

Course Outline

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| COURSE: | LAWS 4106A – Law and Violence |
| TERM: | Fall 2023 |
| PREREQUISITES: | LAWS 2908 or PAPM3000 and fourth-year Honours Standing |
| CLASS: | Day & Time: Tuesdays – 6:05-8:55 p.m. |
| | Room: Please check Carleton Central for current Class Schedule |
| | Delivery Method: Online via Zoom |
| INSTRUCTOR: | Dr. Roger R. Rickwood, LL.M., LL.B., M.A., B.A. (Hons) |
| CONTACT: | Office: |
| | Office Hrs: 4:00-5:00 p.m. by telephone |
| | Telephone: 613-712-2811 |
| | Email: rogerrickwood@cunet.carleton.ca |

CALENDAR COURSE DESCRIPTION

Examination of how law defines, justifies, and addresses individual, collective and state violence: contemporary and historical case studies; theoretical inquiries into the relationship between law, legality and different forms of violence.

COURSE DESCRIPTION

There is no general consensus on a definition of violence. However, many analysts accept as a working definition that of the World Health Organization. WHO defines violence as “the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”.

Some analysts see violence in sociopolitical terms as power to legitimate or force political change, state control, regime overthrow, modifications of political boundaries, resource allocation, and suppress people. Others define violence as organized power

used for group rather than for personal economic goals, such as in organized crime. Most scholars agree that the study of violence is part of a wider investigation of aggression, coercion, anger, and protest. Some also see prosocial behaviour as the opposite of violence. This investigation spans many disciplines, such as philosophy, ethics, political science, sociopsychology, criminology, law, history, statecraft and warcraft. While there is no consensus on a general theory of violence, there is some agreement on macro, meso and micro theories. Most analysts agree that violence has changed at the macro and meso levels.

The United Nations was formed some 77 years ago with one of its purposes being to try to eliminate war between nation states. The nature of conflict and violence has changed much since the United Nations was founded. Conflicts tend to be less deadly and waged between domestic groups inside a state rather than between states. They also involve state counterinsurgency operations to suppress terrorists within a state. The current Russian/Ukrainian war is an exception to the rule.

In investigating violence, we will create and describe a taxonomy of types of violence, although there is no consensus on what such a framework should contain. We will cite for expediency the list of eleven types of violence as used by Professor Stathis Kalyvas. In doing so we will focus on the role of the state as envisaged by Max Weber in conceptualization of three essential sources of social power (control over violence, control over information and legitimacy of political decision making). Weber did not invent the idea of the nation state. It evolved in Western Europe out of ideas of voluntary and authoritarian state formation. It developed from interstate war realities and the managing of internal conflict in a sovereign territory by regime elites. We follow the ideas of Professor Vincenzo Ruggiero who grafts onto Weber's state model types of sociopolitical violence. Some are applied from above by state elites (e.g., institutional violence, indiscriminate and targeted oppression, police brutality, torture and war) and others from below by substate actors and groups (riots, rebellions, collective violence, assassinations, insurgency, armed struggle and terrorism).

In investigating types of violence, we cover embedded concepts of sexual, racial, linguistic, ethnic, and religious violence which can emerge at either level and filter through the state and society. We will note in so doing incidents of sociopolitical violence that have taken place in Canada before and after Confederation.

In investigating, causes of violence the course will seek answers to 5 main questions:

1. What is violence? How does individual and group level aggressive behaviour differ from war?
2. Why are we violent? How do biological and cultural determinants under certain circumstances push us to engage in and respond to aggression?

3. What are the ethics of violence? Can war be justified?
4. Is non-violence a coherent and practical alternate to violence? Why do the ideas of Mahatma Gandhi and Martin Luther King, Jr. seem to have been forgotten?
5. Can we learn prosocial behaviour techniques and politico-legal practices to prevent, control, limit and outlaw violence at individual, group, state, and interstate levels? Are criminological practices of punishment and rehabilitation enough to replace countervailing forces?

