

Course Outline

COURSE:	LAWS 4603 B – Transitional Justice
TERM:	Winter 2025
PREREQUISITES:	LAWS 2908 or PAPM 3000 & Fourth-Year Honours Standing
CLASS:	Day & Mondays Time: 6:05 pm – 8:55 pm Room: Please check Carleton Central for current Class Schedule This course is in-person and not offered online
INSTRUCTOR:	Sylva Sheridan PhD (ABD), MA, BA (Hons)
CONTACT:	Office Hrs: Monday: 3:30 pm – 5:00 pm; Loeb D581 Email: sylvasheridan@cunet.carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/285197

1. Course Description

Calendar Course Description

Legal and ethical responses to human rights violations in the transition to democracy. Dilemmas of the rule of law; truth and reconciliation; prosecution and punishment; amnesty; retribution and revenge; restorative justice; administrative remedy; reparations; International case studies. Theoretical arguments about justice in context of country.

Additional Course Overview

Transitional Justice is a field of research which explores how we contend with and respond to past state violence. Discussions will explore the traditional four pillars of transitional justice: criminal prosecutions, truth-seeking & memory, reparations and various forms of reform and prevention. We will analyze theoretical perspectives (necropolitics, genocide & the state of exception) and concepts (memory, historical trauma, injustice, and harm) to augment our discussions of the 2015 Truth and Reconciliation Commission. Discourses will include building connections between settler colonialism, structural violence, and transitional justice. This course will focus on approaches to grappling with structural violence.

2. Preclusions

No preclusions

3. Learning Outcomes

Students will be equipped to academically analyze key theoretical concepts pertaining to transitional justice. Students will be equipped to apply theory as part of an exploration of the Truth and Reconciliation Commission.

4. Texts & Course Materials

All required texts and articles will be made available to students via Brightspace modules. Students are not required to purchase textbooks or other learning materials for this course. I have provided a full list of the readings for this term. Individual class readings can be found as part of the course calendar.

- Achille Mbembe, “Necropolitics” (2003) 15:1 *Public Culture* 11.
- Allison Crawford, “The trauma experiences by generations past having an effect in their descendants’: narrative and historical trauma among Inuit in Nunavut, Canada” (2014) 51:3 *Transcultural Psychiatry* 339.
- Amy Bombay, Kimberly Matheson & Hymie Anisman, “The intergenerational effects of Indian Residential Schools: Implications for the concept of historical trauma” (2014) 51:3 *Transcultural Psychiatry* 320.
- [Calls to Action of the TRC.](#)
- Carl Schmitt, “Chapter One and Two”, in *Political Theology: Four Chapters on the Concept of Sovereignty* (Chicago: University of Chicago Press, 1985).
- Chrisje Brants & Katrien Klep, “Transitional Justice: History-Telling, Collective Memory, and the Victim-Witness” (2013) 7:1 *International Journal of Conflict and Violence* 36.
- Christiane Wilke, “Enter Ghost: Haunted Courts and Haunting Judgments in Transitional Justice” (2010) 21 *Law and Critique* 73.
- Derek Venema, “Transitions as States of Exception: Towards a More General Theory of Transitional Justice” in *Critical Perspectives in Transitional Justice* by Nicole Palmer, Phil Clarke & Danielle Granville (eds), (Cambridge: Intersentia, 2012).
- Final Report: RCMP Review of Allegations Concerning Sled Dogs (2006) 8.
- International Centre for Transitional Justice, “What is Transitional Justice?” (2024) online: *International Center for Transitional Justice* <<https://www.ictj.org/what-transitional-justice>>.
- Jennifer Matsunaga, “Two faces of transitional justice: Theorizing the incommensurability of transitional justice and decolonization in Canada” (2016) 5:1 *Decolonization: Indigeneity, Education, Society* 24.
- Julia Vieback, “Transitional Archives: Towards a Conceptualization of Archives in Transitional Justice” (2021) 25 *International Journal of Human Rights* 403.
- Kyrsten Sinema, “Chapter Six: Conclusion” in *Who Must Die in Rwanda’s Genocide? The State of Exception Realized* (Lanham, Maryland: Lexington Books/Fortress Academic, 2015)
- M Brinton Lyles & Hugo van der Merwe, “Exploring/Expanding the Reach of Transitional Justice” (2017) 11:3 *International Journal of Transitional Justice* 371.
- Maria Moss, “Unmarked Graves: Yet another Legacy of Canada’s Residential School System” (2022) 72 *American Crisis* 1.
- Maria Yellow Horse Brave Heart, “The historical trauma response among natives and its relationship with substance abuse: a Lakota illustration” (2003) 35:1 *Journal of Psychiatric Drugs* 7.

