

Course Outline

COURSE:	LAWS 3209A – Canadian Correctional Policies in Historical Perspective
TERM:	Winter 2022
PREREQUISITES:	LAWS 2301 and LAWS 2302
CLASS:	Day & Time: Wednesdays 18:05-20:55 Room: Please check Carleton Central for current Class Schedule. This is an in-person class. Class time will be used both for lectures and for group discussion of the course readings. Students are expected to attend consistently. UPDATE: For the first three weeks, the course will be taught online, as required by the university. Each week, beginning Jan. 12, students will meet on Zoom during the regularly scheduled class time for a 1- to 1.5-hour discussion session (the start time of your group will be announced on the course Brightspace page). In addition, a lecture will be pre-recorded each week and posted on Brightspace. Beginning on Feb. 2, we will meet in person on campus for a regular three-hour class each Wednesday evening, unless the university announces otherwise.
INSTRUCTOR:	Joel Kropf
CONTACT:	Office: Office Hrs: Fridays, 11:00am-12:00pm, on Zoom (see Brightspace page for meeting information), or by appointment Telephone: (613) 297-9028 Email: Joel.Kropf@carleton.ca

CALENDAR COURSE DESCRIPTION

History of corrections in Canada in the context of the international evolution of western penal systems, Canadian corrections in the twentieth century and expansion of alternatives to prison after WWII; criminological debates about the theoretical and empirical significance of historical milestones in corrections.

COURSE DESCRIPTION

This course will explore policies, practices, and patterns that have characterized the Canadian penal system, particularly within prisons, but also in community settings. Although the course will discuss developments over the past two centuries, we will do so primarily for the purpose of understanding policy issues and challenges that have captured observers' interest in recent decades. In our readings, we will encounter the viewpoint of a variety of offenders and officials, as well as that of academic commentators. As we proceed, the course will give us the opportunity to think about whether penal policy has been shaped mainly by leaders' ideas, by the culture of the Canadian public, or by mundane dynamics and challenges within the correctional system itself.

LEARNING OUTCOMES

By the end of the semester, you will be able:

1. To discuss contemporary issues in the Canadian correctional system, while bearing in mind the developments, ideas, and practices that gave rise to or emerged because of similar issues in the past.
2. To suggest possible reasons why particular policies or practices have been adopted by the Canadian penal authorities.
3. To write a research-based argument for or against a particular correctional policy, in light of evidence about past experience, or using legal, psychological, or sociological evidence.

REQUIRED TEXTS

There is no required textbook or coursepack for this class. The required weekly readings will be accessed through links provided on the course Brightspace page. For a list of the readings assigned each week, see the provisional schedule on pages 4-10 of this course outline.

EVALUATION

(All components must be completed to obtain a passing grade.)

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.

Participation: 15%

Reading responses: 30%

Term project: 30%

Final exam: 25%

1. Participation (15%):

An hour or more of each of our classes will be devoted to discussion of the assigned readings, as outlined in the provisional schedule. Your participation mark will be based partly on your attendance at class (including the discussion portion), and partly on the quality of your participation in the discussion.

UPDATE: For the first three weeks, the class will be taught online, as required by the university. Each Wednesday evening (Jan. 12, 19, and 26), students will meet on Zoom during the regularly scheduled class time for a 1- to 1.5-hour discussion session (the start time of your group will be announced on the course Brightspace page). Attendance is mandatory; if you believe that technology issues will make it difficult for you to attend or participate, it is your responsibility to email the instructor (**prior to class**) to let him know so that we can work out an alternate way for you to get your participation marks for those weeks.

Beginning on February 2, we will meet in person on campus for a regular three-hour class each Wednesday evening. However, if it would turn out that the university requires classes to remain online beyond the end of January, then we would continue to meet on Zoom for Wednesday evening discussion groups.

