

Course Outline

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| COURSE: | LAWS 3308 D – Punishment and the Law |
| TERM: | Winter 2025 |
| PREREQUISITES: | LAWS 2301 and 0.5 credit in LAWS at the 2000 level |
| CLASS: | Day & Time: Weekly modules will be released Friday at 11:35am Room: Online/Asynchronous |
| INSTRUCTOR: TA: | Ummni Khan Ellen Yarr |
| CONTACT: | Office Hrs: Email your TA or prof to set up an appointment over Zoom. Allow 48 hours during the work week for a response. Email: Ummni.khan@carleton.ca ellenyarr@cmail.carleton.ca |
| BRIGHTSPACE: | https://brightspace.carleton.ca/d2l/home/290256 |

CALENDAR COURSE DESCRIPTION

This course explores justifications and practices of punishment and social control from a sociolegal perspective. Rationalizations for punishment are considered. Different forms of punishment and control within the law will be examined as well as different theoretical perspectives on punishment.

COURSE DESCRIPTION

The right to punish—and how to punish—are deeply contested issues that strike at the core of how we understand human nature and social life. The term “punish” itself is laden with ideological assumptions, which some communities and radical thinkers actively reject. This interactive asynchronous online class explores punishment through diverse lenses, including Indigenous, Western, legal, philosophical, radical, experiential, and imaginative perspectives. Students will engage with a wide range of materials, including classic theories, foundational teachings, critical analyses, case law, legislation, empirical studies, news media, NGO materials

and fictional narratives. Together, we will question, analyze, and reimagine the role of punishment in society.

This class requires you to engage with the modules on a weekly basis, just as you would with an in-person lecture. Each week, a module on Brightspace will be released. Students will have one week to complete the module, which means engaging with all the content, answering the knowledge-check and reflection questions, and contributing to the discussion board.

LEARNING OUTCOMES

By the end of the class, you will be able to:

1. Describe Indigenous perspectives on law in broad terms, while recognizing that different Indigenous peoples have distinct laws, governance structures and approaches to punishment and social control
2. Describe the canonical and emerging theories of punishment in 'Western' philosophy and how they relate to law and social control in practice
3. Analyze and pinpoint which philosophical assumptions or worldviews underpin statements or texts that address punishment
4. Reflect on the various perspectives on punishment and compose written arguments about the best approach to punishment in general and in specific contexts through discussion posts, reflections and formal essays.

REQUIRED TEXTS

All material will be available on-line and through Ares.

As part of the required material for Module 5, you will need to watch the *Black Mirror* episode "**White Bear**" (Season 2, Episode 2) available on Netflix. If you do not have a Netflix subscription or another way to access the episode, you can sign up for a one-month Netflix subscription at a cost of **\$6.99** plus tax. This is the only cost associated with the required materials for this course, as all readings are available online and free to students.

CONTENT INFORMATION

Please note that class material has been carefully curated to advance the learning outcomes by expanding your knowledge and engagement with the complexity of punishment and the law. You should be aware, however, that this is a sensitive and potentially distressing topic. It can invoke strong opinions and visceral reactions. The course will challenge you to articulate your arguments about the nature of punishment while tolerating opposing perspectives.

Punishment is implicated by such issues as imperialism, state violence, interpersonal violence, anti-Indigenous and racist violence, sexual violence, socio-economic violence and more. Some of

us will have been harmed directly or indirectly by penal practices or the state's failure to punish misconduct. If you require support at any time because you are triggered or upset by this challenging material, please note that there are counselling services available (<https://students.carleton.ca/services/counselling-services/>). Always feel free to reach out to your professor or TA if you are experiencing difficulties. We are here to support your learning journey.

