

Course Outline

COURSE: LAWS 5903 G – Contemporary Topics: Regulating Labour in the 21st Century – Bodies, Spaces, Flows, Utopias

TERM: Fall 2024

PREREQUISITES: Must be enrolled in one of the following Classifications:
Graduate - Normal

CLASS: Day & Time: Wednesdays, 14:35-17:25
Room: Please check Carleton Central for class schedule
In-person seminar

INSTRUCTOR: Dr Ania Zbyszewska

CONTACT: Office: Room C475 Loeb Building
Office Hrs: Thursdays 13-14pm; or by appointment (in person or zoom)
Email: ania.zbyszewska@carleton.ca

CALENDAR COURSE DESCRIPTION

Adopting a range of critical (feminist, heterodox political economy, decolonial, ecological, etc.) perspectives, in this course we will consider historical and contemporary developments in how labour is conceptualized, organized, and regulated, and reflect on the human and more-than-human consequences of these moves.

COURSE DESCRIPTION

Labour is an act, a process, a concept that is ubiquitous yet escapes easy categorizations. A site of, at once, freedom and exploitation, power and dis-empowerment, solidarity and fragmentation, resistance and acquiescence, love and domination, creation and destruction, labour – with all its contradictions – is integral to the re/production of political economies (capitalist, colonial and otherwise), different forms of sociality and community life, and socio-ecologies. Crucially, labour is socially (and legally) constituted, with legal norms, regulation and governance techniques playing key roles in delineating what work and whose labour is valued and deserves protection. Jurisdictional, geographical, normative and conceptual boundaries erected by law and regulation are always historically constituted and variously instantiated.

Whether material, ideational or imagined, these boundaries have major consequences for recognition (what and whose labour is deemed to be of value) and distribution (of power, access, opportunities, entitlements), making labour a key site of inequalities. These boundaries are, however, also imperfect and porous, subject to challenge, contestation, and change.

Adopting a range of critical (feminist, heterodox political economy, decolonial, ecological, etc.) perspectives, in this course we will consider historical and contemporary developments in how labour is conceptualized, organized, and regulated, and reflect on the human and more-than-human consequences of these moves. We will pay particular attention to law's constitutive role and the way in which it institutionalizes and reproduces labour processes and (unequal) labour relations. We will also critically scrutinize the effectiveness of policy and regulatory initiatives devised to address various contemporary problems, including exclusions, 'gaps', and 'misfits' stemming from global political-economic, technological, ecological and social transformations. We end by considering provocations, imaginaries, and heterotopias that de-center paid and 'productive' work and instead foreground care, community, sustainability and socially-useful labour. Can – and should – law play a role in bringing these sorts of post-work, more-than-capitalist worlds about?

To explore these various questions, the course is organized around a series of themes: work and labour, bodies, temporalities, spaces, flows, socio-ecologies, solidarities, resistance, post-work, utopias. Working with and through these themes, each week, we will engage with theoretical and empirical works that examine the historical antecedents and contemporary realities of labour's many facets, and the role of law in their constitution.

PRECLUSIONS

N/A

LEARNING OUTCOMES

At the end of this course, the students will achieve the following learning objectives:

- Gain exposure to socio-legal and interdisciplinary literature on various aspects of labour and its regulation, encompassing local, global, historical and contemporary perspectives;
- Develop ability to engage more actively in oral dialogue and to discuss different position respectfully with attention to nuances;
- Acquire skills in facilitating class discussion on a course theme and set of readings;
- Develop academic writing skills including ability to write short commentaries and a more complex research paper that situates its subject within relevant literatures.

REQUIRED TEXTS

All essential readings (with links to library catalogue) will be posted on Brightspace.

DELIVERY AND APPROACH

This seminar is delivered through weekly discussion sessions held on Wednesdays, starting at 14:35 and lasting around 3 hours (with a 15-20 min break). Attendance and active engagement in these sessions are integral to the seminar design and, as such, are mandatory.

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.

- 10% Participation
- 25% Critical reflections on readings x 5 (5% each)
- 25% Class discussion facilitation
- 40% Final research project

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

Participation

You are responsible for attending and actively engaging in our weekly sessions. Active engagement requires that you endeavour to make regular and constructive interventions in the discussion, whether this is by commenting on the materials, posing discussion questions, or engaging with the questions and points raised by your colleagues.

Reflections

You will write five (5) short reflection papers (2-3 pages) on readings or sources of your choice. Each of the reflections must be associated with a unique course theme. These should not be summaries of the readings, but rather identify and explore key discussion points, and connect them to course themes. The reflections will be due (submitted to Brightspace) on Wednesdays before the start of class at 14:35; the reflection has to pertain to the readings that given week.

