

Course Outline

COURSE:	LAWS 3308 D – Punishment and the Law
TERM:	Winter 2026
PREREQUISITES:	LAWS 2301 and 0.5 credit in LAWS at the 2000 level
CLASS:	Day & Time: Weekly modules released Wednesdays at 11:35am Room: Online Modules asynchronous (one week to complete) Midterm, <u>synchronous</u> (Feb 25, 11:35-2:25)
INSTRUCTOR:	Ummni Khan
TA:	Kayley McFarlane
CONTACT:	Office Hrs: Email your TA or prof to set up an appointment over Zoom. Allow 48 hours during the work week for a response. Email: ummni.khan@carleton.ca TA: kayleymcfarlane@cmail.carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/366344

CALENDAR COURSE DESCRIPTION

This course explores justifications and practices of punishment and social control from a sociolegal perspective. Rationalizations for punishment are considered. Different forms of punishment and control within the law will be examined as well as different theoretical perspectives on punishment.

COURSE DESCRIPTION

The right to punish—and *how* to punish—are deeply contested issues that strike at the core of how we understand human nature and social life. The term “punish” is laden with ideological assumptions, which some communities and radical thinkers actively reject. This interactive, asynchronous online class explores punishment through diverse lenses, including Indigenous, Western, legal, philosophical, radical, experiential, and imaginative perspectives. Students will engage with a wide range of materials, including classic theories, foundational teachings, critical analyses, case law, legislation, empirical studies, news media, NGO materials and fictional narratives. We will question, analyze, and reimagine the role of punishment in society.

This class requires you to engage with the modules on a weekly basis, just as you would with an in-person lecture. Each week, a module on Brightspace will be released. Students will have one week to complete the module, which means engaging with the content, and answering all the questions.

LEARNING OUTCOMES

By the end of the class, you will be able to:

1. Describe Indigenous perspectives on law in broad terms, while recognizing that different Indigenous peoples have distinct laws, governance structures and approaches to punishment and social control
2. Describe the canonical and emerging theories of punishment in 'Western' philosophy and how they relate to law and social control in practice
3. Analyze and pinpoint which philosophical assumptions or worldviews underpin opinions or arguments about punishment
4. Reflect on the various perspectives on punishment and compose written arguments about the best approach to punishment in general and in specific contexts through reflections and exam essays.

REQUIRED TEXTS

All required material will be available on-line and through Ares.

As part of Module 5, you will have the option to watch the *Black Mirror* episode "White Bear" (Season 2, Episode 2) on Netflix. The episode engages directly with themes of punishment and emotion, and you may find it helpful if you're interested in seeing how these ideas are dramatized and taken up in pop culture. Please note that the episode contains disturbing and violent content, including gender-based and racial violence, which is why it is optional.

The assigned articles for this module provide a detailed description and analysis of "White Bear," so you will be able to complete the module without viewing it.

If you choose to watch it and do not have access to Netflix, you will need to purchase a one-month subscription. But again, this is entirely optional. All required readings for the course remain free and available online.

Students are not required to purchase textbooks or other learning materials for this course.

CONTENT INFORMATION

Please note that class material has been carefully curated to advance the learning outcomes by expanding your knowledge and engagement with the complexity of punishment and the law. You should be aware, however, that this is a sensitive and potentially distressing topic. It can invoke strong opinions and visceral reactions. The course will challenge you to articulate your arguments about the nature of punishment while tolerating opposing perspectives.

Punishment is implicated by such issues as imperialism, state violence, interpersonal violence, anti-Indigenous and racist violence, sexual violence, socio-economic violence and more. Some of us will have been harmed directly or indirectly by penal practices or the state's failure to punish misconduct. If you require support at any time because you are triggered or upset by this challenging material, please note that there are counselling services available

(<https://students.carleton.ca/services/counselling-services/>). Always feel free to reach out to your professor or TA if you are experiencing difficulties. We are here to support your learning journey.

