

COURSE: CRCJ 3201A Special Topics: Contemporary Representations of Punishment

TERM: Fall 2022

PREREQUISITES: CRCJ 1000, third-year standing, and enrollment in a B.A. or Minor in Criminology and Criminal Justice

CLASS: Day & Time: Mondays 8:35-11:25am; last class on Fri Dec 9

INSTRUCTOR: Dr. Madalena Santos

TA Chanel Lorena - ChanelLorena@cmail.carleton.ca

CONTACT:

Office: TBA
Office hours: By appointment in person or online
Telephone: 613-520-2600 ext. 1194
Email: madalenasantos@cunet.carleton.ca

COURSE DESCRIPTION

Present-day practices of punishment reflect social, political, and cultural processes that make certain people criminal and reinforce dominant perspectives on race, class, gender, sexuality, and citizenship. This survey course provides an overview of academic literature on contemporary representations of punishment to introduce students to the punitive logics that undergird and help shape how people are criminalized spatially and temporally in settler colonial societies. Attention will be devoted to popular representations of those who are stigmatized and stereotyped for law-breaking and violating social norms while also drawing on theoretical and sociological perspectives on punishment. This course will make use of instructor led lectures, guest speakers, and diverse forms of media, including news, film, television series and social media to study popular representations of punishment in practices of policing, social welfare, immigration as well as spaces such as museums, and prisons. Critical engagement with academic literature, and first-hand knowledge and expertise concerning various accounts of contemporary punishment will enable students to become familiar with criminalization processes and practices and the punitive measures that are at play in society and by the state.

LEARNING OUTCOMES

- ~ Students will gain an understanding of the practical implications and theoretical foundations of contemporary representations of punishment.
- ~ Students will be exposed to present-day practices and representations of punishment while developing their practical and analytic skills.
- ~ Students will be provided with an opportunity to communicate their understanding of the material course content in a critical manner through written and oral activities and assignments.

REQUIRED TEXTS

- ~ Links to journal articles and book chapters may be accessed through Ares.
- ~ Links to media will be provided in the course outline and on Brightspace.

POLICIES

1. Contact with Professor

I will be available for consultation with students in person or online during weekdays. Please email me at madalenasantos@cunet.carleton.ca to set up an appointment. **Make sure to add the course code in the subject line.**

2. Email Policy

Every student is expected to have a Carleton email address and to check it regularly. University policy dictates that Professors should not send email to students at any other addresses. If there is a matter that you should know about regarding the course, an email may be sent to your Carleton account. **I read and respond to email between 8:30am-5:00pm on weekdays.** Email will generally be returned within 2-3 days.

3. Assignments & Late Assignments

Remember to keep an extra copy of any assignment that is submitted for evaluation. **If you require an extension for an assignment, please make arrangements with me ahead of time. There are no extensions for critical summaries.**

EVALUATION

		<u>DUE</u>
A. Critical Summaries	20% (2 x 10%)	on day of readings
B. Problem Based Learning Activity – Written Assignment	20%	Week 7
C. Media Analysis	25%	Week 9
D. Final Essay	35%	December 9

Please note: 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.

A. Critical summaries – 20% (2x10%)

You are required to write two (2) critical summaries from the assigned readings. Starting on the second class and up until the final lecture, you may submit a critical summary based on the one of the assigned readings for the week. This assignment requires you to succinctly summarize one of the readings for the week *in your own words*, making sure you are accurately relaying the overarching argument and conclusions that the author is advancing. Critical summaries are designed to help you synthesize complicated arguments, encourage you to keep up with the readings, help you engage with the ideas and questions posed in the course, and ensure that you have a grasp of course material. For this reason, do not use direct or block quotes, and instead rely on your own interpretation of what the author is saying. Each critical summary should use a regular 12 pt font and be approximately 2 double-spaced pages and must be submitted on the day of the class on Brightspace. **Make sure to use a format that Brightspace supports (e.g., doc, docx, pdf, rtf, etc.).** Please note that Pages (mac) is not supported by Brightspace. *Please note that the submission portal on Brightspace closes at 11:59pm each week, and NO late assignments will be accepted.

Summaries will be graded based on the requirements below. You must respond to each of the following in the order posed:

1. What are the main goals of the text? How does /do the author(s) aim to achieve these goals?
2. What are the specific arguments advanced by the author(s) in the text and how they are supported?
3. What are the theories/theoretical frameworks and/or concepts that are engaged with in the text?
4. What is the specific conclusion of the text?

B. Problem Based Learning Activity – 20% Due: Week 7

In this problem-based learning activity you will confront and grapple with challenges related to current drug policies in Canada. This group activity will take place in the last hour of the class in week 5. During the hour, you will discuss contemporary social, theoretical, and philosophical stances concerning the punishment practices and moves toward the decriminalization and legalization of drugs with your classmates. From this discussion, you will present your responses through an individually written paper that is due on week 7. The paper should be 4-5 pages and should present the issues from your perspective. There is no right or wrong answer, but you must support your position from an informed point of view.

