

## Course Outline

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<b>COURSE:</b>	<b>LAWS 5007 W–Race, Ethnicity, and the Law</b>
<b>TERM:</b>	<b>Winter 2026</b>
<b>PREREQUISITES:</b>	<b>Open to MA students</b>
<b>CLASS:</b>	<b>Day&amp;Time: Mondays @ 11:35 pm – 2:25 pm</b> <b>Room: <i>Check Carleton Central for room location</i></b>
<b>INSTRUCTOR:</b>	<b>Gulay Kilicaslan (she/her)</b>
<b>CONTACT:</b>	<b>Office: Loeb Building D598</b> <b>Office Hrs: Mondays 2:30 pm – 3:30 pm <i>OR</i> By Appointment</b>
<b>BRIGHTSPACE:</b>	<b><a href="https://brightspace.carleton.ca/d2l/home/366388">https://brightspace.carleton.ca/d2l/home/366388</a></b>

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### CALENDAR COURSE DESCRIPTION

Examines ways race and racism interact with gender and class in shaping legal system. Explores ways legal system institutionalizes racism and potential for using the legal system to combat racism. Selected areas such as immigration law and native rights may be used to illustrate themes.

### COURSE DESCRIPTION

This MA seminar examines how law produces, regulates, and contests race, ethnicity, and Indigeneity. Rather than treating law as neutral, we approach it as a central organizer of racial hierarchies, colonial domination, and borders. Drawing on socio-legal scholarship, Critical Race Theory, Black and Indigenous feminist thought, and decolonial perspectives, we trace how legal regimes have shaped slavery, empire, settler colonialism, migration and border control, policing, labour, and genocide.

We work with theoretical approaches to race from across the social sciences and humanities, including Black radical, whiteness, critical race, and decolonial traditions, to think law alongside a range of racial theories. The course asks how research on race and law changes when we move beyond dominant legal paradigms and draw on adjacent fields. We consider what forms of redress and transformation become possible or foreclosed when race is used as a legal framework, how twentieth-century notions shape current racial politics, and how the modern nation-state organizes what counts as race.

The seminar foregrounds practices of resistance, mobilization, and world-making that refuse law's racial orders, examining how communities use law strategically to seek rights, redress, and

recognition while cultivating abolitionist and decolonial imaginaries beyond liberal legality. Students will situate their own research within these debates and think with cases, lived experiences, and theory about the possibilities and limits of law in struggles for racial and social justice.

### **COURSE SPECIFIC LEARNING OBJECTIVES**

- 1) To situate “race,” “ethnicity,” and “Indigeneity” as historically produced legal and political categories rather than natural or fixed identities.
- 2) To provide a socio-legal and critical race framework for analyzing how law organizes racial and colonial power in different domains (citizenship, borders, criminal justice, labour, security, etc.).
- 3) To trace genealogies of slavery, empire, and settler colonialism and their continuities in contemporary legal regimes.
- 4) To explore how communities and movements engage, appropriate, and refuse legal frameworks in struggles against racism, colonialism, and state violence.
- 5) To support students in developing independent, theoretically grounded research projects that connect course themes to their own interests.

### **REQUIRED TEXTS**

Students are not required to purchase textbooks or other learning materials for this course. All course materials and instructions about the course assignments will be made available on Brightspace prior to the first week of the course. All books will be made available as library e-books.

Reading assignments include books, book chapters, articles from diverse sources, documentaries, movies, songs as well as poems. Some readings may change in conversation with the class participants to take account of class interests and concerns. We may also cover topics other than the ones listed for each week depending on the current national and global developments in the related field.

### **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.

Course Component	Weight	Due Date
Participation	20%	N/A
Reading commentaries (x8)	20% (2.5% each x 8)	By 5pm on Sundays
Presentation of Readings	10%	Chosen Week
Research Paper-Short Proposal	5%	February 13

Research Paper-Long Proposal	10%	March 13
Final Research Paper	35%	April 8

**Participation (20%):** Attendance is extremely important for full engagement in this course. Your presence and active engagement are expected to have a collective discussion. I strongly encourage you to discuss with me any circumstances that may affect your attendance & participation in class. It is expected that you will join the class having completed the assigned readings. The seminars will be primarily discussion-oriented and you should be prepared to discuss readings with your peers. Participation points will be allocated based on active engagement with course content and peers; a critical reading of course materials as well as other readings or experience; and brief presentation of final research paper topics.