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 Professor Khan may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

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

Evaluation	Notes	Weight of Final Grade
Weekly Module/Knowledge-Check Completion <u>Begins January 7.</u>	<p>Module Completion Requirements</p> <p>Each online module uses the “quiz” function in Brightspace to make the lesson interactive. To complete the module, you must:</p> <ul style="list-style-type: none"> • Watch lecture videos and engage all assigned content • Answer all Poll, Knowledge Check, and Reflection Questions as directed <p>These questions are graded, but you may retake the multiple-choice portion of the quiz once during that week. Your highest grade from the two attempts will be recorded.</p> <p>Deadline: Except for Module 1, each module is due on Wednesday at 11:35 AM, one week after it is released. Both your first attempt and the optional second take of the multiple-choice questions must be completed by this deadline.</p>	<p>25%</p>

Midterm <u>February 25, 11:35-2:35</u> Note that the midterm is scheduled at a fixed time. You must be available at this time to write the midterm on your own computer.	3 hours, covers the first 6 weeks of content (see below). E-proctored using CoMas	35%
Final Exam Scheduled during the final exam period in April	3 hours, covers all 12 weeks of content, (see below). E-proctored using CoMas	40%

All assignments and exams will be done remotely, using your own computer. To ensure Academic Integrity and fairness to all students, **this course uses CoMas, an e-proctoring software** developed in-house at Carleton and provided by Scheduling and Examination Services for the midterm and final exam. You can find more information at <https://carleton.ca/ses/e-proctoring>. The minimum computing requirements for this service are listed on the SES website <https://carleton.ca/ses/online-exams/e-proctoring/e-proctoring-course-outline-template>

Students are required to ensure they have the necessary computer capabilities and have installed the software one week prior to the midterm and final exam.

Rules for both Midterm and the Final exam will be provided in the first class.

FINAL GRADE APPROVAL

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

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

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Your weekly modules are accessed through the Quiz tool in Brightspace. Each module has a due date (one week after it opens). Submissions made after the due date will be marked as late. The quiz will remain open for one additional week, after which it will close.

Submissions made during the one-week grace period will be accepted with a 10% late penalty.

If you encounter extenuating circumstances that temporarily hinder your capacity to fulfil academic requirements or to write the midterm you may request a short-term extension.

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.

For requests for short-term extensions due to extenuating circumstances for module completions or the midterm, you must complete the Academic Consideration form at the following link **prior to the due date**: <https://carleton.ca/registrar/academicconsideration-coursework-form/>. Please do not email your professor with a direct request before submitting this form.

After you have completed the form, you are welcome to contact Professor Khan to provide any additional context, clarify your situation, or propose a reasonable plan for meeting the course requirements (for example, an alternative deadline). Please note that requests are not automatically approved.

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/>

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

Changes to the assigned material may occur. If this happens you will be notified 2 weeks ahead of time.

Module 1 (January 7): Introduction

Before you begin Module 1, please complete the following required tasks:

- Review the final syllabus carefully.
- Read: Cahill, Dan. "Victimization" (1998) 9:2 Journal of Prisoners on Prisons, pp. 52-54.

Once you've completed these tasks, work through the module lesson, which includes a poll, a knowledge check, and reflection questions.

Please note that Module One is the only module with an extended deadline (January 17), as this coincides with one day after the final day for course changes.

Module 2 (January 14): INDIGENOUS LEARNING BUNDLE + Restorative Justice

Module 2 is a bit different from the other modules, as you are assigned to work through the Indigenous Learning Bundle on Law and Human Rights. More information about this learning resource can be found here: <https://carleton.ca/tls/teaching-learning-and-pedagogy/collaborative-indigenous-learning-bundles/>. After you complete this task, engage the short module lesson that connects the Bundle to the assigned material.

Note: You may already be familiar with this Indigenous Learning Bundle, as it is used across multiple courses. If you have encountered this material in a previous class, you can treat it as a review. If you are taking LAWS 3908 C online this term, this Learning Bundle is also assigned for week 2, so please consider this a lighter week in terms of new content. That said, note that the *accompanying readings and assignments differ* between Approaches to Legal Studies II (3908 C) and this course, Punishment and the Law (3308 D), so be sure to complete the materials specific to each course if you are enrolled in both.

Before you begin the Indigenous Learning Bundle and the Module 2 lesson, please complete the following tasks:

READ:

1. **Indigenous Law 101 Graphic**
Infographic produced by the Indigenous Law Research Unit, which outlines methodology and resources. You can access it [here](#).
2. Hewitt, Jeffery G.
“**Indigenous Restorative Justice: Approaches, Meaning and Possibility.**” *University of New Brunswick Law Journal*, vol. 67, 2016, pp. 313–35.
3. Mi’kmaq Grand Council Chief Joe Mi’sel et al.
“**Two-Eared Listening is Essential for Understanding Restorative Justice in Canada**” (12 July 2022), *The Conversation*. Access the article [here](#).