In seeking answers, we will canvass the ideas of biological, social, jurisprudential, and political thinkers. This course process will distinguish between theorists who minimize political violence and realist political scientists and historians who have stricter definitions of war and political violence. The former group sees any kind of hooliganism or long violent struggle between groups as qualifying as political violence or war. The latter group sees war as a much more intensive level of brutality over a prolonged duration.

This course will use the concepts of “gendered lens” and “feminist curiosity” developed by Cynthia Enloe in her book, *Bananas, Beaches and Bases*, to understand and explain how gender-based forces, violence, abuse, oppression and repression manifest in both domestic and international contexts. Use of these concepts can expose gender disparities and reveal existing power structures that perpetuate inequality. This feminist approach shows how gender shapes societal and global politics and suggests the need for collective corrective action.

COURSE LEARNING OUTCOMES

KNOWLEDGE

Students will become familiar with:

- the causes, types and purposes of sociopolitical violence and be able to differentiate between aggression and prosocial behaviour;
- the theories and empirical contribution to the literature by practitioners, ethicists, observers, victims, and lawmakers;
- issues around “structured” societal cleavages and resource distribution which benefit some, but impose socio-economic, cultural, psychological, political and health deprivation on others.

COMPETENCIESStudents will:

- enhance their capabilities to think and reason critically about concepts of violence, including bargaining models that guide and avoid actions by political actors and responders, especially in war situations;
- develop pragmatic problem-solving approaches to dynamic incidents of sociopolitical violence and to advocate ethical remedial methods of conflict prevention and resolution.

SKILLSStudents will

- learn ethical investigation techniques to discover adequate evidence to describe and explain issue linkages and trends;
- acquire assessment, analytical, and communicative abilities through case studies, presentations and discussions to minimize aggression and maximize prosocial behaviour and learning.

REQUIRED TEXTS AND READING MATERIAL

1. Frazer, Elizabeth and Kimberly Hutchings, *Violence and Political Theory*, Wiley, 2020, 2ISBN: 978-1-509-53672-6, paperback, Canadian \$23.95, e-book \$19.00 – Available at Carleton Bookstore
2. Orend, Brian, *War and Political Theory*, Wiley 2019, ISBN: 978-1-509-52497-6, paperback, Canadian \$28.95, e-book \$23.99 – Available at Carleton Bookstore
3. Enloe, Cynthia, *Bananas, Beaches and Bases: Making Feminist Sense of International Politics*, 2nd edition, (Berkeley:University of California Press), 2014. Available at Carleton Bookstore. E-book is available at MacOdrum Library free of charge.

RECOMMENDED TEXT

Scott, John, ed., *A Dictionary of Sociology*, 4th edition (Oxford: Oxford University Press), 2014

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.

All components must be successfully completed in order to get a passing grade.

Components of Final Mark

| Evaluation format | Weight | Due Date |
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| Personal Observation of a violent incident. (see instructions below) | 15% | Week 4, Tuesday, 3rd October - Completed assignment to be sent by email to: rogerrickwood@cunet.carleton.ca |
| Midterm Exam | 25% Exam in 2 parts. Part 1 - a quiz Part 2 - one (1) essay | Week 6, Tuesday, 17 th October. This will be an at-home exam. The completed exam is to be sent to: rogerrickwood@cunet.carleton.ca |
| Group Presentation (see instructions below) | 25% | From Week 7 to Week 13 (31 st October to 5 th December) |
| Personal Class Participation (See instructions below) | 10% | Active Participation is required - not just attendance. |
| Final Essay – Take-home Essay Topics will be assigned. | 25% | Due on the last day of the exam period – 22 nd December. Essay to be sent by email to: rogerrickwood@cunet.carleton.ca |

Students shall not re-use their own work from a different course (or from the same course if they are repeating) when completing assignments or exams. If students wish to cite from such work, they must seek permission from the instructor before doing so.

