

## Course Outline

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<b>COURSE:</b>	<b>LAWS 6002/5662 – Law, Regulation and Governance</b>
<b>TERM:</b>	<b>Fall 2022</b>
<b>CLASS:</b>	<b>Day &amp; Time: Wednesdays, 8:35 – 11:25 am</b> <b>Room: LA B454</b> <b>In-person course, weekly, Brightspace</b>
<b>INSTRUCTOR:</b>	<b>Sheryl Hamilton</b>
<b>CONTACT:</b>	<b>Office: Richcraft Hall 2306 and Loeb 463</b> <b>Office Hrs: By appointment</b> <b>Telephone: 613-620-2600 x1975 or x1178</b> <b>Email: Sheryl.hamilton@carleton.ca</b>

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### CALENDAR COURSE DESCRIPTION

Historical and contemporary roles of law and regulation in processes, practices and discourses of governance. Law and state; domestic and global governance; diversity of law-governance relationships; law as a constituent force, enforcement mechanism and a distinctive product of governance.

### COURSE DESCRIPTION

This course invests in and begins from the claim that “[m]odern governmentalities act on and inhabit the body” (Linke 2006: 206). In this interdisciplinary seminar, we will explore some of the myriad and complex ways in which bodies are regulated within contemporary apparatuses of governance. And while bodily regulation implicates formal technologies and techniques of ‘the law,’ it also makes legible relations of ‘legality,’ namely the ways in which actors, processes and structures coded as law act in society, including at the level of the everyday (Ewick and Silbey 1998).

Governance thinking directs us to the relations and rationalities of governing. It unpacks the ways in which quotidian regulatory practices are shaped by larger governing logics which *make* rather than *discover*, their objects of intervention. Sites of governance are thus spaces where technologies of power and technologies of the self intersect (Walters, 2011: 15). One of the central contributions of governmentality theory is to recognize that governance operates in ways that are not always top-down. Rather, contemporary subjects are often induced by regulatory systems to modify their own behaviours in relation to particular norms, in other words, to self-govern.

Governance is thus productive, validating governing institutions, elevating certain knowledge-making practices, generating expertise and experts, articulating norms, and rendering certain social problems and objects knowable and thus governable. In this way, regulation is fundamentally normalizing. Yet as subjects, we neither precede, nor are determined by those norms. Judith Butler reminds us that, “[n]orms act on us from all sides, that is, in multiple and contradictory ways; they act upon a sensibility at the same time that they form it; they lead us to feel in certain ways, and those feelings can enter into our thinking even, as we might well end up thinking about them” (2015: 5).

This course asks, what happens when certain subjects are cast as ‘problems’ to be regulated? How are subjects governed in, on, and through their bodies and specific embodiments? Through which types of body knowledges are norms generated? How do those norms act differently in relation to different bodies and subjects, different modes of embodiment? How do we make those norms visible in order to engage with, problematize or jettison them? In short, we will examine how systems of governance act on bodies and embodied subjects shaping our ways of living, dying, loving, moving, working and being in the world.

### **REQUIRED TEXTS**

All readings will be available through the course site on Brightspace.

### **LEARNING OBJECTIVES**

In this course, students will:

- Learn the foundations of governmentality and biopolitical theory;
- Learn some of the ways in which bodies and embodiment have been theorized;
- Acquire substantive knowledge of various domains of bodily regulation;
- Further develop precision in their theoretical and analytic vocabularies;
- Practice critical reading, discussion and writing skills;
- Engage in critical self-reflection about their own embodiment and social positioning;
- Recognize the ways in which law exceeds its formal structures and bubbles through everyday life;
- Experience the interdisciplinary nature of critical legal studies;
- Learn sound practices of constructive peer evaluation and feedback; and
- Conduct original scholarly inquiry through the genre of the research paper (with attention to the development of a viable, focused thesis statement, determining research questions, selecting appropriate methods and methodological orientations, selecting and applying appropriate theoretical constructs, evaluating relevant scholarly literature, conducting an analysis, and making an original argument supported effectively by appropriate evidence).

### **EVALUATION**

All components of the following evaluation must be completed in order to receive a passing grade in the seminar.

Standing in the 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.

