

Course Outline

COURSE:	LAWS 3104 A – A special edition of ... LAWS 3104 A: Critical Theory for Legal Studies
TERM:	Winter 2026
PREREQUISITES:	1.0 credit in LAWS at the 2000 level
CLASS:	Day & Time: Wednesdays, 11:35am–2:25pm Room: Please check Carleton Central for current Class Schedule In-person weekly
INSTRUCTOR:	Prof. Philip Kaisary
CONTACT:	Office C574 Loeb Building Hrs: TBC Telephone: X.4181 Email: philip.kaisary@carleton.ca
BRIGHTSPACE:	To follow

CALENDAR COURSE DESCRIPTION

Introduction to the general contours of critical theory as it pertains to law and legal studies. The course will introduce key concepts and controversies in the field, identify specific theoretical debates, and consider what conceptual consequences follow from the elaboration of specific positions or arguments.

COURSE DESCRIPTION

This course introduces students to the project of critical theory. The core objectives of critical theory are to analyze the ways in which our present society falls short of being a just and liberated society and to consider possibilities by which universal justice and liberation might be attained.

This year, students taking this course will work in small groups to create, record, and produce a set of 7–10-minute audio documentaries. The goal is for these documentaries to air on CKCU 93.1FM and to be made available as podcasts. The documentaries will communicate the significance of critical theory to a general audience and consider what emancipatory projects can do with critical theory today. Consequently, the course connects critical thinking to creative critical practice.

Please note: Generally, each class will be divided into two parts with the first part comprised of a lecture and the second part comprised of small-group work. For the lecture part of each class, all personal electronic devices (laptops, tablets, smart phones, smart watches etc.) are expected to be switched off. If you wish to take notes on a laptop or some other electronic device, switch on the device's "do not disturb mode," disconnect it from the internet (disable the Wi-Fi), and switch off your device's cellular connection if applicable.

LEARNING OUTCOMES

The core objective of the course is the development of competence in the field of critical theory. 'Competence' in this context will take the form of an ability to situate specific ideas, methods, schools, and theorists accurately within the wider theoretical field, and to discern what is at stake in specific debates.

REQUIRED TEXTS

All the required readings for the course are included in the Course Pack which is a required purchase and is available from Octopus Books (116 Third Ave, Ottawa, ON K1S 2K1, Tel: (613) 233-2589). You should bring your Course Pack to every class.

Weblinks to the assigned podcasts will be posted to the course Brightspace page. "Further readings" (which are not mandatory but are recommended) will be made available via the Library's Course Reserves (ARES) system and posted to the course Brightspace page. Further readings for which the Library is unable to provide a digital copy will be placed in the Library's physical reserves collection.

To encourage a deeper engagement with the materials, I strongly recommend that you read physical (printed) copies of the readings rather than read from a screen. This is the primary reason why the Course Pack has been produced and why it is a required purchase. If you do find yourself reading from a screen, turn off or log out from potential distractions including email, messages, and social media. Disable the Wi-Fi and switch off your device's cellular connection, if applicable. If your device has a "do not disturb mode" use it. These readings require a deep focus. Distractions are the enemy.

Costs of Educational Material

The cost of the Course Pack is \$89.60 + GST.

The Course Pack which is a required purchase and is available from Octopus Books: 116 Third Ave, Ottawa, ON K1S 2K1, Tel: (613) 233-2589.

SUPPLEMENTARY TEXTS

Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves that Matter in Academic*

Writing, (5th ed. Norton, 2021).

EVALUATION

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.

Notebook / ring binder of notes: not required, not graded but *strongly suggested*

I *strongly suggest* you keep a physical notebook or ring binder of notes throughout the course. This will become an essential piece of documentation to map out the material covered and to refer to as you work towards the course midterm, the audio documentary project, and the course final exam. This notebook or binder should include your notes on reading materials, weekly lecture notes, and other notes and materials including those for your audio documentary.

