

INSTITUTE OF CRIMINOLOGY AND CRIMINAL JUSTICE

CRCJ 4002 C

WINTER 2017

SEEKING SOLUTIONS TO EMERGING CRIMES IN GLOBAL/DIGITAL SOCIETY

INSTRUCTOR: DR. HOLLY THOMAS

Course meets: Wednesdays, 2:35pm – 5:25pm. Please note that **room locations** are subject to change throughout January. Please check Carleton Central for current classroom information.

Instructor's Office Hours: By Appointment Only (always available for consultations immediately following class).

Contact Information: ALL course correspondence will be conducted through cuLearn discussion boards and the cuLearn email function. Please use the cuLearn discussion boards for general questions and comments and the cuLearn email function for any matters of a sensitive or individual nature. Correspondence sent to (or from) non-Carleton email accounts will not receive a response. I will do my best to respond to posts and emails within 48 hours (not including weekends) but this may not always be possible during busy times of the semester, so please plan accordingly – especially in advance of assignment deadlines and examination dates.

Knowledge of the content of the complete syllabus is your responsibility

Course Description and Objectives:

Congratulations, you're almost finished your degree! Now, what are you going to do with all of this knowledge about criminology and the criminal justice system in Canada and beyond? How can you ease your transition from this degree to grad school, law school, or the workforce? This class will allow you to apply the theoretical and practical skillsets you have developed throughout this program to work toward engaged solutions for the complex crimes affecting Canadian and Global society today. Throughout the semester, we will attempt to better understand crimes that evolve and thrive in digital and global society as a substantive topic. Examining these specific forms of crime from a new social problems perspective will allow us to better understand crime in a holistic way – one that cuts across disciplinary and social boundaries.

Throughout the semester, we will engage in Problem Based Learning. This approach to both teaching and learning empowers students to take a much more active role in their education and project design. This active learning approach allows students to direct the course of their own learning while still benefitting from instruction and seminar-style classroom time. Your main evaluation (a semester-long endeavor) will be a group-based, staged research project

that requires you to learn (and share) both theoretical knowledge and practical skills, while solving real world problems. This approach will help you conceptualize, develop, and conduct a term research project that examines both causes and possible solutions for an emerging criminological issue of your choosing. If you're looking for a class that lets you develop hands-on skills for policy work, professional and graduate programs, a class that moves beyond the traditional term paper and lecture-based learning, or a class that allows you to work more independently without having to write a thesis, this is the class for you.

Please note: This course centralizes group work and discussion based learning – active participation is expected and evaluated during every class.

IMPORTANT COURSE INFORMATION

Attendance and Classroom Expectations:

Please note that class attendance is not a substitute for doing the required reading and vice versa. Each week, students will conduct hands-on research for major assessments (during and outside of class time), that will allow them to actively engage and critically analyse crime-centred social problems of their choosing. To ensure a productive seminar environment, **please come to all classes (having read the assigned readings) and be fully prepared to participate** in individual and group learning activities. Bring your assigned readings and syllabus to every class for your reference.

If any seminar slides are used during class, they will be posted on cuLearn shortly after each lecture. Due to copyright issues, not all media products shown or used within the classroom will be posted to cuLearn.

All course requirements **MUST** be fulfilled in order to receive a passing grade – this includes your class attendance and participation components described below. If you do not receive a passing grade (50%) on your attendance and participation components, you will not receive a passing grade for this course. **If you miss more than 2 scheduled classes** during the semester without prior approval, you will be required to schedule a meeting with your instructor to discuss your standing in the course.

cuLearn:

In addition to our time in the classroom, online participation is also a vital course component that will help you succeed in this class. We will be using cuLearn extensively for communication so please ensure that your account is in working order and that CRCJ 4002C is connected to your account. If you have any problems, please refer to the cuLearn Student Support page: <http://www5.carleton.ca/culearnsupport/students/>. Please see me if you have concerns about computer access.

cuLearn will also be used any time I need to send important emails and announcements to the class so it is important that you check cuLearn regularly. Remember, you are responsible for knowing the material and announcements presented during lectures and through cuLearn, whether or not you attend class.