2. Weekly reading responses (30%):

Prior to each class, you will be required to submit a one-page written response (300-500 words) to the readings assigned for that day. Your response must answer the question listed for that day in the provisional schedule on the following pages of this course outline. You must submit it electronically (**prior to class**) on the course Brightspace page.

There are eleven discussions planned for the semester; you are required to submit a reading response for **five** of these. If you choose to complete more than five, I will use your best five marks to calculate your grade. Please note that you **must** submit at least five in order to pass the course.

3. Policy memo (30%):

For the major term assignment, you will research a correctional policy issue and write an 8- to 10-page memorandum to the Prime Minister or another relevant senior leader, arguing for either the maintenance of an existing policy or the adoption of a new or revised policy. This assignment will be due at the beginning of class on **March 9**.

You will write on a policy issue of your choice, but you must clear your proposed topic with the instructor before proceeding with the memo. As a preliminary step, on Wednesday, **February 9**, you will be required to submit a three-sentence proposal, indicating what issue you want to

write about and why you think it is a worthwhile topic. For further details on this policy-memo assignment, see pages 10-12 in this course outline.

4. Final exam (25%):

The final exam for this course will be a sit-down examination which the university will schedule at some point during the regular exam period (April 14-28). The exam will include both paragraph answers and an essay, and will be based primarily upon the lectures, although you should also be ready to demonstrate what you have learned from the class discussions and the course readings.

Required Assignments:

Please note that students must submit **all** required assignments (the **policy memo** and **five** weekly reading responses) in order to pass this course.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

If you submit your policy memo late, it will be subject to a penalty of 2% per day, up to a maximum of 15%.

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 extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

In those extraordinary cases where extensions lasting longer than 7 days are granted, the student may be required to provide additional information to justify the longer extension.

PROVISIONAL SCHEDULE

(Note: **the instructor reserves the right to revise the lecture topics, discussion topics, readings, or questions** as the term progresses.)

January 10 – Winter Term Begins

PART I: A CHRONOLOGICAL OVERVIEW OF CANADIAN PENAL HISTORY

Week 1: January 12

Introduction

Lecture: Public Punishment Prior to 1876

Week 2: January 19

Lecture: Taking Punishment Indoors: Creating Canadian Imprisonment in the 1800s

Discussion: Imprisonment in the Nineteenth Century

- Readings:
 - *Journals of the House of Assembly of Lower-Canada. From the 23d January to the 7th March 1827* (Quebec: Neilson & Cowan, [1827]), pp. 71-75, Canadiana online
 - "Provincial Penitentiary: Statement of the Accounts and Affairs of the Provincial Penitentiary, for the Year 1845," pp. G-[1] to G-[6], in *Appendix to the Fifth Volume of the Journals of the Legislative Assembly of the Province of Canada* (1846), Canadiana online
 - Parliament, "Sixth Annual Report of the Inspector of Penitentiaries of the Dominion of Canada for the Year Ended 30th June, 1881," by J.G. Moylan, pp. v-xix, in *Sessional Papers*, No. 12 (1882), Canadiana online
 - Jack Black, *You Can't Win*, 2nd ed., intro. William S. Burroughs (Edinburgh and San Francisco: AK Press/Nabat, 2000; originally published 1926), pp. 177-190
- Question: In light of the readings this week, why do you think Canada started using prison sentences as a key punishment in the early-to-mid-1800s? By the late 1800s, was Canada using prisons for the same reasons it had at first, or for different reasons?

