



Institute for Comparative Studies in Literature, Art, and Culture, Fall 2023

**Directions and Dead Ends in the 'Law & Literature' Movement
Ruth and Mark Phillips Professor Seminar, Fall 2023**

Fridays:	11:35am–2:25pm
Location:	
Course codes:	CLMD 6902F / LAWS 5904F / ENGL 5900G
Instructor:	Philip Kaisary
Office Hours:	By appointment
Email:	philip.kaisary@carleton.ca
Course Reserves	Ares

1. COURSE DESCRIPTION

This course critically analyzes themes, approaches, and debates in the 'Law and Literature' movement and the related field of 'Law, Culture, and the Humanities' ('LCH'). The first half of the course begins by tracing the formation of the 'Law and Literature' movement from c. 1965 to the present day, paying particular attention to its goals, situation, theoretical investments, and ideological thrust. Observing the movement's Eurocentrism, the tendency of scholars working in the field to reference only an attenuated corpus of literary and cultural materials, and its indebtedness, on the one hand, to liberal humanism, and, on the other, to post-structuralism, we will assess the productive capacities and critical limitations of the field as it is presently constituted.

Having established a working knowledge of the field in theoretical and historical terms, as well as the tendencies of its purview, we will move to consider: (1) the critical traditions of cultural materialism and Marxist cultural studies, the major thinkers of which are conspicuous by their absence – or extreme scarcity – within Law and Literature scholarship, and (2) recent debates within world literary studies which have sought to elaborate world literature's relation to the modern capitalist world-system. In opposition to the predominant approaches, we will consider the potential usefulness of these alternative approaches to a reconstructed and reoriented 'Law and Literature' movement.

In the second half of the course, we will undertake a series of experimental readings of primary materials: poetry, novels, case law, constitutional law, and visual materials including films and fine art. These will be drawn from both 'core' and 'peripheral' global locations in an effort to develop a *materialist* and *worldly* approach to 'Law and Literature' / LCH. The interpretations that we will collectively strive to generate will draw on a variety of secondary readings and will be considered in relation to other approaches that have gained currency in 'Law and Literature'.

2. EVALUATION

Notebook / lever arch folder of notes: not required, not graded

I *strongly suggest* you keep a *physical* notebook or lever arch folder of notes throughout the course. This will become an essential piece of documentation to map out the material covered and to refer to as you build towards the final essay at the end of the course. Typically, this notebook or folder should include your annotated copies of all reading materials, your independently prepared notes on weekly readings, weekly seminar notes, assignments and drafts of assignments.

Presentation: required and graded. Worth 25% of the overall grade.

This in-class assignment will give you the opportunity to lead a group discussion around the assigned readings for a particular week. It will first include a 20-minute presentation aimed at summarizing and analyzing one of the readings. The presentation will also share a commentary that identifies issues to be addressed through further discussion. You will then lead and facilitate a group discussion (45 minutes) around the readings by putting forward a set of possible questions, by monitoring and commenting on responses as to how they address the questions raised, and by providing further elements to the discussion, as relevant. You will provide me (before the day of your presentation) with a 2-page document comprised of an outline of the presentation, the list of questions for discussion, and a bibliography of any secondary sources consulted. We will assign presentations in the first class.

Mid-term: 10pp. reading response essay: required and graded. Worth 25% of the overall grade.

Due: Monday October 30, 2023

This reading response essay will summarize, analyze, compare and contrast no fewer than 3 readings of the theoretical readings assigned in Part I of the course. The material covered must not duplicate the presentation material. Your essay should be written in 12-pt. Times New Roman font and double-spaced. Use Chicago Style for all citations:

<https://library.carleton.ca/sites/default/files/help/Using%20Chicago%20style%20August%202016.pdf>.

Take home exam essay: 20pp. required and graded. Worth 50% of the overall grade.

Due: Friday December 22, 2023

You will research and write a final essay of a maximum length of 20 pages (double-spaced, in 12-pt. Times New Roman font, excluding footnotes and bibliography). You will choose from a list of essay questions to be provided. Your essay must have a clear thesis and provide sustained analysis. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic Writing*, (3rd ed. Norton, 2014) is a very useful essay writing resource. Use Chicago Style for all citations:

<https://library.carleton.ca/sites/default/files/help/Using%20Chicago%20style%20August%202016.pdf>.

All components must be successfully completed to receive a passing grade.

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.

