

## Course Outline

---

---

<b>COURSE:</b>	<b>LAWS 4002A Feminist Theories of Law</b>
<b>TERM:</b>	<b>Winter 2025</b>
<b>PREREQUISITES:</b>	<b>LAWS 2908 and fourth-year Honours standing.</b>
<b>CLASS:</b>	<b>Day &amp; Time: Wednesday 14.35-17.25</b> <b>Room: Please check Carleton Central for current Class Schedule</b> <b>This course is in-person and not offered online. Course details and materials are provided via Brightspace.</b>
<b>INSTRUCTOR:</b>	<b>Sunitha Bisan Singh</b>
<b>CONTACT:</b>	<b>Office Hrs: By appointment using Zoom.</b> <b>Email: <a href="mailto:SunithaBisanSingh@cunet.carleton.ca">SunithaBisanSingh@cunet.carleton.ca</a></b>
<b>BRIGHTSPACE:</b>	<b><a href="https://brightspace.carleton.ca/d2l/home/285180">https://brightspace.carleton.ca/d2l/home/285180</a></b>

---

---

### ACKNOWLEDGEMENT & AFFIRMATION

#### **Anishinaabemowin**

*Ni manàdjiyànàniḡ Màmìwininì Anishinàbeg, oḡoḡ kà nàḡadawàbandadjig iyo akì eko weshkad. Ako nongom eḡa wikàd kì mìḡiwewàdj.*

*Ni manàdjiyànàniḡ kakina Anishinàbeg ondaje kaye oḡoḡ kakina eniyagizidjig enigokamiḡàḡ Kanadàḡ eji ondàpinangig endàwàdjìn Odàwàḡ.*

*Ninisidawinawànàniḡ kenawendamòdjig kije kikenindamàwin; weshkinìḡidjig kaye kejeyàdizidjig. Nigijeweninmànàniḡ oḡoḡ kà nìḡàni sòḡideyedjig; weshkad, nongom; kaye àyànikàdj.*

#### **English**

We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present.

More information on Carleton University's indigenous support can be found at <https://carleton.ca/indigenous/cisce/>

**CALENDAR COURSE DESCRIPTION**

The literature comprising feminist perspectives on law; theoretical bases of these perspectives; place of feminist theories within other critiques of law; significance of different feminist theories for equality theory and law reform strategies; unique contributions of the various perspectives.

**COURSE DESCRIPTION**

This course aims to explore feminist legal theories through environmental governance and law. It will study how the application of law has the effect of privileging certain claims and voices over others. Feminist theories of law offer a means to challenge the mainstream thinking and understanding of these laws. The course will discuss how it offers a unique approach to critique the foundational assumption of the law. The course will explore and examine law's role in challenging, creating or reproducing gendered relations.

\*\*\*The professor reserves the right to make changes if necessary, with regard to the readings and topics schedule. If modifications are necessitated during the course, the professor will immediately notify students of such changes via Brightspace \*\*\*

**COURSE OBJECTIVES**

Upon completion of this course, students should have gained the following learning outcomes:

- Identify, describe, and analyze the questions and debates on feminist legal theories and environmental issues.
- The ability to engage in critical analysis of local environmental issues using feminist legal scholarship.
- Understand the gendered roles of various stakeholders and their interactions with environmental legal framework in Canada, the different national contexts and international laws.

**COURSE FORMAT**

This course is in-person.

**COMMUNICATION**

Communications will be made through Brightspace announcements. Any meetings with the instructor needs to be booked in advance and conducted via zoom. More instructions will be provided on Brightspace and in class.

## **REQUIRED TEXTS**

All mandatory reading and audio-visual materials will be made available on Brightspace (either directly or through a link). **Students are not required to purchase textbooks or other learning materials for this course.**

## **SUPPLEMENTARY TEXTS**

A selection of additional readings for each week are made available on Brightspace. These are not mandatory.

## **EVALUATION**

Standing in a course is determined by the course instructor, subject to the approval of the Department and 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 Department and the Dean.

