

Course Outline

COURSE:	LAWS 4602A – Is Religious Freedom a Human Right?
TERM:	Fall 2026 – Course Offered In Person
PREREQUISITES:	LAWS 2908 and fourth-year Honours standing (or permission of the instructor)
CLASS:	Day & Time: Tuesday 8.35am-11.25am Room: Please check Carleton Central for current Class Schedule
INSTRUCTOR:	Dr. Adrian
CONTACT:	Office: Loeb 5th floor (Office D-593) Office Hrs: All students are strongly encouraged to make an appointment with Dr. Adrian. Meeting with your professor is not a remedial act; your professors are part of your professional network, and you should get to know them. Email: melanie.adrian@carleton.ca

COURSE DESCRIPTION

This course will consider the legal, theoretical, and theological interconnections between religion and human rights. The course will familiarize students with key concepts including definitions of human rights and religious freedom, secularism and universalism. Attention will be paid to the interdependence of legal and religious perspectives. These fundamental concepts will be brought into dialogue through a series of case studies from, for example, Turkey, India, Canada, and the USA.

REQUIRED TEXTS

All mandatory reading and audio-visual materials are available through the university library and linked on the course website. No books or materials need to be purchased for this course.

Please note that the library has limited user access for some titles. Please save the required chapter from the eBook and close the browser after you are finished. This gives other users a chance to access the eBook. Please [see this informational video](#) regarding eBook etiquette.

LEARNING OUTCOMES

1. **Broaden perspectives:** Broaden perspectives on religion, religiosity and religious manifestation.
2. **Read and analyse cases:** Evaluate international legal protections of religious freedom, identifying how different jurisdictions define and limit this right.
3. **Apply theoretical perspectives:** Interpret legal issues involving religious freedom using relevant political, legal, and philosophical theories (e.g., secularism, universalism).

4. **Provide constructive and critical feedback:** Deliver clear, respectful, and evidence-based feedback on peers' analyses and arguments, identifying strengths and areas for improvement in reasoning, use of legal sources, and clarity of expression.
5. **Deliver concise and effective oral arguments:** Present clear, focused, and persuasive oral arguments on issues related to religious freedom and law, demonstrating the ability to synthesize complex legal concepts within limited time constraints.

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.

1. **In-class pop quizzes (20%):** There will be three unannounced in-class quizzes that will test the material for that week including all readings and video materials. Students should expect a combination of multiple choice, fill-in-the-blanks, short answer and longer answer (no essay questions). The lowest grade of 3 will be dropped.

2. **Course Attendance (10%):** There are 12 course meetings in total including the introductory class. Attendance will be taken and contributions assessed starting in the second class. Students have one free pass. Thus, students must attend 10/11 classes *in their entirety* and make a substantive contribution at each session for full marks. By substantive contribution, I mean comments or questions raised that demonstrate that all readings and audio-visual materials have been viewed and read. Contributions should clarify the materials to advance our understanding of the issues.

3. **Three Video Responses and Feedback (30%):** We will be using a software called "Feedback Fruits" to record video responses to a prompt. Students will record a short video that answers a question (prompt). Students will then be responsible for critiquing answers of 2 of their colleagues. Students will have an opportunity to respond to the feedback. Video reflections will be due September 30, October 21 and November 25. See table below for more information. Each of these will take up questions from the previous weeks (since the last response). In order for you to respond to each other's work and to give the instructor an opportunity to review these submissions, we will have the following schedule for these three weeks:

- Upload videos by 11pm on Wednesday
- Respond to the videos by 11pm Friday
- Author response to the critique by 11pm Sunday

Please, get to know the software before you use it as this will be a time sensitive assignment: <https://help.feedbackfruits.com/hc/en-us/articles/23527082346386-Peer-Review-For-Students>

4. Final Oral Exam (40%): The final evaluation for this course will be a 20-minute oral exam. This will be an opportunity to discuss what you have learned in the course.

Please note: All graded components must be successfully completed in order to get a passing grade.

