
COURSE:	LAWS 3908 D – Approaches in Legal Studies II
TERM:	Winter 2025
PREREQUISITES:	LAWS 2908 and third-year Honours standing
CLASS:	Day & Time: Fridays, 9 – 10:30 am (& asynchronous assignments)
	Where? Zoom
INSTRUCTOR:	Professor Christiane Wilke
CONTACT:	Office Hrs: By appointment, on Zoom
	Email: christiane.wilke@carleton.ca [please include the “LAWS 3908” in the subject line]
BRIGHTSPACE LINK:	https://brightspace.carleton.ca/d2l/home/285176

CALENDAR COURSE DESCRIPTION

Advanced approaches to interdisciplinary research and analysis in law and legal studies. Emphasis on the important role of theory. Approaches considered will vary by section, and may include theoretical, quantitative, qualitative, literary, or historical approaches.

COURSE DESCRIPTION

How does international law shape contemporary armed conflict? How can we research how people “do” law? This course prepares students to plan, craft, and execute their own research projects that involve the analysis of primary sources provided by the professor.

The US military and allied NATO militaries have been involved in long-term armed conflicts in Afghanistan and Iraq since the early 2000s. The risks and burdens of these wars have been very unequally distributed. How does the US military respond to allegations that airstrikes have killed civilians? The recent release of 1,300 files detailing responses to civilian casualties from 2015 to 2019 allows us to explore how law shapes how armed conflict is conducted and understood.

Another set of files allows us to trace under which circumstances the US military recognized and compensated civilian casualties in Iraq 2005 to 2007. We use these sets of documents to understand aspects of contemporary armed conflict, apply qualitative research methods, and write research papers.

COURSE OBJECTIVES

In this course you will:

- Learn about the benefits and limits of qualitative methods in socio-legal research
- Distinguish socio-legal research from other forms of research with and about law
- Understand the importance of integrating theoretical texts with empirical research
- Appreciate the importance of drawing on research that relies on marginalized perspectives and ways of knowing
- Learn how to use specific research methods and techniques (document analysis, case study, media analysis, sampling, coding, interpretation)
- Identify potential ethical problems with research practices and complete the Tri-Council Ethics Training
- Be aware of ethical issues in research beyond institutional requirements and have strategies for navigating these issues
- Develop skills and strategies for conducting and presenting qualitative research based on the systematic interpretation of primary sources
- Write a research paper that demonstrates all of these skills (Yay!)

REQUIRED TEXTS

We will use a range of texts, including several chapters from these two textbooks:

1. Siddarth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Tilburg University Open Press, 2022), DOI: 10.26116/2ckw-gd47. Available online: <https://openpresstiu.pubpub.org/socio-legal-lab>
2. Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017).

De Souza & Hahn is available open access online. You might want to print out the chapters we read; this might help you to read, review, and work with the material. *Hesse-Biber* can best be

purchased via the publisher's website (which includes rental options):

<https://us.sagepub.com/en-us/nam/the-practice-of-qualitative-research/book240120>. It is not available through the Carleton University Library. **If you have trouble getting a copy at a price you can afford, please email me.** The cost for a 90 day rental of the book is USD \$40.

All other readings will be posted on Brightspace. We do not use ARES for this course.

CLASS LOGISTICS

The goal of this class is to teach, support, and empower you to develop, research, and write a strong research paper. Research skills are always a work in progress. In this class we work towards being able to write strong 4th year research papers, including Honours Research Essays (HREs). We will also build the foundations that are necessary for graduate studies.

Since this course is focused on building skills through engagement with primary and secondary sources, your active participation is essential. This includes doing all readings ahead of class, participating in the class discussion, and completing the weekly research skills assignments.

The class is scheduled to meet online on Fridays. During the class time, we will have two different types of activities.

During **each week** of the term there will be a **lecture on Zoom from 9 am to 10am (10:15 am at the latest)**. The lecture includes opportunities to interact and ask questions. It will not be recorded. The slides will be posted on Brightspace after the class.

During **weeks 2 through 11 of the term**, the weekly research skills assignment will be made available, introduced, and discussed at **10 am to 10:15 am** (depending on how long the lecture is going). You will have the opportunity to ask questions about the weekly research skills assignment and start completing your assignment right away.

EVALUATION

All assignments in this course build towards the research paper that you will complete as a take-home exam. In order to write a strong research paper, it is important that you engage with the readings, complete the training on research ethics, think about the role of socio-legal research, decide on your primary sources and how to analyze them, and complete a literature review.