3. NOTE ON THE COURSE STRUCTURE AND TECHNOLOGY

The course is structured as a discussion based, scholarly reading group. Each week we will attempt to frame a collective approach to the texts at hand, identify key arguments, issues, and concepts, and relate weekly readings to previous perspectives. Therefore, your full presence and participation in class is required. To this end, all personal electronic devices are expected to be switched off for the duration of each class. Further, if you take notes on a laptop, (1) you should disconnect it from the internet by disabling the Wi-Fi for the duration of each class and (2) you should ensure that your laptop does not interfere with your ability to participate in the seminar discussion. Try closing your laptop or switching it off (or even not bringing it to class and taking notes by hand). You might be surprised by what a difference it makes!

4. REQUIRED TEXTS

Texts will be made available online via the Library's Course Reserves (ARES). Texts for which the Library is unable to obtain online copyright permission will be placed in the Library's physical reserves collection. To encourage a deeper engagement with the materials, I strongly recommend (insofar as it is possible) that you read physical (printed) copies of the assigned readings rather than read from a screen.

I recommend purchasing the following texts (available at [Octopus Books](#)):

1. M. NourbeSe Philip, *Zong!* Wesleyan University Press, 2008.
2. Philip K. Dick, *Do Androids Dream of Electric Sheep?* 1968, rpt. New York: Del Rey, 1996.

Octopus has *Do Androids Dream* for \$23 and *Zong!* for \$24.95 and has offered a 10% discount for the two together for a total of \$43.20. If you decide to take advantage of this offer, please just mention my name, this class, and the course code.

Note re: Jacques Roumain, *Masters of the Dew*, 1944, trans. Langston Hughes and John Mercer 1947, rpt. Oxford: Heinemann, 1978.

Roumain's *Masters of the Dew* is out of print, but the library has digitized its (only) copy of this novel for us. You may have luck finding a used copy in one of Ottawa's second-hand bookstores or through an online bookseller.

5. WEEKLY TOPICS AND READINGS

Week 1, Friday September 8: Introduction

No assigned reading other than the course outline

Part I: Directions and Dead Ends in the 'Law and Literature' Movement

Week 2, Friday September 15: The History, Theory, and Praxis of 'Law & Literature'

Pedagogical objective: To introduce the field and its origins; to consider the field's formation, its goals, situation, theoretical investments, and ideological thrust. To ask the question: Of what is 'Law and Literature', in its present formation, an instance? To consider tensions in the politics

and ideological thrust of the field, in particular its indebtedness, on the one hand, to liberal humanism, and, on the other, to post-structuralism which by the mid- to late-1980s had risen to a position of dominance. This context will inform our reading of Richard Posner's anti-theoretical backlash that has been both influential in the field and fiercely contested. We will aim to draw some preliminary conclusions as to the productive capacities and critical limitations of the field as it is presently constituted.

Required reading:

Benjamin N. Cardozo, "Law and Literature," *Yale Review*, Vol. 14, 1925, pp. 699–718.

Charles A. Reich, "Toward the Humanistic Study of Law," *Yale Law Journal*, Vol. 74, No. 8, 1965, pp. 1402–1408.

James Boyd White, "The Cultural Background of *The Legal Imagination*," in *Teaching Law and Literature*, edited by Austin Sarat, Catherine O. Frank, and Matthew Anderson, New York: Modern Language Association of America, 2011, pp. 29–39.

Richard Posner, "Critical Introduction" and "Law and Literature: A Manifesto," *Law and Literature*, 3rd edition, Harvard University Press, 2009, pp. 1–17, 545–550.

Julie Stone Peters, "Law, Literature, and the Vanishing Real: On the Future of an Interdisciplinary Illusion," *PMLA*, Vol. 120, No. 2, 2005, pp. 442–453.

Further reading:

Austin Sarat, Matthew Anderson, Catherine O. Frank, "Introduction: On the Origins and Prospects of the Humanistic Study of Law," *Law and the Humanities: An Introduction*, Cambridge: Cambridge University Press, 2009, pp. 1–46.

Richard Weisberg, "What Remains "Real" About the Law and Literature Movement?: A Global Appraisal," *Journal of Legal Education* Vol. 66, No. 1, 2016, pp. 37–43

Guyora Binder and Robert Weisberg, *Literary Criticisms of Law*, Princeton University Press, 2000.

Kieran Dolin, *A Critical Introduction to Law and Literature*, Cambridge University Press, 2007.

Ian Ward, "Law and literature: a continuing debate," *Law and Literature: Possibilities and Perspectives*, Cambridge University Press, 1995, pp. 3–27.