C. Media analysis – 25% Due: Week 9

This 5-page analysis will be written based on one media text related to the course. This can be a text that was shared in the course or one that you have selected outside of the course that is of particular interest to you. In the case of the latter, please discuss the choice of text with the instructor or TA beforehand. Your analysis will answer a series of questions, including how the media case is presented, how punishment is conceived, and who was/is impacted, focusing on issues of race, colonization, gender, and sexuality, as well as what this case tells us about how punishment is (legally, socially) regulated today.

D. Final Essay – 35% Due Friday, December 9 (last day of term)

Your final essay will provide an analysis of contemporary representations of punishment in everyday life and/or popular culture from western culture. Representations can include institutional productions and regulations of punishment and penalty (e.g., courts, corrections, policing, psychiatric institutions, long-term care, etc.), official governmental or non-governmental reports, media (such as news stories, TV series, movies, podcasts), and/or artistic or other cultural renditions related to contemporary representations of punishment. You may choose to focus on a particular theme or to include a variety of representations. This assignment is intended to provide you with the opportunity to engage with the course material in the present context, including in the communities in which we live.

Your analysis must present a thesis statement. Specific support for your argument should be drawn from the representations that you have selected **and** from course material. You may use additional academic sources, but you are not required to do so.

The essay should use a regular 12 pt font and regular margins and be 12-15 double-spaced pages, excluding title page and bibliography/reference list. Any academic citation style may be used as long as you remain consistent. The library provides a helpful list of acceptable academic guides <https://library.carleton.ca/guides/help/citing-your-sources>. **Make sure to use a format that Brightspace supports (e.g., doc, docx, pdf, rtf, etc.).** Please note that Pages (mac) is not supported by Brightspace.

SCHEDULE

Please note that occasionally the seminar schedule may vary slightly from the course outline

Class schedule & Due Dates	Required Reading	Guest Lectures & Additional resources
Class 1: Sept 12 Introduction: Thinking through Contemporary Representations of Punishment	Brown, Michelle. 2009. "Introduction: Notes on Becoming a Penal Spectator." In <i>The Culture of Punishment</i> . NYU Press, pp. 1–12. Garland, David. 1990. "The Sociology of Punishment and Punishment Today." In <i>Punishment and Modern Society: A Study in Social Theory</i> . Chicago: University of Chicago Press, pp. 3-22.	Brown, Michelle. 2009. "Prison Theory: Engaging the Work of Punishment." In <i>The Culture of Punishment</i> . NYU Press, pp. 28-49.

<p>Class 2: Sept 19 Black Enslavement, Settler Colonialism, and Punitive State Practices against Black and Indigenous Peoples</p>	<p>Reece, Rai. 2020. "Carceral Redlining: White Supremacy is a Weapon of Mass Incarceration for Indigenous and Black Peoples in Canada." <i>Yellowhead Institute</i> 25.</p> <p>Maynard, Robyn. 2017. "Devaluing Black Life, Demonizing Black bodies: Anti-Blackness from Slavery to Segregation". In <i>Policing Black Lives: State Violence in Canada from Slavery to the Present</i>. Winnipeg: Fernwood Publishing, pp. 17-49.</p>	<p>Akwasi Owusu-Bempah. 2021. "Understanding the impact of racism, colonialism, and poverty on Canada's criminal justice system". https://maytree.com/publications/understanding-the-impact-of-racism-colonialism-and-poverty-on-canadas-criminal-justice-system/</p> <p>Zimonjic, Peter. 2022, Jul 14. "Senate report calls for law criminalizing forced or coerced sterilization: Report calls for public apology, national education campaign". https://www.cbc.ca/news/politics/senate-report-forced-coerced-sterilization-1.6520592</p>
<p>Class 3: Sept 26 Visual and Mediated Narratives of Punishment</p>	<p>Kilty, Jennifer M, and Katarina Bogosavljevic. 2019. "Emotional Storytelling: Sensational Media and the Creation of the HIV Sexual Predator." <i>Crime, Media, Culture</i> 15(2): 279–99.</p> <p>Fleetwood, Nicole R. 2020. "Introduction." In <i>Making Time: Art in the Age of Mass Incarceration</i>. Harvard University Press, pp. 1-19.</p>	<p>Guest Lecture: Prof Alex McClelland</p> <p>McClelland, Alex. 2019, Nov 21. "The Criminalization of HIV in Canada: Experiences of People Living with HIV". https://www.alexandermcclelland.ca/blog-1/2019/11/21/the-criminalization-of-hiv-in-canada-experiences-of-people-living-with-hiv</p> <p>Ayodele-Oja, Temidayo Olayide. July 20, 2022. "Artists in prison share art: exhibit in DTES opens July 23." https://news.ubc.ca/2022/07/20/artists-in-prison-share-art-exhibit-in-dtes-opens-july-23/</p>
<p>Class 4: Oct 3 Punishing the Poor</p>	<p>Chunn, Dorothy E., and Shelley A.M. Gavigan. 2014. "Welfare Fraud to Welfare as Fraud: The Criminalization of Poverty". In Gillian Balfour and Elizabeth Comack (eds.). <i>Criminalizing Women: Gender and (in)Justice in Neo-Liberal Times</i>, Black Point, Winnipeg: Fernwood Publishing, pp. 197-214.</p> <p>Pollack, Shoshana. 2010. "Labelling Clients 'Risky': Social Work and the Neo-liberal Welfare State." <i>British Journal of Social Work</i> 40: 1263–1278.</p>	<p>Pivot Legal Society. 2018. "Testifying against harmful laws before the House of Commons Standing Committee on Justice and Human Rights". https://www.pivotlegal.org/testifying_against_harmful_laws_before_the_house_of_commons_committee_on_justice_and_human_rights</p>

