

Course Outline

COURSE:	LAWS 4901 – Academia and Activism: Seminar in Advanced Human Rights Advocacy
TERM:	Fall
PREREQUISITES:	LAWS 1001, 1002, 2105, 3604, 3602 or by approval of instructor
CLASS:	Day & Time: Tuesday 2.35-5.25 Room: Please check Carleton Central for room location
INSTRUCTOR:	Dr. Adrian
CONTACT:	Office: Loeb D-593 Office Hrs: Tuesdays 10-12 Telephone: 613-520-2600 x. 2085 Email: melanie.adrian@carleton.ca

COURSE DESCRIPTION

This course asks how can one be, if at all, an academic and activist? Are there contradictions or tensions in holding both simultaneously? What is at stake when we think about the scholarly enterprise and engaging in social change? These questions speak to the positions we hold in society, and what relevant responsibilities are associated with these roles. One question we might ask is how we parse, if at all, personal proclivities from professional obligation? Is all research affected by the personal lenses through which we examine the world? What about objectivity? Is there such a thing as ‘fact’ in the social sciences, or is all knowledge socially constructed and historically bound? In order to examine these questions, we will consider the idea of fact through pertinent theory and relevant case studies while pursuing our own advocacy program.

The course will begin with the case study of Jewher Ilham, a young Uyghur who fought to save her father from Chinese persecution due to his writing and faith. The following two classes will splice advocacy and activism and relate these to theories and methods in the social sciences that take up objectivity, truth and positionality. We will learn about the idea of positionality and the importance of perspective. We will apply this knowledge to the case of Rigoberta Menchú and introduce the ideas of historical truth and the politics of memory. Lastly, the course will bring together these strands of investigation to apply them to the issue of academic freedom.

The fall semester will focus on understanding objectivity in the social sciences, positionality vis-à-vis research and the idea of ‘fact’. During the fall semester, students will choose their activism groups. They will work in these groups throughout the two semesters. Please choose your group carefully. Theoretical engagements are weighted more in the fall semester. The winter semester will undertake a prolonged discussion about academic freedom, hate speech and the right to free speech. Students will be working in their groups throughout the winter term.

Importantly, this class will approach these topics through participation in a year-long advocacy project. The class will take on the case of scholars **currently** facing persecution, discrimination and/or harassment. Students will work directly on research related to this person's case. We will work with an organization called [Scholars at Risk](#), which protects and advocates for academics who have been threatened, fired, arrested, imprisoned or tortured based on their research and activism. Students will work in groups to generate reports on the history and status of at-risk individuals and contribute to advocacy on their behalf.

Please note: This class *requires a commitment to show up and to participate actively and thoughtfully*. We will be working on projects that have real world outcomes and have immediate effects on the lives of threatened scholars. Students will be conducting research work associated with active and ongoing human rights violations.

Learning Outcomes

1. Identifying, describing and explaining different positions/perspectives on the value and impact of human rights as a framework for action through reading and analyzing a variety of texts;
2. Engaging in and critically reflecting on work related to human rights protection or promotion;
3. Analyzing competing arguments and arrive at self-informed informed conclusions;
4. Experience of up to nine months working on a real-world case with a reputable NGO;
5. Conducting own empirical research;
6. Teambuilding and teamwork; advocacy group work;
7. Presenting and leading discussions;
8. Producing a collaborative report (Human Rights Report and Activism Toolkit) that may be used for further activities by the NGO.

Working with Scholars at Risk and other Networks

This class engages in real-world advocacy. To do this effectively, we will need to rely on pre-established networks. We will help build upon and expand these networks.

A) Scholars at Risk

What is Scholars at Risk?

The Scholars at Risk (SAR) network works to protect researchers and academics across the world who have been targeted by their governments for their political opinions and research outcomes. The SAR network uses a range of advocacy and human rights protection tools to raise awareness of these violations and find ways to protect targeted individuals. See www.scholarsatrisk.org and <https://vimeo.com/scholarsatrisk>

What will you do with SAR?

This course will support the work of SAR by preparing research in the form of the human rights reports that you will write in your groups in the fall semester. You will also be

responsible for contributing to an “Advocacy toolkit”. The advocacy toolkit will be used to frame advocacy strategies for each of the scholars that we will be working with. During the remainder of the winter course, you will design the strategy for advocating on this case and then put your strategy into action. The coursework you submit will reflect your learning and assessment of your work on this advocacy case. See <https://www.scholarsatrisk.org/actions/student-advocacy-seminars>

How will you do this?