INSTRUCTIONS FOR WRITING PERSONAL OBSERVATION OF A VIOLENT INCIDENT

This assignment is worth 15% of your total LAWS 4106A mark. The purpose of your assignment is to develop your descriptive skills related to a force/violence incident that you have observed directly or become aware of through your consumption of mass media coverage. The report is also designed to make you reflect on your feelings and values as an observer/participant. The use of force can trigger many emotions depending on how the force is being used for positive or negative purposes. What form of force/violence did you experience?

You are to write a minimum of five (5) pages (no more than six pages), double-spaced observation report on an incident you directly or indirectly observed inside or outside Canada. The incident was to have taken place in the last five years. Your report is confidential. You are to document where, when, how, why and who was involved. You may conceal some details for privacy reasons. The incident does not need to be a major event. It can be “micro” aggression. For example, it could simply be the fact that truck convoy protesters in Ottawa in February and March, 2022, blocked your way to a university class and laughed at your COVID-19 mask or an incident you have seen on television from the current Russian/Ukrainian war.

You are to write your report in the first-person singular or first-person plural if you were a group member involved in an incident. You can describe any emotions you experience or feelings of intimidation. Do you feel the incident could have been avoided by some of the players involved? Did it leave any lasting memories or anxieties? Did you come to any conclusions about fairness and freedom aspects of the incident? Would you do something differently if you saw a similar situation developing today? Did you observe any positive or negative aspects of police or crowd behaviour toward you? Did you retain a full memory of the incident?

If you have not experienced an incident of violence/force directly, you may wish to reflect in a general way on one media event that has impacted North Americans during the last 5 years. For example, the occupation of the U.S. capital on 6th January, 2021 by Trump supporters; the occupation by truckers of Ottawa in 2022; the George Floyd police takedown in 2021; removal of indigenous protesters by the RCMP at the pipeline construction in B.C.; mass killings of U.S. school children; killing of pedestrians with a van in Toronto. You can use any of these examples or use one of your own choosing. You do not have to check with me as to the incident you are using unless you wish to do so.

Please submit your report to me by email to rogerrickwood@cunet.carleton.ca on Tuesday, 3rd October, 2023 by 11:59 p.m. **DO NOT SEND IT TO BRIGHTSPACE.**

CLASS GROUP PRESENTATIONS (25%) – MANDATORY CLASS ATTENDANCE FOR PRESENTERS

Presentations will be made in class during the 6 classes from 31st October to 5th December. All students are expected to attend. Groups are to be formed. You are to book your time slot on a first come first- served basis. Presentations should be 30 minutes in length; each team participant should speak for 3-5 minutes. Presentations will be done by groups of 4 to 6 students, although a smaller number may be allowed. The presentation can be a debate, panel discussion, simulated hearing by a tribunal, court or parliamentary committee. Modification can be approved by the instructor. The same mark will be given for all members of a group. Opportunity for class questions, commentary and observations should be built into the presentation schedule. The instructor may make comments at the conclusion.

The topics of the presentations will be based on the subject matter for the selected date.

Each group **must** provide the instructor with an **electronic version of their slides prior to the presentation. A short electronic *aide memoire* summarizing the presentation is also required.** These are to be sent by email to rogerrickwood@cunet.carleton.ca . **Failure to provide the slides and *aide memoire* means that no grade can be entered.** The group's electronic power points and *aide memoire* will be posted on Brightspace. **Key content points in the presentations and related discussions, if pertinent, are to be included in your final essay.** The final presentation mark of 25 points is awarded on **content (70%), presentation style (20%) and engagement (10%)** of students. Games can reinforce student recall of key ideas and stimulate interest. Games must take up less than half the presentation time. Show respect for opposing viewpoints and avoid using long preambles in questions.

A schedule of presentations will be finalized on 3rd October. Identify your topic and your group members in writing to the instructor as soon as possible. There will be time in class to discuss and form groups. The instructor will create groups for you on 10th October if you have not done so earlier.