- Matt James, “A Carnival of Truth? Knowledge, Ignorance and the Canadian Truth and Reconciliation Commission” (2012) 6:2 *International Journal of Transitional Justice* 182.
- Matt James, “The Structural Injustice Turn, the Historical Justice Dilemma and Assigning Responsibility with the Canadian TRC Report” (2021) 54 *Canadian Journal of Political Science* 374.
- Paige Arthur, “How ‘Transitions’ Reshaped Human Rights: A Conceptual History of Transitional Justice” (2009) 31 *Human Rights Quarterly* 321.
- Rosemary L. Nagy, “The Scope and Bounds of Transitional Justice and the Canadian Truth and Reconciliation Commission” (2013) 7:1 *International Journal of Transitional Justice* 52.
- Samantha Power, “Preface; Race murder; A crime without a name; The crime with a name; Lemkin’s law” in *A Problem from Hell: America in the Age of Genocide* (New York: Basic Books, 2003).
- Volume 1 of the Truth and Reconciliation Commission of Canada: Canada’s Residential Schools: The History and Origins, Part 1: Origins to 1939. (pp. 3-6; 599-642).
- Volume 4 of Canada's Truth and Reconciliation Commission (pp 35-138).

5. Course Calendar

Week 1: January 6 | Syllabus + Introduction to the Course

Required Reading:

- Course Syllabus

Recommended Reading:

- International Centre for Transitional Justice, “What is Transitional Justice?” (2024) online: *International Center for Transitional Justice* < <https://www.ictj.org/what-transitional-justice>>.

Week 2: January 13 | Theory I: Necropolitics and Transitional Justice

Required Readings:

- Achille Mbembe, “Necropolitics” (2003) 15:1 *Public Culture* 11.
- Christiane Wilke, “Enter Ghost: Haunted Courts and Haunting Judgments in Transitional Justice” (2010) 21 *Law and Critique* 73.
- Paige Arthur, “How ‘Transitions’ Reshaped Human Rights: A Conceptual History of Transitional Justice” (2009) 31 *Human Rights Quarterly* 321.

Further Readings:

- Brian Sinclair Working Group, “Out of Sight: A Summary of the events leading up the Brian Sinclair’s Death and the inquest that examined it and the Interim Recommendations of the Brian Sinclair Working Group” (2017) online: [pdf] *The National Inquiry into Missing and Murdered Indigenous Women and Girls*.
- Gunes Dasli, “The Politics of Gravelessness and Necropolitical Violence in Turkey: ‘The souls of deceased searching for a grave’” (2024) 4:1 *The Commentaries* 43.
- Lucy Mayblin, Mustafa Wake & Mohsen Kazemi, “Necropolitics and the Slow Violence of the Everyday: Asylum Seeker Welfare in the Postcolonial Present” (2019) 54:1 *Sociology* 107.

- Marisela Montenegro, Joan Pujol, Silvia Posocco, “Bordering, exclusions and necropolitics” (2017) 17:3 *Qualitative Research Journal* 142.
- Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Vintage Books, 1977).
- Pamela L. Geller, “What is Necropolitics?” (2021) in *Theorizing Bioarchaeology* (New York: Springer, 2021) 87.
- Sophia Martensen, “Necropolitics, Colonialism, and Indigenous Peoples in Canada” (2021) 3:1 *York University Criminological Review* 51.
- Ruti G. Teitel, “Transitional Justice Genealogy” (2003) 16 *Harvard Human Rights Journal* 16.

Week 3: January 20 | Theory II: State of Exception and Transitional Justice

Required Readings:

- Kyrsten Sinema, “Chapter Six: Conclusion” in *Who Must Die in Rwanda’s Genocide? The State of Exception Realized* (Lanham, Maryland: Lexington Books/Fortress Academic, 2015)
- Carl Schmitt, “Chapter One and Two”, in *Political Theology: Four Chapters on the Concept of Sovereignty* (Chicago: University of Chicago Press, 1985).
- Derek Venema, “Transitions as States of Exception: Towards a More General Theory of Transitional Justice” in *Critical Perspectives in Transitional Justice* by Nicole Palmer, Phil Clarke & Danielle Granville (eds), (Cambridge: Intersentia, 2012).