You will undertake advocacy strategizing and action as part of a group. You will be expected to work with the group in addition to the seminar sessions to design the strategy for advocacy and to put it into action. Please note that your assessed coursework will consist of both individual submissions and group submissions.

What will SAR gain?

You will provide an important support to SAR by way of your advocacy on a real-world project. You will be assisting real people in situations of threat.

What help will you get?

SAR will be an important piece of this course. They will be part of our course at various times during the semester to help guide the class on the principles of advocacy and some of the theoretical issues at stake. You will receive training on how to follow the case, conduct advocacy, and write reports. You will also benefit from contact with, and feedback from, SAR on your advocacy activities and training.

B) University Partners

University of Winnipeg

We will be mentoring students at the University of Winnipeg who are enrolled in a course called “Global Human Rights Advocacy” with Prof. Labman. Expert groups (based on your submission to the Advocacy toolkit) will present their findings to this class.

Other universities

We will likely be developing relationships with other advocacy seminars happening around the world.

C) Other not-for-profit Organizations

Depending on the cases selected, students will work with any aligned or independent organizations that are working for the release of their scholar, such as, for example, Amnesty International, Human Rights Watch.

D) Government

Students will be thinking about the government institutions that support the realization of human rights and tapping their resources for information. There may be opportunities to present to, or share information with, these organizations.

REQUIRED TEXTS

Books Available for Purchase at Octopus Books:

1. Barton, Ashley and Adam Braver, eds. 2015. *Jewher Ilham: A Uyghur's Fight to Free Her Father*. New Orleans: UNO Press.
2. Sussman, Amanda. *The Art of the Possible: (a handbook for political activism)*. Toronto: McClelland & Stewart Ltd., 2007.
3. Reichman, Henry. *The Future of Academic Freedom*. Baltimore: Johns Hopkins University Press, 2019.
4. Ilham, Jewher. *Because I Have To: The Path to Survival, the Uyghur Struggle*. Edited by Adam Braver. New Orleans: The University of New Orleans Press, 2022.

Where to buy the texts?

The required text has been ordered and is available for purchase at **Octopus Books** [116 Third Ave, Ottawa, (613) 233-2589]. Copies of the text have also been placed on reserve for you in the library. You will need **MY NAME** (Professor Adrian) and the **COURSE CODE (LAWS 4901)**.

For more information on buying books from Octopus, please see:

<https://octopusbooks.ca/students#faqs>

My philosophy on ordering texts: I am keenly aware that most of us are on tight budgets. Thus, if we will use less than 3 chapters of a book, I do not order it for you to purchase. Please read through the syllabus and if there are texts that you feel would be good to have, please go to Octopus books. I have placed all books on reserve for you at the library and made the articles available through our class website on Brightspace or Ares.

SUPPLEMENTARY TEXTS

Books that you can find on various websites and that we'll have on reserve for you in the library:

1. Barton, Ashley and Adam Braver, eds. 2015. *Jewher Ilham: A Uyghur's Fight to Free Her Father*. New Orleans: UNO Press.
2. Ilham, Jewher. *Because I Have To: The Path to Survival, the Uyghur Struggle*. Edited by Adam Braver. New Orleans: The University of New Orleans Press, 2022.
3. Sussman, Amanda. *The Art of the Possible: (a handbook for political activism)*. Toronto: McClelland & Stewart Ltd., 2007.
4. Menchú, Rigoberta. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Verso Press. 2nd ed., 2010.
5. Arturo Arias ed. 2001. *Rigoberta Menchú Controversy*. Minneapolis: University of Minnesota Press.

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.

1) Pop Quizzes on readings (20%): each student is required to finish a pop quiz for 8/10 weeks of the course. (September 13, 20, 27; October 4, 11, 18; November 1, 8, 15, 22) These quizzes must be completed by 12 noon each Tuesday on the Brightspace course website. Pop quizzes will be available for 24 hours. Students will answer 5 questions and will be limited to 5 minutes in total.

