

## Course Outline

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<b>COURSE:</b>	<b>LAWS 3310 A - Race and Law</b>
<b>TERM:</b>	<b>Winter 2026</b>
<b>PREREQUISITES:</b>	<b>1.0 credit in LAWS at the 2000 level.</b>
<b>CLASS:</b>	<b>Day &amp; Time: Wednesdays 2:35pm-5:25pm</b> <b>Room: Please check Carleton Central for current Class Schedule</b> <b>Lectures will be in-person</b>
<b>INSTRUCTOR:</b>	<b>Monisha Logan</b>
<b>CONTACT:</b>	<b>Office Hrs: By appointment. Please contact me via email to schedule a Zoom meeting.</b> <b>Teaching Assistant: Daphne Duruoha</b> <b>Contact: <a href="mailto:DaphneDuruoha@cmail.carleton.ca">DaphneDuruoha@cmail.carleton.ca</a></b>
	<b>Email: <a href="mailto:monishalogan@cunet.carleton.ca">monishalogan@cunet.carleton.ca</a></b>
<b>BRIGHTSPACE:</b>	<b><a href="https://brightspace.carleton.ca/d2l/home/366346">https://brightspace.carleton.ca/d2l/home/366346</a></b>

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### Calendar Course Description:

This course explores theorizations and intersections of race and law in legal studies. Particular attention to case studies, institutional, structural, and systemic racism, the currency of “race” in legal categories and in the work of legal actors in multiple areas of law.

### Course Description

This course offers a comprehensive exploration of contemporary and historical discourses surrounding race and racism in relation to law and legal systems. Focusing primarily on Western legal frameworks, students will engage in critical self-reflection and analytical thinking to unpack how race intersects with various aspects of identity (gender, disability, mental health, socioeconomic status) to shape legal outcomes and regulations. With a fusion of both academic and non-academic materials being introduced in the course, students will be encouraged to actively apply their knowledge of course material to real-world discussions about law and its effects on different communities and spaces.

## Learning Outcomes

- Gain an introductory understanding of how race and its relevant intersections (e.g., gender, class and socioeconomic status, disability and sanism) permeate various areas of law and regulation, and influence legal frameworks, policies, and practices across various contexts
- Develop a foundational understanding of key theories related to race, racialization, and racism
- Empathetically develop critical tools to assess how race and its intersections with other elements of identity are perceived by the criminal justice system and how that impacts communities

## Texts & Course Materials

All materials will either be on reserve and can be accessed via Ares or found on Brightspace. **Students are not required to purchase textbooks or other learning materials for this course.**

## Classroom Statement

As an instructor, I acknowledge that students entering this classroom come with a diverse range of experiences and perspectives regarding this subject matter. The topics covered in the course may be sensitive for many individuals who are within this space, and as such, it is imperative that as a class we create a learning space that is empathetic, respectful, and free from any form of discrimination, violence, and stigma. Students are expected to be respectful to their colleagues both in the classroom and within their assignments. This includes using respectful language, being present in the classroom and actively participating in activities and discussions in a way that is productive to the overall objectives of the course. While I encourage students to actively engage in a process of self-reflection throughout the semester, I am not asking nor am I expecting students to share any personal and/or sensitive information. Any discriminatory, offensive, and/or violent behaviours and actions will not be tolerated.

## Assignments and Evaluations

### **1. Brightspace Forum Q&A – 30% of overall grade (2.5% per submission x 12 submissions)**

Students will be expected to submit two posts on Brightspace each week. The first post will be a response to a question posed by the course instructor, which will be based on the assigned readings for the week. The second post will involve responding to a peer's contribution. **All posts must be submitted prior to the commencement of the class** (e.g., responses for week 3 must be posted before the start of the week 3 lecture). **Extensions will NOT be granted, except in cases of documented medical or family emergencies that have been communicated to the instructor ahead of time.** This assignment will be graded on a pass/fail basis. However, responses that are deemed irrelevant or off-topic will not be eligible for full credit.

