

Course Outline

COURSE:	LAWS 4800 A – Environment and Social Justice
TERM:	Fall 2024
PREREQUISITES:	LAWS 2908 and Fourth Year Honours Standing
CLASS:	Day & Time: Tuesdays 11:35 am - 2:25 pm Room: In Person. Please check Carleton Central for current Class Schedule
INSTRUCTOR:	Laura Farquharson
CONTACT:	Office Hrs: Tuesday 2:30 pm - 3:30 pm Loeb Bldg, 4th fl, Room B442 Email: laurafarquharson@cunet.carleton.ca
BRIGHTSPACE	https://brightspace.carleton.ca/d2l/home/290286

CALENDAR COURSE DESCRIPTION

The potential of environmental law to protect the environment and people while promoting opportunities for informed participation in environmental decision making by groups traditionally excluded from these processes; contemporary issues of social justice raised by legal regulation of the environment.

COURSE DESCRIPTION

Climate change, biodiversity loss and pollution affect everyone but in different ways. Often, those who are marginalized and did little to create the situation bear most of the impact on their health, environment, economy and way of life. Those who are privileged often experience fewer impacts and, using their resources, are typically better able to adapt and protect themselves from the harms. Of course, the harm to our environment affects all living beings and earth systems too.

This course sets out to provide an overview of environmental justice: what it means, conceptual frameworks for analysing its root causes as well as different legal frameworks, discourses and strategies for achieving environmental justice. The course will draw on Canadian and international academic literature, testimony from those who experience and/or advocate for

change and examine recent Canadian federal laws (and the law-making process) that aim to advance environmental justice. It is hoped that participants in the class will become conversant in systemic causes of injustice and be able to examine law reform and policies in light of the conceptual frameworks discussed in the class. As we are at a point of potential transformation, the goal is also to think through ways of bridging different conceptual frameworks and practices in ways that are more likely to lead to environmental justice.

While there is some discussion of international dimensions of environmental justice, the bulk of the examples focus on the situation in Canada, more particularly at the federal level. Students should feel free to bring in comparative or international examples in their presentations or explore them in more depth through their research paper.

REQUIRED TEXTS

All readings are found in the Ares link to the Brightspace page for the course.

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.

Participation

As this is a seminar, **active participation** is key to learning. Even if you are not submitting a reading response in a particular week, please come having read and reflected on the materials. Your views will enrich our discussions!

Note that active participation includes listening, following the conversation, building on contributions from classmates as well as the instructor, asking questions, allowing space for others to add or respond, actively engaging in any think-pair-share or small group discussions.

Reading Responses

Throughout the semester, you will do **4 reading responses** of 1-2 pages, due Monday 9 am of the assigned week. We will figure out assignments the first day of class based on your preferred selection and any necessary adjustments to make sure there are people responding to readings in every week and everyone has at least one assigned in the first month.

The response must include:

- Your recommendation, with reasons, as to whether you would include the readings if this course were taught again;

- A reflection on how the readings contribute to your understanding of environmental justice (provide specific examples with page numbers);
- A question you would like to explore further during class discussion.

Presentation and Discussion

Once during the semester, students in groups of two or three will **present** the week's materials in 20-30 minutes and then **lead a discussion** for 50-60 minutes (1hr 20 minutes total) that engages the class in the ideas. It's expected that if you are responsible for the presentation, you will do modest additional research on the topic (1-2 additional sources). You can prompt discussion with questions, polls, show a short video, etc. – feel free to be creative. The point is to encourage the class to build on what we have read through reflecting on the context, identifying assumptions, becoming familiar with terminology, exploring alternative ways of looking at the issues. In sum, the goal is to critically engage with the topic in a way that people will remember (nothing like setting high expectations!).

By Friday 11 am the week before your presentation, please send me a proposed outline of the group's presentation (learning objectives, key points you want to get across and discuss, the "run-of-show," including times and who will lead which parts). If I ask for revisions (for detail, accuracy or flow) or you make some changes, a final version is due the day of the presentation.

By Wednesday 11 am the week of your presentation (i.e. the day after your presentation), please send me a note on your individual contribution to the presentation and a reflection on that and how the group worked together (max 1 page, 300 words). This is required but will not be marked.