2) Class Contributions (15%): This grade consists of two components. One component is about attendance. If a student attends 11/13 classes, they will be given a full 11%. The second component, worth 4%, is the instructor's evaluation of the student's participation. This grade is partly about putting up your hand and speaking up in class. It is also about supporting other students in their learning, eagerly contributing during activities, taking a leadership role, suggesting an additional reading or poem, movie or piece of art that speaks to our discussions. Overall, this grade is about taking your education seriously, and thoughtfully extending that concern to others. **Please note that this is a class about advocacy that requires your active participation and presence.**

3) Self and Peer Evaluation (15%): At the end of the first semester, each student will be asked to evaluate their own contributions and activities as well as that of their group members. Self-evaluation will account for 3% of the grade and 12% will be peer evaluation.

4) Human Rights Report (25%): Students will work in groups to research and prepare a report on the scholar at risk. See guidelines and grading rubric for more information. Please submit this in hard copy to Dr. Adrian. **Due Date: December 9 by 5pm in hard copy to Dr. Adrian.**

5) Contribution to the Advocacy Toolkit (25%): Students will work in their groups to write a chapter for the Advocacy Toolkit. See guidelines and grading rubric for more information. **Due Date: December 9 by 5pm in virtual copy to Bruna and Dr. Adrian.**

IN SUMMARY:

WHAT	WHERE	WHEN
Pop Quizzes	Course website	Each Thursday by noon
Advocacy Toolkit Chapter	Virtual copy to Bruna and Dr. Adrian	December 9 at 5pm
Human Rights Report	Hard copy to Dr. Adrian	December 9 at 5pm

In accordance with the [Carleton University Undergraduate Calendar](#), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

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>.

Extensions for longer than 7 days will normally not be granted. In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

PLEASE, PLEASE, PLEASE, speak to me if you are facing a challenge that is prohibiting you from succeeding in this course and submitting your work on time.

Policy on late submission of work: Late submissions will be deducted one letter grade per 24 hours (including weekends). Thus, a paper/proposal etc. with a value of B+ due on Wednesday would be given a B on Thursday and C+ on Monday.

BRIGHTSPACE HELP

For general help with Brightspace, [go here](#). Here is a [great set of videos](#) to help you understand how to navigate Brightspace. Go here for the [Brightspace community](#) where you can find answers to your questions.

Important Information YOU NEED to read:

Please, read this outline: Students are responsible for knowing the information contained in this outline and for following instructions on assignments. If you have any questions, please contact Dr. Adrian.

Technology Policy: Please note, this class will be a technology free zone for at least the first 1.5 hours. This means that you will be taking notes by hand, so please bring paper and a pen. Please put your cell phones, watches and computers away while in class.

Reading and Participation: This class will succeed or fail based on your commitment. You should be coming to class having done the reading and prepared to contribute to a discussion. The texts are important, but you, the students, are the greatest resource. You all bring different perspectives and distinctive ways of thinking to the class. Speak up. Be heard.

This is the real world. While working on this project is credit-bearing, it is essential that this work be seen both as a class and as a working project, where the outcomes of your daily efforts have important and lasting impacts on an individual in need. Any student in the course must be comfortable advocating on behalf of the scholar.

Working outside the classroom. Although we only meet once a week, it is expected that you will be working on your assigned tasks through the balance of the week. I cannot stress enough that we are dealing with real human beings in dire circumstances.

SCHEDULE

Class 1: Introduction to the Course and Expectations

September 13

This class will give an orientation to the course and introduce students to the theoretical and practical components of the course. This will be followed by a short discussion on why this course matters.

Readings:

- Barton, Ashley and Adam Braver, eds. 2015. *Jewher Ilham: A Uyghur's Fight to Free Her Father*. New Orleans: UNO Press. P.ix-73.

Class 2: Voices from the Frontline

September 20

This class will take up the case of Jewher Ilham, a young Uyghur who fought to save her father from Chinese persecution due to his writing and faith. We will discuss the case of Prof. Ilham and his family and relate this to the universal human rights standards as laid out in the UDHR, ICCPR and other readings.

Readings:

- Barton, Ashley and Adam Braver, eds. 2015. *Jewher Ilham: A Uyghur's Fight to Free Her Father*. New Orleans: UNO Press. P.77-133.
- Choudry, Aziz. *Learning Activism: The Intellectual Life of Contemporary Social Movements*. Toronto: University of Toronto Press, 2015. Chapter 1: Knowledge Production, Learning, and Education in Social Movement Activism. P. 1-40.
- [Universal Declaration of Human Rights](#)
- [International Convention on Civil and Political Rights](#)
- [International Covenant on Economic, Social and Cultural Rights](#)

*“An **activist** is a person who makes an intentional action to bring about social or political change. Example: Rosa Parks was a civil rights **activist** who challenged racial segregation in 1955 by refusing to give up her seat on a bus for a white man.*

*An **advocate** is one who speaks on behalf of another person or group.*

Example: Angelina Jolie is a United Nations Goodwill Ambassador (UNHCR) who uses her talent and fame to advocate for refugees.”