All components must be successfully completed in order to get a passing grade

Carleton uses an alphabetical grading system ([Undergraduate Academic Regulations Section 5.4](#))

### **Assignment Policies:**

- All assignments will be made in proper writing style, i.e. *double-spaced* with a cover page, page numbers and citations.
- All assignments unless specified will be submitted on Brightspace.

There are 5 components to this course assessment. It comprises a mix of formal writing and creative thinking assessed through reflection pieces, policy paper, group presentations and discussions. The short description for each assessment is outlined below. Further detailed information will be discussed in class during the term and posted online.

**Please Note:** Students must complete **ALL SIX** assessments and attend classes regularly to successfully complete the course.

This course involves your support in creating a safe learning space by:

- Showing respect to whomever is speaking in class through active listening. This includes any postings on the online Brightspace web forums.
- Actively participating by sharing your thoughts and ideas.
- Arriving to class 'prepared' (arrive on time and having read the assigned readings), ready to discuss the given topic/material.
- Communicating with the instructor and classmate with thoughtful questions or course-related suggestions whether on the online Brightspace web forums, email, or office hours.

Evaluation Format	Marks	Description
1. Class Procedure <b>Quiz due Jan 15</b>	5%	A quiz on the syllabus content and other class procedures.
2. Reading Response <b>Response due Jan 24</b>	10%	<p>One reading response on selected class readings is required. These are around 3-5 pages and will be presented in a proper writing style - <i>double-spaced</i> with a cover page, page numbers and citations.</p> <p>These reading responses are not intended to be summaries of the readings but rather a reflection of the topic. As such, you are required to provide a critical assessment of the readings.</p>
3. Reflection on Indigenous Issues <b>Reflection due Feb 14</b>	10%	<p>This <b>two-part</b> assignment will look at the different intersections as to indigenous people's struggles with environmental law.</p> <p>(i) Choose a picture depicting an environmental concern and provide a short social media blast (250 characters) on the assigned Brightspace discussion board.</p> <p>(ii) Provide feedback to 2 social media blast.</p>
4. In-Class simulation/ Presentation	20%	<p>There will be discussions or activities where we will critically examine an assigned content and offer an opinion (e.g. agree/disagree; weakness/strength).</p> <p>In this discussions, you will be working in groups to defend your argument. Your group will represent a side or a stakeholder. Method: You will prepare for the debate/discussion in class. Format of debate: There will be opening argument; followed by unscripted discussion or debate; and then prepare a closing statement. More details on this will be provided and discussed during tutorials. Further details will be provided in class prior to these activities.</p>
5. Quiz <b>Quiz 1 due Feb 26</b> <b>Quiz 2 due Mar 19</b>	25%	There will be quizzes at different touch points.
6. Final Paper <b>Proposal Due March 5</b> <b>Final Paper Due April 8 by 23.59 on Brightspace</b>	30%	<p>The task is <b>to prepare a Final Paper</b> (8 -10 pages and <i>double-spaced</i>) on an <b>environmental event or issue</b> and provide a feminist analysis of the said event or issue.</p> <p>Proposal (not more than 2 pages; double spaced) (5 marks) Final Paper (8 -10 pages and <i>double-spaced</i>). (25 marks)</p> <p>Your grade will be based on:</p> <ol style="list-style-type: none"> <li>1. Your ability to provide a concise appraisal of the issue.</li> <li>2. A compelling argument to that connects legal viewpoints with the identified feminist/environmental concern.</li> <li>3. Connections to national/international commitments with respect to the identified laws/ conventions.</li> </ol>

## **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

Deadlines for submission of assignments are set prior to the start of term and clearly communicated in class and in this course outline. It is expected that students will plan accordingly and endeavour to meet those deadlines. Where this is not possible, students may submit the paper late, and their grade will be reduced by a late penalty that will accrue at a rate of 2 marks for each day punctuating the deadline and their submission of the paper via Brightspace. Please note that papers more than two weeks late will not be accepted and will receive an automatic grade of zero. I may entertain exceptions to the late penalty for valid reasons. Please get in touch with me prior to the deadline, if possible.