Research Paper (including proposal)

You will also write a research paper of 12-15 pages (3500-4000 words) which:

1. Describes a situation, policy, or law that raises or addresses environmental justice concerns. Include relevant context (e.g. economic, health, social, political, historical, international, institutional, legal, scientific context).
2. Identifies who is involved in the situation (communities, advocates, decision-makers etc).
3. Describes how those advocating for justice and others involved in decision-making frame the issue and strategize for change (e.g. the meaning of justice, desired or acceptable changes, constraints). Highlight strategies that involve using or changing the law or its implementation and talk about any resistance to change and the reasons for it. Use the readings to shine a light on the conceptual frameworks animating various perspectives.
4. Evaluates the success or likely success in advancing environmental justice.
5. Considers and evaluates at least two additional or alternative approaches to advance environmental justice in the short or long term. Emphasize approaches that focus on

using or changing the law or its implementation.

6. Concludes - what do you take from this case study?

The paper should include at least 15 sources (up to 8 can be from the assigned readings).

A proposal for the paper, which includes an outline and an annotated bibliography of at least 10 sources is required in advance.

Research Paper - Case Study - Proposal (due Nov 1, 11:59 pm) - Final paper (12-15 pages double-spaced, 3500-4000) due Dec 6, 2024, 11:59pm	40% of final mark (proposal is approved/not approved)
Presentation and Discussion - As a group: Proposed outline of presentation due Friday 11 am, week before presentation. If revised, final version due day of presentation. - As a group: In class presentation/discussion (1hr20min) - Individually: A note on your contribution due Wednesday 11 am, the day after the presentation.	20% of final mark
Reading Responses - 4 of 1-2 pages double-spaced, 300-600 words each, due Monday 9 am of the assigned week.	20% of final mark (will be average of top 3))
Class Participation	20%

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Please make every effort to manage your time so you can meet the deadlines for this course. For the presentations, there will be no extensions granted for any of the components except in the case of short-term incapacitation (see below). For other assignments (reading responses, research paper proposal and research paper), if I grant an extension, it will typically be for no more than 3 days. If no extension is granted, the penalty will be 5% per day.

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. 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/>.

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>

SCHEDULE

Fall 2024 Class Schedule and Readings	
Please find a full list of important academic dates on the calendar website: The Academic Year (Graduate and Undergraduate Studies) < Carleton University	
Week 1 Sep 10	Introduction No assigned work
Week 2 Sep 17	<p style="text-align: center;">Defining and Conceptualizing Environmental Justice</p> <p>Natarajan, U. (2021). Environmental Justice in the Global South. In <i>The Cambridge Handbook of Environmental Justice and Sustainable Development</i>. Cambridge: Cambridge University Press, 2021 (pp.39-57). https://doi.org/10.1017/9781108555791.005</p> <p>McGregor, D., Whitaker, S., & Sritharan, M. (2020). <i>Indigenous environmental justice and sustainability</i>. <i>Current Opinion in Environmental Sustainability</i>, 43, 35–40. https://doi.org/10.1016/j.cosust.2020.01.007</p>
Week 3 Sep 24	<p style="text-align: center;">Defining and Conceptualizing Environmental Justice – Systemic Causes of Injustice</p> <p>Liboiron, M. (2021). <i>Pollution is Colonialism</i>, Duke University Press, 2021, p. 1-37 https://doi.org/10.1515/9781478021445</p> <p>Video: Ingrid Waldron, “Environmental Racism in Canada” presented as part of a series on Environmental Justice x Health by Canadian Association of Physicians for the Environment – BC and CFMS-HEART on April 11, 2021 4:52-32:50</p> <p>OR</p> <p>Video: Dr. Ojistoh Kahnawahere Horn, “Environmental Racism in Canada,” presented as part of a series on Environmental Justice x Health by Canadian Association of Physicians for the Environment – BC and CFMS-HEART on April 22, 2021, from 36:00-1:18:30</p> <p>Both found at https://www.youtube.com/watch?v=6u9V311Bz8M</p>