Jenn T. Grace, Professional Lesbian

Class 3: Activism and Advocacy

September 27

This class will take up the difference between advocating for someone or something and being an activist. Are there important conceptual differences in the way we imagine these ideas? Do they have real world implications? What makes a good activist? Advocate?

Readings:

- Hale, Charles R., ed. 2008. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. Berkeley: University of California Press. Foreword (xiii-xxv) and Introduction (P1-26). (Available on Ares)
- Choudry, Aziz. *Learning Activism: The Intellectual Life of Contemporary Social Movements*. Toronto: University of Toronto Press, 2015. Chapter 4: Activist Research. P. 1-40.
 - An important note from the library: We only have a 1 user ebook for *Learning activism: the intellectual life of contemporary social movements*. I have linked the ebook on ARES. Could you ask the students to save the required chapter from the e-book and close the browser after they are finished. This gives other users a chance to access the eBook. More information regarding eBook etiquette can be found here: https://mediaspace.carleton.ca/media/ebook+etiquette/1_pubms14p

Recommended Readings:

- Read the SAR Student Advocacy Handbook (available on course website)

Class 4: Academia, Activism, and Advocacy (I)

October 4

This class will consider the complex interrelationships of activism, advocacy and academia.

Readings:

- Weber, Max, Politics as a vocation
- Sussman, Amanda. *The Art of the Possible: (a handbook for political activism)*. Toronto: McClelland & Stewart Ltd., 2007. Introduction: The Identity More than the Cause. P.1-23

Recommended Readings:

- Elzinga, Aant. 1975. "Objectivity and Partisanship in Science." *Ethnos* 40, no. 1-4: 406-427. (Available on Ares)

- A Practitioner’s Guide to Human Rights Monitoring Reporting and Advocacy. 2011. *Advocates for Human Rights and US Human Rights Network*. P.2-21; 48-51. (Available on course website or [Download the report here.](#))

Class 5: Academia, Activism, and Advocacy (II)

October 11

This class will further develop and nuance the interrelationships between activism and academia – specifically in regard to the social sciences.

Readings:

- Weber, Max, Science as a vocation (google this to download)
- R.C. Lewontin. 1994. “Sex, Lies and Social Science.” *Measuring American Society*, June/July. P.4-6. (Available on course website)
- Sussman, Amanda. *The Art of the Possible: (a handbook for political activism)*. Toronto: McClelland & Stewart Ltd., 2007. Chapters 1 (Where Do You Start?) and 2 (What Do You Have to Offer?). P. 24-72.

Recommended Readings:

- Beth A. Simmons. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge: Cambridge University Press. P.112-155. (On Reserve)

Class 6: The idea of ‘facts’

October 18

This class will consider the idea of fact. Is there such a thing as ‘fact’ in the social sciences or does it depend on the method or investigator? We will learn about the idea of positionality and the importance of perspective.

Readings:

- Rosling, Hans. 2018. *Factfulness*. New York: Flatiron. Introduction. P.1-18. (Available on Ares)
- Taylor, C. 1985. *Philosophy and the Human Sciences*. Cambridge: New York, Cambridge University Press. P.43-57. (Available on Ares)
- Scheper-Hughes, N. 1992. *Death without Weeping: the Violence of Ordinary Life in Brazil*. Berkeley: University of California Press. Introduction. (Available on Ares)

- Sussman, Amanda. *The Art of the Possible: (a handbook for political activism)*. Toronto: McClelland & Stewart Ltd., 2007. Chapters 3 (What Do you Want To Achieve?) and 4 (What Do You Need To Know?). P. 73-137.

Recommended Readings:

- Sen, Rinku. *Stir It Up: Lessons in Community Organizing and Advocacy*. San Francisco: John Wiley & Sons. 2003. Chapter 6 (Take Back the Facts). P. 116-134.
- Jackson, M. 1989. *Paths Toward a Clearing: Radical Empiricism and Ethnographic Inquiry*. Bloomington: Indiana University Press. Introduction. (Available on Ares)

October 25 – Fall Break – No Classes Meet

Class 7: The case of Rigoberta Menchú

November 1

This class will consider the case of Rigoberta Menchú and develop the arguments around positionality, facts and the social sciences.