Class discussion facilitation

Students will be responsible for leading class discussions on a selected theme on a chosen week, beginning with week 3. I will prompt you to submit your preferences by the end of week 1 and will do my best to accommodate everyone's choices. You will be responsible for

summarizing the reading, reflecting on its link with the week's theme and other themes already explored, identifying issues for discussion, and developing class activities about that reading.

Final project

The final project in this course will be a research-based output. Students can choose either to write a research paper (15-20 pages, excluding references) or curate a multi-media essay (photo essay or audio-essay/podcast of 20-30mins) accompanied by a written (5-10 page) script/explanation contextualizing the piece, as well as a list of references documenting the research process. The final project, whatever the format, should link with one of the course themes, but you are welcome to frame it through other conceptual perspectives if you wish. Students who are interested in a visual or audio output will receive some materials on visual methodologies and podcasting and the instructor will endeavour to make available some resources (on podcasting, and podcasting software/tech) for their use.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Assignments that are due through Brightspace are deemed late if not submitted by the times indicated. Late assignments will be subject to a late penalty of 5% per day or part of the day that they are late. Late assignments are to be submitted through Brightspace, just like those submitted on time. Please note that I will not respond to questions or extension requests submitted on the weekend. Unless you are dealing with an emergency, please write me between 8 am and 5 pm, Monday to Friday.

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 short-term extensions, please complete the form at the following link and submit it to the instructor **prior to the assignment due date**: <https://carleton.ca/registrar/academic-consideration-coursework-form/>.

For more information regarding academic consideration for short-term incapacitation (illness, injury, or extraordinary circumstances beyond a student's control), please visit the following link: <https://students.carleton.ca/course-outline/#academic-consideration-for-short-term-incapacitation>

SCHEDULE**Session 1/ 4 September****Introducing the Course and Getting to Know Each Other**

- Please come prepared to introduce yourself and speak to your background and interests in the subject of labour (widely conceived);
- If you have a favourite text, image, film or podcast that addresses labour, please bring it along and include it in your introductory comment.

Session 2/ 11 September**Work, Labour and Law**

- Kathi Weeks, "Introduction: The Problem with Work" in *The Problem with Work*, 1-36, Durham: Duke University Press, 2011.
- Judy Fudge, "Feminist Reflections on the Scope of Labour Law: Domestic Work, Social Reproduction, and Jurisdiction." *2014 Feminist Legal Studies* 22: 1–23.
- Pamhidzai H. Bamu, "Labour Law as Luxury?", in Diamond Ashiagbor (ed.), *Re-Imagining Labour Law for Development: Informal Work in the Global North and South*. Hart, 2019.

Further Reading - Optional:

- Eloise Betti, "Historicizing Precarious Work: Forty Years of Research in the Social Sciences and Humanities," (2018) *International Review of Social History*, 63(2), 273-319.
- Barbara E. Smith and Jamie Winders, "Whose Lives? Which Work? Class Discrepancies in Life's Work" in Katie Meehan and Kendra Strauss (eds.) *Precarious Worlds: Contested Geographies of Social Reproduction*, 101-117. University of Georgia Press, 2015.

Session 3 /18 September**Labouring Bodies**

- Silvia Federici, *Caliban and the Witch*, "Accumulation of Labour and Degradation of Women", 61-132. New York: Autonomedia, 2014.
- Gargi Bhattacharyya, Chapter 2, "Social Reproduction: Gender, Racism, Nature" in *Rethinking Racial Capitalism: Questions of Reproduction and Survival*. Rowman and Littlefield, 2018.

- Kendra Coulter, “The Work Done by Animals: Identifying and Understanding Animal Work” in *Animals, Work, and the Promise of Interspecies Solidarity*, 55-95. Palgrave Macmillan, 2016.

Further Reading - Optional

- Silvia Federici, *Caliban and the Witch*, “The Great Caliban: The Struggle against the Rebel Body”, 133-160. New York: Autonomedia, 2014.
- Quijano, Anibal & Ennis, M. (2000). ‘Coloniality of Power, Eurocentrism, and Latin America,’ *Nepantla: Views from South* 1(3), 533-580.
- Prabha Kotiswaran, “The Laws of Social Reproduction: A Lesson in Appropriation” 2013 *Northern Ireland Legal Quarterly* 64(3), 317-33.
- Rachel Lara Cohen and Carol Wolkowitz, “Feminization of Body Work,” (January 2018) *Gender, Work and Organization* 25(1), 42-62.

Session 4/ 25 September

Temporalities of Labour (and Law’s Boundaries)

- Lydia Hayes, “Two a penny” in *Stories of Care, Labour of Law: Gender and Class at Work*. Palgrave, 2016.
- Emily Grabham, “Balance”, in *Brewing Legal Times: Things, Form, and the Enactment of Law*, 143-169. University of Toronto Press, 2016.
- Kathi Weeks, “Hours for What We Will: Work, Family and the Demand for Shorter Hours” in *The Problem with Work*. Durham: Duke University Press, 2011.