1. Reading comments & questions (18 comments, each worth 1%): 18%
2. Weekly research skills assignments (ten assignments, each worth 3%): 30%
3. Research Paper Proposal: 15% (due March 11th)

4. Research paper (take home exam): 30% (due during the exam period)
5. Tri-Council training: 5% (due April 8th)
6. Meet the team (online meeting with professor or teaching assistant): 2%

1. Reading comments and questions (18%)

- **Let us know what you think about the readings.** In nine weeks of the class, post two comments or questions on the readings in a Brightspace discussion forum. Each comment/question is worth 1% of your mark. Comments/questions should show engagement with and understanding of the texts. Comments that show no engagement with the readings, copy previous comments, and/or are disrespectful of others will receive partial or no marks.
- **Comments & questions on the readings are due at 2pm on the day before the class in which the readings are discussed.** No extensions.
- I will read your comments and questions and do my best to address them during the lecture.

2. Weekly Skills Practice Assignments (30%)

- **Let's practice research skills.** From week two to week twelve (with a break in week 8), we will complete a worksheet to practice our research skills every week. The worksheet draws on knowledge and skills from the readings for that week. Since the assignment will be introduced at the end of the class, you can get your questions answered right away.
- Assignments are due on the Monday after the class at 11:59pm.
- **In order to receive a passing grade in this course, you need to have received a passing grade on at least seven of the ten weekly research skills assignments.**
- These are the assignment themes:
 - Week 2: Reflection on socio-legal research
 - Week 3: International Humanitarian Law in theory and practice
 - Week 4: Anatomy of a research article
 - Week 5: Understanding primary sources
 - Week 6: Media analysis
 - Week 7: Coding primary sources
 - Week 8: no weekly assignment, extra time to work on your research paper proposals

- Week 9: Citing and applying theories
- Week 10: Policy analysis
- Week 11: Reflecting on research ethics
- Week 12: Citing and writing

3. Research Paper Proposal (15%), due March 11th

- In the research paper proposal, you describe the scope, relevance, and context of your research project, identify your primary sources, and describe and justify the methods you will use to interpret and analyze them. You show that you have a strong plan for your research paper and that you have started with your reading, coding, and analysis.
- The proposal is marked for the feasibility and promise of the proposed project as well as the explanation of the methods to be used.
- The research paper proposal will be 4-5 pages long (double spaced).
- You cannot pass this course without submitting a research paper proposal.

4. Take home exam: Research Paper (30%).

- Write the research paper that you have been proposing and developing throughout the course. You are encouraged to take feedback from your peers as well as the teaching team into account as you complete this project.
- The research paper should be 12 to 15 pages long (excluding bibliography) and use qualitative research methods on primary documents related to the materials discussed in the course.

5. Tri-Council Training (5%). Due April 8th.

- Complete the TCPS 2: CORE (Tri-Council Policy Statement: Course on Research Ethics) by the end of the course: <https://tcps2core.ca/welcome>. At the completion of the online training, you will receive a pdf certificate, which you will post on Brightspace to prove the completion of the course. The certificate only confirms completion; it doesn't mention how many attempts you needed to answer any of the questions. This is a pass/fail activity; you either submit the certificate or you don't.

6. Meet the Team (2%)

- **Meet the team.** Schedule a meeting with the professor or the TA to talk about your assignments, how to approach research, Honours Research Paper or graduate school

plans, or any aspect of the course.

- **To schedule a meeting, please email the professor or the TA with your availability during the week during which you would like to meet.**
- **Meetings require at least 48 hours advance notice.**
- You have to bring at least two questions about the course, readings, assignments, research, graduate studies, or study skills.
- We expect that you have your camera turned on during this meeting to allow for appropriate communication. Marks will be deducted if the camera is off.

Standard disclaimer:

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.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

In this course, deadlines for different assignments are set for different reasons, but they should not become barriers. Depending on the reasons for the deadlines, we can either move the deadline or modify the assignments for any student who is experiencing significant barriers (medical or otherwise) to completing the assignments.

The discussion forum posts are due before the class discussion because we want to build towards the class discussion. But you don't have to do these comments or questions every week, so there is always flexibility to work around weeks in which you have to take a break from school work. If such a situation occurs, please let me know and we make a plan about how you can fulfill the course requirements in other ways.

The assignments have deadlines for two reasons: (1) fairness to everyone, and (2) we want to be able to move on instead of lingering on the assignments. If you are dealing with circumstances that prevent you from dedicating the usual amount of time to this class and you require an extension on these assignments, please let me know.

Extensions for weekly research practice assignments:

For extensions of up to one day (24 hours), an email is sufficient.