### **2. Journal Submissions – 40% of overall grade (13.33% per submission x 3 submissions)**

Students will be asked to submit three 2-2.5 page reading reflections over the course of the semester. Assignments must be submitted as Word documents, Times New Roman, double-

spaced. The three reading reflections will have to be in relation to three of the twelve weekly themes covered in the course, though students will have the choice to decide which week they choose to write on based on the submission deadlines (see below). The reflections must be a discussion of the readings (not just class lecture material), though the general format of the reflections themselves is open-ended. The reflections are a developed piece of work that stems from their initial Brightspace forum posts, but this will be an opportunity for students to discuss their interpretations, critiques, and connections that were developed in the process of reading the assigned material.

**Journal entries are due by the listed dates below at 5pm.** There will be a 24-hour grace period where students may be allowed to submit their journals without penalty. **After this grace-period, there will be a 5% late penalty per day.** Any submissions provided 2 weeks after the due date will not be eligible for grading (except for special accommodations that have been discussed with the course instructor prior to the assignment deadline). Please note extension requests must be discussed with the instructor at least one week prior to the assignment deadline.  
Due Dates for Journal Submissions.

Journal 1 due on January 28, 2025, by 5pm

- Students can select from the following weeks:
  - Week 2: What is Race? Conceptions of Race and Racialized Experiences
  - Week 3: How is Race and Law Framed? Media, Race, and Legal Narratives
  - Week 4: Race, Law, and Indigeneity

Journal 2 due on March 4, 2025, by 5pm

- Students can select from the following weeks:
  - Week 5: Spatial Inequality: Race, Law, and Geography
  - Week 6: Race and Policing
  - Week 7: Race, Law, and the Carceral State
  - Week 8: Race and Madness: Law, 'Health', and Colonialism

Journal 3 due on April 1, 2025, by 5pm

- Students can select from the following weeks:
  - Week 9: Race, Madness, and Policing 'Othered' Bodies: Exploring Sanism in Law
  - Week 10: "Killing Rage": Race, Gender, and Rage
  - Week 11: Race, Law, and Social Justice: Spaces of Resistance
  - Week 12: Looking Outside of Law: Communities of Care

### **3. Take Home Examination: Creative Assignment or Final Paper – 30% of overall grade**

Students will have the opportunity to develop and execute a final creative piece, which incorporates a minimum of three course ideas, arguments, and theories. The creative project will be open-ended, allowing students to choose and develop a project that aligns with their creative vision. Examples include: a virtual board game, podcast, a small selection of poems, a short film or television episode, a script, a newspaper article, etc.

We will dedicate a portion of four classes to discuss the creative project further and collectively brainstorm/work on the creative project in a classroom setting. During these assigned weeks, students will be divided into smaller groups to work on and receive feedback on their ideas. There is an expectation that students will come in prepared for these working sessions, bringing in drafts, proposals, and/or any necessary early preparation for their proposed ideas. For those who may not feel comfortable with the creative piece, there will also be an option to submit a 12-15-page formal essay (Times New Roman, double-spaced). Formal essays must be incorporate a minimum of three course ideas, arguments, and theories.

**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.

### **Requests for Extensions**

The granting of extensions is determined by the instructor, who will confirm whether an extension is granted and the length of the extension. All extension requests for the journal submissions **must be discussed with the instructor at least one week prior to the submission deadline**. For requests for short-term extensions, please complete the form at the following link and submit it to the instructor at least one week prior to the assignment due date: <https://carleton.ca/registrar/academic-consideration-coursework-form/>. **Extensions are not available for Brightspace Forum posts.**

Final exam deferrals must be applied for at the Registrar's Office. Please review 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>

### **Weekly Schedule and Reading List**

*\*Reading list may be subject to change.*

#### **Week 1: Introduction – How Do I Conceptualize Race and Law?**

**January 7**

The first week will provide students with an opportunity to familiarize themselves with the course structure and expectations. This will include a review of the course syllabus, covering key assignments and providing an overview of the prominent themes that will be explored throughout the semester. Additionally, students will engage in two required in-class activities.