Further Reading - Optional

- Tracy Warren, “Work-life balance/imbalance: the dominance of the middle class and the neglect of the working class” 2015 *British Journal of Sociology* 66(4).

Session 5/ 2 October

Spaces of Labour (and Law’s Boundaries)

- Adelle Blackett, *Everyday Transgressions: Domestic Worker’s Transnational Challenge to International Labor Law*. Ithaca, London: Cornell University Press, 2019.
- Onyanta Adama, “Criminalizing Informal Workers: The Case of Street Vendors in Abuja, Nigeria.” *Journal of Asian and African Studies*. June 2020.

Session 6/ 9 October

No meeting this week/Individual work on Methodologies

- Linda H. Edwards, “Speaking of Stories and Law” in *Legal Communications and Rhetoric*, (2016) 13: 157-180.
- Larissa Behrendt, “Indigenous Storytelling: Decolonizing Institutions and Assertive Self-Determination: Implications for Legal Practice” in *Decolonizing Research: Indigenous Storywork as Methodology*, Jo-ann Atchibald, Q’um Xiiem, Jenny Bol Jun Lee-Morgan, Jason De Santolo (eds.), Zed, 2019.
- Eden Kinkaid, Kelsey Emard, and Nari Senanayake, “The Podcast-as-Method? Critical Reflections on Using Podcasts to Produce Geographic Knowledge, *Geographical Review*, 110:1-2, 78-91.

Session 7/ 16 October**Flows: Labour in Migration and Movement**

- Tracey Banivanua Mar, ‘The Contours of Agency: Women’s Work, Race, and Queensland’s Indentured Labor Trade’, in *Indigenous Women and Work: From Labor to Activism*, Carol Williams, ed. University of Illinois Press, 2012.
- Sarah Swider, *Building China: Informal Work and the New Precariat*. Ithaca, London: Cornell University Press, 2015 (Chapters 1 and 2).
- Amy Cohen, 2019. “‘Slavery Hasn’t Ended, it Has Just Become Modernized’: Border Imperialisms and The Lived Realities Of Migrant Farmworkers in British Columbia, Canada.’ *ACME: An International E-Journal for Critical Geographies* 18(1): 130-148.

Further Reading - Optional

- Emilia Melossi, “Ghetto tomatoes’ and ‘taxi drivers’: The exploitation and control of Sub-Saharan African migrant tomato pickers in Puglia, Southern Italy”, (2021) *Journal of Rural Studies* 88: 491-499.

21-25 October No session/Reading Break**Session 8/ 30 October****Flows: Labour in Supply Chains**

- Genevieve LeBaron, “Labour Exploitation in Supply Chains”, in *Combating Modern Slavery*, Polity Press, 2020.

- Tonia Novitz, “Supply Chains and Temporary Migrant Labour: The Relevance of Trade and Sustainability Frameworks”, in Diamond Ashiagbor, *Re-Imagining Labour Law for Development*, 191-211.
- Anna Lowenhaupt Tsing, *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*. Princeton University Press, 2015 (Chapter 4).

Further Reading/Materials - Optional

- Alessandra Mezzadri, “The Sweatshop Regime: Labouring Bodies, Exploitation and Garments Made in India”. Recorded Talk at SOAS (1hr 25mins)

Session 9/ 6 November
Socio-Ecologies of Labour

- Susan Roy and Ruth Taylor, “‘We Were Real Skookum Women’ The Shishalh Economy and the Logging Industry of the Pacific Northwest Coast” in *Indigenous Women and Work: From Labor to Activism*, Carol Williams, ed. University of Illinois Press, 2012.
- Sara Seck, “Transnational Labour Law and the Environment: Beyond the Bounded Autonomous Worker, (2018) *Canadian Journal of Law and Society* 33(2): 137-157.
- Ania Zbyszewska and Flavia Maximo, “Rethinking the Labour-Environment Nexus: Beyond Coloniality towards New Epistemologies for Labour Law,” (2023) *International Journal of Comparative Labour Law and Industrial Relations* 39(3-4): 293-314.
- Ana Gomes, Anil Verma and Dieric Guimares, “Life with Rights: Inclusive Labour Law and Decent Work for Wastepickers in Brazil”, (2023) *International Journal of Comparative Labour Law and Industrial Relations* 39(3-4): 359-380.

Further Reading - Optional

- Danielle DiNovelli-Lang and Karen Hebert, “Ecological Labor” in *Theorizing the Contemporary*, The Naturalization of Work Series, Society for Cultural Anthropology, 26 July 2018.
- Jason W. Moore, “Anthropocene or Capitalocene? On the Nature and Origins of Our Ecological Crisis” in *Capitalism in the Web of Life: Ecology and the Accumulation of Capital*. Verso, 2015.
- Annabel Dulhunty, “When Extractive and Racial Capitalism Combine – Indigenous and Caste Based Struggles with Land, Labour and Law in India”, (2023) *Geoforum* 147.
- Fritjof Capra and Ugo Mattei. *The Ecology of Law: Toward a Legal System in Tune with Nature and Community*. Oakland, CA.: Berrett-Koehler Publishers, 2015.