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 Professor Khan 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.

| Evaluation | Notes | Weight of Final Grade |
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| <p>Weekly Virtual Discussion Groups <u>Begins January 10.</u> While this is a group discussion, <u>students will be graded on their individual contributions</u> to the weekly discussions.</p> | <p>Weekly Discussion Forum Requirements Students have been placed into subgroups of 7–9 people. For each of the 12 weekly discussions, you are required to:</p> <ul style="list-style-type: none"> • Post twice according to the directions provided • Contribute early to encourage genuine interaction within your subgroup <p>The final deadline to post is Friday at 11:35 AM, one week after the discussion prompt is released.</p> | <p>20%</p> |

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| <p>Weekly Module/Knowledge-Check Completion <u>Begins January 10.</u></p> | <p>Module Completion Requirements Each online module uses the “quiz” function in Brightspace to make the lesson interactive. To complete the module, you must:</p> <ul style="list-style-type: none"> • Watch lecture videos and read all assigned content • Answer all Poll, Knowledge Check, and Reflection Questions as directed <p>These questions are graded, but you will have the option to retake the quiz. Your highest grade will be recorded.</p> <p>Deadline: Module completions are due Friday at 11:35 AM, one week after the module is released.</p> | <p>20%</p> |
| <p>Midterm <u>February 28, 11:35-2:35</u> Note that the midterm is scheduled at a fixed time. You must be available at this time to write the midterm on your own computer.</p> | <p>3 hours, limited open-book (see below). E-proctored using CoMas</p> | <p>25%</p> |
| <p>Final Exam Scheduled during the final exam period in April</p> | <p>3 hours, covers all 12 weeks of content, limited open-book (see below). E-proctored using CoMas</p> | <p>35%</p> |

All assignments and exams will be done remotely, using your own computer. To ensure Academic Integrity and fairness to all students, **this course uses CoMas, an e-proctoring software** developed in-house at Carleton. Students are required to ensure they have the necessary computer capabilities and have installed the software one week prior to the midterm and final exam.

Rules for both Midterm and the Final exam:

Both the midterm and the final exam will be released and written in Brightspace. Both midterms will include multiple choice questions, short answer questions and one essay question. These are timed tests that address assigned class material. You are permitted to refer to your notes or to look at articles or books assigned for this class. You are not permitted to consult outside readings or resources. You are not permitted to collaborate or speak with anyone during the exam. As with the entire course, you are not permitted

to use generative AI for the exams, except for formatting or spelling, as noted below. Please be aware that modules will be closed during the exam.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Grades for late module completions will be reduced by 50% if submitted within the first three weeks after the deadline. After three weeks, the grade will be recorded as zero.

The weekly discussion is only open for one week. If you miss it, you will receive a zero for that component unless there are extenuating circumstances.

If you encounter extenuating circumstances that temporarily hinder your capacity to fulfil academic requirements or to write the midterm you may request a short-term extension.

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.

For requests for short-term extensions due to extenuating circumstances for module completions, discussion contributions, or the midterm on February 28, you must complete the form at the following link and submit it prior to the due date:

<https://carleton.ca/registrar/academicconsideration-coursework-form/>. **Note that requests are not automatically approved.**

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>

SCHEDULE

Changes to the assigned material may occur. If this happens you will be notified two weeks ahead of time.

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| Module 1 (January 10): Introduction |
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Before you begin Module 1, please complete the following required tasks:

- Review the final syllabus carefully.
- Read: Cahill, Dan. “Victimization” (1998) 9:2 *Journal of Prisoners on Prisons*, pp. 52-54.

Once you’ve completed these tasks, proceed with the following:

- Work through the module lesson, which includes knowledge-check and reflection questions.
- Post an introduction of yourself in the Discussion tool, as directed.

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| Module 2 (January 17): INDIGENOUS LEARNING BUNDLE + Restorative Justice |
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Module 2 consists of two components:

1. **Indigenous Learning Bundle on Law and Human Rights**
You will begin by engaging with the Indigenous Learning Bundle presented by Professor Val Napoleon and Professor John Borrows.
2. **Connecting the Learning Bundle to the Assigned Material**
After completing the Learning Bundle, you will proceed with a short lesson that links the bundle to the assigned readings.