Richard Weisberg, *The Failure of the Word*, Yale University Press, 1984.

Richard Weisberg, *Poethics and Other Strategies of Law and Literature*, Columbia University Press, 1992.

Robin West, "Communities, Texts, and Law: Reflections on the Law and Literature Movement," *Yale Journal of Law and the Humanities*, Vol. 1, 1988, pp. 129–156.

Robin West, “Law, Literature, and the Celebration of Authority,” [Review of the first edition of Posner’s *Law and Literature*], *Northwestern University Law Review*, Vol. 83, 1989, pp. 977–1011.

James Boyd White, *The Legal Imagination: Abridged Edition*, 1973, rpt. University of Chicago Press, 1985.

James Boyd White, “What Can a Lawyer Learn From Literature?” [Review of the first edition of Posner’s *Law and Literature*], *Harvard Law Review* No. 102, 1989, pp. 2014–47.

Week 3, Friday September 22: For a Materialist Reconstruction and Reorientation of the Law and Literature Movement

Pedagogical objective: To provide an overview of the materialist critical traditions of cultural materialism and cultural Marxism, the major thinkers of which are conspicuous by their absence – or extreme scarcity – within law and literature scholarship; to consider the potential usefulness of cultural materialism and cultural Marxism to a reconstructed and reoriented ‘Law and Literature’.

Required reading (read in the order listed below):

Karl Marx, “Preface to *A Critique of Political Economy*,” 1859, *Karl Marx: Selected Writings*, ed. David McLellan, Oxford University Press, 2000, pp. 424–428.

Raymond Williams, “Base and Superstructure in Marxist Cultural Theory,” *New Left Review*, Vol. 1, No. 82, Nov/Dec, 1973, pp. 3–16.

Fredric Jameson, “Reification and Utopia in Mass Culture.” *Social Text*, Vol. 1, No. 1, 1979, pp. 130–148.

Further reading:

Theodor Adorno and Max Horkheimer, “The Culture Industry: Enlightenment as Mass Deception,” 1944, abridged version in: *The Cultural Studies Reader*, edited by Simon During, New York, Routledge, 1999, pp. 31–41.

Louis Althusser, “Contradiction and Overdetermination,” 1965 in: Louis Althusser, *For Marx*, trans. Ben Brewster, London: Verso, 2007, pp. 87–128.

Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester University Press, 4th ed. 2017, pp. 159–174, 184–193. [Chapter on Marxism and section on Cultural Materialism.]

Pierre Bourdieu, “Distinction and the Aristocracy of Culture,” 1984, abridged version in: *Cultural Theory and Popular Culture: A Reader*, 3rd ed., edited by John Storey, Harlow, Pearson International Limited, 2006, pp. 466–476.

William C. Dowling, *Jameson, Althusser, Marx: An Introduction to The Political Unconscious*, Ithaca, New York: Cornell University Press, 1984.

Terry Eagleton, *Marxism and Literary Criticism*, Routledge, 2002.

Antonio Gramsci, "Hegemony, Intellectuals, and the State," abridged version in: *Cultural Theory and Popular Culture: A Reader*, 3rd ed., edited by John Storey, Harlow, Pearson International Limited, 2006, pp. 85–91.

Fredric Jameson, *The Political Unconscious: Narrative as a Socially Symbolic Act*, Ithaca, New York: Cornell University Press, 1981. [Chapter 1 is the key chapter; it is however undoubtedly challenging reading; I recommend approaching it via Dowling's introduction, listed above.]

Week 4, Friday September 29: 'Worlding' Law and Literature / LCH after the disciplinary critiques of Eurocentrism / Applying the theory of Uneven and Combined Development to Law and Literature

Pedagogical objective: To introduce briefly recent models of comparativism in the materialist tradition that we can harness to the task of imagining and theorizing a reconstructed and reoriented Law and Literature that is "at home in the world."

Required reading:

Fredric Jameson, "Third-World Literature in the Era of Multinational Capitalism," *Social Text*, No. 15, 1986, pp. 65–88.

WReC: Warwick Research Collective, *Combined and Uneven Development: Towards a New Theory of World-Literature*, Liverpool University Press, 2015, pp. 1–80.

Auritro Majumder, *Insurgent Imaginations: World Literature and the Periphery*, Cambridge University Press, 2020, pp. 1–46.

Further reading:

Timothy Brennan, *At Home in the World: Cosmopolitanism Now*, Harvard University Press, 1997.

Neil Lazarus, "Fredric Jameson on Third-World Literature: A Defence," *The Postcolonial Unconscious*, Cambridge University Press, 2011, pp. 89–113.