Attendance and participation: 10%

To be assessed by class attendance record and participation in class activities including small-group work and the audio documentary project.

Mid-term: 20%

The mid-term assessment will take place on **February 11** during our regularly scheduled class time, and it will be open book. It will comprise two mini essays to be written in 60 minutes. Students must work alone. Further information will be provided closer to the time.

7–10-minute audio documentary: 35%

Working in teams of approximately 4 or 5 (depending on class enrollment numbers), you will create, record, and produce a 7–10-minute audio documentary addressed to one of the course topics or themes of your choosing. Subject to satisfactory quality, your documentaries will air on CKCU 93.1FM and subsequently be made available as podcasts. The documentaries will communicate the significance of critical theory to a general audience and consider what emancipatory projects can do with critical theory today.

Audio documentary Timeline:

Group formation by Wednesday January 28

Audio outline and plan by Wednesday February 25

References and sources by Wednesday March 4

First draft of script by Wednesday March 18 (in class peer script review exercise on March 18)

Second draft of script by Wednesday March 25

Final audio due: Wednesday April 8

Final exam: 35%

Two essays to be written in a 2-hour, in-person, closed book exam. You will choose from a list of essay questions to be provided. The exam will be scheduled in the university examination period of **April 11–23** (inclusive).

All components must be successfully completed to receive a passing grade.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here:

<https://carleton.ca/registrar/academic-consideration-policy/>.

EMAILING ME

Please email me only from your Carleton email account. Emails from personal accounts often end up in my junk or spam folders. I try to respond to email within two business days (Saturdays, Sundays, and public holidays are not business days). **Please include a clear subject line, the course code, your first and last name, and your student number. Please keep your email to the matter at hand and offer a courteous salutation ("Dear Philip" is perfectly fine).** The CUOL best-practices for emailing your instructor is a useful document:

<https://carleton.ca/online/online-learning-resources/emailing-your-instructor/>

SCHEDULE

LAWS 3104 Course Overview		
January 7	Class One	<i>Introduction: What is Critical Theory?</i>
January 14	Class Two	<i>Kant and Césaire: What Is Enlightenment?</i>
January 21	Class Three	<i>Hegel + Podcasting 101</i>
January 28	Class Four	<i>Taking Critical Theory from the Classroom to the Airwaves</i>
February 4	Class Five	<i>Karl Marx and Law</i>
February 11	Class Six	<i>In-class Mid-Term Assessment</i>
February 16–20, 2026: Winter break, no classes		
February 25	Class Seven	<i>The Frankfurt School I:</i>

		<i>Enlightenment as Mass Deception</i>
March 4	Class Eight	<i>The Frankfurt School II: The Public Sphere</i>
March 11	Class Nine	<i>The “Second Sex” and Sex Work in Critical Theory</i>
March 18	Class Ten	<i>The Environment and Critical Theory</i>
March 25	Class Eleven	<i>Post-Capitalism</i>
April 1	Class Twelve	<i>Revision Lecture</i>
<p>Audio documentary deadline: Final audio due: Wednesday April 8</p> <p>April 11–23: Final exam. Date and time TBC. Examinations are normally held all seven days of the week</p>		

CLASS BREAKDOWN AND READINGS

Week 1: January 7: Introduction: What is Critical Theory?

Required reading:

This course outline

Stephen Eric Bonner, “Introduction: what is critical theory?” *Critical Theory: A Very Short Introduction*, 2nd ed., Oxford University Press, 2017: 1–6.

Small group discussion exercise: What do you listen to?

Week 2: January 14: Kant and Césaire: What Is Enlightenment?

Required reading:

Immanuel Kant, “What Is Enlightenment?” [1784] *Practical Philosophy: The Cambridge Edition of the Works of Immanuel Kant*, ed. M. Gregor, Cambridge University Press, 1996: 11–22.

Aimé Césaire, *Discourse on Colonialism* [1955], trans. Joan Pinkham, Monthly Review Press, 2000: 31–46.

