

Course Outline

COURSE:	LAWS 4903 – Is Religious Freedom a Human Right?
TERM:	Summer 1 (2022) In Person
PREREQUISITES:	LAWS 2908 and fourth-year Honours standing
CLASS:	Day & Time: Tuesday and Thursday 11.35 - 14.25
	Room: Please check Carleton Central for current Class Schedule
INSTRUCTOR:	Dr. Adrian
CONTACT:	Office: Loeb 5th floor (Office D-593)
	Office Hrs: Thursdays 10-11 or by appointment. All students are strongly encouraged to make an appointment with Dr. Adrian.
	Email: melanie.adrian@carleton.ca

COURSE DESCRIPTION

This course will consider the legal, theoretical, and theological interconnections between religion and human rights. The course will familiarize students with key concepts including definitions of human rights and religious freedom, secularism and universalism. Attention will be paid to the interdependence of legal and religious perspectives. These fundamental concepts will be brought into dialogue through a series of case studies from, for example, Turkey, India, Canada, and the USA.

REQUIRED TEXTS

All mandatory reading and audio-visual materials are available on the course website. No books or materials need to be purchased for this course.

Please note that the library has limited user access for some titles. Please save the required chapter from the eBook and close the browser after you are finished. This gives other users a chance to access the eBook. Please [see this informational video](#) regarding eBook etiquette:

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. Tutorial Leadership (25%): in groups of 2-3 you will be asked to develop at least 3 questions for discussion and lead the seminar in the examination of the main issues for the week. See guidelines and grading rubric which outline this requirement in more detail.

2. Tutorial Attendance (25%): There are 11 tutorial meetings and students must attend 9/11 *in their entirety* and make a substantive contribution at each session for full marks. By substantive contribution, I mean comments or questions raised that demonstrate that all readings and audio-visual materials have been completed. Contributions should clarify the materials and bring them together to advance our understanding of the issues.

4. Final Paper Proposal (15%): This is a short 2-page document that proposes a final essay for the course. One page outlines the topic and main issues the paper will address. The second page includes a bibliography with at least 7 peer-reviewed academic primary sources. Please see guide and grading rubric on course website for more information. **DUE: June 2nd by 11pm on the course website.**

5. Final Paper (35%): Students will be asked to write a 15-page paper on a subject of their choosing that is related to the course themes. Students are encouraged to meet with Dr. Adrian to discuss their topic. For more information, please see the grading rubric and outline of the assignment on the course website. **DUE: June 26 (or before) by 11pm on course website.**

Please note: All graded components must be successfully completed in order to get a passing grade.

Important Dates:

May 5: First class meets
May 12: Library Visit*
May 17: class meets virtually**
May 24: no class – Victoria Day
June 2: Paper proposal due
June 26: Final paper due

** We will meet in our regular classroom for the first part
of our class and walk to the library together.*

***Dr. Adrian will send out a zoom link prior to the class meeting. Please turn on your cameras.*

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

In accordance with the Carleton University Undergraduate Calendar (p. 45), 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

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.

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 on the course website and submit it to the instructor prior to the assignment due date. **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).

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 from Dr. Adrian that 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, read the outline, read the guidelines and grading rubrics. If questions remain, feel free to e-mail Dr. Adrian.

On the themes of this course: We will be discussing sensitive and controversial issues in this class. There is no doubt that there will be differing ideas on right and good. Everyone must do their best to be respectful at all times. Racist, misogynist and otherwise inappropriate comments will not be tolerated.

Reading and Participation: This class will succeed or fail based on your commitment. You should be coming to tutorial 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.

Device Policy: Please put away ALL of your devices. No ringing, blinging or vibrating please. All you need is a pen and some paper. Yes, I'm serious. And isn't it refreshing to know that you won't need them? Please contact Dr. Adrian with any documented accommodations. Studies suggest that the act of taking notes (as opposed to typing and transcribing) is a part of the learning process. Since that's what our aim is here, might as well get right to it!

SEMESTER SCHEDULE

Introduction to Course

May 5

- We will meet to discuss the course, syllabus and get to know one another!
- Please come prepared with your questions and enthusiasm.

Week 1: COVID-19

Themes: Religion and Public Health Emergencies – a Right to Gather?