Technology Notes:

We live our lives in a society that is saturated with technology. Students will be permitted and encouraged to use laptops and other technologies to conduct research during workshops.

While laptops can be effective tools for learning in the classroom, they can also be a considerable distraction – both for your own learning and other students. For this reason, please assess the benefits and distractions of using these technologies and always be considerate of your fellow classmates when using your laptop or other devices. Excessive attention to your social media feeds or engagement in non-course related activities on your devices will negatively impact your participation grade.

If you need to bring mobile communication devices to class, please note that ALL cell phones, blackberries, tablets, portable music players, and similar devices must be switched OFF and placed out of sight for the duration of the lecture and discussion segments of class time. Headphones are not to be worn under any circumstances at these times.

Audio-recording of class discussion, lectures or tutorials is not permitted under any circumstances without the written consent of your instructor.

COURSE REQUIREMENTS & METHODS OF EVALUATION

The major assessment for the course is a team-based research presentation and paper. Students will first work through several smaller, participation based assessments in the early weeks of the course to develop a foundation for its completion.

EVALUATION	WEIGHT	DUE DATE
Participation: - Seminar Attendance & Participation	25%	WEEKLY
Staged Term Project: - Proposal - Presentation - Term Paper	20% 30% 25%	FEBRUARY 15 TH AS SCHEDULED APRIL 5 TH

Participation:

Seminars provide opportunities for rich discussion and in-depth learning but depend on active participation from all students, as well as your instructor. A substantial portion of your final grade is drawn directly from your participation in this course – through discussion and activities, as well in-class and cuLearn assignment preparation opportunities.

Your participation mark will be determined in part by **attending and actively participating** in discussion and learning activities during class time. If you do not actively (and regularly) engage in class discussions throughout the semester, you will

not be eligible for high marks for this course component. I expect that all students will have completed the assigned readings prior to our seminar and will come to class with questions and issues to discuss.

We will also use a portion of each class to work on research activities related to your final project/presentation. Groups will be regularly expected to communicate the results of these activities during informal class discussions and mini presentations. While group work is an expected part of our classroom time, participation grades will be assessed on an individual basis. Please see cuLearn for further details concerning how in-class participation grades will be assessed.

cuLearn can also be a vibrant forum for discussion outside the normal class time. **On occasion**, your instructor will pose preparatory activities, discussion question(s), or other critical thinking exercises through the cuLearn discussion boards. These activities and questions are designed to help you reflect on and discuss issues or concerns related to the progress of your term assignments and other relevant issues to the course. Topics may be related to required readings, lectures, workshops, methodological practice, current events, or other questions that come up during class. Your written contributions to these questions will be incorporated into your individual participation grade. As a whole, responses will form a “living study guide” for the course – an evolving reference for students to consult to learn from their instructor and from one another as needed. When questions/activities are posted online, there will also be an assigned timeframe for completion (generally a week). Students are also permitted to pose their own discussion questions to the class.

Frequently Asked Question: I could not attend class last week, can you please let me know if I missed anything important? I am not in a position to re-teach the material of any given class to individual students. More importantly for this course, your group will be making progress on term projects during every single class. No matter what the reason for your absence (and there are definitely legitimate reasons), you still miss three hours of important content every time you miss a class and it is your responsibility to make sure you do your best to ‘catch up’. If you must be absent, it is advisable to read through your assigned readings and the seminar slides (in detail). You will also need to touch base with group members as soon as possible to be filled in on their progress. If you have any questions or need clarification from me, please make an appointment to discuss these matters in person – email is not appropriate for extended conversations regarding course material.