#### **Week 1 Assigned Reading/Listening:**

- Advancing Justice Podcast. Episode 1 – Understanding the Impact of Racism, Colonialism, and Poverty on Canada's Criminal Justice System.  
<https://maytree.com/news-and-stories/podcasts/advancing-justice/>

**Week 2: What is Race? Conceptions of Race and Racialized Experiences      January 14**

Building upon last week's self-reflection activity, students will engage in a more in-depth exploration of different conceptions of race and the processes of racialization. Key questions for this week include: How is race defined, and how are experiences of racialization understood? What theoretical frameworks and analytical tools can be employed to critically examine and assess experiences of racialization in contemporary contexts?

**Week 2 Assigned Readings:*****Mandatory***

- DiAngelo, R. (2018). *White fragility: why it's so hard for white people to talk about racism*. Beacon Press. pp. 1-38
- Desmond, M., & Emirbayer, M. (2009). What is racial domination?. *Du Bois Review: Social Science Research on Race*, 6(2), 335-355.

**Week 3: How is Race and Law Framed? Media, Race, and Legal Narratives      January 21**

Week 3 focuses on the conceptualization of race within the media, with particular attention to discourses surrounding law and criminality. Central to this exploration will be the role of language, narratives, and imagery in shaping public perceptions. Key questions for discussion include: How do external media sources (such as news outlets, social media, etc.) legitimize racial narratives linked to discussions of law and criminality? What are the potential consequences of such media representations?

**Week 3 Assigned Readings:*****Mandatory***

- Collins, R. E. (2014). The construction of race and crime in Canadian print media: A 30-year analysis. *Criminology & Criminal Justice*, 14(1), 77-99.
- Wilcox, P. (2005). Beauty and the beast: Gendered and raced discourse in the news. *Social & Legal Studies*, 14(4), 515-532.
- Makepeace, J. (2023). The Media's Representation of Cindy Gladue: An Analysis. *Spectrum*, (10), 1-7.

**Week 4: Race, Law, and Indigeneity****January 28*****\*Journal 1 Due***

Week 4 centers on the intersections of Indigeneity, the politics of recognition, and the colonial history of Canada, with a particular focus on Canadian law. This week's discussions will examine how Canadian legal frameworks and conceptions of legality have historically facilitated ongoing violence against Indigenous communities. We will also explore the debates surrounding the recognition and acknowledgment of Indigenous laws, practices, and ways of being. Key questions for consideration include: What are the politics of recognition, and how do they function within colonial structures? In what ways are our current approaches to recognizing Indigenous communities and their respective agencies problematic? The week will also include discussions on the distinction between structural and non-structural changes, and how each can impact the relationship between Indigenous peoples and the settler state.

**Week 4 Assigned Readings:****Mandatory**

- Coulthard, G. S. (2014). *Red skin, white masks: rejecting the colonial politics of recognition*. University of Minnesota Press. pp. 25-50
- Cook, A. (2018). Recognizing settler ignorance in the Canadian Truth and Reconciliation Commission. *Feminist Philosophy Quarterly*, 4(4), 1-25.
- Let's Talk Poverty Podcast. Episode 12: Systemic Change – Indigenous People and the Legal System. <https://enoughforall.ca/podcasts/systemic-change-indigenous-people-and-the-legal-system>

**Week 5: Spatial Inequality: Race, Law, and Geography****February 4**

Week 5 examines the intersection of race, law, and spatial geography, with a particular emphasis on exclusionary politics. The discussions will explore how spatial organization, national discourses on immigration, and the inherent rights to land and space are shaped and regulated through legal and racial frameworks. This week's analysis will focus on how access to space—whether in urban environments or broader national contexts—is mediated by legal structures and racialized practices, highlighting the ways in which such access is often unevenly distributed and controlled.