Module 3 (January 21): Retribution and Reductivism

Required Material Before You Begin the Module:

1. Cavadino, Michael, James Dignan, & George Mair
“**Justifying Punishment (Chapter 2)**” in *The Penal System: An Introduction* (Los Angeles: SAGE, 2013), pp. 35-65.
2. Read Darrow, Clarence. “**Address to the Prisoners in the Chicago Jail**” (1902), online: BUREAU OF PUBLIC SECRETS <<https://www.bopsecrets.org/CF/darrow.htm>>.
3. Glaspell, Susan, and Cairns Collection of American Women Writers
A Jury of Her Peers [First edition], Ernest Benn Limited, 1927 (short story, 11 pages)

Once you've completed the readings, work through the module lesson, which includes a poll, a set of knowledge check questions, and a reflection question.

Module 4 (January 28): Sentencing Principles

Required material before you begin the module:

1. **"Purpose and Principles of Sentencing. Criminal Code, RSC 1985, c C-46, s 718"**, (8 July 2024), online: *Criminal Code* <<https://laws-lois.justice.gc.ca/eng/acts/c-46/section718.html>>.
2. Winocur, Erin, Danielle Robitaille & Maya Borooah. **"General Principles (Chapter 1)"** in *Sentencing: Principles and Practice Second edition*, (2024) (read pages 1-18 only).
3. Marchetti, Elena, Valmaine Toki & Jonathan Rudin. **"Indigenous sentencing courts and Gladue reports"** in *The Routledge International Handbook on Decolonizing Justice* (Routledge, 2023) 357-366.
4. Watch: UVic Indigenous Law Research Unit ILRU. **"FULL INTERVIEW: ANISA WHITE** (on Indigenous law; Gladue reports online: <<https://www.youtube.com/watch?v=TNLwoSQzWDI>>.

Once you've completed the readings, and watched the video, work through the module lesson, which includes a poll, a set of knowledge check questions, and a reflection question.

Module 5 (February 4): Punishment and Emotions

Required Material Before You Begin the Module:

1. Punishment and Modern Society by David Garland
"Punishment and Social Solidarity," Chapter 2 (Oxford University Press, 1990).
2. **"Why Punishment Pleases: Punitive Feelings in a World of Hostile Solidarity"** by Henrique Carvalho & Anastasia Chamberlen (2017) 20:2 *Punishment & Society* 217-234.
3. **OPTIONAL: Watch the episode "White Bear"**
Black Mirror, Season 2, Episode 2 (2013, Netflix)
4. Simpson, Sid, and Chris Lay. **"White Bear and Criminal Punishment."** In *Black Mirror and Philosophy*, edited by William Irwin and David Kyle Johnson, 50–58. Wiley, 2020.
5. Humanities and Fine Arts at UC Santa Barbara. **"Witnessing Black Trauma from Our Screens."** *UC Santa Barbara*, 12 Dec. 2020, <https://www.hfa.ucsb.edu/news-entries/2020/12/12/witnessing-black-trauma-from-our-screens>.

Important Information Regarding the "White Bear" Episode

Watching this episode is OPTIONAL. If you choose to watch it, please be aware of the potential **cost** and **CONTENT WARNING** below

- **Cost:** The Black Mirror episode "White Bear" (Season 2, Episode 2) is available on Netflix. If you do not have a Netflix subscription or another way to access the episode, you can sign up for a one-month Netflix subscription.

- **Content Warning:** The episode contains **visual depictions of violence and cruelty** that may be disturbing to some viewers.

Once you've gone through the material, work through the module lesson, which includes a poll, a set of knowledge check questions, and a reflection question.

Module 6 (February 11): Transformative Justice and Carceral Feminism

Required material before you begin the module:

1. Mingus, Mia. **"Transformative justice: A brief description"**, (11 January 2019), online: TransformHarm.org <https://transformharm.org/tj_resource/transformative-justice-abrief-description/>.
2. Kaba, Mariame & Kelly Hayes. **"A jailbreak of the imagination: Seeing prisons for what they are and demanding transformation"**, (3 May 2018), online: *Truthout* <<https://truthout.org/articles/a-jailbreak-of-the-imagination-seeing-prisons-for-what-they-are-and-demanding-transformation/>>.
3. Kim, Mimi E. **"From Carceral Feminism to Transformative Justice: Women-of-Color feminism and alternatives to incarceration"** (2018) 27:3 *Journal of Ethnic & Cultural Diversity in Social Work* 219 - 233.

Once you've gone through the material, work through the module lesson, which includes a poll, a set of knowledge check questions, and a reflection question.

No Module (February 18): Winter break. No lessons.