**Reading Commentaries (20% in total- 2.5% each):** You will write brief weekly reflections for 8 of the 11 weeks (Week 1 excluded). These are not summaries, but short critical engagements with the readings: analysis, critique, comparison with other course texts, or reflections that link the material to your own work, experiences, or relevant current events. No outside sources or citations are required. Each post should be 200–300 words and uploaded to Brightspace by **5:00 pm on Sundays** (the day before class). Posts may be used to guide discussion, and you may be asked to speak to your reflection. You can focus on one, some, or all of the week's readings; what matters is the quality and depth of your engagement. You might, for example, respond to a key argument, pose a question for discussion, or respond to a classmate's earlier post.

**Presentation and Leading In-Class Discussion (10%):** You will give one short presentation (10–12 minutes) on one or two readings and lead the class discussion. By **January 12**, you must sign up for a presentation week and topic through the Groups section on Brightspace. After signing up, you will choose one or two readings for that week (depending on the total number of readings) and coordinate with the other participant signed up for the same week to divide the readings between you. In your presentation, you should briefly introduce the text(s) and outline the key argument(s), but the main focus should be on demonstrating your critical engagement with two or three issues raised in the reading(s), especially in relation to the broader themes of the course. You must also prepare at least two discussion questions that use the readings as a starting point and are designed to encourage participation and engagement from your peers, possibly drawing on other concepts, texts, events, or global developments. Presentations should not be simple summaries of the texts.

**Short Research Proposal and Annotated Bibliography (5%):** You are required to prepare a short proposal for the paper you plan to write as your final research paper. The proposal should include the following elements: 1. The problematic you want to address, 2. The rationale for investigating this topic (i.e., explain why you focus on this question?) 3. The kinds of literature you plan to consult, 4. Tentative ideas about the kinds of arguments, positions or approaches you plan to

present in the final essay. I expect you to also prepare an annotated bibliography of 6-10 academic sources with proper citation information. The annotations should indicate how you plan to use the source in question in relation to your chosen topic; you do not need to write extended summaries for the annotated bibliography so you may include a copy of the abstract for the academic sources if one is available. If you are not familiar with bibliographic data management software (such as Zotero, EndNote, RefWorks etc.), you might want to take a library course on this. I highly recommend this.

The short proposal should be about 750-1000 words (excluding bibliography and annotation and double-spaced). The short proposal is due on **February 13**.

**Long Research Proposal & Peer-Review (10%):** You will prepare a slightly longer proposal that will be read and commented by me and one or two seminar participants. This longer version should include the following elements: 1. Problematic/question/debate; 2. Rationale/Justification; 3. Schematic literature review that identifies key relevant debates on your topic and indicate how they inform your question or problematic; 4. Outline of the body of your paper with section titles, some of which expected to be developed.

The overall argument of your own, or your thesis statement, doesn't have to be ready at this point. The long proposal should be around 2000 words and double spaced. It is due on **March 13**.

**Final Research Paper (35%):** You will write a final paper that builds and expands upon a topic covered in class, or a related topic. Topics or readings that are not directly related to the course are not acceptable. Please consult with me before mid-February if you are not sure about the topic of your paper. The papers should not be more than 4500-5,000 words (excluding bibliography). The final essay is due on **April 8**.

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

In this course, deadlines are set for different reasons including to stay on a track. If you experience any difficulties (medical or otherwise) to attend the classes or meet the deadlines, please contact me beforehand to discuss alternative options that can accommodate your requests. It is very important to come up with solutions that will be fair to every participant of this class. Asking for accommodations, you don't need to provide me with a detailed reason but only a hint that can help me to come up with an efficient plan for both parties. Depending on the reasons, we can modify the deadlines or provide you with reasonable extensions.

For longer extensions and requests to modify the assignment or evaluation structure, I might ask you to complete this form <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf> and send it to me via email.