<p>Week 4 Oct 1</p>	<p style="text-align: center;">Gender and Intersectionality</p> <p>Scott, D. N., Rakowski, L., Harris, L. Z., & Dixon, T. (2015). Introduction: The Production of Pollution and Consumption of Chemicals in Canada. In <i>Our Chemical Selves</i> (pp. 3–28). UBC Press. https://doi.org/10.59962/9780774828352-005</p> <p>Maina-Okori, N. M., Koushik, J. R., & Wilson, A. (2018). Reimagining intersectionality in environmental and sustainability education: A critical literature review. <i>The Journal of Environmental Education</i>, 49(4), 286–296. https://doi.org/10.1080/00958964.2017.1364215</p> <p>Gender-Based Analysis Plus (Impact Assessment) <https://www.canada.ca/en/impact-assessment-agency/services/policy-guidance/gender-based-analysis-plus-impact-assessment-fact-sheet.html></p>
<p>Week 5 Oct 8</p>	<p style="text-align: center;">Environmental Racism</p> <p>Waldron, I. (2020). Environmental Racism in Canada. <i>The Canadian Commission for UNESCO's IdeaLab</i>, Ottawa, Canada. Waldron-EnvironmentalRacismCanada-UNESCO-2020.pdf (21pp)</p> <p><i>National Strategy Respecting Environmental Racism and Environmental Justice Act</i> (1 pp) <https://www.parl.ca/DocumentViewer/en/44-1/bill/C-226/royal-assent></p> <p>Environment and Climate Change Canada. Advancing Environmental Equity (enviroequity.ca) (2pp – about the Act above)</p> <p>Watch the video or read the transcript from testimony given during considerations of the Act (known then as Bill C-226) by the Standing Senate Committee on Energy, the Environment and Natural Resources. Specifically, look at</p> <ol style="list-style-type: none"> a) the Bill Sponsors and Government Officials on March 19, 2024, and b) any two of the other witnesses appearing on Mar 21, April 11 or April 18, 2024. <p> <https://sencanada.ca/en/committees/ENEV/studiesandbills/44-1></p> <p>Supplementary (not required): Collin, R.M. (2021). Environmental Justice and Sustainability: The United States Experience. In <i>The Cambridge Handbook of Environmental Justice and Sustainable Development</i>, 2021 (pp. 115–32). https://doi.org/10.1017/9781108555791.010.</p>

<p>Week 6 Oct 15</p>	<p style="text-align: center;">Indigenous Law and Conceptions of Human Rights</p> <p>Carleton University Collaborative Indigenous Learning Bundles, <u>Indigenous Law and Conceptions of Human Rights</u></p> <p>Collaborators: John Borrows and Knowledge Keeper Val Napoleon</p> <p>Videos and Recording date:</p> <ul style="list-style-type: none"> • John Borrows: <ul style="list-style-type: none"> ○ Drawing Out Law - John Borrows' video was created as part of the Indigenous Law on Demand project for the Indigenous Law Research Unit, Faculty of Law, University of Victoria. It was recorded in June, 2015. • Val Napoleon: <ul style="list-style-type: none"> ○ Aboriginal Peoples - video from the Senate of Canada, recorded on October 17, 2017. ○ (Re)building citizenry: Indigenous legal resources - video from the Broadbent Institute, recorded for the Progress Summit BC in Vancouver, in September 2016.
<p>BREAK Oct 22</p>	
<p>Week 7 Oct 29</p>	<p style="text-align: center;">Climate Change and Human Rights</p> <p><i>Canadian Charter of Rights and Freedoms</i></p> <p>Anna Johnston and Andrew Gage, West Coast Environmental Law, “Can the Charter Protect Canadians Against Climate Change?”, SLAW, Canada’s Online Legal Magazine, February 23, 2024 (4pp)</p> <p><u>Can the Charter Protect Canadians Against Climate Change? - Slaw</u></p> <p>Collins, L. M. (2022). Constitutional Eco-Literacy in Canada: Environmental Rights and Obligations in the Canadian Constitution. <i>Review of Constitutional Studies</i>, 26 (2), p.227- (22 pp)</p> <p><i>International Human Rights</i></p> <p>Knox, J. H., & Tronolone, N. (2024). Environmental justice as environmental human rights. <i>Vanderbilt Journal of Transnational Law</i>, 57(1), 153–217. (with particular attention to 154-176 and 183-217)</p> <p>Supplementary (not required):</p> <p>Video: Amnesty international, “Climate Justice and Human Rights Explained” 4.42 minutes. <u>https://www.youtube.com/watch?v=jwJAb9aAItI</u> (2023?)</p>
<p>Week 8 Nov 5</p>	<p style="text-align: center;">Right to a Healthy Environment</p>