Further Readings:

- Daria Davitti, “Biopolitical Borders and the State of Exception in the European Migration ‘Crisis’” (2019) 29:4 *European Journal of International Law* 1173.
- Franz Kafka, *The Trial*, [online](#).
- Giorgio Agamben, “Part 1”, in *Means Without Ends: Notes on Politics* (Minneapolis: University of Minnesota, 2000).
- Harold R. Johnson, *Firewater: How Alcohol is Killing My People (And Yours)* (Regina: University of Regina Press, 2016).
- James Daschuk, *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Indigenous Life* (Regina: University of Regina Press, 2019).
- Jennifer Balint, “Transitional Justice and State Crime” (2014) 14 *Macquarie LJ* 147. *Journal of Transitional Justice* 90.
- Line Engbo Gissel, “Contemporary Transitional Justice: Normalising a Politics of Exception” (2016) 31:3 *Global Society* 353.
- Obiora Chinedu Okafor & Uchechukwu Ngwabo, “The International Criminal Court as a ‘Transitional Justice’ Mechanism in Africa: Some Critical Reflections” (2015) 9 *International*

Week 4: January 27 | Theory III: Genocide and Transitional Justice (Guest Speaker: Janakan Muthukumar)

Required Readings:

- Samantha Power, “Preface; Race murder; A crime without a name; The crime with a name; Lemkin’s law” in *A Problem from Hell: America in the Age of Genocide* (New York: Basic Books, 2003).

Further Readings:

- *Convention on the Prevention and Punishment of Genocide*, 9 December 1948, 78 UNTS 277.
- Ezechiel Sentama, “Transitional Justice and Redress for Racial Injustices against Marginalized Minorities: Lessons from Indigenous *Twa* People in Post-Genocide Rwanda” (2024) *International Journal of Transitional Justice*.
- Hannah Arendt, *Eichmann in Jerusalem* (London: Penguin, 2006).
- Michael H. Scarlett, “Imagining a World beyond Genocide: Teaching about Transitional Justice” (2009) 100:4 *The Social Studies* 169.
- National Inquiry into Missing and Murdered Indigenous Women and Girls, “Reclaiming Power and Place: Supplementary Report – Genocide” (2019).
- Tamara Starblanket, *Suffer the Little Children: Genocide, Indigenous Nations and the Canadian State* (Atlanta: Clarity Press Inc., 2018).
- Umut Özsü, “Genocide as Fact and Form” (2019) 22:1 *Journal of Genocide Research* 62.

Week 5: February 3 | Colonization and Ethical Research (Guest Speaker: Julie Lavigne)**Required Reading:**

- This week, please review the Collaborative Indigenous Bundles on Brightspace: **Ongoing Colonialism: An Advanced Overview AND Ethics of Research with Indigenous Peoples.**
- Jennifer Matsunaga, “Two faces of transitional justice: Theorizing the incommensurability of transitional justice and decolonization in Canada” (2016) 5:1 *Decolonization: Indigeneity, Education, Society* 24.
- Julia Vieback, “Transitional Archives: Towards a Conceptualization of Archives in Transitional Justice” (2021) 25 *International Journal of Human Rights* 403.

Further Readings:

- Alessandra Chechi, “Repairing Historic Injustice: The Return of Indigenous People’ Ancestral Human Remains Through Transitional Justice” (2024) *International Journal of Cultural Property* 1.
- Audra Simpson “Sovereignty of Critique” (2020) 119:4 *The South Atlantic Quarterly* 685.
- Augustine S J Park, “Settler Colonialism and the Politics of Grief: Theorising a Decolonising Transitional Justice for Indian Residential Schools” (2015) 16 *Human Rights Review* 273.
- Augustine S J Park, “Settler Colonialism, Decolonization and Radicalizing Transitional Justice” (2020) 14:2 *International Journal of Transitional Justice* 260.
- Carrie Bourassa, Jennifer Billan, Danette, Starblanket, Sadie Anderson, Marlin Legare, Mikayla Caroline Hagel, Nathan Oakes, Mackenzie Jardine, Gail Boehme, Ethel Duboi, Orval Spencer, Millie Hotomani, Betty McKenna, “Ethical research engagement with Indigenous Communities” (2020) 7 *Journal of Rehabilitation and Assistive Technologies Engineering* 1.
- Eileen Pittaway, Linda Bartolomei & Richard Hugman, ““Stop Stealing Our Stories!’: The Ethics of Research with Vulnerable Groups” (2010) 2:2 *Journal of Human Rights Practice* 229.
- Jane Dickson & Michelle Stewart, “Risk, rights and deservedness: Navigating the tension of *Gladue*, Fetal Alcohol Spectrum Disorder and settler colonialism in Canadian Courts” (2021) 40:1 *Behavioural Sciences and the Law* 14.

- Jennifer Henderson & Pauline Wakeham, “Colonial Reckoning, National Reconciliation?: Aboriginal Peoples and the Culture of Redress in Canada” (2013) 35:1 ESC: English Studies in Canada 1.
- Melanie Adrian, “France, the Veil and Religious Freedom” (2009) 37:4 Religion, State and Society 345.
- Naomi Angel, “Before Truth: The Labors of Testimony and the Canadian Truth and Reconciliation Commission” (2012) 53:2 Culture, Theory, and Critique 199.

Paper Proposal Due February 3 at 11:59pm

Week 6: February 10 | Community Led Truth Commissions and Memory

Required Material/Readings:

- Allison Crawford, “The trauma experiences by generations past having an effect in their descendants’: narrative and historical trauma among Inuit in Nunavut, Canada” (2014) 51:3 Transcultural Psychiatry 339.
- Chrisje Brants & Katrien Klep, “Transitional Justice: History-Telling, Collective Memory, and the Victim-Witness” (2013) 7:1 International Journal of Conflict and Violence 36.
- Final Report: RCMP Review of Allegations Concerning Sled Dogs (2006) 8.

Further Readings:

- Audrey R. Chapman, “Truth Commissions and Intergroup Forgiveness: The Case of the South African Truth and Reconciliation Commission” (2007) 13:1 Peace and Conflict: Journal of Peace Psychology 51.
- Independent Special Interlocutor, *Sites of Truth, Sites of Conscience: Unmarked Burials and Mass Graves of Missing and Disappeared Indigenous Children in Canada* (2024) [pdf].
- Janine Natalya Clark, “Rethinking memory and transitional justice: A novel application of ecological memory” (2020) 14:4 Memory Studies 695.
- Lucy Mayblin, Mustafa Wake & Mohsen Kazemi, “Necropolitics and the Slow Violence of the Everyday: Asylum Seeker Welfare in the Postcolonial Present” (2019) 54:1 Sociology 107.
- Maria Yellow Horse Brave Heart, “The return to the sacred path: Healing the historical trauma and historical unresolved grief response among the Lakota through a psychoeducational group intervention” (1998) 68:3 Smith College Studies in Social Work 287.
- Maureen Lux, *Separate Beds: A History of Indian Hospitals in Canada, 1920s-1980s* (Toronto: University of Toronto Press, 2016).
- Priscilla B. Hayner, “Truth Commissions: A Schematic Overview” (2006) 22:862 International Review of the Red Cross 295
- Stacy Douglas, *Curating Community: Museums, Constitutionalism, and the Taming of the Political* (Ann Arbor: University of Michigan Press, 2013)
- Susan McGugh, “‘A flash point of Inuit memories’: Endangered Knowledges in the Mountie Sled Dog Massacre” (2013) 39:1 ESC: English Studies in Canada 149.
- Wendy Lambourne, “Transitional Justice and Peacebuilding after Mass Violence” (2009) 3:1 International Journal of Transitional Justice 28.
- Zia Akhtar, “Canadian Genocide and Official Culpability” (2010) 10 International Criminal Law Review 111.