Week 3: January 26

Lecture: Locked Up, More or Less: Exploring Non-Carceral Options and Gradually Modifying Prisons, 1900-1976

Discussion: The Mid-Twentieth Century Penal System

- Readings/videos:
 - Austin Campbell, "House of Hate," *Maclean's Magazine* 46, no. 17 (Sept. 1, 1933), pp. 13, 38-40
 - Ted McCoy, "Emily's Maternal Ideal," in *Four Unruly Women: Stories of Incarceration and Resistance from Canada's Most Notorious Prison* (Vancouver: UBC Press, 2019), pp. 86-107
 - Ronald Weyman, *Penitentiary* (National Film Board, 1951), film, <https://www.nfb.ca/film/penitentiary/>
 - "Fires and Rioting Damage Kingston Penitentiary in 1954," video clip, CBC Archives, <https://www.cbc.ca/player/play/2312813716>
- Question: In the mid-twentieth century, which one of the following played the biggest role in determining how inmates were treated in prison?
 - a) their social class
 - b) their gender
 - c) their personality

- d) their behaviour

Week 4: February 2

Lecture: Corrections in the Era of Rights: Penalties and Prisons since the 1970s

Discussion: Staff/Prisoner Interaction and the Rule of Law in the Late Twentieth Century

- Readings:
 - Robert Clark, "Living Unit," chapter 3 in *Down Inside: Thirty Years in Canada's Prison Service* (Fredericton, NB: Goose Lane Editions, 2017), pp. 69-83
 - *Commission of Inquiry into Certain Events at the Prison for Women in Kingston* (Public Works and Government Services Canada, 1996), pp. 30-63, 176-185
- Question: In light of this week's readings, which one of the following statements sounds most accurate to you? Explain why.
 - a) In the late twentieth century, Canadian leaders believed strongly in the rule of law.
 - b) In the late twentieth century, prison authorities thought informal practices contributed most to creating a satisfactory prison.
 - c) The rule of law is a nice abstract idea that isn't very practical in a setting like a prison.
 - d) The authorities violate rights in prison because that's the one place where they have the chance to do so.

PART II: SELECTED TOPICS

Week 5: February 9

Topic proposal (for policy memo) due

Lecture: Getting Offenders Out of Prison: Probation, Fines, and Conditional Sentences

Discussion: The Supervision of Probationers

- Readings:
 - Kelly Hannah-Moffat, Paula Maurutto, and Sarah Turnbull, "Negotiated Risk: Actuarial Illusions and Discretion in Probation," *Canadian Journal of Law and Society* 24, no. 3 (2009): 391-409
 - Guy Bourgon, Leticia Gutierrez, and Jennifer Ashton, "The Evolution of Community Supervision Practice: The Transformation from Case Manager to Change Agent," *Federal Probation* 76, no. 2 (Sept. 2012): 27-35
- Question: What is the main difference between the two viewpoints expressed in these two articles? In your own words, provide a one- or two-sentence summary of the thesis of each article. Then identify one idea or viewpoint in each article that you think the

authors of the other article would regard as misguided.

Week 6: February 16

Lecture: Getting Ready for Reintegration, part 1: Work, Education, and Training

Discussion: The Closure and Re-establishment of the Kingston Prison Farms

- Readings/video/audio:
 - Parliament, Standing Committee on Public Safety and National Security, March 25, 2010, <https://parlvu.parl.gc.ca/Harmony/en/PowerBrowser/PowerBrowserV2?fk=3039125> – **watch from 15:33:40 to 15:49:00, and from 16:00:30 to 16:13:30** (if you prefer to read, you may read the transcript at Standing Committee on Public Safety and National Security, Evidence, 40th Parliament, 3rd Session, no. 005, March 25, 2010, <https://www.ourcommons.ca/DocumentViewer/en/40-3/SECU/meeting-5/evidence>)
 - “Margaret Atwood Joins Prison Farms Campaign,” *Deconstructing Dinner*, radio broadcast, June 21, 2010, <http://www.deconstructingdinner.com/radio-archive/> (**scroll down the page, and then scroll down the playlist to June 21, 2010, to find this broadcast – listen to only the first 20 minutes**)
 - Erin Innes, “Milking Prison Labour,” *Briarpatch*, October 29, 2019, <https://briarpatchmagazine.com/articles/view/milking-prison-labour>
 - Justin Brake/Todd Lamirande, “Liberals to Re-Open Kingston Prison Farms That Critics Say Will Exploit Inmate Labour,” *APTN News*, August 17, 2019, <https://www.aptnnews.ca/national-news/liberals-to-re-open-kingston-prison-farms-that-critics-say-will-exploit-inmate-labour/>
- Question: If you had been in charge of the Correctional Service of Canada in the past 15 years, what policy would you have adopted with regard to the Kingston prison farms? Why? (In your answer, you should make use of or comment on information or ideas from the readings/broadcasts.)