	<p>Discussion Document on the Implementation Framework for a Right to a Healthy Environment under the <i>Canadian Environmental Protection Act, 1999</i> (26pp) https://www.canada.ca/en/environment-climate-change/services/canadian-environmental-protection-act-registry/publications/right-healthy-environment-cepa.html#2_3></p> <p>Preston, B. J. (2024). The Nature, Content and Realisation of the Right to a Clean, Healthy and Sustainable Environment. <i>Journal of Environmental Law</i>, 36(2), 159–186. https://doi.org/10.1093/jel/eqae011</p> <p>Supplementary (not required): A/HRC/40/55: Issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment - Report of the Special Rapporteur OHCHR, January 8, 2019.</p>
<p>Week 9 Nov 12</p>	<p style="text-align: center;">Pollution with a focus on Toxic Substances</p> <p>Overview of Legislative/Policy Framework: Government of Canada. Overview of the Chemicals Management Plan (2 pp) https://www.canada.ca/en/health-canada/services/chemical-substances/factsheets/overview-chemicals-management-plan.html</p> <p>Select perspectives on Bill S-5, <i>Strengthening Environmental Protection for a Healthier Canada Act</i> (in force June 2023) <i>Note: This Bill proposed amendments to CEPA, including adding a right to a healthy environment and updating the framework related to toxic substances. The following briefs were provided to the Standing Senate Committee on Energy, the Environment and Natural Resources in 2022 during its consideration of the Bill after second reading</i></p> <p>Brief by 5 environmental and health organizations: https://sencanada.ca/Content/Sen/Committee/441/ENEV/briefs/Actioncancerdusein_e.pdf (9pp)</p> <p>Brief by several women's environment and health organizations in Quebec: https://www.ourcommons.ca/Content/Committee/441/ENVI/Brief/BR12131287/br-external/Jointly3-e.pdf (10 pp)</p> <p>Brief by Assembly of First Nations: https://sencanada.ca/Content/Sen/Committee/441/ENEV/briefs/Brief_AFN_VictorOdele_e.pdf (11 pp)</p>

	<p>Brief by Chemistry Industry Association of Canada: https://sencanada.ca/Content/Sen/Committee/441/ENEV/briefs/Brief_CIAC_Bob_Masterson_e.pdf (5 pp)</p> <p>Amendments made to CEPA in 2023 <i>Note: Review the following summaries of the Bill (Government's Backgrounder and a more technical summary of final amendments) and focus on amendments that address environmental justice concerns in the management of substances. In addition to the right to a healthy environment, consider access to information, cumulative effects, vulnerable populations, real life exposures etc.</i></p> <p>Government of Canada. UPDATE – Backgrounder: Strengthening the Canadian Environmental Protection Act, 1999 and recognizing a right to a healthy environment (3pp) From < https://www.canada.ca/en/environment-climate-change/news/2023/02/update--strengthening-the-canadian-environmental-protection-act-1999-and-recoqnizing-a-right-to-a-healthy-environment.html></p> <p>Government of Canada. Summary of S-5: https://www.canada.ca/en/services/environment/pollution-waste-management/strengthening-canadian-environmental-protection-act-1999/bill-c-28-strengthening-environmental-protection-healthier-canada-act-summary-amendments.html (12 pp?)</p> <p>Supplementary (not required): Report of the Special Rapporteur on the implications for human rights of the environmentally sound management and disposal of hazardous substances and wastes. Visit to Canada. 2020. A/HRC/45/12/Add.1 https://documents.un.org/doc/undoc/gen/g20/328/37/pdf/g2032837.pdf</p>
<p>Week 10 Nov 19</p>	<p style="text-align: center;">Rights of Nature</p> <p>Ruru, J. (2021). Indigenous Ancestors: Recognizing Legal Personality of Nature as a Reconciliation Strategy for Connection Sustainable Governance. In <i>The Cambridge Handbook of Environmental Justice and Sustainable Development</i>. Cambridge University Press (pp.183-195)</p> <p>Gordon, G. (2018). Environmental personhood. 43 Colum. J. Env'tl. L. 49 (2018) 50-88.</p>
<p>Week 11</p>	<p style="text-align: center;">Biodiversity</p>