May 10

Required Reading:

1. **Case:** *Calvary Chapel Dayton Valley, Applicant v. Steve Sisolak, Governor of Nevada, et al*

Required Viewing:

2. Video: [Natasha Bakht on 'How to read a case.'](#) [17:15]
3. [Berkley Centre Zoom Meeting on the COVID-19 Crisis and Religious Gatherings](#) [1:11:43]
4. [António Guterres Addressing Counter COVID-19 Related Hate Speech](#) [2:22]
5. [How COVID-19 is inflaming India's social and religious tensions](#) [7:03]
6. [Ramadan Call to Prayer in Windsor](#) [1:52]
7. [Toronto Sun: Church bells ringing in Toronto and the rising interest in religion](#) [1:24]

Week 2: What is Religion?

Themes: How is Religion Defined? Who Defines Religiosity?

May 12

Required Reading:

1. **Case:** *Syndicat Northcrest v Amselem* [2004] 2 S.C.R. 551
2. **Legislation:** *Canadian Charter of Rights and Freedoms*, sections 2 and 15
3. Woodhead, Linda. 2011. "Five concepts of religion." *International Review of Sociology* 21 (1): 121-143.
4. Birdsall, Judd, and Lori G. Beaman. 2020. Faith in numbers: Can we trust quantitative data on religious freedom and religious affiliation? (Report, 22 June 2020) *The Transatlantic Policy Network on Religion & Diplomacy*. Cambridge, UK: Cambridge Institute on Religion & International Studies.
5. McGuire, Meredith. 2008. *Lived Religion: Faith and Practice in Everyday Life*. New York: Oxford University Press OR Ammerman, Nancy T. 2020. "Rethinking Religion: Toward a Practice Approach." *The American Journal of Sociology* 126 (1): 6–51.

Required Viewing:

6. [6 lenses for looking at religion](#) [10:38]
7. Documentary: *I, Pastafari* [56:00]
8. Bruce Ryder talking about religious freedom and equality rights in Canadian law [11:00]
(Available on Ares)

Suggested Reading:

9. Habermas, Jürgen. 2008. "Notes on post-secular society." *New Perspectives Quarterly* 25 (4): 17-29.
10. Davie, Grace. 2007. "Believing without Belonging to Vicarious Religion: Understanding the Patterns of Religion in Modern Europe." In *The Role of Religion in Modern Societies*, edited by Detlef Pollack and Daniel V. A. Olson, 165-176. New York: Routledge.

May 12: Visit to the library and Ms. Julie Lavigne, Law librarian.

[We will meet in our regular meeting room and then head to the library together.]

Week 3: Is Religious Freedom a Human Right?

Themes: Boundaries and Limits of Rights; Religion and State

May 17

Required Reading:

1. **Case:** *Kwazulu-Natal and Others v Pillay* (CCT 51/06) [2007] ZACC 21
2. **Legislation:** [ICCPR Art. 18](#), [UDHR](#)
3. Witte Jr, John, and M. Christian Green. Introduction to *Religion and Human Rights: An Introduction*, edited by John Witte Jr. and M. Christian Green, 3-24. Oxford University Press, 2011.
4. Beckford, James A. and James T. Richardson. "Religion and Regulation." In *The SAGE Handbook of the Sociology of Religion*, edited by James A. Beckford and N. J. Demerath III, 396-418. London: SAGE.

Required Viewing:

5. [Animation on religious freedom and international legislation](#) [under 10 minutes]
6. [The right to manifest \(practice\) religion or belief](#) [8:38]
7. [Elizabeth Shakman Hurd on The Politics of Religious Freedom](#) [47:43]
8. [Jenna Reinbold on Seeing the Myth in Human Rights](#) [21:04]

Tutorial will be online for May 17 class (only).

Dr. Adrian will send out a zoom link prior to the class.

Week 4: USA

Themes: Competing Rights, The Limits of Freedom and Religious Compulsion

May 19

Required Reading:

1. **Case:** *Masterpiece Cakeshop vs Colorado Civil Rights Commission*
2. **Legislation:** First Amendment to the United States Constitution
3. McGraw, Barbara A., and James T. Richardson. 2019. "Religious Regulation in the United States." *Oxford Research Encyclopedia of Politics*.
4. Sullivan, Winnifred Fallers. 2018. ["Is Masterpiece Cakeshop a Church?"](#) *The Immanent Frame*, June 8.