There are four major components to the evaluation:

1. Weekly seminar attendance and participation 15%
2. Discussion questions on readings 15%
3. Written answers to selected discussion questions 15%
4. Final Research Paper worth (comprised of the following):
  - Research abstract (pass/fail)
  - Research proposal 10%
  - Written peer feedback 5%
  - Presentation on final paper 10%
  - Final paper 30%

If you have any questions about the assignments not addressed below, please ask me immediately.

### Seminar Participation

This course will operate as a seminar. You are expected to participate thoughtfully in the discussions through posing questions, offering examples, sharing relevant experiences, active listening, and critically analyzing the course materials and your own position. Effective participation is premised upon completing the assigned readings every week, being prepared to discuss them in an informed manner, making constructive interventions to facilitate the production of group knowledge, and listening to colleagues with attention and respect. The expectation is that you will have completed all of the readings every week in a careful manner that enables their critical discussion in class.

Lateness and/or absence without a legitimate reason (ideally communicated in advance) will impact your participation grade.

A graduate seminar can be a place where any of us can feel vulnerable. Intellectual discussions are not always easy and we will not always agree. We are, however, all expected to work to make the classroom environment a safe space of respect where everyone feels comfortable sharing their ideas, their questions, and their views. If, at any time, you are not feeling safe in the class, please speak to me as soon as possible so that we can address the situation.

### Discussion Questions on Readings

Each student will be responsible for preparing materials to animate a critical intellectual discussion of the readings in a particular week. Weeks will be assigned by random draw on the first day of class. Discussion Questions should take the following form:

1. one question which selects a specific challenging or intriguing passage from one of the readings and offers a series of probes to unpack, trouble, engage, elaborate upon, etc. that author's point. This can be a passage with which you are confused, annoyed, stimulated, thrilled, etc. but should be complex enough to warrant our specific attention (the close reading question);
2. one question which draws critical epistemological or theoretical connections across a number (but not necessarily all) of the readings for that week (and/or to earlier weeks' readings) (the theory question); and
3. one question which selects an instance, event, or phenomenon to illustrate or elaborate upon the concept upon which that week's materials focused and enables an application of some of the ideas, critiques, concepts, and so on from the readings to the phenomenon selected. The example may be selected to elaborate upon, critically engage with, illustrate or trouble points in the readings. It can be in any medium and/or genre (the applied question).

**Your discussion questions should be circulated to all members of the class and myself by 6 pm on the Monday prior to your assigned week.** Everyone should review the questions prior to the beginning of class.

Please keep in mind that the primary goal of the questions is to simulate a rigorous, theoretically rich, and critical discussion of the readings and the issues they are exploring. Questions should seek to elicit analysis, not opinion or belief. To this end, they should not be answerable by "yes" or "no," "good or bad," or "loved it or hated it." The objective of this component of the evaluation is to showcase your ability to read critically, to make connections to other ideas and to the world around you, and to creatively engage with intellectual writing of varied sorts. This is not an exercise in describing the readings. All questions should begin from the premise that all members of the class have read the readings carefully and are ready to discuss them at a high level. At the same time, once a question begins to resemble a small book, it becomes very challenging to answer. Please keep that in mind. If your questions exceed one page (single spaced) of text, you may want to revisit them.

Given the size of class enrollment, dates will be assigned by random draw, please let me know on or before the first class if there is a particular week where you will not be able to prepare questions.

### Written Responses to Discussion Questions

On three weeks other than those in which you have prepared your own discussion questions, select one question from a classmate's discussion questions and prepare a written answer to it of approximately 1000-1,200 words (i.e., you will do this three times). For your three responses, you should answer one close reading question, one theory question and one applied question.

(None of your three responses can be from questions in the same week). These are due through Brightspace on **November 28<sup>th</sup>**.

### Final Research Paper

You should select a topic or issue within the area of law, regulation and governance of the body that engages your interests and prepare a research paper that makes a persuasive case for an original, grounded claim. Typically, a research paper will analyze ‘something’ to make the case and will include attention to related scholarly literature, theory, and methodology/method. The following assignments are scaffolded to assist you in developing a robust, quality research paper.

#### Research abstract – Due October 5

You should prepare an approx. 300-word abstract detailing the topic for your final paper. This will be graded pass/fail but will allow me to give you early feedback. You should consider what problem you are taking up, how you will study that problem (method and methodology) and how you might analyze it (theory). You should have completed some preliminary research into your topic and include a bibliography of at least 5 relevant and specific academic sources.