Franco Moretti, "Conjectures on World Literature," *New Left Review*, 1, 2000, pp. 54–68.

Edward W. Said, "The Politics of Knowledge," *Raritan: A Quarterly Review*, Vol. 11, No. 1 1991, rpt. in Edward W. Said, *Reflections on Exile and other literary and cultural essays*, London: Granta, 2000, pp. 372–385.

Sandeep Banerjee, et al. "Book Forum on Auritro Majumder's *Inusurgent Imaginations*," *The Cambridge Journal of Postcolonial Literary Inquiry*, vol. 9 no. 3, 2022, pp. 399–430.

Barbara Harlow, et al. "First Responses," *Comparative Literature Studies*, vol. 53 no. 3, 2016, pp. 505–534.

WReC: Warwick Research Collective, "WReC's Reply," *Comparative Literature Studies*, vol. 53 no. 3, 2016, pp. 535–550.

Joseph Slaughter, *Human Rights, Inc.: The World Novel, Narrative Form, and International Law*, Fordham University Press, 2007.

Week 5, Friday October 6: Pashukanis: Guest seminar: Professor Stacy Douglas

Required reading:

Evgeny Pashukanis, *General Theory of Law and Marxism*, 1929, rpt. London, Pluto Press, 1987, pp. 65–133. (Chapters 1–4). Also available at: www.marxists.org/archive/pashukanis/1924/law/.

Week 6, Friday October 13: A Part of the Problem or a Part of the Solution? Marxist Considerations of Law After Pashukanis

Required reading:

E.P. Thompson, "The Rule of Law," *Whigs and Hunters: The Origin of the Black Act*, 1975, rpt. London, Breviary Stuff Publications, pp. 202–210.

China Miéville, "Imperialism, Sovereignty and International Law," *Between Equal Rights: A Marxist Theory of International Law*, 2005, rpt. London: Pluto Press, 2006, pp. 225–293.

China Miéville, "Multilateralism as Terror: International Law, Haiti and Imperialism," *Finnish Yearbook of International Law*, No. 19, 2008, pp. 63–92.

Umut Özsu, "Revolutions Are Not Made by Laws: On Marx, Marxism, and International Law: An Interview with Umut Özsu, Part I," <https://voelkerrechtsblog.org/on-marx-marxism-and-international-law/>, June 9, 2022.

Further reading:

Honor Brabazon, "Nomocratic social change: Reassessing the transformative potential of law in neoliberal times," *Research Handbook on Law and Marxism*, eds. Paul O'Connell and Umut Özsu, Edward Elgar, 2021, pp. 477–495.

Paul O'Connell and Umut Özsu (eds.), *Research Handbook on Law and Marxism*, Edward Elgar, 2021.

Ntina Tzouvala, *Capitalism as Civilisation: A History of International Law*, Cambridge University Press, 2020.

Part II: Experimental Readings in ‘Law and Literature’

Pedagogical objective: In Part II of the course, the goal throughout is to actuate a materialist Law and Literature. The method takes the form of a series of experiments in the study of cultural dynamics arranged via the assigned readings. This pedagogical goal requires as a contingent, prior step the development of a self-critical awareness that makes visible, as objects or obstacles, the interpretative schemes that we ordinarily and unconsciously bring to our reading of cultural and scholarly materials. Further, while the primary materials assigned in Part II include legal texts, creative responses to legal texts, and other materials that are transparently “about law,” many of the assigned materials are not in fact about law on the surface. However, these materials enable consideration of how law can be rendered ideologically invisible, exists in the substratum of the cultural imaginary, and can either foster or constrain our ability to envision emancipatory horizons. Our interpretative method will therefore test the value of a surface/depth mode of critique (a quintessential characteristic of Marxian – and psychoanalytic – modes of interpretation). The materialist interpretations that we will strive to collectively generate will draw on a variety of secondary readings and will be considered in relation to other approaches that have gained currency in the field of Law and Literature.

Week 7, Friday October 20: The Cultural Afterlives of the *Zong* Massacre

Required reading / viewing:

M. NourbeSe Philip, *Zong!* Wesleyan University Press, 2008.

Gregson v Gilbert, 1783, 3 Doug. KB 232.

J.M.W. Turner, “Slavers throwing overboard the Dead and Dying, Typhon coming on.” (“The Slave Ship”.) 1840. Oil on canvas. Museum of Fine Arts, Boston.