CLASS PERSONAL PARTICIPATION REQUIREMENTS (10%)

Attendance will be taken by answering a roll call. **Your participation mark is based on active participation and engagement in class discussions, not just physical attendance.** Perfect attendance does not equal a grade of 10 out of 10.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

There will be a penalty of 2% per calendar day for late submissions unless an extension

has been granted.

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).

COURSE SCHEDULE

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| <p>Week 1 Sept. 12</p> | <p><u>Introduction</u></p> <ul style="list-style-type: none"> a) Official course description b) Expanded course description c) Specific learning outcomes d) Required books e) Course evaluation components <p><u>Reflection on a Theory of Law and Sociopolitical Violence:</u> Can there be a general theory?</p> <p><u>Reflection on Law and Sociopolitical Violence in Canada</u></p> | <p>-Frazer. Pp. 1-20 -Orend, pp. 1-5; Ch.1, <i>Ontology</i> -Ruggiero, (2018), Journal Article, <i>Political Violence: a Typology</i>, – see pages 43 & 61 (on Brightspace)</p> <p>-McNaught, Kenneth, <i>Political Violence</i>, 2006, revised 2013, at: https://www.thecanadianencyclopedia.ca/en/article/political-violence?gclid=Cj0KCQjwwJuVBhCARIsAOPwGAQ1wKNKLmVi-RC40qAuWeL0qeZQCcUbDwnJLXTrkjRtqv-kXom1f7YaAm8cEALw_wcB</p> <p>-Hewitt, Steve, <i>Unpeaceable Kingdom: Political Violence and Terrorism in Canada</i> at: https://www.mcgill.ca/misc/files/misc/canterror_syllabus_18_august_.pdf</p> |
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| <p>Week 2 Sept. 19</p> | <p><u>Types of Political Violence: Towards a Universal Classification System</u> <u>General Theory</u></p> <p><u>Specific Typologies</u></p> <p><u>Direct Violence, Indirect (structural) Violence and Cultural Violence</u></p> | <p>-Ruggiero, Vincenzo, Journal article, “Political Violence: a Typology of Criminological Studies” on Brightspace – Read full article for this section</p> <p>See Brightspace for Notes on Typologies</p> <p>See ideas of direct, indirect and cultural violence by John Galtung (1969) at: https://www.saferspaces.org.za/section/structural-indirect-violence#:~:text=Structural%20violence%20includes%20use,heterosexism%2C%20xenophobia%20and%20even%20elitism</p> <p>-Enloe, chs. 1 and 8</p> |
| <p>Sept. 19</p> | <p>Last day for registration and course changes</p> | |
| <p>Week 3 Sept. 26</p> | <p><u>Traditional Explanations of the Causes of Political Violence, Aggression and War through</u></p> <p>a) Biological and Psychological Factors or Drives</p> <p>b) Social Relations and Institutions</p> <p><u>Revolutionary War Against the State by Armed Struggle and Civil War</u></p> | <p>-Frankel, Joseph, et al, <i>War</i>, (revised 2021) at: https://www.britannica.com/topic/war</p> <p>“Basics of Prosocial Behaviour” at: https://www.verywellmind.com/what-is-prosocial-behavior-2795479</p> <p>-Frazor, ch. 2</p> <p>-Ruggiero (2018), review pp. 44-47 and 52-55 (on Brightspace)</p> <p>-Enloe, ch. 6</p> |
| <p>Sept. 30</p> | <p>Last day for academic withdrawal from a course with a full fee adjustment.</p> | |
| <p>Week 4 Oct. 3</p> | <p><u>Institutional Political Violence by State Through Internal Repression and Interstate Warfare: Realism, Power Security and Nationalism</u></p> <p>PERSONAL OBSERVATION ON VIOLENCE DUE OCT. 3RD BY 11:59 P.M. TO BE SENT BY EMAIL TO: rwickwoo@uottawa.ca (DO NOT SEND TO BRIGHTSPACE)</p> | <p>-Ruggiero, Review pp. 47-49 (on Brightspace)</p> <p>-Frazer, ch. 2</p> <p>-Orend, ch. 2</p> <p>-Enloe, ch. 3</p> |
| <p>Oct. 9</p> | <p><u>Statutory Thanksgiving holiday -</u></p> | |