**SCHEDULE****January 5****Week 1: Introduction**

- ◇ Getting to know each other & exchanging views on our expectations from the seminar and collective discussion norms
- ◇ Brief discussion of what “race, ethnicity, and law” evokes in our various contexts.
- ◇ Listening together: Robert Glasper, “In Tune” (feat. Amir Sulaiman), followed by a short round of reflections on sound, feeling, and political imagination.

***(No required readings this week except for the course outline!!)***

**January 12****Week 2:****Key Critical Frameworks I: Race and Social Construction**

- Ray, Victor. *On Critical Race Theory: Why It Matters and Why You Should Care*. New York: Random House, 2022. (Chapter 1, pp. 27–36.)
- Haney López, Ian F. “The Social Construction of Race.” In *Critical Race Theory: The Cutting Edge*, 3rd ed., edited by Richard Delgado and Jean Stefancic, 238–48. Philadelphia: Temple University Press, 2013.
- Torres, Mo. “Against Race, Toward the Abolition of Racism.” *Sociology of Race and Ethnicity* 9, no. 1 (2023): 124–27.
- Mills, Charles W. *The Racial Contract*. 2nd ed. Ithaca, NY: Cornell University Press, 2022. (“Overview” chapter, pp. 9–40)

**Optional / Highly Recommended**

- Gilroy, Paul. *Against Race: Imagining Political Culture beyond the Color Line*. Cambridge, MA: Belknap Press of Harvard University Press, 2000. (Chapter 1, “The Crisis of ‘Race’ and Raciology,” pp. 1–53.)
- Bonilla-Silva, Eduardo. *Racism without Racists: Colorblind Racism and the Persistence of Inequality in America*. Lanham, MD: Rowman & Littlefield, 2014.
  - *Suggested*: Introduction and the chapter on the central frames of colorblind racism (e.g., “The Central Frames of Color-Blind Racism”).

**January 19****Week 3:**

### Key Critical Frameworks II: Intersectionality and Relationality

- Crenshaw, Kimberlé W. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Anti-Discrimination Doctrine, Feminist Theory, and Anti-Racist Politics.” In *Framing Intersectionality: Debates on a Multi-Faceted Concept in Gender Studies*, edited by Helma Lutz, Maria Teresa Herrera Vivar, and Linda Supik, 25–42. Farnham: Ashgate, 2011.
- Puar, Jasbir K. “I Would Rather Be a Cyborg than a Goddess.” *PhiloSOPHIA* 2, no. 1 (2012): 49–66.
- Byrd, Jodi A. “Weather with You: Settler Colonialism, Antiracism, and the Grounded Relationalities of Resistance.” *Critical Ethnic Studies* 5, nos. 1–2 (2019): 207–14.

### Optional / Recommended

- Tompkins, Andrew. “‘Driving Wedges’ and ‘Hijacking’ Pride: Disrupting Narratives of Black Inclusion in LGBT Politics and the Canadian National Imaginary.” *Oñati Socio-Legal Series* 10, no. 6 (2020): 1214–41. España, Internacional. <https://doi.org/10.35295/osls.iisl/0000-0000-0000-1104>.

January 26

### Week 4:

### State Violence, Colonialism, and Imperialism

- Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. New York: Grove Press, 2004.
  - Chapter on “On Violence” (or equivalent section in your edition).
- Mamdani, Mahmood. *Neither Settler nor Native: The Making and Unmaking of Permanent Minorities*. Cambridge, MA: Belknap Press of Harvard University Press, 2020.
  - Introduction, pp. 1–36 (also read it as a bridge to later weeks on international law, minoritized regimes, and genocide).
- Ünlü, Barış. “The Kurdish Struggle and the Crisis of the Turkishness Contract.” *Philosophy and Social Criticism* 42, nos. 4–5 (2016): 397–405.
- Zeedan, Rami, and Said Abou Zaki. “For Syrian Druze, Latest Violence Is One More Chapter in a Centuries-Long Struggle over Autonomy.” *The Conversation*, August 11, 2025. Available at: <https://theconversation.com/for-syrian-druze-latest-violence-is-one-more-chapter-in-a-centuries-long-struggle-over-autonomy>
- Peck, Raoul (dir.). *Exterminate All the Brutes*. HBO documentary miniseries, 2021.
  - Episode 1, “The Disturbing Confidence of Ignorance.”