- You need to email me as soon as you know that you need an extension and no later than

12 hours before the deadline.

- Please tell me (1) how much extra time you need and (2) the general category of the reason (medical, family emergency, etc).

For extensions longer than 24 hours, please complete the steps as outlined in the Academic Consideration Policy: <https://carleton.ca/registrar/academic-consideration-coursework/>

Extensions for the research paper proposal:

Please follow the steps outlined in the Academic Consideration Policy:
<https://carleton.ca/registrar/academic-consideration-coursework/>.

Extensions for the take-home exam:

Final exam deferrals must be applied for at the Registrar's Office. Please view the following link for more information and how to apply for a deferral: <https://carleton.ca/registrar/deferral/>

Late Submissions:

For **weekly research skills assignments**, the late penalty is 5 points out of 100 per day for the first two days. Submissions that are more than two days late will not be accepted.

For the **research paper proposal**, the late penalty is 5 points out of 100 per day for the first four days. If you submit the research paper proposal more than 4 days late without having asked for and received an extension, it will receive a mark of zero. If you submit the final exam late without having asked for and received an extension, it will receive a mark of zero.

ACADEMIC INTEGRITY AND THE USE OF AI

In this course, we are learning about and practicing how to conduct research with ethics and integrity. Not violating the university's policy on academic integrity is the bare-bones minimum standard expected in this course. This means the following:

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; and
- failing to acknowledge sources through the use of 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 conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Please note **that in this course you are not allowed to rely on generative AI tools for any wording of any assignments you submit.** You are also not allowed to collaborate with other students on your assignments.

Re-using your own work: In this course you are not allowed to submit assignments that you have submitted (or will be submitting) in other classes without previous authorization in writing. The research paper for this course will build on the research paper proposal for this course. You are allowed to re-use wording from the proposal for the research paper.

SCHEDULE**Week 1 (January 10th)****Introduction: Law, War, Research**

The main reading for today is a Pulitzer Prize winning piece of reporting by Azmat Khan. Khan obtained about 1,300 civilian casualty investigation files from the US military through Freedom of Information Requests and litigation. We will use these files for some of our research projects. Her article can give you a sense of the questions we can answer using these files. We will also read one file to give you a sense of the kinds of sources we are dealing with.

Azmat Khan, "The Civilian Casualty Files: Hidden Pentagon Records Reveal Patterns of Failure in Deadly Airstrikes," *New York Times*, 18 December 2021. Available online:

<https://www.nytimes.com/interactive/2021/12/18/us/airstrikes-pentagon-records-civilian-deaths.html>

Department of Defense, Civilian Casualty Initial Assessment, December 20th, 2016, Tabqa, Syria. [NC 73]

Department of Defense, Civilian Casualty Tracker, 13 May 2015, Bayji, Iraq. [C 7]

Week 2 (January 17th)**What is Socio-Legal Research?**

Research skills assignment: Thinking about qualitative socio-legal research

We continue with reading two texts on socio-legal research methods and research design. The texts introduce us to different ways of thinking about law and of researching law.

Siddarth Peter de Souza & Lisa Hahn, *The Socio-Legal Lab: An Experiential Approach to Research on Law in Action* (Tilburg University Open Press, 2022), DOI: 10.26116/2ckw-gd47, chapters 2, 3. Available online: <https://openpresstiu.pubpub.org/socio-legal-lab>

Reza Banakar, "On Socio-Legal Design" (2019), Lund University Repository. Available online: https://lucris.lub.lu.se/ws/portalfiles/portal/65005127/10_aaaSocio_legal_methodology_v_10.pdf (accessed 2 December 2021).

Week 3 (January 24th)

Law & War in the 21st Century

Research skills assignment: Identifying legal rules and the uses of law

Let's talk about international law and armed conflict. The first links provide us with authoritative statements of key rules of international humanitarian law. The text by Craig Jones asks important questions (and provides some answers) about the role of law in how Western militaries pursue armed conflicts.

International Committee of the Red Cross, International Humanitarian Law Databases.

Rule 1: <https://ihl-databases.icrc.org/en/customary-ihl/v1/rule1>

Rule 7: <https://ihl-databases.icrc.org/en/customary-ihl/v1/rule7>

Rule 12: <https://ihl-databases.icrc.org/en/customary-ihl/v1/rule12>

Rule 14: <https://ihl-databases.icrc.org/en/customary-ihl/v1/rule14>

Craig Jones, *The War Lawyers: The United States, Israel, and Juridical Warfare* (Oxford University Press, 2020), 1-49.