#### Research Proposal – Due November 2

The research proposal builds on your abstract providing a more detailed articulation of your project, some contextual and background information, a synopsis of the extant literature on the topic and how you are intervening in it, your central argument and its points, your methodology and methods, and the theoretical concepts you will use to conduct your analysis. The proposal should be between 2000-2500 words (not including bibliography and end/foot notes) and should include a bibliography.

#### Peer Feedback – Due November 16

You will be asked to provide constructive feedback in writing on 3 of your colleagues’ research proposals. A guide will be provided to aid you in doing this and you will be assigned proposals to read by random draw. This feedback will be circulated via email to the relevant students only, and cc’d to me.

#### Presentation of Draft Final Paper – Taking place November 30 and December 7

The last two classes are devoted to presentations of your draft papers and receiving oral feedback from your peers and me. You should prepare an approximately 5-10 minute presentation (please time yourself) which will be followed by 5-10 minutes of questions and feedback. 50% of your grade for this component is based on your presentation, while the other 50% is based on your level of engagement with your peers’ work.

#### Final paper – Due December 15th

Final papers should be approx. 6000-6500 words and prepared in standard format (2.5 cm margins on all sides, double spaced, either indented paragraphs or extra line between paragraphs but not both, cover page with an original title reflecting the central claim of

the paper, page numbers, 12-point font, all quotes +3 lines offset, footnotes or endnotes, bibliography, etc.). Feel free to use whatever citation style you prefer.

An effective research paper is grounded in a significant amount of primary and secondary research and the expectation is that your bibliography of secondary sources would feature a minimum of 20 relevant sources, and quite possibly more.

### **INFORMAL ACCOMMODATIONS**

Formal accommodations are addressed in the last pages of this syllabus. If you have any other special needs as a student not addressed or not addressed adequately by existing policies, and that would benefit from an informal accommodation to maximize your learning experience (employment, travel, child or elder care, etc.), please speak to me at the beginning of the term so that we can arrange a mutually satisfactory approach to meeting the course requirements and objectives.

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

Late papers will be penalized 5% per day, including week-ends, unless prior arrangements have been made or an extraordinary circumstance provides a legitimate reason for the late submission.

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).

### **SCHEDULE**

#### **September 7                    Introduction**

Among other introductory matters, you will be asked to briefly introduce yourself to your classmates and me, providing us with your name, your program, some of the research areas/questions that wake you up at night, and something interesting about you (which may have nothing to do with school) that you'd like to share to help us know you better as a person.

#### **September 14                Regulation and Governance: Some Foundations**

Walters, William (2011) "Foucault, Power and Governmentality" in *Governmentality: Critical Encounters*, New York: Routledge, pp. 9-43.

Rose, Nikolas, Pat O'Malley, and Mariana Valverde (2006), "Governmentality" in *Annual Review of Law and Social Science* 2(1): 83–104.

Bowker, Geoffrey C. and Susan Leigh Star (1999), "Introduction: To Classify is Human" and "Why Classifications Matter" in *Sorting Things Out: Classification and Its Consequences*, Cambridge, MA: MIT Press, pp. 1-32 and 319-326.

Belcourt, Billy-Ray (2018), "Meditations on Reserve Life, Biosociality, and the Taste of Non-Sovereignty" in *Settler Colonial Studies* 8(1): 1–15.

Recommended:

Foucault, Michel (1991) "Governmentality" (trans. R. Braidotti, revised C. Gordon) in the *Foucault Effect: Studies in Governmentality* (eds. G. Burchell, C. Gordon and P. Miller), Chicago: University of Chicago Press, pp. 87-102.

**September 21            Thinking about the Body and Embodiment**

Weinberg, Darin (2012), "Social Constructionism and the Body" in *Routledge Handbook of Body Studies* (eds. B.S. Turner et al.), New York: Routledge, pp. 144-156.

Crossley, Nick (2012), "Phenomenology and the Body" in *Routledge Handbook of Body Studies* (eds. B.S. Turner et al.), New York: Routledge, pp. 130-143.

Spencer, Dale C. (2012), "Habit(us), Body Techniques and Body Callusing" in *Ultimate Fighting and Embodiment: Violence, Gender and Mixed Martial Arts*, New York: Routledge, pp. 86-98.