Required listening:

[BBC Radio 4: In Our Time, “Kant’s Categorical Imperative”](#)

[BBC Radio 4: Art and Ideas, “The Writing of Aimé Césaire”](#)

Further reading:

Hannah Arendt, *Lectures on Kant's Political Philosophy*, University of Chicago Press, 1982: 7–77

Michel Foucault, 'What Is Enlightenment?' *The Foucault Reader*, ed. Paul Rabinow, trans. Catherine Porter (New York: Pantheon Books, 1984): 32–50.

Gregson Davis, *Aimé Césaire*, Cambridge University Press, 1997.

Immanuel Kant, *The Metaphysical Elements of Justice*, (1797, 2nd ed. 1798, trans. John Ladd. Indianapolis: Bobbs-Merrill, 1965). [Try the following sections: Translator's introduction: xv–lix and Introduction to the Metaphysics of Morals: 7–55.]

Dorinda Outram, "What Is Enlightenment?" *The Enlightenment* (4th ed.) Cambridge University Press, 2019: 1–9.

Small group discussion exercise: Share your response to the BBC podcasts on Kant and Césaire

Week 3: January 21: Hegel, Slavery, and Revolution + 'Podcasting 101'

Part 1: Hegel, Slavery, and Revolution (11:35am–1:00pm)

Part 2: 'Podcasting 101': A workshop to be delivered by Greg Allison, a Producer on Carleton University's New Media Team (1:15–2:25pm)

Required reading:

G. W. F. Hegel, "Master-Slave Dialectic" in *The Phenomenology of Spirit* [1807], Oxford University Press, 1979: 113–119, paras. 186–196

G. W. F. Hegel, "Administration of Justice" in *Outlines of the Philosophy of Right* (1820, trans. T. M. Knox, Oxford University Press, 2008): 197–228.

Further reading:

Timothy Brennan, "Hegel, Empire, and Anti-Colonial Thought," *The Oxford Handbook of Postcolonial Studies*, edited by Graham Huggan, Oxford University Press, 2013: 142–161.

Susan Buck-Morss, "Hegel and Haiti", *Critical Inquiry*, 26, 2000: 821–865.

Dorinda Outram, "When People Are Property: The Problem of Slavery in the Enlightenment," *The Enlightenment* (4th ed.) Cambridge University Press, 2019: 75–91.

Required listening:

[BBC Radio 4: In Our Time: "Hegel's Philosophy of History"](#)

Small group discussion exercise: Share your response to the BBC Radio 4 podcast on Hegel's Philosophy of History

Week 4: January 28: Taking Critical Theory from the Classroom to the Airwaves

Part 1: A guest talk from a CKCU-FM staff member or volunteer

Part 2: Radio Benjamin: Story Telling

**** Deadline: Audio documentary group formation****

Required reading:

Walter Benjamin, "The Lisbon Earthquake" [1931] and "The Mississippi Flood of 1927" [1932], *Radio Benjamin*, ed. Lecia Rosenthal, (Verso, 2021): 158–163 and 176–181.

Required listening:

[BBC Radio 4: In Our Time: "Walter Benjamin"](#)

Small group exercise: Script review: analyze Benjamin's radio scripts

Week 5: February 4: Karl Marx and Law

Required reading:

Karl Marx, "The Law on Thefts of Wood" and "Towards a Critique of Hegel's *Philosophy of Right*: Introduction," in: *Karl Marx: Selected Writings*, 2nd ed., edited by David McLellan, Oxford University Press, 2000: 26–28 and 71–82.

Further reading:

Karl Marx, *The Communist Manifesto* in: *Karl Marx: Selected Writings*, 2nd ed., edited by David McLellan, Oxford University Press, 2000: 245–272.

Required listening:

[Talking Politics: History of Ideas: "Marx and Engels on Revolution"](#)

Small group exercise: Audio documentary brainstorming

Week 6: February 11: In-class Mid-Term Assessment

February 16–20, 2026: Winter break, no classes.