Required Material Before You Begin the Module:

1. **Indigenous Law 101 Graphic**
Infographic produced by the Indigenous Law Research Unit, which outlines methodology and resources. You can access it [here](#).
2. Hewitt, Jeffery G.
“**Indigenous Restorative Justice: Approaches, Meaning and Possibility.**” *University of New Brunswick Law Journal*, vol. 67, 2016, pp. 313–35.
3. Mi’kmaq Grand Council Chief Joe Mi’sel et al.
“**Two-Eared Listening is Essential for Understanding Restorative Justice in Canada**” (12 July 2022), *The Conversation*. Access the article [here](#).

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| Module 3 (January 24): Retribution and Reductivism |
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Required Material Before You Begin the Module:

1. Cavadino, Michael, James Dignan, & George Mair
“**Justifying Punishment (Chapter 2)**” in *The Penal System: An Introduction* (Los Angeles: SAGE, 2013), pp. 35-65.
2. Read Darrow, Clarence. “**Address to the Prisoners in the Chicago Jail**” (1902), online: BUREAU OF PUBLIC SECRETS <<https://www.bopsecrets.org/CF/darrow.htm>>.
3. Glaspell, Susan, and Cairns Collection of American Women Writers
A Jury of Her Peers [First edition], Ernest Benn Limited, 1927 (short story, 11 pages)

After completing the required readings, proceed with the following:

- Work through the module lesson, which includes knowledge-check and reflection questions.
- Contribute to your Discussion group as directed.

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| Module 4 (January 31): Sentencing Principles |
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Required material before you begin the module:

1. **“Purpose and Principles of Sentencing. Criminal Code, RSC 1985, c C-46, s 718”**, (8 July 2024), online: *Criminal Code* <<https://laws-lois.justice.gc.ca/eng/acts/c-46/section718.html>>.
2. Winocur, Erin, Danielle Robitaille & Maya Borooh. **“General Principles (Chapter 1)”** in *Sentencing: Principles and Practice Second edition*, (Emond, 2024) (read pages 1-18 only).
3. Marchetti, Elena, Valmaine Toki & Jonathan Rudin. **“Indigenous sentencing courts and Gladue reports”** in *The Routledge International Handbook on Decolonizing Justice* (Routledge, 2023) 357-366.
4. Watch: UVic Indigenous Law Research Unit ILRU. **“FULL INTERVIEW: ANISA WHITE** (on Indigenous law; Gladue reports online: <<https://www.youtube.com/watch?v=TNLwoSQzWDI>>.

After completing the required readings, proceed with the following:

- Work through the module lesson, which includes knowledge-check and reflection questions.
- Contribute to your Discussion group as directed.

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| Module 5 (February 7): Punishment and Emotions |
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Required Material Before You Begin the Module:

1. Punishment and Modern Society by David Garland
“Punishment and Social Solidarity,” Chapter 2 (Oxford University Press, 1990).
2. **“Why Punishment Pleases: Punitive Feelings in a World of Hostile Solidarity”** by Henrique Carvalho & Anastasia Chamberlen (2017) 20:2 *Punishment & Society* 217-234.
3. **Watch the episode “White Bear”**
Black Mirror, Season 2, Episode 2 (2013, Netflix)
4. Simpson, Sid, and Chris Lay. “White Bear and Criminal Punishment.” In *Black Mirror and Philosophy*, edited by William Irwin and David Kyle Johnson, 50–58. Wiley, 2020.
5. Humanities and Fine Arts at UC Santa Barbara. “Witnessing Black Trauma from Our Screens.” *UC Santa Barbara*, 12 Dec. 2020, <https://www.hfa.ucsb.edu/news-entries/2020/12/12/witnessing-black-trauma-from-our-screens>.

After completing the required readings, proceed with the following:

- Work through the module lesson, which includes knowledge-check and reflection questions.
- Contribute to your Discussion group as directed.

Important Information Regarding the "White Bear" Episode

As part of the required material for this module, you will need to watch the *Black Mirror* episode "White Bear" (Season 2, Episode 2) available on Netflix. Please note the following details:

- **Cost:** If you do not have a Netflix subscription or another way to access the episode, you can sign up for a one-month Netflix subscription at a cost of **\$6.99**. This is the only cost associated with the required materials for this course, as all readings are available online and free to students.
- **Content Warning:** The episode contains **visual depictions of violence and cruelty** that may be disturbing to some viewers. If you are sensitive to these types of content, please be advised before watching.