February 22-25: Winter Break – No Classes

Week 7: March 2

Lecture: Getting Ready for Reintegration, part 2: Therapy and Personal Development

Discussion: Methods of Rehabilitating Prisoners

- Readings:
 - *Annual Report of the Commissioner of Penitentiaries for the Fiscal Year Ended March 31, 1950* (Ottawa: King’s Printer, 1951), pp. 17-19
 - *Annual Report of the Commissioner of Penitentiaries for the Fiscal Year Ended*

March 31, 1951 (Ottawa: King's Printer, 1952), pp. 7-9

- D.A. Andrews, I. Zinger, R.D. Hoge, J. Bonta, P. Gendreau, and F.T. Cullen, "Does Correctional Treatment Work? A Clinically Relevant and Psychologically Informed Meta-Analysis," *Criminology* 28, no. 3 (August 1990): 369-404
- Jim Cavanagh, *Captured: To Run No More* (London, ON: Ernie Hollands Hebron Ministries Inc., 2011), pp. 180-194
- Adam Dufresne, "Making 'Friends' at the Ottawa Carleton Detention Centre," *Journal of Prisoners on Prisons* 29, nos. 1-2 (2020): 24-29
- Question: In light of these readings, what would you say is the most important thing that Canadian prisons 1) have done and 2) could do to help offenders change?

Week 8: March 9

Policy memo due

Lecture: Illness Inside: Medical Care and Mental Health

Discussion: Drugs and Prisoners' Health

- Readings:
 - Guy Richmond, *Prison Doctor: One Man's Story That Must Be Told in Canada Today*, intro. T.G. Norris (Surrey, BC: Nunaga, 1975), pp. 117-127
 - Jennifer M. Kilty, "'It's Like They Don't Want You to Get Better': Psy Control of Women in the Carceral Context," *Feminism & Psychology* 22, no. 2 (2012): 162-182
 - Sandra M. Bucarius and Kevin D. Haggerty, "Fentanyl Behind Bars: The Implications of Synthetic Opiates for Prisoners and Correctional Officers," *International Journal of Drug Policy*, no. 71 (September 2019): 133-138
- Question: Which one of the following creates the greatest danger for prison inmates' health?
 - a) Health issues inmates already had before going to prison
 - b) Health issues sparked by imprisonment
 - c) Harm inmates do to themselves
 - d) Poor care provided by prison medical staff

Week 9: March 16

Lecture: Institutional Incidents: Disorder and Discipline within Prisons

Discussion: Solitary Confinement/Administrative Segregation

- Readings:
 - Tim Buck, *Yours in the Struggle: Reminiscences of Tim Buck*, ed. William Beeching and Phyllis Clarke (Toronto: NC Press Limited, 1977), pp. 221-228
 - P. Gendreau and J. Bonta, "Solitary Confinement Is Not Cruel and Unusual