Readings:

- Menchú, Rigoberta. 2009. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Verso Press. 2nd ed. Introduction. P.xi-xxiii; “The Family”; “Life in the Community”; “A maid in the Capital”; “Farewell to the Community: Rigoberta decides to learn Spanish”; “CUC comes out into the open”; “Kidnapping and death of Rigoberta’s mother”; “death”; “Women and political commitment: Rigoberta renounces marriage and motherhood”; “In hiding in the capital: hunted by the army”; “Exile”. (on reserve)
 - ARES, physical reserve - must go into the library to take the book out.

Class 8: Does ‘truth’ exist?

November 8

This class will consider the idea of truth from the vantage point of the politics of memory and historical truth as it relates to the case of Rigoberta Menchú.

Readings:

- Arturo Arias ed. 2001. *Rigoberta Menchú Controversy*. Minneapolis: University of Minnesota Press.
 - *As an introduction*: “Rigoberta Menchú’s History within the Guatemalan Context” P. 3-28.
 - *Public reaction*: “Tarnished Laureate” P. 58-65.

- *Scholarly Response*: “Telling Truths: Taking David Stoll and the Rigoberta Menchú Exposé Seriously” P.198-218.
- *Response by David Stoll*: “The Battle of Rigoberta” P.392-410.
- **ARES, physical reserve - must go into the library to take the book out.**

Class 9: Does Truth Exist?

November 15

This class will more closely consider the idea of truth and memory in our contemporary era. What are social scientists doing, if anything, to contextualize the idea of truth?

Readings:

- [Keane, John. 2018. Post-truth politics and why the antidote isn't simply “fact checking” and truth. *The Conversation*.](#)
- Oreskes, Naomi, and Erik M. Conway. 2010. *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming*. New York: Bloomsbury Press. P.1-9; 136-168. (on ARES)
- Jo Becker. 2013. *Campaigning for Justice: Human Rights Advocacy in Practice*. California: Stanford University Press. P.177-196; 197-221. (On ARES)

Class 10: The Idea of Academic Freedom

November 22

What is academic freedom? What are the requirements of scholarly research? How is this protected in international law?

Readings:

- Read Time Magazine's coverage of [tenure](#). 2008.
- McArdle, Megan. 2010. [Tenure: An Idea whose Time has Gone](#). The Atlantic.
- Quinn, Robert, and Jesse Levine. 2014. “Intellectual-HRDs and claims for academic freedom under human rights law.” *The International Journal of Human Rights* 18:7-8: 898-920. (Available on Ares)
- Reichman, Henry. *The Future of Academic Freedom*. Baltimore: Johns Hopkins University Press, 2019. Chapter 1 (Does Academic Freedom Have a Future?) P. 1-27.

Recommended Readings:

- Scholars at Risk. 2012. *Courage to Think Monologues*. Edited by Robert Quinn et al. New York. (Available on course website)

Class 11: The Role of Academic Freedom + Workshop

November 29

This class will consider the interrelationships of academic freedom and democracy and healthy public discourse. During this class student groups will have time set aside to workshop their Human Rights Reports as well as their Advocacy Toolkit chapters.

Readings:

- Jonathan R. Cole. 2017. Academic Freedom as an Indicator of a Liberal Democracy, *Globalizations*, 14:6, 862-868. (Available on course website)
- Reichman, Henry. *The Future of Academic Freedom*. Baltimore: Johns Hopkins University Press, 2019. Chapter 2 (How Can Academic Freedom Be Justified?) P. 28-50.

Recommended Readings:

- Scholars at Risk. 2021. *Free to Think 2021*. Ed. by Robert Quinn et al. New York: Scholars at Risk. (Available as PDF on course website)
- Marefka, Michael. [“Beginner’s Guide: How to Write a Human Rights Report.”](#) *Human Rights Careers Blogs*

Class 12: Presentation of human rights reports and Advocacy Toolkits

December 6

- During this last class students will present their Human Rights Reports and their Advocacy Toolkit chapters.

Winter Break – have a wonderful break. During your break, I strongly recommend you read:

Ilham, Jewher. *Because I Have To: The Path to Survival, the Uyghur Struggle*. Edited by Adam Braver. New Orleans: The University of New Orleans Press, 2022.

We will discuss this book when meet again in January.

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

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/>.

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 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/>

COVID Update

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.