Module 7 (February 25): Midterm
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Timed midterm consisting of 3 parts: multiple choice questions; short answer questions; and one short essay. The midterm will take place on **February 25 11:30am-2:30pm EST using CoMas.**

Module 8 (March 4th) Guest lecturer Taryn Hepburn on Youth Justice and "Chair Girl"

Required material before you begin the module:

1. Tanner, Julian. **"Deviant Youth: The Social Construction of Youth Problems"** in *Teenage Troubles: Youth and Deviance in Canada*, 4th ed (Oxford University Press, 2015) pp. 1- 40.

2. **R v DB**, [2008] 2 SCR 3 (read headnotes only)
3. **Youth Criminal Justice Act**, SC 2002, c 1, Preamble and Declaration of Principle.
4. Perkel, Colin. “‘Chair girl’ fined \$2,000, given 2 Years’ probation, Community Service” | CBC News, (21 July 2020), online: *CBCnews* <<https://www.cbc.ca/news/canada/toronto/ont-chair-girl-1.5657752>>.
5. Matthews, Heidi. “What Freud Tells Us About Chair Girl and Ourselves.” *The Conversation*, 24 Mar. 2020, <https://theconversation.com/what-freud-tells-us-about-chairgirl-and-ourselves-131349>.

Once you’ve gone through the material, work through the module lesson, which includes a poll, a set of knowledge check questions, and a reflection question.

Module 9 (March 11th) Guest Lecturer Brandon Montour on Haudenosaunee Law
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Required material before you begin the module:

Please note that I will merge all the readings into a couple of pdf documents, which you will be able to download.

1. Louis Karoniaktajeh Hall, *The Mohawk Warrior Society: A Handbook on Sovereignty and Survival* (Binghamton: PM Press, 2023) at 52–54.
2. Louis Karoniaktajeh Hall, *The Mohawk Warrior Society: A Handbook on Sovereignty and Survival* (Binghamton: PM Press, 2023) at 177.
3. Dale Dionne-Dell and Davis Montour, “Looking for an Alternative: Sken:nen A’Onsonton. Restorative Practices Part 1: Justice” [undated].
4. Dale Dionne-Dell and Davis Montour, “Looking for an Alternative: Sken:nen A’Onsonton. Restorative Practices Part 2” [undated].
5. Dale Dionne-Dell and Davis Montour, “Looking for an Alternative: Sken:nen A’Onsonton. Restorative Practices Part 3: A Safe Community” [undated].
6. Dale Dionne-Dell and Davis Montour, “Bullying Behavior is not an Onkwehonwe Value” [undated].

Once you’ve gone through the material, work through the module lesson, which includes a poll, a set of knowledge check questions, and a reflection question.

Module 10 (March 18th) Collective Punishment and International Law
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Required material before you begin the module:

1. Burns, Kellie. **"Group Punishment Doesn't Fix Behaviour – It Just Makes Kids Hate School."** *The Conversation*, 20 June 2019, <https://theconversation.com/group-punishment-doesnt-fix-behaviour-it-just-makes-kids-hate-school-120219>
2. Watt, Leslie. **"A Short History of the War Crime of Collective Punishment."** *Opinio Juris*, 24 Oct. 2023, <https://opiniojuris.org/2023/10/24/a-short-history-of-the-war-crime-of-collective-punishment/>.
3. Shane D'Arcy, **"Punitive House Demolitions, the Prohibition of Collective Punishment, and the Supreme Court of Israel"** (2003) 21 Penn St Int'l L Rev, 477 – 507

Once you've gone through the material, work through the module lesson, which includes a poll, a set of knowledge check questions, and a reflection question.

Module 11 (March 25): Justice, Law and Forgiveness

1. Nicola Lacey, Hanna Pickard "To Blame or to Forgive? Reconciling Punishment and Forgiveness in Criminal Justice" *Oxford Journal of Legal Studies*, Volume 35, Issue 4, Winter 2015, 665–696, <https://doi.org/10.1093/ojls/gqv012>
2. NIHYANAN OMA NEHIYAWAK OCHI MIHKOSKIWAKAK: Red Earth Cree Nation Legal Traditions (2024) accessed from: "Reconciliation in the Criminal Justice System." Department of Justice Canada, <https://www.justice.gc.ca/eng/rp-pr/jr/recnlt-tjncre/index.html>.

Module 12 (April 1th): Review

This module provides a comprehensive review of **Modules 1–12** and offers tips for preparing for the final exam. Please note that the review module contains **unique content** that may also appear on the final exam.

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](#).