- Punishment: People Sometimes Are!" *Canadian Journal of Criminology* 26, no. 4 (1984): 467-478
- Task Force Reviewing Administrative Segregation, *Commitment to Legal Compliance, Fair Decisions and Effective Results: Task Force Report* (Ottawa: The Task Force, 1997), pp. 8-12
 - Michael Jackson, "Reflections on 40 Years of Advocacy to End the Isolation of Canadian Prisoners," *Canadian Journal of Human Rights* 4, no. 1 (2015): 57-87
 - Question: Based on the readings, which one of the following reasons does the most, in your view, to explain why Canada kept using solitary confinement/administrative segregation through the twentieth and early twenty-first centuries?
 - a) Because prisons are dangerous
 - b) Because inmates found solitary confinement useful
 - c) Because Canadians don't really believe in human rights very much
 - d) Because critics tried to make solitary confinement less widespread and drastic, rather than concentrating on doing away with it altogether

Week 10: March 23

Lecture: Indigenous Peoples and Penal Policy

Discussion: Indigenous People and the Penal System

- Readings:
 - *Indians and the Law* (Ottawa: Canadian Corrections Association, 1967), pp. 42-50
 - James Tyman, *Inside Out: An Autobiography by a Native Canadian* (Saskatoon: Fifth House Publishers, 1989), pp. 167-186
 - Vicki Chartrand, "Unsettled Times: Indigenous Incarceration and the Links between Colonialism and the Penitentiary in Canada," *Canadian Journal of Criminology and Criminal Justice* 61, no. 3 (July 2019): 67-89
- Question: In two or three sentences, summarize Chartrand's thesis. In your view, do the other two readings provide support for her interpretation, or counter-evidence against it? Explain.

Week 11: March 30

Lecture: Carrots and Sticks: Remission, Parole, and Temporary Absences

Discussion: The Role of Parole in Corrections

- Readings:
 - Parliament, "Dominion Parole Officer's Report," by W.P. Archibald, in *Sessional Papers*, No. 34 (1908), pp. 11-16, <https://archive.org/details/n17sessionalpaper42canauoft/page/n265/mode/2up>
 - "Boyd Discusses Prison and Parole," ca. 1962, CBC Archives,

<https://www.cbc.ca/player/play/1726550102>

- “Boyd Back in Jail after Parole Violation,” ca. 1963, CBC Archives, <https://www.cbc.ca/player/play/1726394143>
- T. George Street, “Parole as a Social Control,” *Canadian Journal of Corrections* 7, no. 1 (January 1965): 5-7
- Edward Greenspan, Andrew Matheson, and Ronald Davis, “Discipline and Parole,” *Queen’s Quarterly* 105, no. 1 (Spring 1998): 9-27
- Question: In your estimation, which one of these writers or speakers had the best understanding of parole?

Week 12: April 6

Lecture: Community Corrections

Discussion:

- Readings:
 - Katharina Maier, “Intermediary Workers: Narratives of Supervision and Support Work within the Halfway House Setting,” *Probation Journal* 67, no. 4 (December 2020): 410-426
 - TBD
- Question: TBD

April 12 – Last Day of Winter Term Classes

April 14-28 – Formally Scheduled Exam Period

Policy Memo

For your major assignment, you will pick a correctional issue that you would like to investigate. You will research this issue and write an 8- to 10-page policy memorandum to the Prime Minister of Canada, or to another relevant Canadian official or political leader, such as the Commissioner of the Correctional Service of Canada, the Minister of Public Safety, or a comparable provincial leader. Your memo must either:

- 1) defend the state’s existing policy or practice on the issue in question;
- 2) suggest changes that should be made to the policy; or
- 3) propose a new policy or practice that should be adopted.

Any topic relating to Canadian corrections is potentially acceptable. You could write about a broad issue (e.g. whether the proportion of offenders released on parole should increase or decrease), or about a more specialized issue (e.g. what type of products should be available for purchase in prison canteens; or what percentage of a province’s correctional spending should

go to restorative justice programs). However, **you must clear your proposed topic with the instructor before proceeding with the memo**. As a preliminary step, at the beginning of class on **February 9**, you will be required to submit a three-sentence proposal, indicating what issue you want to examine and why you think it would be a worthwhile topic.

Please note that you may not submit an essay which you have submitted for another course. Your memo must be a new paper written for this class.