Important Dates:

Video Reflection 1 (under week 3 on website):

Wednesday, September 30: available @6pm, due @11pm – video reflection due

Friday, October 2 @ 11pm – Feedback due

Sunday, October 4 @11pm – Read feedback

Video Reflection 2 (under week 6 on website):

Wednesday, October 21: available @6pm, due @11pm – video reflection due

Friday, October 23 @ 11pm – Feedback due

Sunday, October 25 @11pm – Read feedback

October 27 – No meeting – Fall break

Nov. 3 – Class meets in SA 601 for VR experience

Video Reflection 3 (under week 10 on website):

Wednesday, November 25: available @6pm, due @11pm – video reflection due

Friday, November 27 @ 11pm – Feedback due

Sunday, November 29 @11pm – Read feedback

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

In accordance with the Carleton University Undergraduate Calendar (Section 5.4), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Please note that for Dr. Adrian, an A-range grade is a remarkable achievement indicating hard work, thoughtful consideration of the texts, and a unique contribution.

Policy on late submission of work: Late submissions will be deducted one letter grade per 24 hours (including weekends).

Extensions: The granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension. **Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student will be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

BRIGHTSPACE HELP

For general help with Brightspace, [go here](#). Here is a [great set of videos](#) to help you understand how to navigate Brightspace. Go here for the [Brightspace community](#) where you can find answers to your questions.

FEEDBACK FRUITS: FEEDBACK TOOL

We will be using a piece of software called “Feedback Fruits” for your video reflections and responses.

For students: <https://help.feedbackfruits.com/hc/en-us/articles/23527082346386-Peer-Review-For-Students>

Important Information from Dr. Adrian that YOU NEED to read:

Please, read this outline: Students are responsible for knowing the information contained in this outline and for following instructions on assignments. If you have any questions, read this syllabus again. If questions remain, feel free to connect with Dr. Adrian.

On the themes of this course: We will be discussing sensitive and controversial issues in this class. There is no doubt that there will be differing ideas on right and good. Everyone must do their best to be respectful at all times. Racist, misogynist and otherwise inappropriate comments will not be tolerated.

Reading and Participation: This class will succeed or fail based on your commitment. You should be coming to tutorial having done the reading and prepared to contribute to a discussion. The texts are important, but you, the students, are the greatest resource. You all bring different perspectives and distinctive ways of thinking to the class. Speak up. Be heard.

Device Policy: Please put away ALL of your devices. No ringing, blinging or vibrating. This includes watches. All you need is a pen and some paper. Yes, I'm serious. Studies suggest that the act of taking notes (as opposed to typing and transcribing) is a part of the learning process. Please contact Dr. Adrian with any documented accommodations.

On Artificial Intelligence (AI): It's new and it is all rage. But, there are concerns on many fronts:

*The university acknowledges the various valid concerns surrounding the negative effects of AI, including but not limited to those on the environment jobs, mental health, intellectual property, data sovereignty and academic integrity (Cotton et al., 2024; Crawford, 2021). If used improperly, AI has been shown to **hinder cognitive skills, especially for novice learners** (Grassini, 2023; Habib et al., 2024; Lin, 2025). Additionally, there is a growing concern that the adoption of AI could have **lasting effects on important human traits like empathy, social and emotional intelligence, complex thinking, the ability to act independently, and sense of purpose** (Anderson & Rainie, 2025).*

AI Framework for Carleton University, 2026 (emphasis mine)

In this course generative AI may be used where appropriate, but students remain fully accountable for the accuracy, originality, and ethical implications of all submitted work. Your work **must not violate the principles of academic integrity as outlined in Carleton's Academic Integrity Policy, [available here](#)**. This course policy aligns with the minimal use policy [as outlined here](#).

What is appropriate? See the quick guide below. This guide is designed to help you use AI appropriately in your studies. You are not required to use AI, but it may support tasks such as improving clarity, grammar, and writing style. However, AI should not replace your own thinking or academic work. In particular, you must not use AI to generate analysis, arguments, or full written submissions. Doing so undermines the core learning goals of the course, including developing your ability to think critically, write independently, and engage with course material. All instances of AI use must be declared (i.e. "I used XX AI software for XX purpose.").