For requests for short-term extensions, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/academic-consideration-coursework-form/>.

Final exam deferrals must be applied for at the Registrar's Office. Please view the following link for more information and how to apply for a deferral: <https://carleton.ca/registrar/deferral/>

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link: <https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

## **CITATION STYLE AND FORMAT:**

Your term paper must be in 12-point Times New Roman, be double-spaced and adhere to McGill Guide to Legal Citation – <https://library.carleton.ca/guides/help/uniform-legal-citation-style-mcgill-guide>. If you wished to use another citation style, this must be discussed before hand.

## **ESSENTIAL NOTES ON EVALUATION:**

You must complete all Evaluation components to receive a passing mark in the course. The course instructor determines standing in a course, subject to the approval of the Department and the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until the Department and the Dean have approved them. You must provide meticulously correct citations that are compliant with the *Canadian Guide to Uniform Legal Citation*, 10<sup>th</sup> edition (the McGill Guide) in Assignments. Marks will be deducted from each assignment if the area of the citation is not entirely correct. Marks will also be allocated for effective writing.

## **TIMELINES:**

You can expect assignments to be marked and returned to your vis-a-vis Brightspace within two weeks.

**POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE, PERMISSIBILITY OF GROUP OR COLLABORATIVE WORK, AND PERMISSIBILITY OF USING GENERATIVE AI**

Students are allowed to re-use a portion of their own work from previous assignments or courses, provided they acquire necessary approvals from the instructor and acknowledge and properly cite the portions that were previously submitted. For instance, if a student has already written a paper on a similar topic, they may incorporate findings or arguments from that earlier work but must indicate where these come from. Students should seek approval from the instructor if they are unsure whether their submission meets the criteria.

Collaboration is permitted in specific instances where the instructor allows it. For example, group projects or collaborative assignments may be part of the course, in which case students are encouraged to work together and divide the tasks evenly. In all other cases (such as individual assignments), students must complete their work independently.

Students may use AI tools like ChatGPT, but only in specific, limited ways. AI tools can be used to assist with tasks such as gathering ideas, researching initial sources, or proofreading a final draft for grammar and style. However, students are not allowed to use AI to organize or communicate their core ideas. The focus of the course is on developing original thought and critical thinking skills, so AI should not be relied upon for creating the main content of an assignment. Any use of AI must be clearly documented and cited, including the prompts used and how the tool assisted in the process.

**EXPLANATORY NOTES ON READINGS:**

You must come to class prepared and have completed the readings; that will make the course enjoyable. A good fourth-year seminar runs on *your* critical analysis. I want to hear what *you* think of the readings. I will guide the discussion and provide a brief overview, but I am more interested in *your* views. We will only be discussing the *required* readings in class. I have included Further readings if you want to learn more about the specific theoretical perspective or area of research we are talking about in class. These readings may be a starting point if you write your term paper using one of the theoretical perspectives.

**CONTACTING THE INSTRUCTOR:**

I encourage you to use my office hours, particularly when developing strategies for your final paper. Email ([SunithaBisanSingh@cunet.carleton.ca](mailto:SunithaBisanSingh@cunet.carleton.ca)) is my primary method of communication and you can expect a response from me within 48 hours (including weekends). Please email me back if there has not been a response after 48 hours.

**TECHNOLOGY:**

Unless your cell phone needs to be on your desk for reasons of an emergency, please keep it stowed away. Laptops should be used for class-relevant purposes only. Please refrain from social media browsing during class.

### **The COURSE Pathway:**

“In the face of the existential threat posed by climate change, women have been described as vulnerable victims, as active champions of a green and sustainable future, as holders of specialized knowledge, as tokens to be slotted into scientific and technical regimes, as wayward decision makers threatening to destabilize ecosystems, and as stalwart trustees of nature for future generations. These ascriptions run the risk of reproducing familiar gendered tropes that feminists have long resisted, threatening to undermine and even reverse feminist gains in rights, law, policy and practice. In reality, women’s relationship to climate change is complex and nuanced, defying generalizations and deserving of deeper engagement from a feminist perspective.”