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| | University closed | |
| Week 5 Oct. 10 | <u>Crowds, Group Violence, Politics and Violence, Politics as a Continuation of Violence</u> EXAM REVIEW | -Frazer, Chs. 3 and 4 -Ruggiero (2018) Review pp. 49-52 -Enloe, ch. 7 |
| Week 6 Oct. 17 | <u>Midterm Exam (worth 25% of course mark)</u> -50% quiz & 50% essay No class. | Completed exam to be emailed to rogerrickwood@cunet.carleton.ca |
| Oct. 23- Oct. 27 | <u>Fall Break – No Classes – No office hours</u> | |
| Week 7 Oct. 31 | <u>Anarchism, Terrorism, Violence and Social Change</u> PRESENTATIONS START | -McNaught – Review of reading from day 1 -Hewit – Review of Reading from day 1 -John Phillip Jenkins, “Terrorism”, at https://www.britannica.com/topic/terrorism -Frazer, ch. 5 -Ruggiero, (2018), review pp. 55-57 -Andreas Wittel, “What is anarchism all about?” at: https://theconversation.com/what-is-anarchism-all-about-50373 |
| Week 8 Nov. 7 | <u>Genocide - Origins, Characteristics, Scope, Definitions & Examples</u> 1. Carthage Suppression 2. Armenian Massacre 3. Aboriginal (Indigenous) Eliminations 4. Holocaust and Related Persecutions 5. Soviet 1930s Persecution of Ukranian Farmers 6. Elimination of Indonesian Communists 7. Cambodian Purge of Khymer Rouge Opponents 8. Sudanese Systemic Purges PRESENTATIONS | -UN Convention on Punishment & Presentation of Crime of Genocide at: https://www.un.org/en/genocideprevention/documents/atrocity-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf |
| Week 9 Nov. 14 | <u>Pacifism, Ethics, Cosmopolitanism and Non-Violence: From Ghandi to the Arab Spring</u> <u>Violence & Transformation of Man Belligerence, Sexual Violence and</u> | -Orend, ch. 3 -Frazer, ch.6 -Frazer, ch. 7 |

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| | <u>Feminism and Politicization of Violence</u> PRESENTATIONS | |
| Nov. 15 | Last day for Academic withdrawal without fee adjustment | |
| Week 10 Nov. 21 | <u>Just War Theory: Start of War</u> PRESENTATIONS | -Frazer, ch. 7 -Orend, ch.4 |
| Week 11 Nov. 28 | <u>Reducing & Controlling Political Violence and War: Conduct during war and end of war</u> PRESENTATIONS | -Orend, chs. 5 & 6 -Enloe, chs. 4 and 5 |
| Week 12 Dec. 5 | <u>LAST CLASS</u> <u>The Future of War and the Role of Law in Limiting Violence in the 21st Century</u> <u>Towards a Political/Legal Theory of Violence</u> <u>Conclusions</u> Completion of outstanding PRESENTATIONS | -Orend, chs. 7 - Frazer, ch. 8 -Ruggiero, (2018), review pp. 57-63 -Enloe, , “Conclusion” |
| Dec. 9 | Study day | |
| Dec. 10- Dec. 22 | Final exam period | |
| Dec. 22 | FINAL TAKEHOME ESSAY DUE | EMAIL TO rogerrickwood@cunet.carleton.ca by 11:59 p.m. |
| Jan. 26- 28 & Feb. 3-5 | Fall deferred final examinations will be held. | |

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/>.

Statement on Student Mental Health

As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>

- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ADDRESSING HUMAN RIGHTS CONCERNS

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the [Department of Equity and Inclusive Communities](#) at equity@carleton.ca.

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 that can be found at:

<https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

Religious Obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first 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/>.