AI use: a quick guide for LAWS 4602

			Comment
Improving grammar		Yes	Use AI to help you learn grammatical rules and deepen your use of the English language.
Checking spelling		Yes	Use AI to check spelling.
Formatting citations		Yes	After you have inserted citations, AI can help you check and format these.
Formatting paper		Yes	AI can format a paper to the noted requirements.
Generating tables or graphs		Yes	As long as you are using your own data, AI can help you generate visual representations of your work.
Generating ideas	No		Ideas should always be your own. That is partially why you are in university – to test your ideas and learn about new ideas.
Summarizing Readings	No		Summarizing a reading is an important skill that you develop over time. To summarize a reading, you must review and understand the content and put it in relationship with broader course content.
Generating arguments	No		Absolutely not! This is where your scholarly voice needs to be heard. Don't let a computer speak for you!
Generating analysis	No		Analysis involves breaking down an argument, explaining it, examining it and making sense of it. This should always be your own in conversation with the course material.
Generating research findings	No		AI has been shown to be inherently biased. How do you know that it is not writing these biases into your work?
Writing Presentations	No		Presentations are about identifying core ideas and communicating these to others. These are key skills you will need for your future. Practice them here.
Writing Assignments	No		Definitely not. Learning is sometimes <i>frustrating</i> and <i>uncomfortable</i> , but you must push past these feelings to deepen your understanding of the material. Writing an assignment means that you are using what you have learned and applying your own lens to the ideas.
Generating bibliographies	No		AI simply does not know it all. Particularly in the field of religious freedom, sources are often outdated or made up.
Validating AI outputs	No		Do not use AI to validate its own output. Use the library website: https://library.carleton.ca/

**** If you have any questions in relation to AI use in this course or more generally, please ask the instructor.**

SEMESTER SCHEDULE

Week 1: Introductions

September 15

- We will meet to discuss the course, syllabus and get to know one another!
- Please come prepared having read this syllabus in full and having watched the video from Prof. Bakht (University of Ottawa Law School)

Required Viewing:

1. Video: [Natasha Bakht on 'How to read a case.'](#) [17:15]

Week 2: What is Religion?

Themes: How is Religion Defined?

September 22

Required Reading:

1. Woodhead, Linda. 2011. "Five concepts of religion." *International Review of Sociology* 21 (1): 121-143.
2. McGuire, Meredith. 2008. *Lived Religion: Faith and Practice in Everyday Life*. New York: Oxford University Press **OR**
3. Ammerman, Nancy T. 2020. "Rethinking Religion: Toward a Practice Approach." *The American Journal of Sociology* 126 (1): 6-51.

Required Viewing:

4. [6 lenses for looking at religion](#) [10:38]

Suggested Reading:

5. Habermas, Jürgen. 2008. "Notes on post-secular society." *New Perspectives Quarterly* 25 (4): 17-29.
6. Davie, Grace. 2007. "Believing without Belonging to Vicarious Religion: Understanding the Patterns of Religion in Modern Europe." In *The Role of Religion in Modern Societies*, edited by Detlef Pollack and Daniel V. A. Olson, 165-176. New York: Routledge.

Week 3: Who Defines Religiosity?

Themes: Boundaries and Limits of Religious Freedom

September 29

1. **Case:** *Syndicat Northcrest v Amselem* [2004] 2 S.C.R. 551
2. **Legislation:** *Canadian Charter of Rights and Freedoms*, sections 2 and 15
3. **Legislation:** [ICCPR Art. 18](#), [UDHR](#)

Required Viewing:

1. [The right to manifest \(practice\) religion or belief](#) [8:38]

Week 4: South Africa

Question and Themes: Is Religious Freedom a Human Right? Boundaries and Limits of Rights; Religion and State

October 6

Required Reading:

2. **Case:** *Kwazulu-Natal and Others v Pillay* (CCT 51/06) [2007] ZACC 21
3. Witte Jr, John, and M. Christian Green. Introduction to *Religion and Human Rights: An Introduction*, edited by John Witte Jr. and M. Christian Green, 3-24. Oxford University Press, 2011.
4. Beckford, James A. and James T. Richardson. "Religion and Regulation." In *The SAGE Handbook of the Sociology of Religion*, edited by James A. Beckford and N. J. Demerath III, 396-418. London: SAGE.

Required Viewing:

5. [Elizabeth Shakman Hurd on The Politics of Religious Freedom](#) [47:43]
6. [Jenna Reinbold on Seeing the Myth in Human Rights](#) [21:04]

Week 5: USA

Themes: Competing Rights, The Limits of Freedom and Religious Compulsion

October 13

Required Reading:

1. **Case:** *Masterpiece Cakeshop vs Colorado Civil Rights Commission*
2. **Legislation:** First Amendment to the United States Constitution
3. McGraw, Barbara A., and James T. Richardson. 2019. "Religious Regulation in the United States." *Oxford Research Encyclopedia of Politics*.