Statutory Holiday October 10 - No classes

<p>Class 5: - Oct 17 The War on Drugs</p> <p>In class: Problem based activity (Written assignment due Class 7)</p>	<p>Owusu-Bempah, Akwasi, and Alex Luscombe. 2021. "Race, Cannabis and the Canadian War on Drugs: An Examination of Cannabis Arrest Data by Race in Five Cities." <i>The International journal of drug policy</i> 91: 102937–102937.</p> <p>Muehlmann, Shaylih. 2018. "The Gender of the War on Drugs." <i>Annual review of anthropology</i> 47(1): 315-330.</p>	<p>Canadian Drug Policy Coalition. 2022. "History of Drug Policy in Canada". https://drugpolicy.ca/about/history/</p>
<p>Fall Break October 24-28 – No Classes</p>		
<p>Class 6: Oct 31 Prison and Segregation</p>	<p>Bromwich, Rebecca, and Jennifer M. Kilty. 2017. "Introduction: Law, Vulnerability, and Segregation: What Have We Learned from Ashley Smith’s Carceral Death?." <i>Canadian Journal of Law & Society/La Revue Canadienne Droit et Société</i> 32 (2): 157-164.</p> <p>Hannah-Moffat, Kelly, and Amy Klassen. 2015. "Normalizing Exceptions: Solitary Confinement and the Micro-politics of Risk/Need in Canada." In <i>Extreme Punishment</i>, London: Palgrave Macmillan, pp. 135-155.</p>	<p>Crozier, Cullen. 2019. "'Yes, it’s torture’: Federal inmate on segregation and life on the inside". APTN Investigates. https://www.aptnnews.ca/national-news/yes-its-torture-federal-inmate-on-segregation-and-life-on-the-inside/</p> <p>Kestler-D’Amours, Jillian. 2021. "Canada promised to end solitary confinement, report shows it has not". Aljazeera. https://www.aljazeera.com/news/2021/3/13/canada-promised-end-solitary-confinement-report-shows-it-has-not (Article only).</p>
<p>Class 7: Nov 7 Punishing Disability</p> <p>Written problem-based assignment due</p>	<p>Mukherjee, Alok. 2022. "Police Encounters with ‘People in Crisis’: Mental Health and Policing". In Fritsch, Kelly, Jeffrey Monaghan, and Emily Van der Meulen, eds. <i>Disability Injustice: Confronting Criminalization in Canada</i>. UBC Press, pp.</p> <p>Steele, Linda. 2017. "Disabling Forensic Mental Health Detention: The Carcerality of the Disabled Body." <i>Punishment & Society</i> 19 (3): 327-347.</p>	<p>Guest Lecture: Monisha Logan, PhD Student</p> <p>Institute for the Development of Human Arts (IDHA). A series of resources on "Decarcerating Care". https://www.idha-nyc.org/decarcerating-care</p>
<p>Class 8: Nov 14 Sex Work, Sex Trading, and Sex Trafficking</p>	<p>Hunt, Sarah. 2016. "Representing Colonial Violence: Trafficking, Sex work, and the Violence of Law." <i>Atlantis</i> 37.2 (1): 25-39.</p> <p>Lyons, Tara, Andrea Krüsi, Leslie Pierre, Thomas Kerr, Will Small, and Kate Shannon. 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.</p>	<p>Maynard, Robyn. ND. "Carceral Feminism: The Failure of Sex Work Prohibition." https://robynmaynard.com/writing/carceral-feminism-the-failure-of-sex-work-prohibition/. Fuse Magazine 35(3). Abolition.</p>