Staged Term Project:

You will complete your major assessments for this course in a group of 5-6 students. While you will have some degree of choice concerning your topic and who you work with, it is somewhat limited. If this is extremely important to you, make sure you sign up for topics and groups early in the semester (further details will be discussed in class). Your group will only submit one document for each assignment (stage) and will be assigned one collective grade.

This ‘**staged assignment**’ is a type of evaluation that gives you the opportunity to complete components of a major assignment over the course of a semester instead of all at the end. It engages active learning and critical thinking strategies along the way and involves thorough feedback from your instructor at multiple stages. Your staged

term project is broken down into four components: **a project proposal, a scheduled consultation, a class presentation, and a final term paper.**

Your **Project Proposal (20%)** is due on Wednesday, February 15th, 2017. Your project proposal will be no longer than 5-6 pages and will overview your topic for your term presentation and paper, as well as present preliminary background research on your topic. Details for the proposal assignment will be discussed further early in the semester.

Your graded proposal will be reviewed in detail during the mandatory **Project Consultations** in early March. Your project consultation will be scheduled in the early weeks of the semester and will occur during class time on either March 1st or March 8th, 2017. Your group will be required to provide a brief prep document (for participation marks) to your instructor in advance of your meeting. Details for the group consultations will be discussed further in class.

While there is no formal assignment grade attributed to the consultation, this meeting is to your benefit and will provide you with valuable feedback for your term project goals – your attendance is expected and counts toward your participation grade. Once scheduled, you are not permitted to switch your project consultation and only exceptional medical circumstances for an absence may be considered upon submission of detailed medical documentation. Please note that there will be an automatic 3% deduction from your participation grade for any unexplained, non-medical absence from consultation.

Presentation (30%): Your term project is divided into two components: the group presentation and the group term paper. Both will address the same topical problem chosen early in the semester. Presentations will occur on March 15th, 22nd, and 29th. **Each presentation** will be approximately 60 minutes in length and must include equal participation from every group member. You will also be required to select a reading for the class to help prepare for attending your presentation. Each group will also be responsible for providing constructive written feedback for every presentation to help each other groups prepare for their term paper submission. Detailed guidelines for presentation requirements will be provided early in the semester.

While your group will be expected to attend to required components, you are not expected to lecture to the class for the entirety of the presentation and creativity is encouraged. Presenters should assume that classmates have completed their assigned topic reading in advance. Please remember that this is a seminar style course and a portion of your presentation will be devoted to facilitating discussion about your topic – this will allow you to set the tone of the conversation. You are therefore responsible for providing discussion questions to help guide student conversations and debates.

Your group should feel free to use handouts, power point or prezi slides, examples, videos, and other learning aids. If you do use presentation slides, please come to class with your entire group's presentation saved on one USB storage device and remember to email the slideshow to your instructor for grading purposes. Learning activities, exercises, YouTube clips, etc. are also encouraged as they are excellent ways to foster dynamic class discussion...just be sure to use your time wisely. Presentations that focus too heavily on summary and do not attempt to provide opportunities for discussion throughout will not be considered for 'A' range grades.

While there will be opportunities for in-class project planning and research workshops, you are also expected to conduct outside research and preparation for your presentation.

Your term paper (25%) will be a 15-page (max.) critical analysis of the same topic covered for your presentation. Briefly, your paper will discuss key elements of your presentation in more detail. Amongst other requirements, it will outline your problem, provide background information, conduct a brief literature review of academic, media, and governmental research, outline possible solutions, and discuss relevance to Canadian and Global society. Each member of the group will also submit an individual peer evaluation of their group members following submission of the term paper. The term paper is officially due on the last day of class: **Wednesday, April 5th, 2017**. We will discuss details for this assignment early in the semester.

GENERAL ASSIGNMENT GUIDELINES

Assignment Submission: A printed copy of your group's assignment is due **at the beginning of class** on the assigned date (unless otherwise noted). Please also retain the graded hard copy of your assignments and digital copies for the duration of the academic year. Do not submit assignments to the instructor by e-mail (unless instructed) or under office doors.