If you have any concerns about the content or if you need assistance with accessing the episode, please reach out to me directly.

Module 6 (February 14): Transformative Justice and Carceral Feminism
Required material before you begin the module:

1. Mingus, Mia. "Transformative justice: A brief description", (11 January 2019), online: TransformHarm.org <https://transformharm.org/tj_resource/transformative-justice-abrief-description/>.
2. Kim, Mimi E. "From Carceral Feminism to Transformative Justice: Women-of-color feminism and alternatives to incarceration" (2018) 27:3 Journal of Ethnic & Cultural Diversity in Social Work 219 - 233.
3. Phillips, Nickie D., and Nicholas Chagnon. "'Six Months Is a Joke': Carceral Feminism and Penal Populism in the Wake of the Stanford Sexual Assault Case." Feminist Criminology, vol. 15, no. 1, 2020, pp. 47–69.
4. Watch: Cohen, Rebecca Richman. "THE RECALL: REFRAMED." YouTube, uploaded by The Emancipator, 20 Oct. 2022, <https://youtu.be/M9PnKawlX-o>.

After completing the required readings, proceed with the following:

- Work through the module lesson, which includes knowledge-check and reflection questions.

- Contribute to your Discussion group as directed.

No Module (February 21): Winter break. No lessons.

Module 7 (February 28): Midterm

Timed midterm consisting of 3 parts: multiple choice questions; short answer questions; and one short essay. The midterm will take place on **February 28 11:30am-2:30pm EST. You must be available and able to write the midterm at this time.**

Module 8 (March 7th) Guest lecturer Taryn Hepburn on Youth Justice and “Chair Girl”

Required material before you begin the module:

1. Tanner, Julian. “**Deviant Youth: The Social Construction of Youth Problems**” in *Teenage Troubles: Youth and Deviance in Canada*, 4th ed (Oxford University Press, 2015) pp. 1- 40.
2. *R v DB*, [2008] 2 SCR 3 (read headnotes only)
3. **Youth Criminal Justice Act**, SC 2002, c 1, Preamble and Declaration of Principle.
4. Perkel, Colin. “**“Chair girl’ fined \$2,000, given 2 Years’ probation, Community Service**” | CBC News, (21 July 2020), online: *CBCnews* <<https://www.cbc.ca/news/canada/toronto/ont-chair-girl-1.5657752>>.
5. Matthews, Heidi. “What Freud Tells Us About Chair Girl and Ourselves.” *The Conversation*, 24 Mar. 2020, <https://theconversation.com/what-freud-tells-us-about-chairgirl-and-ourselves-131349>.

After completing the required readings, proceed with the following:

- Work through the module lesson, which includes knowledge-check and reflection questions.
- Contribute to your Discussion group as directed.

Module 9 (March 14th) Guest Lecturer Brandon Montour on Haudenosaunee Law

Required material before you begin the module:

Please note that I will merge all the readings into a couple of pdf documents, which you will be able to download.

1. Louis Karoniaktajeh Hall, *The Mohawk Warrior Society: A Handbook on Sovereignty and Survival* (Binghamton: PM Press, 2023) at 52–54.
2. Louis Karoniaktajeh Hall, *The Mohawk Warrior Society: A Handbook on Sovereignty and Survival* (Binghamton: PM Press, 2023) at 177.
3. Dale Dionne-Dell and Davis Montour, “Looking for an Alternative: Sken:nen A’Onsonton. Restorative Practices Part 1: Justice” [undated].
4. Dale Dionne-Dell and Davis Montour, “Looking for an Alternative: Sken:nen A’Onsonton. Restorative Practices Part 2” [undated].
5. Dale Dionne-Dell and Davis Montour, “Looking for an Alternative: Sken:nen A’Onsonton. Restorative Practices Part 3: A Safe Community” [undated].
6. Dale Dionne-Dell and Davis Montour, “Bullying Behavior is not an Onkwehonwe Value” [undated].