Puar, Jasbir K. (2007/2017), " 'The Turban is Not a Hat': Queer Diaspora and Practices of Profiling" in *Terrorist Assemblages: Homonationalism in Queer Times*, Durham and London: Duke University Press, pp. 166-204.

Recommended:

Canning, Kathleen (1999), "The Body as Method? Reflections on the Place of the Body in Gender History" in *Gender and History* 11(3): 499-513.

**September 28            Biopolitics and Bio-Somatic Regulation**

Rose, Nikolas (2001), "The Politics of Life Itself." *Theory, Culture & Society* 18(6): 1–30.

Rabinow, Paul and Nikolas Rose (2006), "Biopower Today" in *Biosocieties* 1(3): 195-217.

Lemke, Thomas (2013), “The Regime of Truth and Dimensions of Genetic Responsibility” in *Perspectives on Genetic Discrimination*, New York: Routledge, pp. 79-106.

Fritsch, Kelly (2016), “Blood Functions: Disability, Biosociality, and Facts of the Body” in *Journal of Literary & Cultural Disability Studies* 10(3): 341–356.

Recommended:

Connell, Erin, and Alan Hunt (2010), “The HPV Vaccination Campaign: A Project of Moral Regulation in an Era of Biopolitics” in *Canadian Journal of Sociology* 35(1): 63–82.

**October 5                      Conceptual Review and Collaborative Glossary Building**

*In this week, we will review the last three weeks and collaboratively build a glossary of conceptual terms as a foundation for the rest of the term. Please come to class having reviewed your notes on the readings and with a list of terms you feel should be in the glossary.*

**October 12                      Sensuous Governance: Regulating the Sensing Body**

Csordas, Thomas J. (1993), “Somatic Modes of Attention” in *Cultural Anthropology* 8(2): 135-156.

Scott, Dayna Nadine (2017), “The Smell of Neglect: A Transcorporeal Feminism for Environmental Justice” in *Sensing Law* (S.N. Hamilton, D. Majury, D. Moore, N. Sargent and C. Wilke, eds.), London: Routledge Glass House, pp. 162-178.

Buhler, Sarah (2017), “Law’s Sense of Smell: Odours and Evictions at the Landlord and Tenant Board” in *Sensing Law* (S.N. Hamilton, D. Majury, D. Moore, N. Sargent and C. Wilke, eds.), London: Routledge Glass House.

Valverde, Mariana (2019), “The Law of Bad Smells: Making and Adjudicating Offensiveness Claims in Contemporary Local Law” in *Canadian Journal of Law and Society* 34(2): 327-41.

Recommended:

Grabham, Emily (2009), “Shaking Mr. Jones: Law and Touch” in *International Journal of Law in Context* 5(4): 343–353.

**October 19                      Risky Reproducing Bodies and Reproducing Risky Bodies**

Boyd, Susan B. (2013), “Motherhood and the Law: Constructing and Challenging Normativity” in *The Ashgate Companion to Feminist Legal Theory* (V.E. Munro and M. Davies, eds.), Taylor and Frances, pp. 1-20.



Lupton, Deborah (2012), “‘Precious Cargo’: Foetal Subjects, Risk and Reproductive Citizenship” in *Critical Public Health* 22(3): 329–340.

Tremain, Shelley (2006), “Reproductive Freedom, Self-Regulation, and the Government of Impairment in Utero” in *Hypatia* 21(1): 35–53.

Fannin, Maria (2007), “The ‘Midwifery Question’ in Québec: New Problematics of Birth, Body, Self” in *BioSocieties* 2(2): 171–191.

Recommended:

Ruhl, Lealle (2002), “Dilemmas of the Will: Uncertainty, Reproduction, and the Rhetoric of Control” in *Signs: Journal of Women in Culture and Society* 27(3): 641–663.

**October 26**                      **Fall Break!**

**November 2**                      **Body Work and Self-Governance**

Lupton, Deborah (2020), “A More-than-human Approach to Bioethics: The Example of Digital Health” in *Bioethics* 34(9): 969–976.

Clift, Bryan C. (2019), “Governing Homelessness through Running” in *Body & Society* 25(2): 88–118.

Lindner, Peter (2020), “Molecular Politics, Wearables, and the Aretaic Shift in Biopolitical Governance” in *Theory, Culture & Society* 37(3): 71–96.