February 17-21 | Winter Break, No Class

Week 7: February 24 | Transitional Justice and The TRC Part I

Required Material/Reading:

- Rosemary L. Nagy, “The Scope and Bounds of Transitional Justice and the Canadian Truth and Reconciliation Commission” (2013) 7:1 *International Journal of Transitional Justice* 52.
- Maria Yellow Horse Brave Heart, “The historical trauma response among natives and its relationship with substance abuse: a Lakota illustration” (2003) 35:1 *Journal of Psychiatric Drugs* 7.
- Matt James, “A Carnival of Truth? Knowledge, Ignorance and the Canadian Truth and Reconciliation Commission” (2012) 6:2 *International Journal of Transitional Justice* 182.

Further Readings:

- Bradford W. Morse, “Government Responses to the Indian Residential Schools Settlement in Canada: Implications for Australia” (2008) 12 *Australian Indigenous Law Review* 41.
- Elisabeth Paquette, “Reconciliation and Cultural Genocide: A Critique of Liberal Multicultural Strategies of Innocence” (2020) 35 *Hypatia* 143.
- Jeff Cortassel & Cindy Holder, “Who’s Sorry Now? Government Apologies, Truth Commissions, and Indigenous Self-Determination in Australia, Canada, Guatemala, and Peru” (2008) 9:4 *Human Rights Review* 465.
- John S Milloy, *A National Crime: The Canadian Government and the Residential School System* (Regina: University of Manitoba Press, 2017)
- Robyn Green, “Unsettling Cures: Exploring the Limits of the Indian Residential School Settlement Agreement” (2012) 27:1 *Canadian Journal of Law and Society* 129.

Week 8: March 3 | Transitional Justice and The TRC Part II

Required Material/Reading:

- M Brinton Lyles & Hugo van der Merwe, “Exploring/Expanding the Reach of Transitional Justice” (2017) 11:3 *International Journal of Transitional Justice* 371.
- Volume 1 of the Truth and Reconciliation Commission of Canada: *Canada’s Residential Schools: The History and Origins, Part 1: Origins to 1939*. (pp. 3-6; 599-642).

Further Readings:

- Amy Bombay, Kim Matheson & Hymie Anisman, *Origins of Lateral Violence in Aboriginal Communities: A Preliminary Study of Student-to-Student Abuse in Residential Schools* (Ottawa: Aboriginal Healing Foundation, 2014).
- Andrew Woolford, “Governing through Repair. Historical Injustices and Indigenous Peoples in Canada” in *Facing the Past* by Peter Malcontent (ed) (Intersentia, 2018).
- David B. MacDonald & Graham Hudson, “The Genocide Question and Indian Residential Schools in Canada” (2012) 45:2 *Canadian Journal of Political Science* 427.
- Gareth Price, “Language policy and transitional justice: rights and reconciliation” (2020) 19 *Language Policy* 485.
- Primo Levi, *If This Is A Man & The Truce* (London: Abacus, 2015).
- *R v Gladue*, [1999] 1 SCR 688.

- Shawn Selway, *Nobody Here Will Harm You: Mass Medical Evacuation from the Eastern Arctic, 1950-1965* (Hamilton: James Street North Books, 2016)

Week 9: March 10 | Transitional Justice and The TRC Part III

Required Reading:

- Maria Moss, “Unmarked Graves: Yet another Legacy of Canada’s Residential School System” (2022) 72 *American Crisis* 1.
- Volume 4 of Canada's Truth and Reconciliation Commission (pp 35-138).

Further Readings:

- Anne-Marie Raybould, “Dealing with Difficult Emotions: Anger at the Truth and Reconciliation Commission of Canada” (2014) 56:2 *Anthropologica* 369.
- *Canada (Attorney General) v Fontaine* [2017] 2 SCR 205.
- Gary Geddes, *Medicine Unbundled: A Journey Through the Minefields of Indigenous Health Care* (Victoria, Vancouver & Calgary: Heritage House Publishing Company Ltd., 2017)
- National Inquiry into Missing and Murdered Indigenous Women and Girls Report: <https://www.mmiwg-ffada.ca/final-report/>.
- National Library of Canada, *Statement of the Government of Canada on Indian Policy*, 1969.
- Ravi de Costa, “Discursive institutions in non-transitional societies: The Truth and Reconciliation Commission of Canada” (2017) 38:2 *International Political Science Review* 185.