Your memo should draw upon eight or more sources. At least some of these must be scholarly articles or books, although you may also use primary sources if you wish. If the topic on which you wish to write seems obscure and you doubt that there will be eight relevant sources available, speak with me about it—do not automatically rule out the topic if it interests you. In the memo, you must cite your sources according to standard academic practice. I would prefer that you use footnotes or endnotes, formatted in accordance with the Canadian Guide to Uniform Legal Citation or the Chicago Manual of Style. However, if most courses in your major use a different citation system (e.g. APA or MLA), then you may use that instead. Whether you use footnotes or in-text citations, you must provide a bibliography.

You should address your memo to a logical recipient. For instance, if the policy that you are discussing is a provincial matter, you could address the memo to the Premier of a relevant province. (If you are unsure whether the policy falls within federal or provincial jurisdiction, speak with the instructor.)

Since your memo will seek to persuade a particular leader or official, you will of course have to think carefully about the viewpoint of this leader or official (or the viewpoint of the government or organization this person leads), and about what sorts of rationales he or she is likely to regard as convincing. In general, you may use whatever kind of arguments you believe would be effective: you could draw upon theoretical ideas from academic articles, provide statistical data, discuss psychological research, highlight public opinion, comment on specific events, discuss court rulings, cite the recipient's own experiences, or mention other kinds of considerations. In any case, however, you are required to show, along the way, that you know something about the country's existing (or recent) policy or practice (whether you are defending it or proposing a new policy to replace it). For instance, part of your argument might discuss what led to the current policy; or you could comment on the way in which the policy has worked out in practice. In sum, your memo will show why, in light of both Canada's experience with a particular policy and any other relevant factors, the government ought to either stay the course or make a change.

Your memo should begin with a single paragraph (or two paragraphs at most) summarizing your document. It should briefly sum up the key policy idea you are proposing/defending, and the reason why it should be adopted/maintained. The heading "Summary" should be placed above this section, which should be somewhere between 100 and 250 words in length.

Next, the body of the policy memo will make your case in detail. Here you will provide any contextual information necessary for understanding the issue, and explain what policy or practice you are proposing/defending. Most importantly, you will spell out your supporting evidence or reasons to show why this policy ought to be implemented.

At the end of the memo, you will add a short section (150-300 words) suggesting a communication strategy for the authorities to use when they adopt your proposed policy. Start this section with the heading "Communication Strategy." Here you will suggest what methods the government or correctional authorities should use to inform the public (or correctional workers or offenders, if that is more relevant) about the policy and to persuade them that there are good reasons to support it.

The policy memo is worth **30 percent** of your final grade. It is due at the beginning of class on **March 9**. It should be 8 to 10 pages long, double spaced, with 12-point font and 1-inch margins (i.e. it should be 2,250-3,000 words in length, not including the bibliography). Your memo will be graded primarily on the basis of the following four criteria:

- **Research and analysis:** Have you done thorough research using relevant sources? Does your argument show that you have thought about the issue, and about possible difficulties associated with your proposal?
- **Clarity of argument:** Have you made a coherent, logically organized case?
- **Attention to audience:** Have you addressed the kinds of considerations that the recipient of your memo (e.g. the Prime Minister) would regard as important? Does your communication strategy show that you have thought about how the public (or correctional workers or offenders, if more relevant) could best be persuaded that your proposal has merit?
- **Presentation and style:** Is your writing smooth, grammatical, and easy to read?

University and Departmental Policies

PLAGIARISM

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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, art works, laboratory reports, research results, calculations

and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

DEPARTMENT POLICY

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/student-experience-resources/>.

COVID-19 PREVENTION MEASURES

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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 [click here](#).

Academic Accommodations for Students with Disabilities: [The Paul Menton Centre for Students with Disabilities](#) (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website 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 will be provided to students who compete or perform at the national or international level. 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: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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<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/>.