(Albertyn, C. et al (2023). "Introduction - Feminist Frontiers in Climate Justice: Gender Equality, Climate Change and Rights". In *Feminist Frontiers in Climate Justice*. Cheltenham, UK: Edward Elgar Publishing. <https://doi-org.proxy.bib.uottawa.ca/10.4337/9781803923796.00005>)

### **COURSE SCHEDULE**

#### **Week 1: January 8 | Syllabus + Introduction to the Course**

##### **Required Reading:**

- Course Syllabus

##### **Recommended Materials:**

- **What is feminism? BBC Ideas**  
[https://youtu.be/91ZWRf3GA6k?si=9JmUApC\\_9HfRAEEN](https://youtu.be/91ZWRf3GA6k?si=9JmUApC_9HfRAEEN)
- **What is gender? Judith Butler explains gender theory**  
<https://youtu.be/UD9IOIUR4k?si=MtXBlj03Q-rAjzgY>

#### **Week 2: January 15 | What is Feminist Legal Theory?**

#### **Quiz on Class Procedure and Syllabus due end of day on Brightspace at 11:59pm**

##### **Required Readings:**

- Albertyn, C., Alviar García, H., Campbell, M., Freeman, S., & Rodriguez de Assis Machado, M. (2023). "Introduction - Feminist Frontiers in Climate Justice: Gender Equality, Climate Change and Rights". In *Feminist Frontiers in Climate Justice*. Cheltenham, UK: Edward Elgar Publishing.
- V. Munro, Chapter 1 in (2007) *Law and Politics at the Perimeter: Re-evaluating Key Debates in Feminist Theory* Oxford: Hart Publishing

- Lacey, Nicola. "Feminist Legal Theory." *Oxford Journal of Legal Studies*, vol. 9, no. 3, 1989, pp. 383–94, <https://doi.org/10.1093/ojls/9.3.383>.

### **Week 3: January 22 | Environmental Racism**

**Guest Speaker: Professor Ania Zbyszewska, Department of Law and Legal Studies**

#### **Required Readings:**

To be Confirmed

#### **Further Readings:**

Bullard, R. D. (1993). Environmental racism and invisible communities. *W. Va. L. Rev.*, 96, 1037.

Lloro-Bidart, T., & Finewood, M. H. (2018). Intersectional feminism for the environmental studies and sciences: Looking inward and outward. *Journal of Environmental Studies and Sciences*, 8, 142-151

Waldron, I. R. (2021). *There's something in the water: environmental racism in Indigenous & Black communities*. Fernwood Publishing. (pages 1-20)

**Reading Response due on Jan 24 on Brightspace by 11:59pm**

### **Week 4: January 29 | Feminism and International Law**

#### **Required Readings:**

Maguire, Rowena, 'Feminist Approaches', in Lavanya Rajamani, and Jacqueline Peel (eds), *The Oxford Handbook of International Environmental Law*, 2nd edn, Oxford Handbooks (2021; online edn, Oxford Academic, 8 Dec. 2021)

Knop, K., & Walker, N. (2006). Re/Statements: Feminism and State Sovereignty in International Law. In *Relocating Sovereignty* (1st ed., pp. 281–332). Routledge.

Rocheleau, D., Thomas-Slayter, B., & Wangari, E. (2013). Gender and environment: A feminist political ecology perspective. In *Feminist political ecology* (pp. 3-23). Routledge.

#### **Further Readings:**

Mallory, C. (2013). Environmental justice, ecofeminism, and power. *Linking ecology and ethics for a changing world: Values, philosophy, and action*, 251-258.

Brown, W. (2000). Suffering Rights as Paradoxes. *Constellations (Oxford, England)*, 7(2), 230–241.