Required Viewing:

5. [NPR: "Gay Couples' Rights Vs. Artistry in Supreme Court Case"](#) [2:51]
6. [ABC News: "SCOTUS same-sex wedding cake decision"](#) [9:06]
7. [Oral Argument for Masterpiece Cakeshop v. Colorado Civil Rights Commission](#) [1:28:12]
8. [CityNews: "Videographer refused to film same-sex wedding"](#) [2:09]
9. Documentary: *Hail Satan?* [1:34:29] (Available on Ares)

Suggested Reading:

10. Jakobsen, Janet R., and Ann Pellegrini. 2004. *Love the Sin: Sexual Regulation and the Limits of Religious Tolerance*. Boston: Beacon Press.

No class May 24

Week 5: Canada

Themes: Citizenship, Living Religion and State, Neutrality, Accommodation

May 26

Required Reading:

1. **Case:** *Canada (Citizenship and Immigration) v. Ishaq*, 2015 FCA 194
2. **Legislation:** Bill 21
3. Selby, Jennifer A., Amélie Barras, and Lori G. Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. Vancouver: UBC Press. Introduction, P. 3-23; [Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]

Required Viewing:

4. [Limitations to Freedom of Religion or Belief](#) [19:46]
5. [Prof. Robert Leckey on the Quebec secularism law one year later](#) [22:04]

6. [Podcast on Producing Islams in Canada: “The Niqab Ban Unveiled.”](#) [16:28]
7. [CBC News: The Politics of the Hijab in Canada](#) [6:48]
8. [Canadian Civil Liberties Association on Bill 21](#) [2:27]
9. Documentary: [Muneeza in the Middle](#) [54:00]

Suggested Reading:

10. Selby, Jennifer A., Amélie Barras, and Lori G. Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. Vancouver: UBC Press. Chapter 1 (Figures that Haunt the Everyday), P.24-62; Chapter 3 (Secularism in Canada), P.89-120; Conclusion, P.178. *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*

Week 6: Canada

Themes: Religion, Indigeneity and the Environment

May 31

Required Reading:

1. **Case:** *Ktunaxa Nation v. British Columbia*
2. **Legislation:** UNDRIP
3. Shrubsole, Nicholas. 2019. *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. Toronto: University of Toronto Press. “A Comment on Terminology” P.XIII-XVII; Introduction, P.3-28; Chapter 1: The Depth of Religious Freedom, P.29-49. *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*
4. Please complete *both* Indigenous Learning Bundles (Course Website for week 6).

Required Viewing:

5. [How UNDRIP Changes Canada’s Relationship with Indigenous Peoples](#) [5:12]
6. [Interview with Val Napoleon and Rebecca Johnson](#) [29:55]
7. [CBC Radio: John Borrows on First Nations and human rights](#) [53:58]
8. [How New Zealand’s Maori Won Personhood for a River](#) [17:01]
9. [Kent Monkman painting gallery](#)

Suggested Reading:

10. Borrows, John. 2018. “Earth-Bound: Indigenous Resurgence and Environmental Reconciliation.” In *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*, edited by Michael Asch, John Borrows, and James Tully, 49-81. Toronto: University of Toronto Press. *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*

11. Shrubsole, Nicholas. 2019. *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. Toronto: University of Toronto Press. Chapter 2: Secularization, Dispossession, and Forced Deprivatization” P. 50-77; Chapter 6: The Potential and Limits of International Mechanisms of Redress, P. 162-183. [Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]

Week 7: India

Themes: Religion and Our Planet

June 2

Required Reading:

1. **Case:** *Mohd Salim v State of Uttarakhand & Others*
2. Donaldson, Sue, and Will Kymlicka. 2011. *Zoopolis: A Political Theory of Animal Rights*. Oxford: Oxford University Press. Introduction, P.1-18.
3. Kodiveri, Arpitha. 2019. [“If nature has rights, who legitimately defends them?”](#) OpenGlobalRights, March 21.
4. Alley, Kelly D. 2019. “River goddesses, personhood and rights of nature: implications for spiritual ecology.” *Religions* 10 (9): 502.

