gender Terminology: An Introduction	Required - 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. - them (2018). What Does Two Spirit Mean? InQueery them. https://www.youtube.com/watch?v=A4lBibGzUnE - OurStories eTextbook (2018). Ma-Nee Chacaby Talks About Two Spirit Identities. https://www.youtube.com/watch?v=juzpocOX5ik Optional - Women and Gender Equality Canada (WAGE). 2SLGBTQI+ terminology – glossary and common acronyms. 17 September 2024. https://www.canada.ca/en/women-gender-equality/free-to-be-me/2slgbtqi-plus-glossary.html - Egale Canada (2018). Two Spirits, One Voice. https://www.youtube.com/watch?v=-MM7hM-Q_QM
Week 2: September 16, Wednesday	Reform or Abolish (The Police and Prisons)? Presentations (Groups 1 & 2)	Required - Davis, A. (2003). Introduction: Prison reform or prison abolition? In <i>Are prisons obsolete?</i> (9-21). Seven Stories Press. - Davis, A. (2003). The Prison Industrial Complex. In <i>Are prisons obsolete?</i> (84 – 104). Seven Stories Press. - Kaba, M. (2020). “Yes, We Mean Literally Abolish the Police.” <i>New York Times</i>, 12 June 2020. https://www.nytimes.com/2020/06/12/opinion/sunday/floyd-

	& 3)	abolish-defundpolice.html Optional - Critical Resistance (2026). <i>What is the PIC? What is Prison Abolition?</i> https://criticalresistance.org/mission-vision/not-so-common-language/ - Critical Resistance (2020). <i>Reformist Reforms versus Abolitionist Steps in Policing.</i> https://criticalresistance.org/resources/reformist-reforms-vs-abolitionist-steps-in-policing/
Week 3: September 23, Wednesday	Criminal Justice System in Canada: Police Violence and Abolitionist Critiques Presentations (Groups 4 & 5 & 6)	Required - Maynard, R. (2025). Arrested (In)Justice: From the Streets to the Prison. In <i>Policing Black Lives: State Violence in Canada from Slavery to Present</i> (pp. 104–140). Duke University Press. - Laming, E. (2023). “I just took the beating”: Indigenous peoples’ experiences with police use of force. <i>International Journal of Law, Crime and Justice</i>, 75, https://doi.org/10.1016/j.ijlcrj.2023.100630 - Yankey, M.-K. (2026). Racism, Colorblindness, and Police Culture in Canada. <i>Race and Justice</i>, 16(2), 555-577. Optional - Jean-Denis, D., and Mitchell, M. (2021). Contacts with the Police and the Over-Representation of Indigenous Peoples in The Canadian Criminal Justice System. <i>Canadian Journal of Criminology and Criminal Justice</i>, 63:2, 23-45. - Maynard, R. (2020). Police abolition/Black revolt. <i>TOPIA: Canadian Journal of Cultural Studies</i>, 41, 70-78.
Week 4: September 30, Wednesday	Criminal Justice System in Canada: Overincarceration and Abolitionist Critiques Presentations (Groups 7 & 8 & 9)	Readings - Motluk, K. (2024). Abolition as a Tool of Decolonization: Contemporary Colonialism in Canadian Carceral Spaces. In <i>Canadian Settler Colonialism: Relieving the Past, Opening New Paths</i>, edited by Emily Grafton, Jérôme Melançon, Alyssa Parker, Ibukun-Oluwa Fasunhan. https://www.saskoer.ca/canadiansettlercolonialism/chapter/abolition-as-a-tool-of-decolonization-contemporary-colonialism-in-canadian-carceral-spaces/ - Palmater, P. (2020). Overincarceration of Indigenous peoples nothing short of genocide. In <i>Warrior life: Indigenous resistance & resurgence</i>. Fernwood Publishing. - Kyne, A., Piché, J. The Prison as Reconciliation? Considering the “Indigenization” of Carceral Spaces in Canada. <i>Yellowhead Institute</i>. March 10, 2026. https://yellowheadinstitute.org/2026/the-prison-as-reconciliation-considering-the-indigenization-of-carceral-spaces-in-canada