Week 4 (January 31st)

Socio-Legal Approaches to International Law

Research skills assignment: anatomy of a research article

How can we do sociolegal research in international law? We read a text that summarizes different approaches and strategies for research in international law (Lieblich) as well as two texts that use sociolegal approaches to specific problems in international law and armed conflict. Emily Gilbert's article draws on the Compensation Files that you have access to, and my chapter uses the very small number of civilian casualty investigation files that were accessible in 2019. Both articles give you a sense of what kinds of questions you can ask using the primary sources at our disposal.

Eliav Lieblich, "How to Do Research in International Law? A Basic Guide for Beginners," *Harvard International Law Journal Online* 62 (2021): 42-67.

Emily Gilbert, "The Gift of War: Cash, counterinsurgency, and 'collateral damage,'" *Security Dialogue* 46 (2015): 403-421.

Christiane Wilke, "Legal Tragedies: Accounting for Civilian Casualties of Airstrikes in US Military Investigation Reports," in *Technologies of Human Rights Representation*, ed. Alexandra Moore and James Dawes (New York: SUNY Press, 2022), 135-158.

Week 5 (February 7th)

Hello, data! Meet the Primary Sources

Research skills assignment: analyzing primary sources

So far we have read texts on sociolegal research, international law, and methods. In this class, we take a close look at the primary sources around which we will build our research projects. We will have two different options for data you can use:

Option A: *The 2005—2007 Civilian Casualty Compensation Files (found here:* <https://www.aclu.org/sites/default/files/webroot/natsec/foia/log2.html>)

Option B: *The 2014—2019 Civilian Casualty Files (found here:* <https://www.nytimes.com/interactive/2021/us/civilian-casualty-files.html>, supplemented by the Airwars archive: <https://airwars.org/conflict/coalition-in-iraq-and-syria/>)

For this class, everyone reads the materials following primary sources. We will discuss all of the materials and some possible ideas for research projects arising from these sources of data.

Claim under Foreign Claims Act (Baghdad, Iraq), incident on 6 April 2006. Army Bates 23972-24008. Available online:

https://www.aclu.org/sites/default/files/webroot/natsec/foia/pdf/Army23972_24008.pdf

Claim under Foreign Claims Act (Baghdad, Iraq), incident on 2 December 2006. Army Bates 24024-24058. Available online:

https://www.aclu.org/sites/default/files/webroot/natsec/foia/pdf/Army24024_24058.pdf

The following allegations have been found “not credible” by the US Military:

[NC 155] Civilian Casualty Initial Assessment. Bashiqa, Iraq, 16 January 2016. Airwars assessment: <https://airwars.org/civilian-casualties/ci178-january-16-2016/>

[NC 134] Civilian Casualty Initial Assessment. Ramadi, Iraq, 20 September 2015. Airwars Assessment: <https://airwars.org/civilian-casualties/ci108-september-20-2015/>

The following allegations have been found “credible” by the US Military:

[C26] Civilian Casualty Assessment Report. Mosul, Iraq, 20 September 2015. Airwars documentation: <https://airwars.org/civilian-casualties/ci109-september-20-2015/>

[C63] Civilian Casualty Assessment Report. Manbij, Syria, 31 May 2016. Airwars documentation: <https://airwars.org/civilian-casualties/cs220-rs824-may-31-2016/>

Week 6 (February 14th)

Analyzing Documents and Media

Research Skills Assignment: Media Analysis

What can documents tell us about social life, law, and violence? How can we read them

systematically? These readings offer an introduction to document analysis as a group of research techniques. For undergraduate students, document analyses are among the most accessible and rewarding research techniques. For your research paper proposals, you will use techniques we read about in these texts.

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 306-339 (chapter 9, media analysis).

Dalia Attar and Gretchen King, "Media framing of the Intifada of the Knives," *Media, War & Conflict* 2023, Vol. 16(4) 563–581.

Mohamad Hamas Elmasry, "Images of the Israel-Gaza War on Instagram: A Content Analysis of Western Broadcast News Posts," *Journalism & Mass Communication Quarterly* (2024), online first.

Week 7 (February 28th)

Coding and Crafting: Refining your Research Project

Research Skills Assignment: Coding

Let's dive deeper into various forms of content analysis and coding. This stage of the research process is very important because it's the basis on which your arguments will stand. So let's spend another week at building a strong basis for excellent research papers.

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 306-339 (chapter 11, data analysis and interpretation).

Ashley T. Rubin, *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research* (Stanford University Press, 2021), 179—207.