Sally E Merry. 1997. "Global Human Rights and Local Social Movements in a Legally Plural World", *Canadian Journal of Law and Society* 12: 247-272

Shireen Hassim. 2018. "Decolonising equality: The radical roots of the gender equality clause South African Constitution", *South African Journal of Human Rights* 34(3) 342-358;



**Week 5: February 5 | Gender Based Violence and Environmental Rights****Required Reading:**

Russo, N. F., & Pirlott, A. (2006). Gender-based violence: concepts, methods, and findings. *Annals of the New York Academy of Sciences*, 1087(1), 178–205. <https://doi.org/10.1196/annals.1385.024>

**Further Readings:**

Rezwana, N., & Pain, R. (2021). Gender-based violence before, during, and after cyclones: slow violence and layered disasters. *Disasters*, 45(4), 741–761. <https://doi.org/10.1111/disa.12441>

Rao, S. (2020). A natural disaster and intimate partner violence: Evidence over time. *Social Science & Medicine*, 247, 112804. <https://doi.org/https://doi.org/10.1016/j.socscimed.2020.112804>

**Week 6: February 12 | Indigenous Rights**

**Guest Speaker: Lane Bourbonnière, Indigenous Curricula Learning Specialist  
Centre for Indigenous Support and Community Engagement**

**Required Material/Readings:**

To be confirmed

**Further Readings:**

Kline, M. (1994). The Colour of Law: Ideological Representations of First Nations in Legal Discourse. *Social & Legal Studies*, 3(4), 451–476. <https://doi.org/10.1177/096466399400300401>

Rodriguez de Assis Machado, M., Vitale, D., & Hanna Rached, D. (2023). "Chapter 11: Indigenous women against Bolsonaro's government in Brazil: Resisting right-wing authoritarianism and demanding climate justice". In *Feminist Frontiers in Climate Justice*. Cheltenham, UK: Edward Elgar Publishing.

**Assignment on Indigenous Issues Due February 14<sup>th</sup> (Friday) by 11:59pm**

**February 17-21 | Winter Break, No Class**

**Week 7: February 26 | The Nexus of Reproductive Rights and Climate Change****Required Material/Reading:**

Arunda, M. O., Sorcher, R., Canabarro, A. P. F., Svallfors, S., Endler, M., Gemzell-Danielsson, K., ... & Brizuela, V. (2024). Climate change and sexual and reproductive health and rights research in low-income and middle-income countries: a scoping review. *BMJ Public Health*, 2(2).

Sasser, J. S. (2024). At the intersection of climate justice and reproductive justice. *Wiley Interdisciplinary Reviews: Climate Change*, 15(1), e860

**Quiz on Brightspace due end of day by 11:59pm****Week 8: March 5 | Masculinity and Reproductive Rights****Guest Speaker:**

Mr Sreng Sopheap, Senior Gender Manager, Adventist Development and Relief Agency (ADRA) Canada

*Mr Sopheap will share examples from projects focusing on masculinity and reproductive rights in Africa and Asia.*

**Required Material/Reading:**

Lee, M. (2020). Masculinities Studies. In Companion to Women's and Gender Studies, N.A. Naples (Ed.). <https://doi-org.proxy.library.carleton.ca/10.1002/9781119315063.ch4>

Harrington, Carol. (2021). What Is “Toxic Masculinity” and Why Does It Matter?, *Men and Masculinities* 24 (2): 345-52. <https://doi.org/10.1177/1097184X20943254>.

**Proposal for Final Paper due on Brightspace by 11:59pm****Week 9: March 12 | Silent Spring 2.0****Required Material/Reading:**

Scott, D. N. (2009). “Gender-benders”: Sex and Law in the Constitution of Polluted Bodies. *Feminist Legal Studies*, 17(3), 241–265. <https://doi.org/10.1007/s10691-009-9127-4>

Atrey, S. (2023). "Chapter 1: The inequality of climate change and the difference it makes". In *Feminist Frontiers in Climate Justice*. Cheltenham, UK: Edward Elgar Publishing,

Elias, A. (2024). Racism as neglect and denial. *Ethnic and Racial Studies*, 47(3), 483-505.

**Week 10: March 19 | Augmenting Voices**

This class will visit the Carleton University Art Gallery’s exhibition “The Air of the Now and Gone”. The exhibition is curated on issues of climate change and its impact. We will consider how conversations are shaped around climate issues. This exhibition is curated by Kirsty Robertson and Sarah E.K. Smith.