**Week 5 Assigned Readings:****Mandatory**

- Gaucher, M. (2020). Keeping Your Friends Close and Your Enemies Closer: Affective Constructions of “Good” and “Bad” Immigrants in Canadian Conservative Discourse. *Canadian Ethnic Studies* 52 (2), 79-98.
- Kurwa, R., & Gurusami, S. (2022). Carceral migrations: Reframing race, space, and punishment. *Social Service Review*, 96(2), 353-388.

**Week 6: Race, Law, and Policing****February 11**

Week 6 focuses on the intersections of race and policing, with particular attention to racialized experiences of systemic violence within contemporary law enforcement practices. This week, we will examine both statistical and historical examples of institutionalized violence, exploring how such violence has been perpetuated and normalized within policing structures, policies, and culture. Additionally, we will engage in theoretical discussions surrounding the concept of state care, critically analyzing the role of the state in managing and regulating populations, particularly racialized communities, through law enforcement.

**Week 6 Assigned Readings:****Mandatory**

- Kramer, R., & Remster, B. (2022). The slow violence of contemporary policing. *Annual Review of Criminology*, 5(1), 43-66.
- Samuels-Wortley, K. (2021). To serve and protect whom? Using composite counter-storytelling to explore Black and Indigenous youth experiences and perceptions of the police in Canada. *Crime & delinquency*, 67(8), 1137-1164.

**February 16-20: Winter break, no classes**

**Week 7: Race, Law, and the Carceral State****February 25**

Building on the concepts introduced in Week 6, Week 7 delves into the foundational dynamics of race, governance, and the criminal justice system. Through an exploration of “Race, Law, and the Carceral State”, students will critically examine the racial disparities that persist across various facets of the criminal justice system, particularly focusing on incarceration. Key questions will include: What is the relationship between race and mass incarceration? In what ways do contemporary incarceration practices reinforce racial inequities and perpetuate violence? How is racialized punishment manifested within these systems? This week’s discussion aims to unpack the structural and ideological dimensions that sustain racial disparities within the carceral framework.

**Week 7 Assigned Readings:*****Mandatory***

- Marques, O., & Monchalin, L. (2020). The mass incarceration of indigenous women in Canada: a colonial tactic of control and assimilation. *Neo-colonial injustice and the mass imprisonment of indigenous women*, 79-102.
- Chartrand, V. (2019). Unsettled times: Indigenous incarceration and the links between colonialism and the penitentiary in Canada. *Canadian Journal of Criminology and Criminal Justice*, 61(3), 67-89.
- Reece, R. (2020). Carceral redlining: White supremacy is a weapon of mass incarceration for Indigenous and Black peoples in Canada. *Yellowhead Institute*, 25, 1-5.

**Week 8: Race and Madness: Law, ‘Health’, and Colonialism****March 4*****Journal 2 Due\****

In Weeks 8 and 9, we will explore the intersections of race, mental health, and disability within the legal context. This week’s discussions will critically examine how medical care and prevailing conceptions of mental health have been intricately linked with racial and legal frameworks, contributing to the marginalization of historically oppressed and "othered" bodies. The questions for these two weeks will include: What is madness and how does it intersect with race? How are conceptions of mental health, madness, and race legitimized through the intersecting fields of medicine and law? In what ways have racial projects been reinforced and legitimized through discourses of health and legal frameworks?

**Week 8 Assigned Readings:*****Mandatory***

- Kanani, N. (2011). Race and madness: Locating the experiences of racialized people with psychiatric histories in Canada and the United States. *Critical Disability Discourses*, 1-14
- Metzl, J. M. (2010). *Protest psychosis: How schizophrenia became a black disease*. Beacon Press. pp. 84-128
- Yellow Bird, P. (2004). Wild Indians: Native perspectives on the Hiawatha asylum for insane Indians. pp. 1-10.

**Week 9: Race, Madness, and Policing ‘Othered’ Bodies: Exploring Sanism in Law****March 11**Week 9 Assigned Readings:*Mandatory*

- Meerai, S., Abdillahi, I., & Poole, J. (2016). An introduction to anti-Black sanism. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 5(3), 18-35.
- Mukherjee, A. (2022). Police Encounters with “People in Crisis”. *Disability Injustice: Confronting Criminalization in Canada*, 141-163
- Mack, T. (2014). The Mad and the bad: The lethal use of force against Mad people by Toronto police. *Critical Disability Discourses*, 7-34.