- Ania Zbyszewska, “Regulating Work with People and ‘Nature’ in Mind: Feminist Reflections”. 2018 *Comparative Labor Law and Policy Journal* (2018) 40(1): 9-28.

Session 10/13 November

Resistance and Solidarities

- Sarah Swider, “Protest and Organizing among Informal Workers under Restrictive Regimes,” in *Building China: Informal Work and the New Precariat*, 101-122.
- Kathi Weeks, “Marxism, Productivism, and the Refusal of Work” in *The Problem with Work*. Durham: Duke University Press, 2009.
- *24 Days in Brooks*, NFB (documentary, 42 mins).
- Leanne Betasamosake Simpson, “Indigenous Anticapitalism” and “Conclusion: Towards Radical Resurgent Struggle” in *We Have Always Done: Indigenous Freedom Through Radical Resistance*, University of Minnesota Press, 2021.

Session 11/20 November

Solidarities and Resistance

- Norah Rathzel and David Uzzell. 2012. “Mending the Breach Between Labor And Nature: Environmental Engagements Of Trade Unions and The North-South Divide.” *Interface: A Journal For And About Social Movements* 4(2): 81-100.
- Lynne Fernandez and Jim Silver, *Indigenous People, Wage Labour and Trade Unions: The Historical Experience in Canada*. CCPA, 2017.
- Verónica Gago, “#We Strike: Towards a Political Theory of the Women’s Strike”, in *Feminist International: How to Change Everything*, London: Verso, 2020.

Further Reading - Optional

- Judith Marshall, “Behind the Image of South-South Solidarity at Brazil’s Vale.” In *Brics: An Anti-Capitalist Critique*. Edited by P. Bond and A. Garcia, 62-185. London: Pluto Press.

Session 12/27 November

Post-work Utopias

- Bertrand Russell, (2004, original 1935), “In Praise of Idleness” in B. Russell *In Praise of Idleness*, Abingdon, New York: Routledge (1-15).

- Kathi Weeks, “Working Demands: From Wages for Housework to Basic Income” and “The Future is Now: Utopian Demands and the Temporalities of Hope” in *The Problem with Work*. Durham: Duke University Press, 2011
- J.K. Gibson Graham, “Surplus Possibilities: The Intentional Economy of Mondragon” in *Postcapitalist Politics*, University of Minnesota Press, 2006
- Alberto Acosta, “Living Well: Ideas for Reinventing the Future.” *Third World Quarterly* 38.12(2017): 2600-2616.

Further Reading – Optional

- “Feminist Degrowth Reflections on COVID-19 and the Politics of Social Reproduction” by the Feminisms and Degrowth Alliance (blog).
- Eduardo Gudynas, “Value, Growth, Development: South American Lessons for a New Ecopolitics.” 2019 *Capitalism Nature Socialism* 30(2): 234-243.

Session 13/4 December

Wrapping up and tying up loose ends

Fall 2024 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
September 4, 2024	Fall term begins.
September 17, 2024	Last day for registration and course changes (including auditing) for fall, and fall/winter courses.
September 30, 2024	Last day to withdraw from fall term and fall/winter courses with a full fee adjustment (financial withdrawal).
October 14, 2024	Statutory holiday. University closed.
October 21-25, 2024	Fall break. No classes.
November 15, 2024	Last day for academic withdrawal from fall courses.
	Last day to request formal exam accommodations for fall, and fall/winter examinations to the Paul Menton Centre for Students with Disabilities.
November 22, 2024	Last day for summative tests or examinations or formative tests or examinations totaling more than 15% of the final grade in the fall or fall/winter before the official examination period.
December 6, 2024	Fall term ends.
	Last day of fall term classes.
	Classes follow a Monday schedule.
	Last day for take home examinations to be assigned.
December 7-8, 2024	No classes or examinations take place.
December 9-21, 2024	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
December 21, 2024	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.
December 24, 2024 – January 2, 2024	University closed.

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

Although this is not a violation of the Academic Integrity Policy, students who re-use their own work from a different course/assignment must seek instructor's permission before doing so and must clearly cite such work.

While students are permitted to collaborate and discuss with each other their assignments, the final written work they submit for assessment must be their own individual work.

Unless explicitly permitted, either generally or for a specific assignment, any use of generative AI tools (e.g. ChatGPT) to produce assessed content is considered a violation of academic integrity standards.

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; 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.

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://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/>
- 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](#).