**Quiz on Brightspace due end of day by 11:59pm****Week 11: March 26 | Feminist Labels**

This class will seek to peek at feminist international policies and how (if) it advances a feminist agenda.

**Required Material/Reading:**

Scheyer, V., & Kumskova, M. (2019). Feminist foreign policy: a fine line between “adding women” and pursuing a feminist agenda. *Journal of International Affairs (New York)*, 72(2), 57–76.

Karen Knop & Annelise Riles, “My own pink world: Feminist diplomacy after culture” (2024) 74 *University of Toronto Law Journal* 7

### Further Readings:

Morton, S. E., Muchiri, J., & Swiss, L. (2020). Which feminism(s)? For whom? Intersectionality in Canada’s Feminist International Assistance Policy. *International Journal (Toronto)*, 75(3), 329–348. <https://doi.org/10.1177/0020702020953420>

Achilleos-Sarll, C., Thomson, J., Haastrup, T., Färber, K., Cohn, C., & Kirby, P. (2022). The Past, Present, and Future(s) of Feminist Foreign Policy. *International Studies Review*, 25(1). <https://doi.org/10.1093/isr/viac068>

## Week 12: April 2 | Wrap Up & Writing Workshop

This is a wrap up session. We will discuss the successes and pushbacks for environmental justice. The second segment will include a workshop to support the Final Term Paper. This workshop session is conducted as a peer support. Students will discuss their work in progress and obtain feedbacks.

## Final Term Paper Due April 8 by 11:59pm

### WINTER TERM 2025 DATES AND DEADLINES

Date	Deadline
January 6, 2025	Winter term begins. Full winter and early winter classes begin.
January 10, 2025	Last day for registration and course changes (including auditing) in early winter courses.
January 17, 2025	Last day for registration and course changes (including auditing) in full winter and late winter courses.
January 17, 2025	Last day to withdraw from early winter courses with a full fee adjustment.
January 31, 2025	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 1, 2025	Last day for academic withdrawal from early winter courses.
February 17, 2025	Statutory holiday. University closed.
February 17-21, 2025	Winter break, no classes.
March 15, 2025	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
March 25, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term

	or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
March 25, 2025	Last day for receipt of applications from potential spring (June) graduates.
April 8, 2025	Winter term ends.
April 8, 2025	Last day of full winter, late winter, and fall/winter classes.
April 8, 2025	Last day that can be specified by an instructor as a due date for term work for full winter and late winter courses.
April 9-10, 2025	No classes or examinations take place.

## **UNIVERSITY AND DEPARTMENTAL POLICIES**

### **DEPARTMENT POLICIES AND REGULATIONS**

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/current-students/>.

### **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. For more information, please consult <https://wellness.carleton.ca/>

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>
- Hope For Wellness Helpline (for INDG people only): 1-855-242-3310
- Residential School Crisis Line (for INDG people only): 1-866-925-4419
- Talk4Healing (for INDG women): 1-855-554-4325
- EFAP Hotline: 1-844-720-1212
- EFAP non-emergency hotline: (613) 725-5676
- Distress Centre: 1-800-784-2433

### **ACADEMIC ACCOMMODATIONS**

"Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](https://students.carleton.ca/course-outline))." You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

#### **Pregnancy Obligation and Family-Status Related Accommodations**

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

### **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](mailto: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/>.

### **Academic Consideration for Medical and Other Extenuating Circumstances**

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed

academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).

### Grading System

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points and the percentage conversion, is listed below.

Grade	Point	Equivalence	Percentage Conversion
A+	12		90-100
A	11		85-89
A-	10		80-84
B+	9		77-79
B	8		73-76
B-	7		70-72
C+	6		67-69
C	5		63-66
C-	4		60-62
D+	3		57-59
D	2		53-56
D-	1		50-52
F	0		less than 50

For further details please refer to the [Carleton Academic Regulations](#).

For grade appeals, please refer to <https://carleton.ca/registrar/appeal-of-grade/>