After completing the required readings, proceed with the following:

- Work through the module lesson, which includes knowledge-check and reflection questions.
- Contribute to your Discussion group as directed.

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| Module 10 (March 21th) Collective Punishment and International Law |
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Required material before you begin the module:

- Burns, Kellie. “Group Punishment Doesn’t Fix Behaviour – It Just Makes Kids Hate School.” *The Conversation*, 20 June 2019, <https://theconversation.com/group-punishment-doesnt-fix-behaviour-it-just-makes-kids-hate-school-120219>
- Watt, Leslie. “A Short History of the War Crime of Collective Punishment.” *Opinio Juris*, 24 Oct. 2023, <https://opiniojuris.org/2023/10/24/a-short-history-of-the-war-crime-of-collective-punishment/>.
- Shane D’Arcy, “**Punitive House Demolitions, the Prohibition of Collective Punishment, and the Supreme Court of Israel**” (2003) 21 Penn St Int’l L Rev 477
- Mahmood Mamdani, “**Iraq: Collective Punishment in War and Peace**” in *The Iraq War and Its Consequences: Thoughts of Nobel Peace Laureates and Eminent Scholars* (London, UK: World Scientific Publishing, 2003)

After completing the required readings, proceed with the following:

- Work through the module lesson, which includes knowledge-check and reflection questions.

- Contribute to your Discussion group as directed.

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| Module 11 (March 28): Justice, Law and Forgiveness |
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Nicola Lacey, Hanna Pickard “To Blame or to Forgive? Reconciling Punishment and Forgiveness in Criminal Justice” *Oxford Journal of Legal Studies*, Volume 35, Issue 4, Winter 2015, Pages 665–696, <https://doi.org/10.1093/ojls/gqv012>

NIHYANAN OMA NEHIYAWAK OCHI MIHKOSKIWAKAK: Red Earth Cree Nation Legal Traditions (2024) accessed from: "Reconciliation in the Criminal Justice System." Department of Justice Canada, <https://www.justice.gc.ca/eng/rp-pr/jr/recnlt-tjncre/index.html>.

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| Module 12 (April 4th): Review |
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This module provides a comprehensive review of **Modules 1–12** and offers tips for preparing for the final exam. Please note that the review module contains **unique content** that may also appear on the final exam.

Further resources and examples:

| Winter 2025 Sessional Dates and University Closures | |
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| <i>Please find a full list of important academic dates on the calendar website:</i> https://calendar.carleton.ca/academicyear/ | |
| January 6, 2025 | Winter term begins. |
| January 17, 2025 | Last day for registration and course changes (including auditing) in winter courses. |
| 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 17-21, 2025 | Winter break, no classes. |
| March 15, 2025 | Last day for academic withdrawal from 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 winter term or fall/winter undergraduate courses, before the official April final examination period. |

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| April 8, 2025 | Winter term ends. |
| | Last day of winter and fall/winter classes. |
| | Last day for final take-home examinations to be assigned. |
| April 9-10, 2025 | No classes or examinations take place. |
| April 11-26, 2025 | Final examinations in winter and fall/winter courses will be held. |
| April 18, 2025 | Statutory holiday. University closed. |
| April 26, 2025 | All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar. |
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Academic Integrity: Generative AI

AI Use in this course: Students may only use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor)
- Basic formatting and design suggestions (e.g., Microsoft Word's formatting tools, PowerPoint Design editor)

Documenting AI Use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn't listed above, please contact Professor Khan.

Why have I adopted this policy? This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI.

If your work for this class relates to work done in other classes

In this class, you are not permitted to submit substantially the same piece of work that you produced for another course or assignment. While themes and ideas will obviously reoccur in all your law classes, the writing you produce for LAWS 3308B must be substantially different from work you've done in other classes.

UNIVERSITY AND DEPARTMENTAL 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. For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

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>

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).

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-spiritualobservances/>.

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 inclass 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/wpcontent/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](#).