If it is impossible to submit your assignment during class time, it must be submitted on or before the deadline (by you or a trusted friend/family member) to the main office in the Institute of Criminology and Criminal Justice on the 5th floor of the Loeb Building. If the administrator is not available when you arrive or you need to submit your assignment outside of business hours, please use the drop box located next to the door of the main office. Your assignment still must be submitted before the deadline of 2:35pm on the assigned due date. If it is handed in after this time, it will be marked as late.

All late assignments will be subject to a deduction of three percent per day, including weekends and holidays – no exceptions. Assignments will not be accepted any later than seven days past their due date without prior instructor approval for an official extension.

Format: Any written material that you hand in must be in your own words, double-spaced, and written in 12pt. font. Page numbers are required and page limits are strictly enforced. Your work must include a cover page with: 1) a title that is more creative and more explanatory than “project proposal” or “term paper” 2) your names and student numbers 3) course name with section (CRCJ 4002C) and 4) your instructor's name: Holly Thomas.

Grading, Extensions & Extra Credit:

Grading: Work is graded according to quality, effort, and a demonstrated understanding of the key concepts and ideas of the course/assignment. A grade of “B” indicates good work. It means that you have made adequate effort, have shown that you understand the main ideas, and have met the expectations of the class. To get a grade in the “A” range, your work must surpass those expectations. In short, “A's” are reserved for work at an excellent level. Grades of “C” or below indicate that you have not fulfilled the expectations of the coursework, either by not completing all parts of the assignment or by not putting in the required time and effort. There will be no opportunity for individual ‘extra credit’ assignments – no exceptions.

Medical Extensions: There will be no **extensions** granted for assignments without exceptional medical circumstances and only submissions that are accompanied by a medical certificate (specifying your illness and length of incapacitation in detail) may be exempted from late penalties. Extensions for medical concerns must be discussed and approved by your professor prior to the assignment deadline and prior to submission of your paper. Alternatives to obtaining medical certificates may be considered on an individual basis.

Feedback and Grade Review Policy: If you need further clarification regarding your written assignment feedback, please make an appointment to see me during office hours to discuss your work. If you are unsatisfied with your grade and feel that merits of your assignment were overlooked, these are the steps to that need to be followed: Grade appeals and petitions are welcome, but will only be considered if accompanied by a reasoned argument in writing, demonstrating thoughtful reflection on the merits overlooked in one's work (in accordance with the assignment or exam guidelines). Students interested in pursuing grade appeals must notify me by email and hand in their marked assignment and their written argument (to the drop box) for review.

BIBLIOGRAPHY

There is no course textbook to purchase for this course. Your course readings are available through the Library Reserves System (ARES). A link to ARES is available through cuLearn at the bottom left corner of the main course page for CRCJ 4002C. Your instructor will inform you if any additional supplementary materials are made available.

Completing the readings before each class will help you succeed this semester. It is your responsibility to use course readings to prepare for class and evaluations accordingly. Please bring copies of your readings to class and workshops.

COURSE CALENDAR

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

Week 1: **Introduction to CRCJ 4002C**
January 11th

Required Reading: Course Syllabus

Week 2: **Understanding Emerging Crimes in Global/Digital Society, Part I**
January 18th

Workshop: Introduction to Problem Based Learning

In this session, we will start to learn about the three broad topical areas available for investigation this semester: environmental crime, technology-enabled crime, and large scale financial sector crime. We will explore emerging debates in green criminology, media criminology, science and technology studies, white collar criminology, cultural and critical criminology, and other relevant subfields. In today's workshop, we will learn the basics of problem based learning assessments and begin

project planning for the staged term assignment.