Week 5: October 7, Wednesday	Structural Inequalities and Criminalization of Trans People Presentations (Groups 10 & 11 & 12)	Required - Lyons, T., Krüsi, A., Pierre, L., Kerr, T., Small, W., & Shannon, K. (2017). Negotiating violence in the context of transphobia and criminalization: The experiences of trans sex workers in Vancouver, Canada. <i>Qualitative health research</i>, 27(2), 182-190. - Yarbrough, D. (2023). The carceral production of transgender poverty: How racialized gender policing deprives transgender women of housing and safety. <i>Punishment & Society</i>, 25(1), 141-161. - 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. Optional - JusticeTrans. (2022). "Experiences with sex work" (pp. 69-71) and "Experiences of violence" (pp. 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> (pp. 23-37). The MIT Press. - Hébert, W., Burke, N. B., Santini, T., Suerich-Gulick, F., & Barile, D. (2022). <i>A qualitative look at serious legal problems: Trans, two-spirit, and non-binary people in Canada</i>. Department of Justice Canada= Ministère de la Justice Canada.
Week 6: October 14, Wednesday	Trans People's Encounters with the Police Presentations (Groups 13 & 14 & 15)	Required - Schein, A.I., Santos, H., Ciavarella, S. (2023). Intersecting Inequalities in Access to Justice for Trans and Non-binary Sex Workers in Canada. <i>Sex Res Soc Policy</i> 20, 1245–1257. https://doi.org/10.1007/s13178-023-00795-2 - McGee, T., Tessmer, A., Worthen, M., & Hope, T. (2026). Walking while trans: Exploring police violence and misconduct toward trans people through intersectional subjection. <i>International Journal of Transgender Health</i>, 1-20. - 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. - 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</i>

		possibilities?: gender and politics today and tomorrow (258-280). University of Toronto Press.
Week 7: October 21, Wednesday	Trans People's Encounters with the Courts Presentations (Groups 16 & 17 & 18)	Readings - Razack, S. H. (2000). Gendered Racial Violence and Spatialized Justice: The Murder Pamela George. <i>Canadian Journal of Law and Society</i>, 15(2), 91–130. - Goodmark, L. (2013). Transgender people, intimate partner abuse, and the legal system. <i>Harv. CR-CLL Rev.</i>, 48, 51. - Ashley, F. (2018). Genderfucking non-disclosure: Sexual fraud, transgender bodies, and messy identities. <i>Dalhousie Law Journal</i>, 41(2), 339-378. - Singer, S., and Smith, G. (2026). From Mistake to Malice: Misgendering in Canadian Legal Proceedings. <i>Alberta Law Review</i>, 63(4).
Week 8: October 28, Wednesday	Fall Break	No Class
Week 9: November 4, Wednesday	No Class You can use this week's time to watch the films listed in the syllabus to prepare your film analysis as part of your assignments.	
Week 10: November 11, Wednesday	Trans People's Encounters with the Carceral System Presentations (Groups 19 & 20 & 21)	Readings - Fuller, C., Smith, S. M., Ternes, M., & Carter-Rogers, K. (2026). A qualitative study of transgender and gender-diverse individuals' experiences with incarceration and criminalization in Canada. <i>Psychology, Public Policy, and Law</i>, 32(2), 202–217. https://doi.org/10.1037/law000048 - 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. - Boyer, Y., S. Odeyemi, A., Fletcher, E., and Fletcher, J. (2019). Vulnerable Targets: Trans Prisoner Safety, the Law, and Sexual Violence in the Prison System. <i>Canadian Journal of Women and the Law</i>, 31(2), pp. 386-412. - Smith, A. (2014). Stories of 0s: Transgender women, monstrous bodies, and the Canadian prison system. <i>Dalhousie Journal of Legal Studies</i>, 23, 149-171. Optional - Correctional Service Canada (CSC). Gender Diverse Offenders. 28 August 2024. https://www.canada.ca/en/correctional-service/programs/offenders/gender-diverse.html