Suggested Reading:

5. Donaldson, Sue, and Will Kymlicka. 2011. *Zoopolis: A Political Theory of Animal Rights*. Oxford: Oxford University Press. Part I, P. 19-72.
6. Jenkins, Willis. 2017. “Feasts of the Anthropocene: Beyond Climate Change as a Special Object in the Study of Religion.” *South Atlantic Quarterly* 116: 69–81.
7. Sen, Ronjoy. 2016. “Secularism and Religious Freedom.” In *The Oxford Handbook of the Indian Constitution*, edited by Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta, 1396-1423. Oxford: Oxford University Press.

Required Viewing:

8. [Linda Sheehan on Codifying Nature’s Rights in Human Law](#) [19:18]
9. [India Coronavirus Lockdown Improves Water Quality of River Ganga & Yamuna](#) [3:48]
10. Documentary: [Life on the Ganges](#) [10:00]

Suggested Viewing:

11. Documentary: [Anthropocene: The Human Epoch](#) [1:27:00]

Paper Proposal due (please submit on course website) by 11pm

Week 8: Australia

Themes: Religion, Identity and Equality

June 7

Required Reading:

1. **Case:** *Israel Folau v Rugby Australia Limited & Anor*
2. **Legislation:** [Revised Religious Discrimination Bill 2019](#)
3. Rosenfeld, Michel, and Susanna Mancini, eds. 2018. *The Conscience Wars: Rethinking the Balance Between Religion, Identity, and Equality*. Cambridge: Cambridge University Press. Chapter 16 (Marriage Registrars, Same-Sex Relationships, and Religious Discrimination in the European Court of Human Rights).
4. Evans, Carolyn, and Cate Read. 2020. "Religious freedom as an element of the human rights framework." In *Freedom of Religion or Belief: Creating Constitutional Space for Fundamental Freedoms*, edited by Paul T. Babie, Neville G. Rochow and Brett G. Scharffs, 20-39. Cheltenham, UK: Edward Elgar Publishing. [Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]
5. Croome, Rodney. 2011. "'True and Good Citizens.'" *Overland* 203: 15-25.

Required Viewing:

6. Interview with Douglas Ezzy (Link on course website)
7. [Podcast on Religious Freedom in Australia and the Religious Discrimination Bill](#) [51:11]
8. [ABC: Q&A on Israel Folau, Religious Freedom and Vulnerable Australians](#) [6:49]

Suggested Reading:

9. Rosenfeld, Michel, and Susanna Mancini, eds. 2018. *The Conscience Wars: Rethinking the Balance Between Religion, Identity, and Equality*. Cambridge: Cambridge University Press. Read Part 5: The Two Concluding Perspectives.

Week 9: Italy

Themes: Culture and religion; majority/minority relations

June 9

Required Reading:

1. **Case:** *Lautsi and Others v. Italy*
2. Beaman, Lori G. 2012. "Battles over symbols: the religion of the minority versus the culture of the majority." *JL & Religion* 28 (1): 67-104.
3. Hutchinson, Sikivu. 2018. "Respectability Among Heathens: Black Feminist Atheist Humanists." In *Humanism and the Challenge of Difference*, edited by Anthony B. Pinn, 37-50. Cham: Palgrave Macmillan.

Required Viewing:

4. Interview: Effie Fokas
5. [Vice News: “The Far-Right Is Trying to Make Crucifixes Mandatory in Italy”](#) [5:56]
6. [Journeyman Pictures: “Clashing over the Crucifix”](#) [8:09]
7. [Changing world map of religious nones](#) [0:49]
8. [Uffizi Gallery in Florence, Italy displaying crucifixes in Italian art](#)

Suggested Reading:

9. Beaman, Lori G. 2020. *The Transition of Religion to Culture in Law and Public Discourse*. New York: Routledge.
10. Astor, Avi, and Damon Mayrl. 2020. “Culturalized Religion: A Synthetic Review and Agenda for Research.” *Journal for the Scientific Study of Religion* 59 (2): 209-226.