Week 7: February 25: The Frankfurt School I: Enlightenment as Mass Deception

**** Deadline: Audio documentary references and sources ****

Required reading:

Max Horkheimer and Theodor Adorno, “The Culture Industry: Enlightenment as Mass Deception,” *Dialectic of Enlightenment: Philosophical Fragments*, [1947, new ed. 1969] trans. Edmund Jephcott, Stanford University Press, 2002: 94–136.

Further reading:

Peter E. Gordon, “The Authoritarian Personality Revisited: Reading Adorno in the Age of Trump,” *boundary 2*, Vol. 44, No. 2 (2017): 31–56.

Recommended listening:

[Why Theory? “Dialectic of Enlightenment”](#)

Small group exercise: Produce a summary of Adorno and Horkheimer’s “Culture Industry” argument: in what ways is the argument relevant today?

Week 8: March 4: The Frankfurt School II: The Public Sphere

Required reading:

Jürgen Habermas, *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*, trans. Thomas Burger (Cambridge, Mass.: MIT Press, 1993): 1-56.

Further reading:

Nancy Fraser, “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy,” in *Habermas and the Public Sphere* edited by Craig Calhoun, MIT Press, 1992, pp. 109–142.

Gillian Rose, *Marxist Modernism: Introductory Lectures on Frankfurt School Critical Theory*, Verso, 2024.

Required listening:

[What's Left of Philosophy: Habermania with Dr. Steven Klein](#)

Small group exercise: Consider Habermas’s concept of the “public sphere” from the perspective of 2025.

Week 9: March 11: The “Second Sex” and Sex Work in Critical Theory

Required reading:

Simone de Beauvoir, “Introduction” and Chapter 14: “The Independent Woman”, *The Second Sex* [1949] trans. Constance Borde & Sheila Malovany-Chevallier, Vintage, 2009: 3–17, 721–751.

Annie McClanahan and Jon-David Settell, "Service Work, Sex Work, and the 'Prostitute Imaginary,'" *The South Atlantic Quarterly* 120:3, 2021, 493–514.

Further reading:

Toril Moi, "What is a Woman? Sex, Gender, and the Body in Feminist Theory," *What is a Woman? And Other Essays*, Oxford University Press, 2001: 3–120.

David Runciman, "Simone de Beauvoir, The Second Sex (1949)," *The History of Ideas: Equality, Justice and Revolution*, Profile Books, 2024: 183–183.

Required listening:

[Talking Politics: History of Ideas: "De Beauvoir on the Other"](#)

Small group exercise: Discuss today's reading in relation to our present moment in any way that seems relevant and compelling to you.

Week 10: March 18: The Environment and Critical Theory

**** Audio documentary deadline First draft of script by Wednesday March 18 ****

**** In class peer script review exercise on March 18 ****

Required reading:

Mike Davis, "Who Will Build the Ark?" *New Left Review*, 61, (2010): 29–46.

Herbert Marcuse, "Ecology and Revolution" in: *The New Left and the 1960s: Collected Papers of Herbert Marcuse*, Vol. 3, ed. Douglas Kellner, Routledge, 2004: 173–176.

Herbert Marcuse, "Ecology and the Critique of Modern Society [1979], *Capitalism, Nature, Socialism*, Vol. 3, No. 3, (1992): 29–38.

No assigned listening this week: work on your own podcast

Small group exercise: Work on your audio documentary

Week 11: March 25: Post-Capitalism

**** Audio documentary deadline: Second draft of script by Wednesday March 25 ****

Required reading:

Wolfgang Streeck, "How Will Capitalism End?" *New Left Review*, No. 87, 2014, 35–64.

Further reading:

Mark Fisher, *Capitalist Realism: Is There No Alternative?* Washington: Zero Books, 2014, 2nd ed. 2022.

Paul Mason, *Postcapitalism: A Guide to Our Future*, New York: Farrar, Straus, and Giroux, 2015.