Week 8 (March 7th)

Research Paper Proposal Workshop

The research paper proposals are due on March 11th. By the time of this class, you should have started on the proposal writing. In order to give you more time to complete the assignment, we will not have significant assigned readings and no research skills assignment in this week.

The instructions for the proposal assignment provide you with general directions and a checklist. Here are a few additional resources on how to write research paper proposals.

From Trent University: <https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-research-proposal>

From the University of California at San Diego: <https://students.ucsd.edu/files/aep/research-proposal-guidelines-13.pdf>

This website is primarily designed for graduate students (or undergraduate students applying for external scholarships), but it is worth having a look at:

<https://guides.lib.uoguelph.ca/ResearchProposal>

Week 9 (March 14th)

Theorizing Global Hierarchies, Violence, and Insecurity

Research Skills Assignment: Citing and Applying Theory

*The first article does what the title promises: it provides an overview to writing a literature review. This will be very important for us since your research paper needs to include a literature review. Also, let's turn our attention back to international law, global hierarchies, and theories. The article by Anghie and Chimni is a classic of the Third World Approaches to International Law (TWAIL) tradition. It can help us think about how imperial and colonial histories shape current conflicts. Edward Said's book *Orientalism* has been central for efforts to theorize how Western perceptions of the Middle East/West Asia have been connected to imperial domination. Taken together, these two pieces can help us add theoretical context to our research projects.*

Andrew S. Denney and Richard Tewksbury, "How to Write a Literature Review," *Journal of Criminal Justice Education* 24 (2013): 218—234.

Antony Anghie and B. S. Chimni, "Third World Approaches to International Law and Individual Responsibility in Internal Conflicts," *Chinese Journal of International Law* 2, no. 1 (2003): 77-104.

Edward Said, *Orientalism*, 25th anniversary edition (New York: Knopf Doubleday Publishing Group, 2014), 1—28.

Week 10 (March 21st)

Theorizing War, Law, and Technologies

Research Skills Assignment: Analyzing Policy Documents

How do policies shape administrative practices and how can we understand policies? We read one article that provides methodological ideas about how to legal texts that we can apply to policy documents. The second reading is a key policy document that dictates how Civilian Casualty Assessments are to be conducted. In the third text, Thomas Gregory specifically argues that counting civilian casualties has become a weapon of war.

Matthew Mitchell, "Analyzing the law qualitatively," *Qualitative Research Journal* 23(1) (2023): 102—113.

Thomas Gregory, "Calibrating Violence: Body Counts as a Weapon of War," *European Journal of International Security* 7 (2022): 479–507.

CJTF-OIR Policy for Reporting and Responding to Civilian Casualty Incidents (2018). Available online: <https://int.nyt.com/data/documenttools/cjtf-oir-policy-civilian-casualty-incidents-2018/acd1dd219d5ba55b/full.pdf>

Recommended:

Emily Grabham, "The crafty power of text: methods for a sociology of legislative drafting," *Journal of Law and Society* 49 (Suppl. 1) (2022): S1 – S15.

Week 11 (March 28th)**Research Ethics**

Research Skills Assignment: Ethics in Research

Research can address important societal needs, but it can also be deeply harmful. Linda Tuhiwai Smith's book introduction highlights the role of Western research in colonialism and racist oppression. We need to understand these histories to appreciate the need for researcher accountability and the role of Research Ethics Boards. The textbook chapter focuses on the institutional process of Ethics review, but we should talk about the ethics of research more broadly.

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (2nd edition) (Zed Books, 2012), 1—20.

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 66-103 (chapter 4).

Reference document (supplementary): Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018). <https://ethics.gc.ca/eng/documents/tcps2-2018-en-interactive-final.pdf> or https://ethics.gc.ca/eng/policy-politique_tcps2-eptc2_2018.html.

Week 12 (April 4th)**Writing your Research Paper**

Research Skills Assignment: Writing and Citing

The first text challenges us to think about citing and quoting as more than a chore: how and whom we cite can be a question of justice. The second text is a chapter that provides lots of great suggestions on how to put a research paper together: structure, logic, steps involved, and more.

Diana Kwon, "The rise of citational justice: how scholars are making references fairer," *Nature*

603 (2022), 568-571; available online: <https://www.nature.com/articles/d41586-022-00793-1>.

Sharlene Nagy Hesse-Biber, *The Practice of Qualitative Research* (3rd edition) (Sage, 2017), 340-365 (chapter 12).

UNIVERSITY AND DEPARTMENTAL POLICIES

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.

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

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

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>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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](#).