Week 10: Turkey

Themes: Secularisms and Republicanism Reconsidered

June 14

Required Reading:

1. **Case:** *Hasan and Eylem Zengin v. Turkey*
2. Barras, Amelie. 2014. *Refashioning Secularisms in France and Turkey: The Case of the Headscarf Ban*. London: Routledge. Introduction (The Hegemony of Secularism, Gender and Space), P.1-20. *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*
3. Kardam, Filiz, and Kurtulus Cengiz. 2011. “Republican citizenship in Turkey: Historical development, perceptions and practices.” *Middle Eastern Studies* 47(1): 151-165.

Required Viewing:

4. Interview with Onder Kucukural & Kurtulus Cengiz
5. [AFP News: “Rise of Islamic schools causes alarm in secular Turkey”](#) [2:43]
6. [TIME: “Turkey’s Unconventional Muslim Minority”](#)[3:05]
7. [International Reporting Project: “Religion in Secular Turkey”](#) [6:33]

Suggested Reading:

8. Barras, Amelie. 2014. *Refashioning Secularisms in France and Turkey: The Case of the Headscarf Ban*. London: Routledge. Chapter 2 (A Tradition of Regulations: Shedding Light on the paradoxes of the Languages of Secularism), P.21-42; Conclusion (An Invitation to Transcend the Secular/Religious Divide), P.140-151. *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*

9. Bhandar, Brenna. 2009. "The Ties that Bind: Multiculturalism and Secularisms Reconsidered." *Journal of Law and Society* 36 (3):301-326.

Week 11: France

Themes: Private lives, Secular Publics

June 16

Required Reading:

1. **Case:** *SAS v France*
2. Beaman, Lori G. 2016. "Living together v. living well together: A normative examination of the SAS case." *Social Inclusion* 4 (2): 3-13.
3. Adrian, Melanie. 2015. "Outlawing the veil, banning the Muslim? Restricting religious freedom in France." *CrossCurrents* 65 (3): 371-379.
4. Fokas, Effie. 2018. "The Legal Status of Religious Minorities: Exploring the Impact of the European Court of Human Rights." *Social Compass* 65 (1): 25-42.

Required Viewing:

5. Interview/Video: [Natasha Bakht discussing SAS](#)
6. [Recorded hearing for SAS v France](#) [1:40:22]
7. [Journeyman Pictures: "Saving France's Secular Identity?"](#) [20:35]
8. [Al Jazeera: "France, secularism and hijab paranoia."](#) [10:57]
9. Film: *Mariam* [45:00]

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

As has been the case throughout the pandemic, the evolution of the virus and public health conditions are difficult to predict. We will adjust our plans as required by these evolving conditions to ensure everyone's health and safety, and to comply with public health advice or any applicable legal requirements. Consequently, we ask that you regularly review the COVID-19 protocols on our website to stay up-to-date: <https://carleton.ca/covid19/>.

Please also note that the following guidelines and information should not be prioritized above updates made to the COVID-19 website or delivered through email from official sources.

Vaccination Attestation

Although proof of vaccination is no longer required as of May 1, 2022, it may become necessary to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. If Carleton were to reinstate the vaccination requirement at a future time, students who did not keep their vaccination status up to date in [cuScreen](#) could find their in-person studies interrupted and may not be able to get necessary vaccinations in time to be able to return to campus to finish their term.

We therefore strongly recommend that all members of the Carleton community 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.

Masks

While individuals are not required to wear a mask on campus after May 1, 2022, we recommend doing so when indoors and when physical distancing cannot be maintained. Further, we support all members of our community who choose to either wear or not wear a mask, and we expect everyone to respect each other's personal choices. Many individuals will have personal or family reasons for continuing to wear masks in public places. Please show consideration and care for each other.

Screening Requirements and Symptom Reporting

Remaining vigilant and not attending work or school when sick or with symptoms is critically important. The [cuScreen daily screening](#) is not mandatory as of May 1, 2022, but will remain active for those who wish to complete the screening self-assessment before coming to campus.

All individuals who have been on campus in the 10 days before the onset of symptoms potentially linked to COVID-19, or who have received a positive COVID-19 test result, must still submit a [COVID-19 Symptom Reporting Form](#) through cuScreen.

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/>