Week 10: March 17 | Transitional Justice and The TRC Part IV

Required Reading:

- Amy Bombay, Kimberly Matheson & Hymie Anisman, “The intergenerational effects of Indian Residential Schools: Implications for the concept of historical trauma” (2014) 51:3 *Transcultural Psychiatry* 320.
- [Calls to Action of the TRC.](#)
- Matt James, “The Structural Injustice Turn, the Historical Justice Dilemma and Assigning Responsibility with the Canadian TRC Report” (2021) 54 *Canadian Journal of Political Science* 374.

Further Reading:

- Celeste Hutchinson, “Reparations for Historical Injustice: Can Cultural Appropriation as a Result of Residential Schools Provide Justification for Aboriginal Cultural Rights” (2007) 70:2 *Saskatchewan Law Review* 425.
- Jesse Thistle, *From The Ashes: My Story of Being Métis, Homeless, and Finding My Way* (Toronto: Simon and Schuster, 2019).
- Samir Shaheen-Hussain, *Fighting for a Hand to Hold: Confronting Medical Colonialism against Indigenous Children in Canada* (Montreal & Kingston, London & Chicago: McGill-Queen’s University Press, 2020).
- Principles of the Truth and Reconciliation: What Have We Learned (pp. 103-128).
- Courtney Jung, “Reconciliation: six reasons to worry” (2018) 14:2 *Journal of Global Ethics* 252.

Weeks 11 & 12: March 24 + March 31| Conference Presentations

- No readings

Week 13: April 7 | Conference Presentations/Work Session on Final Assignment

- No readings. You are encouraged to come to this class with a draft of your research paper.

Take Home Exam (Research Paper) Due: April 26 at 11:59pm

Further Videos

- [Amy Bombay – The long-term effects of Indian Residential Schools](#)
- [Canada’s Darkest Secret](#)
- [Feinstein to release CIA report](#)
- [Intergenerational trauma and resiliency on health and wellness of First Nations peoples in Canada](#)
- [Necropolitics – audiobook by Achille Mbembe](#)
- [Rosi Briadotti – Necropolitics and Ways of Dying](#)
- [Samantha Power: Shaking Hands With the Devil](#)
- [Transitional Justice in Post-Conflict Societies](#)
- [Understanding Transitional Justice](#)
- [We Know the Truth: Stories that Inspire Reconciliation](#)

6. Evaluation

a. List of Evaluation Elements

Element	Weight	Due Date
Attendance and Participation	15%	Ongoing
Paper Proposal	25%	February 3 at 11:59pm
Conference Presentation	20%	Presentation Dates: March 24, March 31, April 7. Dates will be determined the second week of class (Jan 13)
Take Home Exam	40%	April 26 at 11:59pm (<i>early submissions welcome</i>)

Written Assignment Overview:

Your three assignments for this term (outside of participation) are scaffolded to reflect your term paper. Each of the three components (paper proposal, conference presentation, term paper) adjunct the course material to encourage planning and preparation in preparing a paper that could be ready for submission. This is a particularly useful task, if you are considering graduate work or law school.

Attendance and Participation: A solid fourth-year seminar is grounded in your participation. We will be engaging in active reading, which is parsing through the readings and debates raised together. You must come to class prepared to answer questions about the readings. Only part marks are given for attendance.

Paper Proposal: I have decided that To ease the burden of your final term paper, you will submit a paper proposal, which encourages you to begin planning for your final paper. Extensive feedback will be provided to you. Assignment parameters and guidelines are posted on Brightspace. This assignment is due on **February 3 at 11:59pm**

Conference Presentation: The last three classes will be reserved for students to give a 10-minute overview of their term papers, with time to solicit feedback from the instructor and fellow students. You will submit the written component of the presentation afterwards. The written component is informal (i.e., bullet points are acceptable). **The use of PowerPoint is not permitted. You must send me the notes (including citations) you will be using for your presentation.**

Take Home Exam (Research Paper): Your research paper will be a maximum of 20 pages long [minimum 15 pages]. You will have a one-page buffer for footnotes. It must have a clear thesis and substantial arguments drawing on course themes. Your research paper **must** draw on **one** of the theories of transitional justice that we have discussed (i.e., necropolitics, genocide & the state of exception) **OR** memory in application to the Truth and Reconciliation Commission of Canada. You are encouraged to use the further readings as a starting point. Further details will be posted on Brightspace. *I encourage you to speak and meet with me during my office hours to discuss your term paper.* **This assignment is due on April 26 at 11:59pm. Your paper must also incorporate content from the Collaborative Indigenous Learning Bundles. As this is the final day of the exam period, no late submissions will be accepted.**

Please also note the following: In order to pass this course, all assignment criteria must be fulfilled. This includes attendance and participation. You must attend at least one class to successfully pass this course. If you do not attend any classes this term, you will not be eligible for a passing grade.