Mopas, Michael S. and Ekaterina Huybregts (2020), “Training By Feel: Wearable Fitness-Trackers, Endurance Athletes, and the Sensing of Data” in *The Senses and Society* 15(1): pp. 25-40.

Recommended:

Sanders, Rachel (2017), “Self-Tracking in the Digital Era: Biopower, Patriarchy, and the New Biometric Body Projects” in *Body & Society* 23(1): 36–63.

**November 9**                      **Surveilling Racialized Embodiment: Documenting and Datifying**

Hannah-Moffat, Kelly (2019), “Algorithmic Risk Governance: Big Data Analytics, Race and Information Activism in Criminal Justice Debates” in *Theoretical Criminology* 23(4): 453–470.

Chun, Wendy Hui Kyong (2009), “Race and/as Technology, or How to Do Things to Race” in *Camera Obscura* 24(1): 7-34.

Cormack, D, P Reid, and T. Kukutai (2019), “Indigenous Data and Health: Critical Approaches to ‘Race’/Ethnicity and Indigenous Data Governance” in *Public Health* 172: 116–118.

Stevens, Nikki, and Os Keyes (2021), “Seeing Infrastructure: Race, Facial Recognition and the Politics of Data” in *Cultural Studies*, 1–21.

Browne, Simone (2015), “Branding Blackness: Biometric Technology and the Surveillance of Blackness” in *Dark Matters: On the Surveillance of Blackness*, Durham, NC: Duke University Press, pp. 89-129.

Recommended:

Amin, Ash (2010), “The Reminders of Race” in *Theory, Culture & Society* 27(1): 1–23.

Stoler, Ann Laura (2016), *Duress: Imperial Durabilities in Our Times*. Durham, NC: Duke University Press – in particular, Chapter 7: Racial Regimes of Truth, pp. 237 – 266.

**November 16            Schooling the Body, (En)forcing Gender**

Thorpe, Amelia (2017), “Where do we go? Gender Identity and Gendered Spaces in Post-Secondary Institutions” in *Antistasis* 7(1): 1-12.

Spade, Dean (2015), “Administrating Gender” in *Normal Life, Administrative Violence, Critical Transpolitics and the Limits of the Law*, Durham, NC: Duke University Press, pp. 73-93.

Davies, Adam, Evan Vipond and Ariana King (2019), “Gender Binary Washrooms as a Means of Gender Policing in Schools: A Canadian Perspective” in *Gender and Education* 31(7): 866-85.

Kirkup, Kyle, Lee Airton, Allison McMillan, and Jacob DesRochers (2020), “The Aftermath of Human Rights Protections: Gender Identity, Gender Expression, and the Socio-Legal Regulation of School Boards” in *Canadian Journal of Law and Society* 35(2): pp. 245-268.

Recommended:

Vipond, Evan (2015), “Resisting Transnormativity: Challenging the Medicalization and Regulation of Trans Bodies” in *Theory in Action* 8(2): 21–44.

**November 23            Property, Waste, Ghosts and Selves: Managing the “dead” body**

Stroud, Ellen (2018), “Law and the Dead Body: Is a Corpse a Person or a Thing?” in *Annual Review of Law and Social Science* 14(1): 115–125.

Jones, Imogen (2020), “Objects of Crime: Bodies, Embodiment and Forensic Pathology” in *Social & Legal Studies* 29(5): 679–698.

Shaw, Joshua David Michael (2021), “The Spatio-Legal Production of Bodies Through the Legal Fiction of Death” in *Law and Critique* 32(1): 69–90.

Krupar, Shiloh R. (2018), “Green Death: Sustainability and the Administration of the Dead” in *Cultural Geographies* 25(2): 267–284.

Recommended:

Hart, Lianna and Stefan Timmermans (2012), “Death Signals Life: A Semiotics of the Corpse” in *Routledge Handbook of Body Studies* (B.S. Turner et al. eds), London and New York: Routledge, pp. 231-243.

**November 30**            **Final Paper Presentations**

**December 7**            **Final Paper Presentations**

**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](mailto:covidinfo@carleton.ca).

## **ACADEMIC ACCOMMODATIONS**

### **Academic Accommodation**

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](mailto: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>

**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/>.

**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/>.

**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/>.