No assigned listening this week: work on your own podcast

Small group exercise: What were your favourite readings in the course and why?

Week 12: April 1: Revision Lecture

Wednesday April 8: Deadline: Audio documentary: Final audio due.

April 11–23: Final exam. Date and time TBC. Examinations are normally held all seven days of the week.

ARTIFICIAL INTELLIGENCE (AI) POLICY

The use of AI tools, such as ChatGPT, to produce any part of an assignment or test is strictly forbidden. Any use of AI for content creation, even for small edits, will result in an academic integrity violation, and the student will be referred to the academic integrity office for disciplinary action.

Furthermore, this course does not employ AI resources or tools in class, and I strongly recommend that you do not rely on AI resources or tools in your independent studying. Tempting as it might be, do not use AI to produce summaries of the course readings and then read those summaries instead of doing the readings yourself. The course readings are supposed to be challenging: the process of reading and rereading them to make sense of them can be a struggle, but this process of struggle is fundamental to developing a mastery of the course materials. Or, to put it another way, you can hire someone to lift weights for you, but that defeats the point. The value lies in the struggle itself. By completing the assigned readings without the assistance of AI tools, you will be improving your capacity to concentrate, to reason, and to absorb complex materials, thereby enriching your learning and skill development in the course.

The potentially detrimental cognitive impacts of AI-use is currently a major focus of research globally. A central concern is that “offloading” reading and writing and other research and knowledge production activities to AI tools will result in [learning loss, the inhibition of critical thinking, and the diminishment of problem-solving capabilities](#). The preprint of a [recent study](#) titled, “Your Brain on ChatGPT,” led by a researcher at the [MIT Media Lab](#), found that, in a four-month study, participants who used LLM (large language model) AI resources when essay-writing, exhibited weaker neural network connectivity during the task in comparison to study participants who did not use LLM resources. LLM users also self-reported less “ownership” over their essays and struggled to accurately quote their own work. This and other studies highlight that while LLMs offer immediate convenience, that convenience may come with significant cognitive costs.

Furthermore, the negative impacts of AI [extend beyond the realm of teaching and learning](#). For a useful infographic that summarizes the varied array of harms that come with AI, please click [here](#). For a useful explainer specifically on AI's environmental impact, please click [here](#). In sum, it is uncontroversial to state that the dangers of AI are multiple and profound. A world dominated by Big Tech AI corporations is a world in which tremendous power, wealth, and influence is concentrated in the hands of an oligarchic elite motivated to act only in their own interests. The global dominance of Big Tech and AI presents fundamental challenges to progressive political projects of all kinds, is incompatible with democracy, and threatens to undermine shared understandings foundational to being in common and social relations. This course aims to foster various types of thinking that will aid efforts to better understand these and other challenges. This course thus aspires to offer visions and resources that might ultimately be useful for the task of progressive social transformation.

Permissibility of submitting substantially the same piece of work more than once for academic credit.

Not permitted.

Policy on Classroom Recording

Students are prohibited from recording class sessions and are also prohibited from the distribution of class recordings.

Winter 2026 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 5, 2026	Winter term begins.
January 16, 2026	Last day for registration and course changes (including auditing) for Winter courses.
January 31, 2026	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 16, 2026	Statutory holiday. University closed.
February 16-20, 2026	Winter break. No classes.
March 15, 2026	Last day for academic withdrawal from Winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

March 25, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period.
April 3, 2026	Statutory holiday. University closed.
April 8, 2026	Winter term ends.
	Last day of winter and fall/winter classes.
	Classes follow a Friday schedule.
	Last day for take home examinations to be assigned.
April 9-10, 2026	No classes or examinations take place.
April 11-23, 2026	Final examinations in fall term courses and mid-term examinations in fall/winter courses will be held.
April 23, 2026	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.

UNIVERSITY AND DEPARTMENTAL POLICIES

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://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 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](#).