Required Viewing:

4. [NPR: "Gay Couples' Rights Vs. Artistry in Supreme Court Case"](#) [2:51]
5. [ABC News: "SCOTUS same-sex wedding cake decision"](#) [9:06]
6. [CityNews: "Videographer refused to film same-sex wedding"](#) [2:09]

Suggested Reading and Viewing:

7. Jakobsen, Janet R., and Ann Pellegrini. 2004. *Love the Sin: Sexual Regulation and the Limits of Religious Tolerance*. Boston: Beacon Press.
8. [Oral Argument for Masterpiece Cakeshop v. Colorado Civil Rights Commission](#) [1:28:12]

Week 6: Canada*

Themes: Citizenship, Living Religion and State, Neutrality, Accommodation

October 20

- *Note: The instructor reserves the right to change the readings for this week if a judgement is handed down earlier in the fall.*

Required Reading:

1. **Legislation:** Bill 21
2. [Canadian Civil Liberties Association on Bill 21](#). Scroll down and read "Bill 21 at the Supreme Court: Daily Recap" Please read all four entries.
3. Selby, Jennifer A., Amélie Barras, and Lori G. Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. Vancouver: UBC Press. Introduction, P. 3-23; *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*

Required Viewing:

4. [Limitations to Freedom of Religion or Belief](#) [19:46]
5. [Why Canadians' rights are at stake in the Supreme Court challenge of Quebec's Bill 21](#) [5:41]
6. [CBC News: The Politics of the Hijab in Canada](#) [6:48]

Suggested Reading:

7. Selby, Jennifer A., Amélie Barras, and Lori G. Beaman. 2018. *Beyond Accommodation: Everyday Narratives of Muslim Canadians*. Vancouver: UBC Press. Chapter 1 (Figures that Haunt the Everyday), P.24-62; Chapter 3 (Secularism in Canada), P.89-120; Conclusion, P.178. *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*

Suggested Viewing:

8. Listen to the oral arguments at the Supreme Court. Available [here](#).

October 27 - Fall break – no class

Week 7: Canada

Themes: Religion, Indigenous Peoples and the Environment

November 3

We meet in SA 601 at 8.35am.

Required Reading:

1. **Case:** *Ktunaxa Nation v. British Columbia*
2. **Legislation:** UNDRIP
3. Shrubsole, Nicholas. 2019. *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. Toronto: University of Toronto Press. "A Comment on Terminology" P.XIII-XVII; Introduction, P.3-28; Chapter 1: The Depth of Religious Freedom, P.29-49. [Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]
4. Please complete *both* Indigenous Learning Bundles (Course Website for week 7).

Required Viewing:

5. [How New Zealand's Maori Won Personhood for a River](#) [17:01]
6. [Kent Monkman painting gallery](#)

Suggested Reading:

7. Borrows, John. 2018. "Earth-Bound: Indigenous Resurgence and Environmental Reconciliation." In *Resurgence and Reconciliation: Indigenous-Settler Relations and Earth Teachings*, edited by Michael Asch, John Borrows, and James Tully, 49-81. Toronto: University of Toronto Press. [Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]
8. Shrubsole, Nicholas. 2019. *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today*. Toronto: University of Toronto Press. Chapter 2: Secularization, Dispossession, and Forced Deprivatization" P. 50-77; Chapter 6: The Potential and Limits of International Mechanisms of Redress, P. 162-183. [Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]

Week 8: India

Themes: Religion and Our Planet

November 10

Required Reading:

1. **Case:** *Mohd Salim v State of Uttarakhand & Others*
2. Donaldson, Sue, and Will Kymlicka. 2011. *Zoopolis: A Political Theory of Animal Rights*. Oxford: Oxford University Press. Introduction, P.1-18.
3. Kodiveri, Arpitha. 2019. ["If nature has rights, who legitimately defends them?"](#) OpenGlobalRights, March 21.