<p>Class 9: Nov 21 Race and Carceral Identities</p> <p>Media Analysis due</p>	<p>Marques, Olga, and Lisa Monchalin. 2020. "The Mass Incarceration of Indigenous Women in Canada: A Colonial Tactic of Control and Assimilation." <i>Neo-colonial injustice and the mass imprisonment of indigenous women</i>. Palgrave Macmillan, Cham. 79-102.</p> <p>Lopez-Aguado, Patrick. 2016. "The Collateral Consequences of Prisonization: Racial Sorting, Carceral Identity, and Community Criminalization." <i>Sociology Compass</i> 10(1): 12-23.</p>	<p>Criminalization and Punishment Education Project and JAIL Hotline. 2022, March 21-23. All Prisoners are Political Prisoners - YouTube. Moderated by Aisha (published Souheil) Benslimane, Scholar's Strike: Teach-ins and Days of Action.</p>
<p>Class 10: Nov 28 Immigration and the Carceral State</p>	<p>Benslimane, Aisha (published Souheil) and David Moffette. 2019. "Continuing the Dialogue on the Canadian Carceral State: The Double Punishment of Criminal Inadmissibility for Immigrants." <i>Journal of Prisoners on Prisons</i> 28(1): 44-65.</p> <p>Kurwa, Rahim, and Susila Gurusami. 2022. "Carceral Migrations: Reframing Race, Space, and Punishment." <i>The Social Service Review (Chicago)</i> 96(2): 353–388.</p>	<p>Guest Lecture: TBA</p> <p>The Case of Abdoul Abdi https://www.cbc.ca/radio/day6/how-abdoul-abdi-s-defenders-helped-keep-him-%20from-being-deported-1.4753129</p>
<p>Class 11: Dec 5 The Incarceration of Gender Non-conforming, and Trans Persons</p>	<p>Stanley, Eric. 2011. "Introduction: Fugitive Flesh: Gender Self-Determination, Queer Abolition, and trans resistance"?" In <i>Captive Genders: Trans Embodiment and the Prison Industrial Complex</i>, Edinburgh: AK Press, pp. 1-11.</p> <p>Oparah, Julia C. 2012. "Feminism and the (Trans)gender Entrapment of Gender Nonconforming Prisoners." <i>UCLA Women's Law Journal</i> 18 (2): 239-272.</p>	<p>CeCe McDonald Jacqueline (Jac) Gares' <i>Free CeCe!</i> 2016. https://www.freececedocumentary.com/</p>
<p>Class 12: Dec 9 (Friday) Carceral Aesthetics and Museums of Punishment</p>	<p>Walby, Kevin and Justin Piche. 2015. "Making Meaning out of Punishment: Penitentiary, Prison, Jail, and Lock-up Museums in Canada." <i>Canadian Journal of Criminology and Criminal Justice</i> 57(4): 475-502.</p> <p>Fleetwood, Nicole R. 2020. "Carceral Aesthetics: Penal Space, Time and Matter." In <i>Making Time: Art in the Age of Mass Incarceration</i>. Harvard University Press, pp. 20-54.</p>	<p>Final Essay Due</p> <p>Ferguson, Matthew, Justin Piché, and Kevin Walby. 2019. "Representations of Detention and Other Pains of Law Enforcement in Police Museums in Ontario, Canada." <i>Policing and Society</i> 29 (3): 318-332.</p> <p>Lussenhop, Jessica. 2016, May 11. "Inside decaying US prison, former inmates are guides". BBC News Magazine.</p>

		<p>https://www.bbc.com/news/world-us-canada-36163247</p> <p>“Artists’ Guild.” <i>Journal of Prisoners on Prison</i>. http://www.jpp.org/Coverart.html</p> <p>Prison Arts Coalition https://thejusticeartscoalition.org/</p>
--	--	--

End of term. Have a lovely winter break!

OTHER CONCERNS

September 30, 2022 is the last day to withdraw from fall term courses *with a full fee adjustment*. Withdrawals after this date will result in a permanent notation of WDN on the official transcript. Please see the Carleton calendar for more information: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

INTELLECTUAL PROPERTY

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

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

STATEMENT ON STUDENT MENTAL HEALTH

As a University 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. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

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: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

STATEMENT ON PANDEMIC MEASURES

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety, which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

REQUESTS FOR ACADEMIC ACCOMMODATIONS

Please include the following text, provided by Equity and Inclusive Communities, on all course outlines, and read it at the beginning of your first few classes to remind students. For details, see Section 8 above, and the [Instructors' Guide to Academic Accommodation](#).

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

SURVIVORS OF SEXUAL VIOLENCE

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

ACCOMMODATION FOR STUDENT ACTIVITIES

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