Required Readings:

1. **Kim, Dae-Young. (2014).** “Adopting Problem-Based Learning in Criminology and Criminal Justice Education: Challenge and Response.” *Sage Open*, pp. 1-13.
2. **Jewkes, Yvonne. (2015).** Chapter 9: The Role of the Internet in Crime and Deviance, (p251-273). *Media & Crime* (3rd ed.). London: Sage Publications.
3. **Naughton, John. (January 8, 2017).** “Tim Wu: ‘The internet is like the classic story of the party that went sour’” *The Guardian*. Retrieved from:
<https://www.theguardian.com/technology/2017/jan/08/tim-wu-interview-internet-classic-party-went-sour-attention-merchants>

**Week 3:
January 25th**

Understanding Emerging Crimes in Global/Digital Society, Part II

Workshop: Defining the Scope of the Project

In this session, we will continue to learn about the three broad topical areas available for investigation this semester: environmental crime, technology-enabled crime, and large scale financial sector crime. We will continue to explore emerging debates in green criminology, media criminology, science and technology studies, white collar criminology, cultural and critical criminology, and other relevant subfields. In today’s workshop, we will continue project planning for the staged term assignment by developing more detailed research topics and questions.

Required Readings:

4. **Sutherland, Edwin H. (1940).** “White Collar Criminality.” *American Sociological Review*, 5(1), pp. 1-12.
5. **Krause, Maria G. (2013).** “Wasted potential - Towards a criminology of the financial crisis” *Criminologica*. Retrieved from:
<http://criminologia.de/2013/06/wasted-potential-towards-a-criminology-of-the-financial-crisis/>
6. **Lynch, Michael D. & Paul B. Stretsky. (2003).** “The meaning of green: Contrasting criminological perspectives” *Theoretical Criminology*, 7(2), pp. 217-238.
7. **Potter, Gary. (2010).** “What is green criminology?” *Sociology Review*, pp. 8-12, Retrieved from:
<http://www.greencriminology.org/monthly/WhatIsGreenCriminology.pdf>

**Week 4:
February 1st**

Media Representations

In this session, we will attempt to better understand the media’s role in constructing crime as a social problem. We will examine how news media and entertainment media represent, reflect, distort and analyze our topical areas. We will also explore current theoretical work on the nexus of media, technology and crime. In today’s workshop, we will gain hands-on experience with media research related to each group’s specific research topic.

Required Readings:

8. **Jewkes, Yvonne. (2015)** Chapter 2: The Construction of Crime News. *Media & Crime* (3rd ed.). London: Sage Publications. pp. 43-80.
9. **Surette, Ray. (2011)**. "The Media and Criminal Justice Policy" *Media, Crime and Criminal Justice*. Nelson Education. pp. 201-223.
10. **Greer, Chris. (2013)**. Crime and media: understanding the connections. In: C. Hale, A. Hayward, A. Wahadin & E. Wincup (Eds.), *Criminology*. Oxford, UK: Oxford University Press. pp. 143-164.

**Week 5:
February 8th**

Understanding Governmental Approaches and Rationalities

In this session, we will explore emerging criminological debates regarding state responses to emerging crime as a social problem. We will examine relevant policy, legislative, legal system, and regulatory responses to our topical areas – domestically and internationally. We will also look at intersections between academia and public policy. In today's workshop, we will look deeper into how governmental branches work with relevant advocacy groups, non-governmental organizations (NGOs), and other stakeholders to better understand causes and solutions for our research topics.

Required Readings:

11. **Cohen, Stanley. (1996)**. "Crime and Politics: Spot the Difference" *British Journal of Sociology*, 47(1), pp. 1-21.
12. **Burawoy, Michael. (2005)**. "2004 ASA Presidential Address: For Public Sociology" *American Sociological Review*, 70, pp. 4-28.
13. **Sanders, Carrie B. & Lauren Eisler. (2015)**. "Engaging and Debating the Role of Public Criminology: An Introduction" *Radical Criminology*, 5.

**Week 6:
February
15th**

Theorizing Causes and Solutions from an Academic Perspective

In this session, we will return to our discussions of criminological theory and evolving debates while exploring the broader role of academics in understanding assessing causes and solutions for emerging crimes. In today's workshop, we will discuss next steps for project development, while focusing on the integrating and applying theoretical frameworks to our research topics.