### Optional / Recommended

- James, Joy. *Resisting State Violence: Radicalism, Gender, and Race in U.S. Culture*. Minneapolis: University of Minnesota Press, 1996.
  - (optional here, required later): Chapter 2, “Radicalizing Language and Law: Genocide, Discrimination, and Human Rights.”

## February 2

### Week 5:

#### Settler Colonialism, Indigeneity, and Coloniality

- Wolfe, Patrick. “Settler Colonialism and the Elimination of the Native.” *Journal of Genocide Research* 8, no. 4 (2006): 387–409.
- Coulthard, Glen Sean. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. Minneapolis: University of Minnesota Press, 2014. (Chapter 1, pp. 1–24)
- Quijano, Anibal. “Coloniality and Modernity/Rationality.” *Cultural Studies* 21, nos. 2–3 (2007): 168–78.
- Mignolo, Walter D. “Islamophobia/Hispanophobia: The Configuration of the Racial Imperial/Colonial Matrix.” *Human Architecture: Journal of the Sociology of Self-Knowledge* 5, no. 1 (2006): 13–28.

## February 9

### Week 6:

#### Law, Labour, and Global Racial Capitalism

- Walia, Harsha. *Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism*. Chicago: Haymarket Books, 2021.
  - Chapter 1 (focus on borders as regimes of labour and racial capitalism).
- Kassamali, Sumayya. “The Kafala System as Racialized Servitude.” In Hisham Aidi, Marc Lynch, and Zachariah Mampilly, eds., *Racial Formations in Africa and the Middle East: A Transregional Approach*, 102–6. POMEPS Studies 44, 2021.
- Aidi, Hisham, Marc Lynch, and Zachariah Mampilly, eds. *Racial Formations in Africa and the Middle East: A Transregional Approach*. POMEPS Studies 44. Washington, DC: Project on Middle East Political Science, 2021.
  - Introduction (required) and **one chapter of your choice** that foregrounds labour, migration, or racialized governance in Africa/the Middle East. Please, be prepared to briefly introduce your chosen chapter and share 2-3 discussion points in class.

## Optional / Highly Recommended

- Yarkin, Güllistan. “Fighting Racism in Turkey: Kurdish Homeownership as an Anti-Racist Practice.” *Ethnic and Racial Studies* 43, no. 15 (2020): 2705–23.

- Tzouvala, Ntina. “An Unreliable Friend? Human Rights and the Struggle Against Racial Capitalism.” In *Race, Racism, and International Law*, edited by Devon W. Carbado, Kimberlé Williams Crenshaw, Justin Desautels-Stein, and Chantal Thomas. Stanford, CA: Stanford University Press, 2025.

**February 16**

**NO CLASS (READING WEEK)**

**February 23**

**Week 7:**

**Borders, Migration Control, and Detention Regimes**

- Walia, Harsha. *Border and Rule: Global Migration, Capitalism, and the Rise of Racist Nationalism*. Chicago: Haymarket Books, 2021.
  - Chapter 2 (on border regimes, enforcement, and containment → as a bridge from labour to control/detention).
- El-Enany, Nadine. *(B)Ordering Britain: Law, Race and Empire*. Manchester: Manchester University Press, 2020.
  - Chapters 1–2 (make connections to how borders and immigration law are extensions of imperial ownership and racialized belonging).

**March 2**

**Week 8:**

**Policing Black Lives: Surveillance and Everyday State Violence**

- Maynard, Robyn. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax and Winnipeg: Fernwood Publishing, 2025.
  - Chapter 3, “Arrested (In)justice: From the Streets to the Prison.”
- Fanon, Frantz. *Black Skin, White Masks*. Translated by Richard Philcox. New York: Grove Press, 2008.
  - “The Fact of Blackness” (or equivalent chapter in your edition).
- Peck, Raoul, dir. *I Am Not Your Negro*. Documentary film. Velvet Film, 2016.

**Optional / Recommended**

- Those who want to read more on Canada and policing can read additional sections of Maynard or bring in examples from current events for discussion.