Marcus Wood, *Blind Memory: Visual Representations of slavery in England and America 1780–1865*, Manchester University Press, 2000, pp. 41-77

*** Fall break: October 23–27 ***

Week 8, Friday November 3: The Haitian Constitution of 1805, Law’s Transformative Potential, and the Contradictions of Modernity

Required reading:

The 1805 Imperial Constitution of Haiti in: Laurent Dubois & John D. Garrigus, *Slave Revolution in the Caribbean, 1789–1804: A Brief History with Documents*, Boston & New York: Bedford-St. Martin’s, 2006, pp. 191–96.

[The 1805 Imperial Constitution of Haiti is available in the original French in *Documents constitutionnels d’Haïti, 1790–1860* edited by Laurent Dubois, Julia Gaffield, and Michel Acacia,

(Berlin / Boston: De Gruyter, 2013), pp. 63–69. It is also available online:
https://haitidoi.com/constitutions/1805-2/#_ednref1]

Philip Kaisary, “The Haitian Constitution of 1805, Law’s Transformative Potential, and the Contradictions of Modernity.” PDF to be provided.

Required viewing:

Sujewa Ekanayake (dir.) *Egalité for All: Toussaint Louverture and the Haitian Revolution*, PBS, 2009.

Further reading:

Sibylle Fischer, “Foundational Fictions: Postrevolutionary Constitutions I” and “Liberty and Reason of State: Postrevolutionary Constitutions II” in: *Modernity Disavowed: Haiti and the Cultures of Slavery*, (Duke University Press, 2004, pp. 227–244, 260–271.

C.L.R. James, *The Black Jacobins*, 1938, 2nd ed. rev. 1963, rpt. New York: Vintage, 1989.

Week 9, Friday November 10: Jacques Roumain, *Masters of the Dew* + Tomás Gutiérrez Alea’s *Cumbite*

Required reading / viewing:

Jacques Roumain, *Masters of the Dew*, 1944, trans. Langston Hughes and John Mercer 1947, rpt. Oxford: Heinemann, 1978.

Tomás Gutiérrez Alea, dir. *Cumbite*, 1964, Cuba, Instituto Cubano del Arte e Industria Cinematográficos.

Week 10, Friday November 17: *Bamako*: Global Capitalism on Trial

Required reading / viewing:

Abderrahmane Sissako, dir. *Bamako*, 2006, Mali, France, United States.

Hugh Charles O’Connell, “‘Can we imagine a world without funds or Banks?’ Abderrahmane Sissako’s *Bamako* as African-Utopian Speculative Fiction,” *Articulating Race and Utopia*, special issue of *Utopian Studies*, edited by Edward Chan and Patricia Ventura, vol. 30, no. 1, 2019, pp. 67–86.

Week 11, Friday November 24: Dystopia / Sci-Fi Jurisprudence: *Do Androids Dream of Electric Sheep?* and *Bladerunner*

Required reading / viewing:

Philip K. Dick, *Do Androids Dream of Electric Sheep?* 1968, rpt. New York: Del Rey, 1996.

Ridley Scott (dir.), *Blade Runner: The Final Cut*, 2007, United States.

Wae Chee Dimock, "Science Fiction As A World Tribunal," in *Law and Popular Culture: Current Legal Issues: Volume 7*, edited by Michael Freeman, Oxford: Oxford University Press, 2004, pp. 520–533.

Further reading:

Scott Bukatman, *Blade Runner*, 2nd ed., London: BFI / Palgrave Macmillan, 2012.

Peter J. Hutchings, "From Offworld Colonies to Migration Zones: *Blade Runner* and the Fractured Subject of Jurisprudence," *Law, Culture and the Humanities*, Vol. 3, No. 3, 2007, pp. 381–397.

Judith B. Kerman, "Technology and Politics in the *Blade Runner* dystopia," in *Retrofitting Blade Runner: Issues in Ridley Scott's Blade Runner and Philip K. Dick's Do Androids Dream of Electric Sheep*, edited by Judith B. Kerman, Bowling Green University Press, 1997, pp. 16–24.

Tama Leaver, "Post-Humanism and Ecocide in William Gibson's *Neuromancer* and Ridley Scott's *Blade Runner*," *The Cyberpunk Project* (1997).

http://cyberpunk.asia/cp_project.php?txt=180

Week 12, Friday December 1: Conclusion

UNIVERSITY POLICIES

PLAGIARISM

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

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

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

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.

[You may include the following list or reference this link (<https://carleton.ca/wellness/>)] :

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>

ACADEMIC 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form that can be found at:

<https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

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. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.