**Week 10: “Killing Rage”: Race, Gender, and Rage****March 18**

In Week 10, we will explore the intersection of race and law, while also engaging with discussions on gender and affect. Drawing from bell hooks' *Killing Rage*, students will critically examine the deteriorating effects of racism and how affective responses can serve as powerful tools for reclaiming agency and challenging systems of injustice. Key questions for exploration will include: How does race intersect with gender within legal frameworks? How does affect influence the ways in which racialized and gendered individuals/communities engage with the law and navigate legal systems? Furthermore, we will analyze how law and governance can be understood as inherently emotional processes, shaped by affective dynamics that influence both the application and experience of legal authority.

Week 10 Assigned Readings:*Mandatory*

- hooks, b. (1995). *Killing rage: Ending racism*. Henry Holt and Company. pp.1-30
- Lorde, A. (1987). The uses of anger: Women responding to racism. *Women and Language*, 11(1), 4. pp. 1-8
- Crenshaw, K., & Phillips, A. (1998). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics. In *Feminism And Politics*. Oxford University Press. pp. 139-167.

**Week 11: Race, Law and Social Justice: Spaces of Resistance****March 25**

Building on Week 10's exploration of affect as a constructive tool in combating injustice, Week 11 shifts to a broader discussion on spaces of resistance, specifically focusing on how different communities engage in acts of defiance within the legal sphere. Key questions for this week's inquiry include: How do we define 'resistance' in contemporary contexts? What can resistance look like moving forward? How does the concept of struggle manifest differently across various communities? Additionally, we will examine different theoretical frameworks and tools that can help us better understand the implications of resistance in both historical and modern legal contexts.



**Week 11 Assigned Readings:*****Mandatory***

- Davis, A. Y., West, C., & Barat, F. (2016). “Political Activism and Protest from the 1960s to the Age of Obama” in *Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement* (1st ed.). Haymarket Books. pp. 111-129
- Lorde, A. (1984). “The Master’s Tools Will Never Dismantle the Master’s House” in *Sister outsider : essays and speeches*. Crossing Press. pp. 110-113
- Manabe, N. (2016). “Conclusion: Protesting under (and against) Constraints” in *The Revolution Will Not Be Televised: Protest Music After Fukushima* (1st ed.). Oxford University Press. pp. 352-364

**Week 12: Looking Outside of Law: Communities of Care****April 1*****\*Journal 3 Due***

In Week 12, we will be exploring alternative spaces to law that communities have utilized to help address the public and private challenges they face. This week’s focus will center on the concept of *communities of care*—examining how communities support one another, provide accountability, and address issues without relying on state intervention. Key questions will include: How do communities foster mutual care and responsibility? How do these communities develop strategies for problem-solving and conflict resolution outside of formal legal structures? What is the significance of cultivating communities of care within racialized spaces? Finally, students will reflect on the lessons that can be drawn from these alternative approaches, considering their potential for challenging and transforming existing systems of justice.

**Week 12 Assigned Readings:*****Mandatory***

- Davis, A. Y., Dent, G., Meiners, E. R., & Richie, B. E. (2022). “Now” in *Abolition. Feminism. Now* (Vol. 2). Haymarket Books. pp. 124-166
- Jones, E. (2017). *Still We Rise*. Halifax Examiner.  
<https://www.halifaxexaminer.ca/uncategorized/el-jones-still-we-rise/> (\*Watch video)

## **University and Departmental Policies**

### **Academic Integrity and Use of Generative Artificial Intelligence**

The use of generative artificial intelligence, including but not limited to ChatGPT, for the completion of any assignment in this course constitutes a violation of academic integrity standards and is expressly prohibited.

In accordance with academic integrity policies, students are prohibited from submitting work that has been previously completed for another course. All assignments submitted for this course must be original and the sole work of the respective student.

### **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](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](#).