		- Ghebrai, S. (2026). “Overriding Health and/or Safety Concerns”: Vague Correctional Policies and Targeted Trans Feminine Governance. <i>Social & Legal Studies</i>, 35(4), 573-598. - Foley, G., Siqueira Cassiano, M., Ricciardelli, R., & Gacek, J. (2024). Correctional Transgender Policy in Canada’s Federal Prison System. <i>Criminal Justice Policy Review</i>, 35(4), 216-240.
Week 11: November 18, Wednesday	What’s Wrong with “Rights”? Presentations (Groups 22 & 23 & 24)	Readings - 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). London: Routledge. - Vipond, E. (2015). Trans rights will not protect us: The limits of equal rights discourse, antidiscrimination laws, and hate crime legislation. <i>WJ Legal Stud.</i>, 6, 1. - Spade, D. (2015). “What’s wrong with rights?” (pp. 38-49) In <i>Normal life: Administrative violence, critical trans politics, & the limits of law</i>. Durham, NC: Duke University Press. - Sokol, K., and Paulson-Smith, K. (2026). "Beyond Liberal Apologies, Toward Abolitionist Trans Politics." <i>Journal of Feminist Scholarship</i>, 27, pp. 48-58. 10.23860/jfs.2026.27.04. Optional - Spade, D. (2015). “Trans rights on a neoliberal landscape” (pp. 21-37) In <i>Normal life: Administrative violence, critical trans politics, & the limits of law</i>. Durham, NC: Duke University Press. - Falek, F. (2024). Passports, Prisons, and Every Space Between: Gender Self-Determination, Anti-Blackness, and the Capacity of X. <i>TSQ</i> 11(1), pp. 111–134. - Spade, D. (2014). Their laws will never make us safer: An Introduction. In R. Conrad (Ed.), <i>Against equality: Queer revolution not mere inclusion</i> (165-175). Oakland, CA: AK Press.
Week 12: November 25, Wednesday	Trans Histories of Resistance to Law, Policing, and Prisons (any groups who could not present in the previous weeks due to time limitations)	Readings - Bassichis, M., Lee, A., and Spade, D. (2015). Building an Abolitionist Trans & Queer Movement with Everything We’ve Got. In <i>Captive Genders: Trans Embodiment and the Prison Industrial Complex</i>, edited by Eric Stanley and Nat Smith. AK Press. - 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.

		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.
Week 13: December 2, Wednesday	Abolitionist & Transformative Configurations of the CJS	- Davis, A. (2003). Abolitionist Alternatives. In <i>Are prisons obsolete?</i> (105 - 115). Seven Stories Press. - Kim, M. E. (2018). From carceral feminism to transformative justice: Women-of-color feminism and alternatives to incarceration. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>, 27(3), 219–233. https://doi.org/10.1080/15313204.2018.1474827 - Laidlaw, L. (2024). Prison abolition for collective freedom: Facilitating co-resistance to binary colonial prisons. <i>Feminist Legal Studies</i>, 33, 71-91. - Barrie, H. (2020). No one is disposable: Towards feminist models of transformative justice. <i>JL & Soc. Policy</i>, 33, 65.
Week 14: December 9, Wednesday	No Class. You can spend this week focusing on your film analysis. Due date is 9 December. Good luck and thank you for your attendance to this class!	

Important Notes, Policies, and Procedures

Email Policy

Please contact your TA for any questions you may have about the course. The TAs are supposed to turn back to your emails within 2 business days (in 5 business days at the latest in exceptional situations). The TAs 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:

- Check the course syllabus (or Brightspace) to make sure that your question has not already been answered,
- Check the Announcements section on Brightspace which may already have the answers of your questions,
- Contact your TA.

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 grades for the reflection papers will be deducted at 3% each day of late submission. A total of maximum 5 days will be allowed for late submission. No further extensions will be provided.
- The grade for the film analysis will be deducted at 3% each day of late submission. A total of maximum 5 days will be allowed for late submission.

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 TA (or me only in case you do not hear from your TA 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). Failing to do so might be the violation of the respective articles of the Copyright Act of Canada. Please approach me in case you have any questions about this issue.

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. Reflection Papers, Film Analysis, Take Home Assignment)

Permissibility of Group Work

Group work in the context of this course is expected only in the context of the group presentation.

Students are expected to refrain from group work except the group presentation as stated above. Please prepare all your assignments individually.

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: <https://carleton.ca/csas/online-support/learning-and-writing-support-workshops/#writing-support-workshops>

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 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/>.