Nov 26	<p>Canada's 2030 Nature Strategy: Halting and Reversing Biodiversity Loss in Canada (Read pp. 2-25) https://publications.gc.ca/collections/collection_2024/eccc/en4/En4-539-1-2024-eng.pdf</p> <p>Martin, A. (2021). Biodiversity: Crisis, conflict and justice. In <i>Environmental Justice: Key Issues</i> (pp. 132-148). Routledge, Taylor & Francis Group.</p> <p>Video: Indigenous Circle of Experts, ICE summary and recommendations (5:41)</p> <p>Mansuy, N., Staley, D., Alook, S., Parlee, B., Thomson, A., Littlechild, D.B., Munson, M., Didzena, F. (2023). Indigenous protected and conserved areas (IPCAs): Canada's new path forward for biological and cultural conservation and Indigenous well-being. <i>FACETS</i>, 8(), 1-16. https://doi.org/10.1139/facets-2022-0118</p> <p>Supplementary (not required):</p> <p>Cortés-Capano, G., Hausmann, A., Di Minin, E., Kortetmäki, T. (2022) Ethics in biodiversity conservation: The meaning and importance of pluralism. <i>Biological Conservation</i>, 275, 7pp. https://doi.org/10.1016/j.biocon.2022.109759. https://www.sciencedirect.com/science/article/pii/S0006320722003123) (7pp)</p>
Week 12 Dec 3	<p style="text-align: center;">Climate Change Adaptation</p> <p>Environment and Climate Change Canada. Canada's National Adaptation Strategy: Building Resilient Communities and a Strong Economy, 2023 https://publications.gc.ca/collections/collection_2024/eccc/En1-96-2024-eng.pdf (Read pp 1-48)</p> <p>Juhola, S., Heikkinen, M., Pietila, T., Groundstroem, F., Kayhk, J. (2022) Connecting climate justice and adaptation planning: An adaptation justice index <i>Environmental Science & Policy</i>, 136, 609-619.</p>

University and Departmental Policies

DEPARTMENTAL POLICIES AND REGULATIONS

Permissibility of submitting substantially the same piece of work more than once for academic credit.

Students are prohibited from re-using their own work where more than 50% of what is being assessed was done for another course.

Co-operation or Collaboration

Students shall not cooperate or collaborate on academic work when the instructor has indicated that the work is to be completed on an individual basis. Failure to follow the instructor's directions in this regard is a violation of the standards of academic integrity. Unless otherwise indicated, students shall not cooperate or collaborate in the completion of a test or examination. Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work (see www.carleton.ca/registrar). Instructors at both the graduate and undergraduate level are responsible for providing clear guidelines concerning their specific expectations of academic integrity (e.g. rules of collaboration or citation) on all course outlines, assignment and examination material.

Use of generative artificial intelligence tools (e.g. ChatGPT)

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards.

For this class, use of AI tools is permitted only for the research paper. You may use it to gather ideas or sources (though be forewarned that the tools are predictive and therefore information must be verified) and to copy-edit your final draft (e.g. grammar, spelling) but not for organizing and communicating your ideas. This is because the course focuses on building your original ideas and critical thinking. You must cite, as you would any other source, any content that comes from AI tools, including the prompts used. I may ask that you produce research notes or orally summarize the main points of your written work.

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/>
- Empower Me: 1-844-741-6389, https://studentcare.ca/rte/en/IHaveAPlan_CarletonUniversityUndergraduateStudentsCUSA_EmpowerMe_EmpowerMe
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

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

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 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](#).