Deadlines and Submission Procedures: Deadlines for submission of assignments are set prior to the start of term and clearly communicated in class and in this course outline. All assignments must be submitted through Brightspace. Emailed assignments are not accepted, and you will be directed to upload your assignment on Brightspace.

Extensions: Students may request extensions vis a vis Carleton's Academic Consideration Policy: <https://carleton.ca/registrar/academic-consideration-coursework/>.

Penalties for Late Submissions: It is expected that students will plan accordingly and endeavour to meet those deadlines. Where this is not possible, students may submit the paper late, and their grade will be reduced by a late penalty that will accrue at a rate of 2 marks for each day punctuating the deadline and their submission of the paper via Brightspace.

Grade Appeals: There are two steps to appeal your grade:

Step One – Informal:

- Questions pertaining to your grade should be directed to the instructor. You must clearly identify why you feel your grade is incorrect. This information should be made within 7 working days once the grade has been made available. If after 7 days, there is no response, forward that original email to the Chair and cc the instructor. As a result of this process, the original grade may be raised, lowered or remain the same

Step Two – Formal:

- If your concerns have not been addressed in your attempt to resolve the matter informally you may complete a Formal Appeal of Grade form through the Registrar's Office. You can initiate this process by emailing the Registrar's Office.
- Be sure to include any supporting documentation including the original graded work in question and any written correspondence between you and your instructor. You are advised to retain copies of your original work.
- If the original graded work in question is not in your possession, you must indicate this on your appeal of grade form.
- This appeal should be submitted within 20 working days from when the grade was made available.
- This process will take approximately 10 working days depending on the circumstances.
- You will be notified the final decision of your grade via email to your Carleton email address by the Dean's office. The decision of the Dean is final (Section 3.3.5 of the Undergraduate Calendar).
- Your grade may be lowered, raised, or left unchanged as a result of this process.

Academic Format and Citations: Your term paper must be in 12-point Times New Roman, be double-spaced and adhere to the [Canadian Guide to Uniform Citation](#) – Failure to use McGill citation will result in a 2 point deduction from your assignment. **All assignments MUST be submitted in .docx format. This is so I can use track-changes on your submissions.**

b. Tests and Examinations

Please note that there is no final exam for this course.

c. Final Grade Approval

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

7. Statement on Academic Integrity

Use of Previously Submitted Papers: Submitting previously evaluated work, in whole or in part, is not permitted and you will receive a zero.

Generative AI Tools (e.g. ChatGPT): Unless explicitly permitted by the instructor in a particular course either generally or for a specific assignment, any use of generative AI tools to produce assessed content is a violation of academic integrity standards.

Group Work: Group work is not permitted. Students must individually submit their own work.

Plagiarism: The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another's data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- failing to acknowledge sources with proper citations when using another's work and/or failing to use quotations marks."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course

Statement on Student Mental Health

As a 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. For more information, please consult <https://wellness.carleton.ca/>.

Please also note the following resources:

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Emergency Resources ([on and off campus](#))

- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

8. Requests for 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 and Family-Status Related Accommodations

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

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/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).

Winter 2025 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website:</i> https://calendar.carleton.ca/academicyear/	
January 6, 2025	Winter term begins.
January 17, 2025	Last day for registration and course changes (including auditing) in winter courses.
January 31, 2025	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 17-21, 2025	Winter break, no classes.
March 15, 2025	Last day for academic withdrawal from winter courses.
March 25, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in winter term or fall/winter undergraduate courses, before the official April final examination period.

April 8, 2025	Winter term ends.
	Last day of winter and fall/winter classes.
	Last day for final take-home examinations to be assigned.
April 9-10, 2025	No classes or examinations take place.
April 11-26, 2025	Final examinations in winter and fall/winter courses will be held.
April 18, 2025	Statutory holiday. University closed.
April 26, 2025	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.