Required Viewing:

1. [Linda Sheehan on Codifying Nature's Rights in Human Law](#) [19:18]

2. [India Coronavirus Lockdown Improves Water Quality of River Ganga & Yamuna](#) [3:48]

Suggested Reading:

3. Donaldson, Sue, and Will Kymlicka. 2011. *Zoopolis: A Political Theory of Animal Rights*. Oxford: Oxford University Press. Part I, P. 19-72.
4. Jenkins, Willis. 2017. "Feasts of the Anthropocene: Beyond Climate Change as a Special Object in the Study of Religion." *South Atlantic Quarterly* 116: 69–81.
5. Sen, Ronjoy. 2016. "Secularism and Religious Freedom." In *The Oxford Handbook of the Indian Constitution*, edited by Sujit Choudhary, Madhav Khosla and Pratap Bhanu Mehta, 1396-1423. Oxford: Oxford University Press.

Suggested Viewing:

6. Documentary: [Anthropocene: The Human Epoch](#) [1:27:00]

Week 9: Turkey

Themes: Secularisms and Republicanism Reconsidered

November 17

Required Reading:

1. **Case:** *Hasan and Eylem Zengin v. Turkey*
2. Barras, Amelie. 2014. *Refashioning Secularisms in France and Turkey: The Case of the Headscarf Ban*. London: Routledge. Introduction (The Hegemony of Secularism, Gender and Space), P.1-20. *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*
3. Kardam, Filiz, and Kurtulus Cengiz. 2011. "Republican citizenship in Turkey: Historical development, perceptions and practices." *Middle Eastern Studies* 47(1): 151-165.

Required Viewing:

4. [AFP News: "Rise of Islamic schools causes alarm in secular Turkey"](#) [2:43]
5. [International Reporting Project: "Religion in Secular Turkey"](#) [6:33]

Suggested Reading:

6. Barras, Amelie. 2014. *Refashioning Secularisms in France and Turkey: The Case of the Headscarf Ban*. London: Routledge. Chapter 2 (A Tradition of Regulations: Shedding Light on the paradoxes of the Languages of Secularism), P.21-42; Conclusion (An Invitation to Transcend the Secular/Religious Divide), P.140-151. *[Please note: the library has limited user access for this title. Please save the required chapter from the e-book and close the browser after you are finished. This gives other users a chance to access the eBook.]*
7. Bhandar, Brenna. 2009. "The Ties that Bind: Multiculturalism and Secularisms Reconsidered." *Journal of Law and Society* 36 (3):301-326.

Week 10: Italy

Themes: Culture and religion; majority/minority relations

November 24

Required Reading:

1. **Case:** *Lautsi and Others v. Italy*
2. Beaman, Lori G. 2012. "Battles over symbols: the religion of the minority versus the culture of the majority." *JL & Religion* 28 (1): 67-104.

Required Viewing:

3. Interview: Effie Fokas
4. [Journeyman Pictures: "Clashing over the Crucifix" \[8:09\]](#)
5. [Uffizi Gallery in Florence, Italy displaying crucifixes in Italian art](#)

Suggested Reading:

6. Beaman, Lori G. 2020. *The Transition of Religion to Culture in Law and Public Discourse*. New York: Routledge.
7. Astor, Avi, and Damon Mayrl. 2020. "Culturalized Religion: A Synthetic Review and Agenda for Research." *Journal for the Scientific Study of Religion* 59 (2): 209-226.
8. Hutchinson, Sikivu. 2018. "Respectability Among Heathens: Black Feminist Atheist Humanists." In *Humanism and the Challenge of Difference*, edited by Anthony B. Pinn, 37-50. Cham: Palgrave Macmillan.

Week 11: France

Themes: Private lives, Secular Publics

December 1

Required Reading:

1. **Case:** *SAS v France*
2. Beaman, Lori G. 2016. "Living together v. living well together: A normative examination of the SAS case." *Social Inclusion* 4 (2): 3-13.

Required Viewing:

3. Interview/Video: [Natasha Bakht discussing SAS](#)
4. [Journeyman Pictures: "Saving France's Secular Identity?" \[20:35\]](#)

Suggested Reading:

1. Adrian, Melanie. 2015. "Outlawing the veil, banning the Muslim? Restricting religious freedom in France." *CrossCurrents* 65 (3): 371-379.

2. Fokas, Effie. 2018. "The Legal Status of Religious Minorities: Exploring the Impact of the European Court of Human Rights." *Social Compass* 65 (1): 25-42.

Week 12: Final Class - Review

Preparing for the oral exam

December 8

University and Departmental Policies

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/>.

DEPARTMENT POLICY

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/student-experience-resources/>.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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 [click here](#).

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. 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/>