PROJECT PROPOSAL DUE

Required Readings:

14. **Becker, Howard S. (1967)**. "Whose side are we on?" *Social Problems*, 14(3), pp. 239-247.
15. **Farrell, Bill & Koch, Larry. (1995)**. "Criminal Justice, Sociology, and Academia" *The American Sociologist*, 26(1), pp. 52-61.
16. **Frauley, Jon. (2005)**. "Representing Theory and Theorising in Criminal Justice Studies: Practising Theory Considered" *Critical Criminology*, 13(3), pp. 245-265.

**Week 7:
February
22nd**

**NO CLASS – WINTER BREAK (February 20th – 24th)
NO ASSIGNED READINGS**

**Week 8:
March 1st**

**NO FORMAL CLASS – CONSULTATIONS
NO ASSIGNED READINGS**

In today's session, some of you will attend your scheduled term project consultations while the rest of will have independent preparation time for your course assignments. Your group will sign up for your meeting time through cuLearn early in the semester.

**Week 9:
March 8th**

**NO FORMAL CLASS – CONSULTATIONS
NO ASSIGNED READINGS**

In today's session, some of you will attend your scheduled term project consultations while the rest of will have independent preparation time for your course assignments. Your group will sign up for your meeting time through cuLearn early in the semester.

**Week 10:
March 15th**

CLASS PRESENTATIONS BEGIN

In today's session, two groups will present the findings of their research project and lead our discussions. Peer-based constructive feedback will be provided by the other groups to help the presenters prepare for their term paper.

Required Readings: To Be Determined.

The readings for presentations will be chosen and provided by the presenters, several weeks in advance.

**Week 11:
March 22nd**

CLASS PRESENTATIONS

In today's session, two groups will present the findings of their research project and lead our discussions. Peer-based constructive feedback will be provided by the other groups to help the presenters prepare for their term paper.

Required Readings: To Be Determined.

The readings for presentations will be chosen and provided by the presenters, several weeks in advance.

**Week 12:
March 29th**

CLASS PRESENTATIONS

In today's session, two groups will present the findings of their research project and lead our discussions. Peer-based constructive feedback will be provided by the other groups to help the presenters prepare for their term paper.

Required Readings: To Be Determined.

The readings for presentations will be chosen and provided by the presenters, several weeks in advance.

**Week 13:
April 5th**

Wrapping up: exploring new directions for criminology in global/digital society

TERM PAPERS DUE

In today's session, we will reflect on our semester, our research topics and projects. We will reflect on the evolving role of criminology in seeking solutions for emerging crime and assess potential new directions for research and theory.

Required Readings: TBA

ACADEMIC REGULATIONS

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p 39), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100

B+ = 77-79

C+ = 67-69

D+ = 57-59

A = 85-89

B = 73-76

C = 63-66

D = 53-56

A - = 80-84

B - = 70-72

C - = 60-62

D - = 50-52

F = Below 50

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Standing in a course is determined by the course instructor and 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.**

Intellectual Property:

Classroom teaching and learning activities, including lectures, discussions, presentations, etc. (created by both instructors and students) are copyright 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 instructor and/or other copyright holder(s).

Plagiarism:

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

What are the Penalties for Plagiarism? A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures? Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor – all suspected cases of plagiarism are reported. When an instructor suspects a piece of work has been plagiarized, the Associate Dean of the Faculty who conducts a rigorous investigation, including an interview with the student.

The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated.

Requests for Accommodations:

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 more details, see the Student Guide

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, see the Student Guide

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 (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Other Services for Students:

Academic Advising Centre:

<https://carleton.ca/academicadvising/>

Centre for Student Academic Support, Writing Services:

<http://carleton.ca/csas/writingservices/>

Information Technology Services (ITS):

<http://carleton.ca/its/>