**March 9**



**Week 9:  
Prisons, Carcerality, and Abolitionist Justice**

- Maynard, Robyn. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax and Winnipeg: Fernwood Publishing, 2025.
  - Chapter 5, “Misogynoir in Canada: Punitive State Practices and the Devaluation of Black Women and Gender-Oppressed People.”
- James, Joy. *Resisting State Violence: Radicalism, Gender, and Race in U.S. Culture*. Minneapolis: University of Minnesota Press, 1996.
  - Chapter 2, “Radicalizing Language and Law: Genocide, Discrimination, and Human Rights.”

**March 16**

**Week 10:  
Race, Empire, and International Law**

- Carbado, Devon W., Kimberlé Williams Crenshaw, Justin Desautels-Stein, and Chantal Thomas, eds. *Race, Racism, and International Law*. Stanford, CA: Stanford University Press, 2025.
  - Editorial Introduction & Chapter 1: Race and Empire in International Law & Ch. 20 OR Ch.21 **(TBA)**
- Erakat, Noura, Darryl Li, and John Reynolds. “Race, Palestine, and International Law.” *AJIL Unbound* 117 (2023): 77–81.
- Lightfoot, Sheryl R. “Decolonizing Self-Determination: Haudenosaunee Passports and Negotiated Sovereignty.” *European Journal of International Relations* 27, no. 4 (2021): 971–94.

**March 23**

**Week 11:  
Memory, Genocide, Legal Responsibility, and Decolonial Futures**

- Tuck, Eve, and K. Wayne Yang. “Decolonization Is Not a Metaphor.” *Decolonization: Indigeneity, Education & Society* 1, no. 1 (2012): 1–40.
- Simpson, Audra. “The State Is a Man: Theresa Spence, Loretta Saunders and the Gender of Settler Sovereignty.” *Theory & Event* 19, no. 4 (2016).
- Michael J. Viola, Dean Itsuji Saranillio, Juliana Hu Pegues, Iyko Day. “Introduction to Solidarities of Nonalignment: Abolition, Decolonization, and Anticapitalism.” *Critical Ethnic Studies*, Vol. 5, No. 1-2 (Spring 2019), pp. 5-20.
- Peck, Raoul (dir.). *Exterminate All the Brutes*. HBO documentary miniseries, 2021.
  - Episode 4, “The Bright Colors of Fascism.”

**March 30**

**Week 12:**

**Term Wrap-up: *Feedback Session* (No required readings)**

**[The final research paper is due on April 8]**

## University and Departmental Policies

### DEPARTMENT POLICIES AND REGULATIONS

Please review the following three notes and the webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements: <https://carleton.ca/law/student-experience-resources/>.

**a. A note on submitting substantially the same piece of work more than once for academic credit:** Students are allowed to re-use a portion of their own work from previous assignments or courses, provided they acquire necessary approvals from the instructor and acknowledge and properly cite the portions that were previously submitted. For instance, if a student has already written a paper on a similar topic, they may incorporate findings or arguments from that earlier work but must indicate where these come from. Students should seek approval from the instructor if they are unsure whether their submission meets the criteria. Submitting work without clear acknowledgment of reused material will be considered a violation of academic integrity.

**b. A note on group or collaborative work:** Collaboration is permitted in specific instances where the instructor allows it. For example, group projects or collaborative assignments may be part of the course, in which case students are encouraged to work together and divide the tasks evenly. In all other cases (such as individual assignments), students must complete their work independently.

**c. A note on the use of generative artificial intelligence (GenAI) tools (e.g. ChatGPT, DeepL, Character.ai):** Unless otherwise noted during class activities, you may only use ChatGPT or any other GenAI technologies to *aid* or *nuance* your thinking, communication, and learning; but not to *replace* or *subvert* it. If you use GenAI tools during the research or writing process, you must provide an appropriate citation or acknowledgment in your assignments. This note should describe the extent of the tool's use, including any role it played in drafting, editing, or formatting, and must align with disciplinary norms. Transparency in this regard is essential to uphold academic integrity and ensure proper attribution. I will post a table on Brightspace in the first of week of classes for some examples of allowable and non-allowable uses of GenAI technologies in this class.

### PLAGIARISM

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism 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,

art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **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](https://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](mailto: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](#).